



**PALLISER BOARD OF TRUSTEES REGULAR MEETING
MINUTES - BT20220412**

DATE: April 12, 2022

Trustees in Attendance: Lorelei Bexte, Board Chair
Debbie Laturnus, Board Vice-Chair
Tony Montana, Trustee
Mike Oliver, Trustee
Sharon Rutledge, Trustee
Louise Schmidt, Trustee

Staff in Attendance: Tom Hamer, Deputy Superintendent
Audrey Kluin, Associate Superintendent
Dexter Durfey, Secretary-Treasurer

Recording: Michelle Taylor

1. CALL TO ORDER

Chair Lorelei Bexte called the meeting to order at 9:07 a.m.

2. ADOPTION OF REVISED AGENDA

Resolution # BT20220412 - 01

Moved by: Tony Montana

That the agenda for the April 12, 2022 meeting be approved as amended.

8.5 Financial Update 2021-2022 was added.

CARRIED

3. MOVE TO *IN-CAMERA*

Resolution # BT20220412 - 02

Moved by: Debbie Laturnus

That the meeting move In-Camera, at 9:11 a.m., pursuant to Section S64(3) of the Education Act, and Division 2 of Part 1 of the Freedom of Information and Protection of Privacy Act, and Revised Statutes of Alberta 2000, Chapter S-3 and amendments thereto, to discuss Privileged Information with regards to identified In-Camera Items.

CARRIED

MOVE OUT OF *IN-CAMERA*

Resolution # BT20220412 - 03

Moved by: Mike Oliver

That the meeting move out of in-camera at 10:30 a.m.

Chairperson: _____ Secretary Treasurer: _____

CARRIED

4. MOTIONS ARISING FROM *IN-CAMERA*

There were no motions arising from *in-camera*.

5. ADOPTION OF BOARD MEETING MINUTES

Resolution # BT20220412 - 04

Moved by: Louise Schmidt

That the minutes of the March 1, 2022 meeting of the Palliser Board of Trustees be approved as presented.

CARRIED

6. PRESENTATIONS

6.1. Engagement Accountability Report

Jason Kupery shared the Engagement Accountability Report, providing updates on Off Campus Programming for the 2021-2022 school year. He shared the Off Campus Vision which is to facilitate collaborative learning opportunities and partnerships between school and community partners so that students will explore interests and gain skills that increase their success and confidence in becoming engaged and contributing global citizens. The current Off Campus offerings include Work Experience, RAP, Green Certificate, Dual Credit and Exploratories (approximately 200 courses). The dual credit post secondary partners currently are the University of Lethbridge, Lethbridge College, SAIT, NAIT, Ambrose University, Prairie College, Olds College, and the University of Calgary. The Learning Commons Facilitators in High Schools are a consistent presence in schools and engage students in career conversations and help facilitate Off Campus programs. They offer post secondary and career guidance for students. Palliser is working with Chinook's Edge and Wolf Creek School Divisions to create a Transition to Life (Post Secondary) Course for students which is a blend of mental health and financial literacy to help prepare students for the challenges that lie ahead. HCA, Calgary Christian, KAHS, NCS, and County Central are piloting the course this spring. All Palliser grade 7-12 students have access to the Financial Literacy course. There is a pilot project with County Central High School and Huntsville School who are offering Culinary courses which are 30 level, 5 credit courses on high school transcript. The program offers College level instruction through SAIT and provides students in smaller, rural communities with the opportunity to explore the Culinary world. The FarmEd program is offered at Picture Butte High School where a partnership with Rural Development Network offers an immersive, place-based education centred on Agricultural practices and "farm to table" activities that include building a Greenhouse, chickens, bees and crops. Palliser is co-chairing a TAVE (Trades and Vocational Education) steering committee which has been charged with designing a collaboratively developed strategic framework aimed at building students' trades apprenticeships, and vocational education knowledge and

Chairperson: _____ Secretary Treasurer: _____

experiences. This committee is sponsored by CASS and is composed of ministerial representatives, industry partners, and education system leaders from across Alberta.

Chair Bexte thanked Jason for his presentation.

Resolution # BT20220412 - 05

Moved by: Tony Montana

That the Engagement Accountability report is received as information.

