

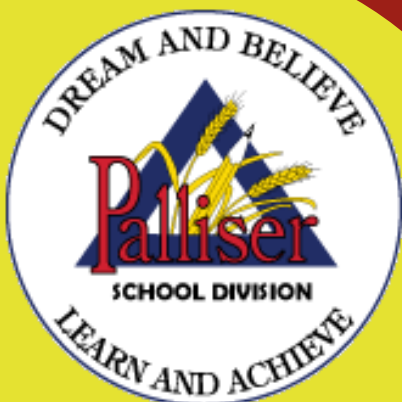


### **Mission Statement**

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

# EDUCATION PLAN

May 10, 2022



2021-2025 FOUR YEAR PLAN



## 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 to improve student learning. The process focuses on measurable outcomes to ensure safe and caring school environments and support for student learning.

## 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 10, 2022.



Lorelei Bexte  
Board Chair



Dave Driscoll  
Superintendent



## 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.

## About Palliser School Division

Palliser's geographical area stretches from Coaldale to Calgary, Alberta. For the 2022-2023 school year, the Division currently has approximately 9,200 students. Palliser serves students in ECS through Grade 12 in 51 schools, including 3 outreach programs, 4 alternative Low-German Mennonite programs, 12 alternative program schools, 17 Hutterite colony schools, and an online school, Palliser Beyond Borders. Eleven of Palliser's alternative schools are located in the City of Calgary. Palliser employs approximately 1,300 staff members in full-time, part-time and casual positions.



## What We Offer\*

- Building Futures
- Community Learning Centres
- Dual Credit Programs
- English Language Learning
- Faith-based Programming
- Home Education
- Kindergarten
- Locally Developed Courses
- Off-campus Education
- Online Learning
- Preschool Intervention Programs
- Sports School

## Pursuit of Excellence

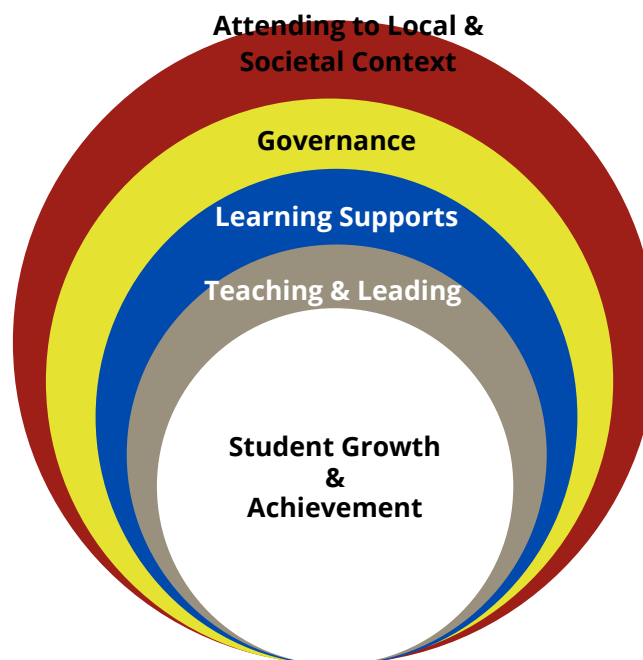
The Senior Leadership Team is using the Leadership Quality Standards as the foundational document to shape decision making for the division. As a result, our administrators and senior division leadership are working closely to pursue excellence in the following areas:

- fostering effective relationships
- modelling commitment to professional learning
- embodying visionary leadership
- leading a learning community
- supporting the application of foundational knowledge of First Nations, Metis and Inuit
- providing instructional leadership
- developing leadership capacity
- managing school operations and resources
- understanding and responding to the larger societal context

## Current Alberta Context

The Palliser School Division's 2021-2025 Education Plan outlines priorities for the system in alignment with the Alberta Education Assurance Framework. found in the [Funding Manual for School Authorities 2022/2023 School Year](#). The Assurance Framework provides the structure for building and enhancing public trust and confidence in the education system. Through the guiding principles, domains and processes the education system demonstrates that is meeting the needs of students and that students are successful.

Assurance occurs when we support stakeholders to engage across the five domains of student growth and achievement; teaching and leading; learning supports; governance; and local and societal contexts. The Education Plan and the Annual Results Report are essential components for Palliser in demonstrating planning, monitoring results, assessing progress and adapting future plans all with the goal of providing assurance to the public.





Alberta Education has grounded this approach within the philosophy of a “continuous improvement cycle”. The continuous improvement cycle is embedded in the plan as we continue to evaluate, collect feedback and improve and optimize student learning. Palliser School Division’s priorities in Wellness, literacy and numeracy drive the focus for the school based Education Plans which are grounded in research based practices that respond to student needs. The key components of the improvement cycle include:

- **Explore:** Involves accessing, analyzing and interpreting accurate and relevant data and, identifying and understanding an issue, concern or problem. Key question: What is going on here?
- **Develop:** Involves Identification of a problem or challenge that can be addressed; identification of potentially successful strategies to address learner-centered problem/challenge; and developing an action plan. Key question: What needs to be improved? How?
- **Take action:** Involves learning as you implement the plan and making adjustments through formative feedback. Key question: How are we ‘actioning’ the plan?
- **Evaluate:** Involves evaluating the impact of the plan. Key question: Did our planned strategies have the desired outcomes? What next?

Continuous improvement is dependent upon the collection of evidence, the engagement of stakeholders, learning and capacity building.

- **Evidence-informed decision-making:** In a continuous improvement cycle, participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- **Engagement:** Effective engagement processes rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- **Learning and Capacity Building:** In assurance, reflection on learning is critical. Because the provision of assurance is a dynamic process, the opportunities for building capacity for change and improvement must be ongoing.



# Our Four Year Education Plan

Our Four Year Education Plan is organized around the five primary domains within education. Our primary domain is Student Growth and Achievement. Our students' success and well-being is impacted daily by Teaching and Leading along with strong Learning Supports determined by effective Governance while Attending to Local and Societal Context.



## Student Growth and Achievement

refers to the ongoing progress that students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

## Teaching and Leading

refers to teachers and leaders analysing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards.

## Learning Supports

refers to the mobilization of resources, (including expertise, facilities, human and community services), required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all learners are welcomed, cared for, respected and safe.

## Governance

refers to the process by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. Public Assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

## Attending to Local and Societal Context

refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds proactively to local societal contexts.

**We anticipate local and societal needs and circumstances and then we respond with understanding.**



# What does the shift to assurance look like within the Palliser School Division?

This year's Education Plan looks a little different because it contains further refinements that communicate how Palliser School Division and its schools are building transparency, providing public assurance and demonstrating accountability within our communities.

## Accountability to Assurance

Palliser School Division has worked to align the Education Plan in response to the new Alberta Education Assurance Framework. This more collaborative approach to continuous improvement states "all education stakeholders accept responsibility for building capacity of the education system — in classrooms, schools, school authorities and in government." (p. 18)

## Timing of Planning and Reporting

Under the accountability model, Education Plans and the AERR were traditionally approved by the Board of Trustees once the school year was in progress. With the shift to completing the Education plan in the spring, school authorities are able to take the time necessary to engage stakeholders in the cycle of continuous improvement and adjust the plans based on results and feedback. The spring submission also links the process more closely to the budget development and planning cycle.



## Adapting Divisional Goals within the new Education Plan

This year's education plan has embedded Palliser School Division's broad areas of focus on Wellness, Literacy and Numeracy within the 5 domains of Student Growth and Achievement, Teaching and Leading, Learning supports, Governance and Attending to Local and Societal Context.

## Broad Stakeholder Involvement and Engagement

"Ensuring continuous improvement throughout the system necessitates a collective approach that recognizes diversity within Alberta, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts." (p.18)

Palliser School Division broadened stake holder engagement as part of the development of the current Education Plan. This process led to the established fourteen elements to be used to provide assurance to our stakeholders.

These desired states have been identified and shared with school communities. They will form the basis for identifying future strategies and frameworks as we continue to work with stakeholders within the planning cycle.

# The 2022-2023 Education Plan

**| Mission |** 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 to improve student learning. The process focuses on measurable outcomes to ensure safe and caring school environments and support for student learning.