CARRIED

6.2 Wellness Accountability Report

Shane Cranston and Jason Kupery presented the Wellness Accountability Report which outlined the Palliser School Division Wellness Goal which will allow Palliser students to become literate in mental health, gaining knowledge and understanding that will provide them confidence and support in their pursuit of living a healthy life. There is a team supporting Wellness which consists of one Coordinator of Counselling, 13 Family School Liaison Counselors, five Making Connections Workers, a Health Champion in every school and two Alberta Health Promotion Facilitators. The key supports and services provided by the team include supporting students using common definitions and language associate with the eight dimension of wellness, one to one and group counseling to students in areas such as anxiety, trauma, grief and a multitude of other areas, assessing student threat of violence, response to crises in schools, and supporting families with attendance issues. Making Connections Workers are liaisons between families, schools and community. Schools have implemented Social Emotional Learning (SEL) resources, a Health Champion Network and School Wellness Plans. A mentorship program is being reimplemented. Palliser has begun the process of surveying staff about wellness to gather data to move forward in the 2022-23 school year.

The Nutrition Program has been expanded and nine schools are fully supported. March was nutrition month and many schools celebrated by introducing new foods to students. The Culinary Program at Huntsville and County Central are supported by the Nutrition Grant.

Directors of Learning have provided staff training on SEL resources, Mental Health Literacy, 4th R and Healthy Relationships +. The are collaborative support systems in place (ie. collaborative practice meetings, IPP meetings, SIVA (WISE) plans, Suspension reentry planning, Threat Assessment Plans.) A Transitions course focusing on mental health was created to help with the transition to adulthood. There is a strong partnership with the University of Calgary. Highlights of the past past year include an increase in FSLC team/supports overall budget allocation and the receipt of grant money for the Making Connections Worker program which has supported initiatives such as backpacks, clothing, and the Angel Tree program. Opportunities for wellness support moving forward include

Chairperson: _____ Secretary Treasurer: _____

addressing the impact of student wellness from the pandemic, the implementation of the new curriculum and continued emphasis on collaboration with community partners.

Chair Bexte thanked Shane and Jason for their presentation and for all that the Team does for students in Palliser.

Resolution # BT20220412 - 06

Moved by: Mike Oliver

That the Wellness Accountability report is received as information.

CARRIED

6.3 Literacy Accountability Report

Dr. Adam Browning presented the Literacy Accountability Report for the 2021-2022 School year. In alignment with the Literacy Framework, numerous professional learning opportunities took place around literacy that emphasized early literacy and language support, content area literacy, vocabulary, and comprehension. Partnerships with the University of Lethbridge and University of Alberta were utilized to expand professional learning opportunities. An early language and literacy assessment was developed and provided professional development to teachers utilizing the assessment. Teachers and administrators from across Palliser will participate in a division-wide literacy symposium in May. The Literacy Framework is being expanded to reflect our division-wide use of research-based assessments and interventions. Additional literacy support and intervention was provided to 662 students from Grades 1 to 3. Moving forward into 2022-2023, Palliser will continue to merge the conversation on language and literacy within the division. Our division-wide literacy team continues to carry out our Literacy Framework that emphasizes key areas of literacy across grade levels and subjects: Oral Language and Vocabulary, Disciplinary Literacy, Balanced Literacy, and Digital Literacy. Plans are underway to implement early language and literacy programming that aligns with the new English Language Arts K-3 curriculum. An online platform will be created for staff to share resources and literacy projects across the division. Teachers will be engaged to build a shared understanding of early learning and middle years literacy. The development of a continuum of writing assessment will support the collective understanding of writing development. This year, staff have attended over 40 division-wide professional learning communities and at least 45 individual events related to literacy. There have been challenges to support a wide-range of assessments and the literacy team has sought to create coherence between the types of assessments utilized throughout the division with a focus on how to further support staff with implementing changes in the K-3 English Language Arts curriculum. 662 students are receiving additional early literacy intervention and it is expected that a greater number of students across grade levels will need ongoing support due to COVID-19 learning loss.

Chairperson: _____ Secretary Treasurer: _____

Resolution # BT20220412 - 07

Moved by: Louise Schmidt

That the Literacy Accountability report is received as information.

CARRIED

6.4 Numeracy Accountability Report

Dr. Adam Browning presented the Numeracy Accountability Report. The 2021-2022 highlights were discussed:

- Numerous professional learning opportunities around numeracy that emphasized fluency, reasoning and problem solving.
- Teachers and administrators from across Palliser participated in two division-wide literacy symposiums.
- Expansion of professional learning opportunities for staff to focus more on fluency, reasoning, and problem solving within numeracy.
- Engaged faculty at the University of Lethbridge and offered online professional learning through the University of Stanford to expand professional learning opportunities.
- Additional numeracy support and intervention was provided to 281 students from Grades 1 to 3.