**| Values |** Accessibility, Cooperation, Communication, Inclusivity, Diversity, Creativity, Excellence, Critical Thinking, Lifelong Learning, Continuous improvement, Transparency, Accountability, Respect, Integrity, Fairness, Equity, Empathy, Trust Responsibility, Commitment



The 2021-2025 Palliser School Division Education Plan is based on the priorities identified by the Board of Trustees, senior leadership and school administration. These priorities are wellness, literacy and numeracy and will be achieved through a focus on:

- **Student engagement:** Continue to enhance and promote student voice in their learning
- **Inclusion:** Continue 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 grounded by research, relevance and meaning for students.
- **Mental Health:** Continue to enhance and expand supports for students and staff.



Schools continue to work collaboratively with all central office departments to develop and implement programming that is responsive to identified needs within school communities. The data and feedback collected is used to enhance learning opportunities for all students.

The process of collecting data and input used in updating the 2021-2025 Education Plan is based on several perspectives and data sources collected throughout the 2021-2022 school year. Input has been gathered from:

- School education plans (staff, parents and school councils)
- Staff and Student Surveys
- Admin Association meetings (principals, vice principals)
- Learning Services team meetings
- Superintendent's leadership team

This year the Admin Association worked through a series of facilitated sessions designed to identify our desired states. This was then shared with each school community through School Council for further feedback and refinements. The following was created as a result of this engagement process. Our central office team and school principals are working to align their practices within this framework.

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## Desired States For Each Domain

### Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem-solving, critical thinking, creativity and communicating.
3. Students will be able to identify their emotions so they can react appropriately, helping them to self-advocate and make good decisions.

### Within the Domain of Teaching and Leading

1. Teachers and leaders seek out ways to engage with staff, students and community to ensure each stakeholder group takes ownership of learning success to support optimal learning.
2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning and will use this evidence to inform practice.
4. Teachers and leaders bring care and competence to all their interactions; care with all stakeholders, both within and beyond their buildings, and competence evidenced by appropriate pedagogy and consistent professionalism.

### **Within the Domain of Learning Supports**

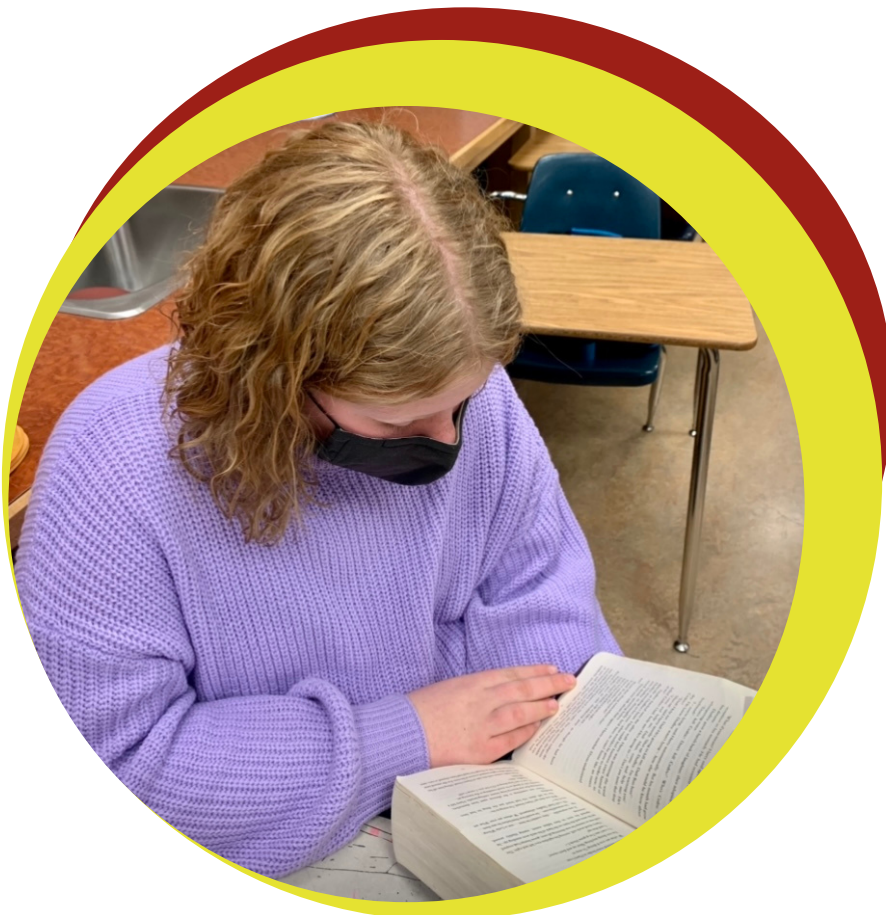
1. Infrastructure (including all central office departments) supports learning and strives to meet the needs of Palliser students, families, staff and our communities.
2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

### **Within the Domain of Governance**

1. The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
2. The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policies is coherent with provincial and division goals.
3. The Palliser Board will continue to advocate for the success of all learners. Within the Domain of Attending to Local and Societal Context.
4. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

### **Within the Domain of Attending to Local and Societal Context**

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.





## Division Goals

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

Alberta Education goals are:

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

Palliser School Division Priorities 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.

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

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

To achieve our Education Plan, we will focus on:

### Schools

Student engagement: Enhance and promote student voice in their learning.

Inclusion: Continue 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 supports for students and staff.

### System

As we continue to adapt to the impact of COVID 19 and begin the implementation of the new Curriculum, 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.



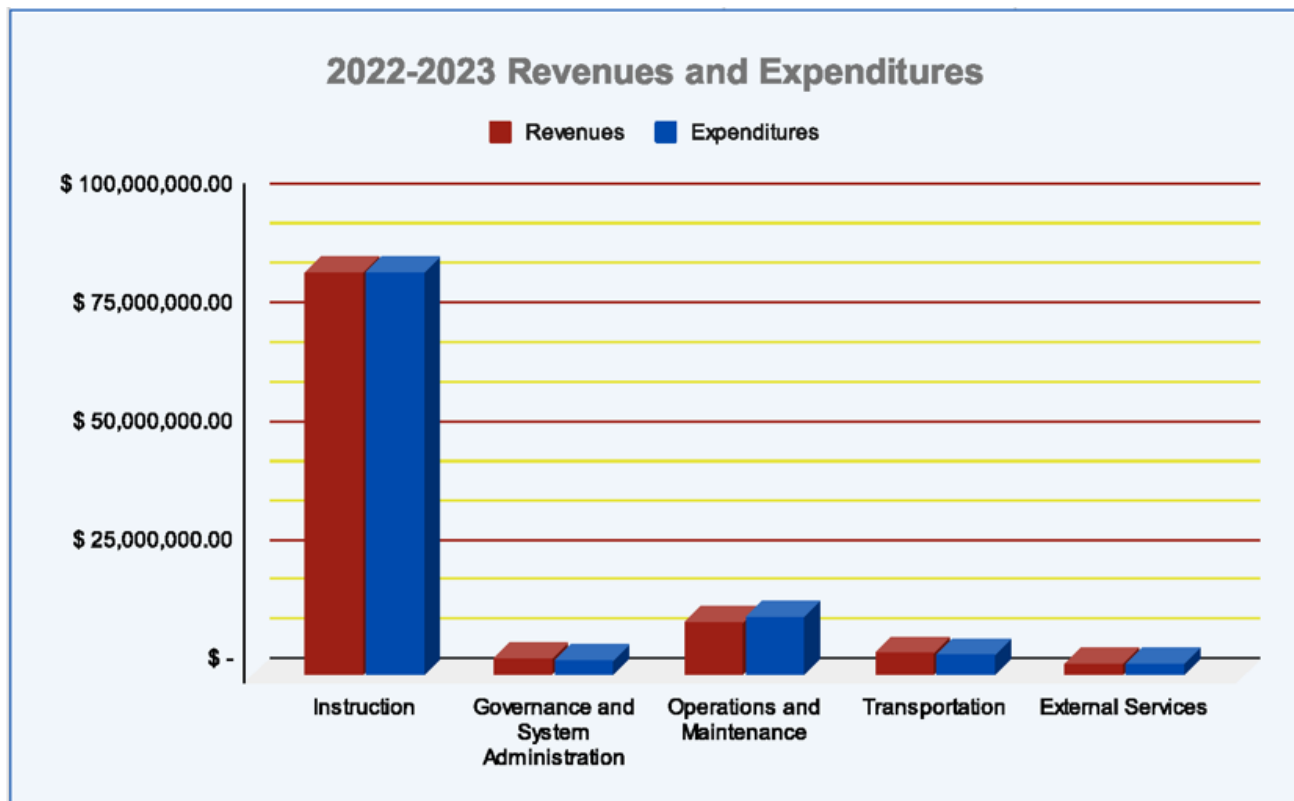
## 2022-2023 Budget

Palliser School Division is committed to providing the best education it can afford students. Staffing accounts for 80.0% of the total budget.