Key actions moving forward into 2022-2023 include:

- A continued focus on key areas of elementary numeracy: number sense and fluency, mathematical reasoning, visual mathematics, problem solving, and rich tasks.
- Taking further stock of numeracy assessments and interventions utilized in schools, particularly with curriculum change in Kindergarten to Grade 3 Mathematics.
- Creating an online platform for staff to share resources, plans and projects across the division.
- Engaging teachers to build a shared understanding of early learning and middle years literacy.
- Creating opportunities to share and celebrate numeracy learning.

A numeracy team has been established to collaboratively engage leaders, teachers, students and community with the direction to further our numeracy framework. Administrators on aligning and supporting numeracy assessment and intervention and leading numeracy initiatives at the school level. Staff attended 8 ongoing division-wide professional learning communities and 33 individual events related to numeracy. Through our division-wide collaborative days and site-based days, numerous professional learning opportunities are offered to teachers across the division to facilitate professional learning opportunities. With a changing curriculum, additional challenges are expected with current numeracy assessments being utilized.

Chairperson: _____ Secretary Treasurer: _____

It is expected that students will continue to need ongoing additional support due to COVID-19 learning loss.

Chair Bexte thanked Adam for his presentation.

Resolution # BT20220412 - 08

Moved by: Debbie Laturnus

That the Numeracy Accountability report is received as information.

CARRIED

6.5 Financial Update 2021-2022

Dexter Durfey and Cindy Rogers shared the 2021-2022 interim financial update with the board. It is anticipated that there will be a deficit at the end of the school year of approximately \$937,000. The deficit is less than what was presented in the 2021-2022 budget. This is due in part to additional funding for COVID mitigation and other grants.

Chair Bexte thanked Cindy and Dexter for their presentation.

Resolution # BT20220412 - 09

Moved by: Mike Oliver

That the 2021-2022 financial update is received as information.

CARRIED

7. INFORMATION ITEMS

7.1. *SUPERINTENDENT'S REPORT

Attached to the agenda was the Superintendent's monthly activities report.

7.2. *SECRETARY-TREASURER'S REPORT

Attached as information is the Secretary Treasurer's monthly activities report.

7.3. *ASSOCIATE SUPERINTENDENT, HUMAN RESOURCES REPORT

Attached to the agenda was the Associate Superintendent's monthly activities report.

7.4. *DEPUTY SUPERINTENDENT, LEARNING SERVICES REPORT

Attached to the agenda was the Deputy Superintendent's monthly activities report.

7.5. *TRUSTEE REPORTS

Attached to the agenda were the Trustees' monthly activities reports.

7.6. *SCHOOL FIELD TRIP REPORT

Due to COVID-19 all international or out-of-province school trips have been postponed at this time.

8. ACTION/DISCUSSION ITEMS

8.1 CSBA 2022 Congress

Chairperson: _____ Secretary Treasurer: _____

The 2022 congress will be held in Saskatoon in July this year. Is there a desire for any trustees to attend? The agenda is appropriate for rural boards and has topics that are important to our division. The Chair supports trustees attending.

Resolution # BT20220412 - 10

Moved by: Louise Schmidt

That the Board send representation to the Congress on July 6-8, 2022 in Saskatoon.

CARRIED

8.2 Charter Schools

At the ASBA Zone 6 meeting Charter Schools were discussed. There is a concern that funds from the government are more accessible to charter schools than to public schools. Charter schools are designed to offer unique programming. ASBA has asked boards to petition the government for funding as they would charter schools to allow public school divisions to provide these unique programs. ASBA will be presenting a position paper to be presented at the Spring General Meeting. ASBA has asked boards to answer survey questions regarding Charter Schools. Administration will gather information for the Zone 6 ASBA questionnaire.

8.3 Public School Boards Association of Alberta

The PSBAA has contacted the Board Chair to ask the division to rejoin the organization. The membership is fairly expensive and Palliser has schools of choice. At this time the Board has decided that Palliser will not be a member of the Public School Boards Association of Alberta.

8.4 Curriculum Discussion

School boards across the province have written letters to the Minister of Education stating the positive changes that are being made to the K-6 curriculum. Palliser trustees are not in favour of the timing of the release. There is learning loss due to the pandemic and teachers and students do not need the added stress at this time.

Resolution # BT20220412 - 11

Moved by: Tony Montana

That the Board send a letter to the Minister of Education outlining the Board's position.

CARRIED

Chairperson: _____ Secretary Treasurer: _____

9. ADJOURNMENT

Being no further business before the Board, the Chair adjourned the meeting at 2:13 p.m.

Chairperson: _____ Secretary Treasurer: _____