### Budget Principles May 10, 2022

Palliser School Division's 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 2022-2023 budget.

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



|                                      | Revenues                 | Expenditures             |
|--------------------------------------|--------------------------|--------------------------|
| Instruction                          | \$ 84,864,819.00         | \$ 84,737,080.00         |
| Governance and System Administration | \$ 3,216,271.00          | \$ 3,136,759.00          |
| Operations and Maintenance           | \$ 11,068,227.00         | \$ 12,243,935.00         |
| Transportation                       | \$ 4,409,281.00          | \$ 4,176,178.00          |
| External Services                    | \$ 2,083,683.00          | \$ 2,083,683.00          |
| <b>TOTAL</b>                         | <b>\$ 105,642,281.00</b> | <b>\$ 106,377,635.00</b> |



## Palliser School Division Work in Literacy

### **Areas of Focus from Our Desired States**

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
- Infrastructure (including all central office departments) support learning and strives to meet the needs of Palliser students, families, staff and our communities.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.
- The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
- The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.

**Literacy Outcomes:** All Palliser students will engage in intentional and meaningful literacy learning across all aspects of daily living.

### **Literacy Strategies:**

- System-wide implementation of Palliser Literacy Framework (teaching and learning practices, social and physical environments, assessment practices).
- Support schools in focusing on a literacy goal and implementing a comprehensive whole-school approach to literacy.
- Continue student participation in engaging literacy learning experiences that allow for student choice, authenticity, and shared literacy experiences.
- Create opportunities for community partnerships that provide literacy support for students and families.
- Continue emphasis on creating opportunities to share and celebrate literacy learning.
- Implementation of Palliser Literacy Assurance (review and support of assessment practices with reading, writing, and language).
- Continue to develop a broader definition of literacy amongst high school students by providing more hands-on learning opportunities (school farm, career pathways, etc.).
- Review and Pilot of new IPP/ISP platform for greater alignment with student planning and goals.

## Palliser School Division Work in Literacy

### Local Literacy Performance Measures:

- Early reading measures
  - Test of Work Reading Efficiency (TOWRE), Test of Silent Reading Efficiency and Comprehension (TOSREC), and Test of Silent Word Reading Fluency (TOSWRF)
  - Fountas and Pinnell Benchmark Assessment
- OurSCHOOL Surveys
  - Responses of students indicating engagement in real-world, hands-on learning experiences.
  - Responses of students who state that their voice counts in their school.
  - Responses of students who indicate their schoolwork is meaningful.
  - Responses of students who indicate they understand how to best learn.
- Student and Teacher Assessment Surveys

### Provincial Performance Measures:

- Provincial Achievement Tests
- Diploma Examinations
- Alberta Education Assurance Measure Surveys
- English Language Learner Language Proficiency Benchmarks
- Overall percentage of students (as well as FNMI and ELL students) who achieve acceptable standard and standard of excellence on PAT and diploma exams

### Professional Learning:

- Continue professional learning related to oral language, balanced literacy, disciplinary literacy, and digital literacy.
- Support leaders with professional learning related to leading literacy initiatives.
- Support professional learning that supports assessment of foundational literacy skills and effective interventions for students in need of support.



## Palliser School Division Work in Numeracy

### **Areas of Focus from Our Desired States**

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
- Infrastructure (including all central office departments) support learning and strives to meet the needs of Palliser students, families, staff and our communities.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.
- The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
- The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.

**Numeracy Outcome:** All Palliser students will engage in intentional and meaningful numeracy learning across all aspects of daily living.

### **Numeracy Strategies:**

- Support schools in focusing on a numeracy goal and implementing a comprehensive whole-school approach to literacy.
- Implementation of Palliser Numeracy Assurance (review and support assessment of practices with numeracy).
- Continue to provide teachers with targeted numeracy professional learning opportunities that emphasize number sense and fluency, mathematical reasoning, visual mathematics, problem solving, and rich tasks.
- Continue to support opportunities to celebrate numeracy within Palliser.
- Expanding off-campus opportunities to include business/ numeracy outcomes.
- Provide more middle and high school exploratories and dual credit opportunities for business and entrepreneurship.
- An Inclusive Education PD plan rolled out for administrators and other school leaders with a focus to support all learners through an inclusive lens.
- Review and Pilot of new IPP/ISP platform for greater alignment with student planning and goals.



## Palliser School Division Work in Numeracy

### Local Numeracy Performance Measures:

- Math Intervention Programming Instrument (Grades 4 to 10)
  - Percentage of students meeting foundational areas of numeracy outcomes.
  - Fountas and Pinnell Benchmark Assessment
- Math Screening Tool (Kindergarten to Grade 3)
  - Responses of students indicating engagement in real-world, hands-on learning experiences.
  - Responses of students who state that their voice counts in their school.
  - Responses of students who indicate their schoolwork is meaningful.
  - Responses of students who indicate they understand how to best learn.

### Provincial Performance Measures:

- Provincial Achievement Tests
- Diploma Examinations
- Alberta Education Assurance Measure Surveys
- English Language Learner Language Proficiency Benchmarks
- Overall percentage of students (as well as FNMI and ELL students) who achieve acceptable standard and standard of excellence on PAT and diploma exams

### Professional Learning:

- Facilitate professional learning related to number sense and fluency, mathematical reasoning, visual mathematics, problem solving, and rich tasks.
- Support leaders with professional learning related to leading numeracy initiatives.
- Support professional learning that supports assessment of foundational literacy skills and effective interventions for students in need of support.



## Palliser School Division Work in Wellness

### **Areas of Focus from Our Desired States**

- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
- Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.
- Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
- Infrastructure (including all central office departments) support learning and strives to meet the needs of Palliser students, families, staff and our communities.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.
- The Palliser Board will consider the various complex and unique contextual variables including equity when managing resources.
- The Palliser Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.
- The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

**Wellness Outcome:** 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.

### **Wellness Strategies:**

- Continued emphasis on mental health promotion and prevention with a focus on elementary mental health literacy and secondary mental health resources.
- A focus on smooth transitions for students between grade 9 and grade 10 and from grade 12 to post graduation life.
- Additional FTE allocated to Family Liaison Counsellor and Making Connection Workers.
- Increase engagement with Palliser's Health Champion Network by hosting monthly meetings and regularly updating the wellness resource folder.

## Palliser School Division Work in Wellness

### Wellness Strategies (continued):

- Continue Partnerships with Alberta Health Promotion Facilitators, University of Calgary, Everactive Schools and Mental Health Literacy.
- Coordinate collaboration between schools regarding site based wellness plans.
- Streamline the process and flow chart for the threat assessment protocol.
- Continue to seek staff input toward a divisional framework and common understanding of staff wellness.
- Support schools in administering and analyzing Our School surveys for students, parents and staff to identify areas of strength and concerns.

### Local Performance Measures:

- OUR School Surveys
- Analyze Family Liaison Counselor and Making Connection Worker data for trends related to Mental Health.
- Analyze the number of students accessing breakfast programs.
- Survey Health Champions to measure increased level of engagement and support.
- Tabulate the number of high school students accessing the transitions course.

### Provincial Performance Measures:

- Alberta Education Survey measures of Welcoming, Caring, Respectful and Safe Learning Environment and Access to Supports and Services
- Alberta Education Survey measure of Education Quality
- Alberta Education Survey Measures of Students Citizenship and Learning Engagement

### Professional Learning:

- Support school leaders with professional learning related to Mental Health resources.
- Create a staff professional learning plan to ensure more staff are trained in mental health first aid and mental health literacy.
- Provide professional learning support for Learning Commons Facilitators to support safe and inclusive spaces.





## Learn More About Palliser School Division

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>). Palliser School Division's website allows the public to comment on news stories as another way to connect and offer feedback.



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](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 the Palliser Education Centre 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.



## References

- Alberta Education: Funding Model for School Authorities 2022/2023 School Year
- CASS Learning Guide | Assurance Framework from Theory to Action

## Relevant Documents

The following documents are connected to and informed by the Education Plan:

### 2022-2023 Palliser School Division Budget

The Board of Trustees of the Palliser School Division , approved by the 2022-2023 School Year Budget on May 24, 2022. The Budget can be found at: <https://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

### 2021-2024 Capital Plan

The list of priorities captured within the Three-Year Capital Plan, which was approved by the Board of Trustees on April 27, 2021, can be found at: <https://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

