

## MINUTES

### THE BOARD OF TRUSTEES OF PALLISER SCHOOL DIVISION

#### REGULAR MEETING

BT20250408

DATE: April 8, 2025

9:00 a.m. - Palliser Meeting Room C

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**Trustees in Attendance:** Lorelei Bexte, Chair  
Tony Montina, Vice Chair (virtually)  
Debbie Laturnus, Alternate Vice Chair  
Mike Oliver, Trustee  
Sharon Rutledge, Trustee  
Louise Schmidt, Trustee

**Staff in Attendance:** Dave Driscoll, Superintendent  
Tom Hamer, Deputy Superintendent  
Audrey Kluin, Associate Superintendent, Human Resources  
Cindy Rogers, Associate Superintendent, Business Services  
Wesley Lebeau, Communications Officer

**Recording:** Michelle Taylor

**1. CALL TO ORDER**

Chair Lorelei Bexte called the meeting to order at 9:00 a.m.

**2. ADOPTION OF CONSENT AGENDA**

**Resolution # BT20250408 - 01**

**Moved by: Trustee Mike Oliver**

That the agenda be adopted as presented.

**CARRIED**

**3. MOVE TO IN-CAMERA**

**Resolution # BT20250408 - 02**

**Moved by: Trustee Debbie Laturnus**

That the meeting moves *in-camera*, at 9:00 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**

Chairperson: *Loulei E. Bexte*

Secretary Treasurer: *CP*

**MOVE OUT OF *IN-CAMERA***

**Resolution #BT20250408 - 03**

**Moved by: Trustee Mike Oliver**

That the meeting moves out of *in-camera* at 10:36 a.m.

**CARRIED**

**4. BUSINESS ARISING FROM *IN-CAMERA***

There was no business arising from *in-camera*.

**5. ADOPTION OF BOARD MEETING MINUTES**

**Resolution # BT20250408 - 04**

**Moved by: Trustee Debbie Laturus**

That the Minutes of the March 11, 2025, Regular Meeting of the Board of Trustees of Palliser School Division be approved as presented.


**CARRIED**

**6. PRESENTATIONS**

**6.1. Southern Alberta Collegiate Institute Report**

Jason Kupery, Director of Learning, and Joelle Reynolds, Director, Youth Initiatives, Lethbridge Polytechnic, presented an update on the Southern Alberta Collegiate Institute (SACI). SACI is a career pathway program that provides youth in grades 7-12 with the opportunity to explore trades, agriculture, and health care. SACI is a partnership involving Lethbridge Polytechnic, Palliser School Division, industry, and six other southern Alberta school divisions. SACI operates on several guiding principles, including experiential learning, parity of esteem, supported transitions and equity and inclusion. The Pathway Partnership of Southern Alberta is a key element of SACI and involves post-secondary involvement through program development and delivery. School Divisions contribute through complementary program delivery and engagement with schools, students, and teachers. Industry and Community Partners provide program delivery and support as part of the pathway partnership for the Collegiate. The school has adopted an E3 framework for grade 7 to 9 students that works to Engage, Empower, and Equip students, focusing on creating a learning environment that fosters student engagement and prepares them for success. This focus on career exploration is achieved through workshops and events, which are day-long, area-specific sessions designed for a single class providing focused, hands-on learning experiences. SACI has seen significant participation in this program, with 2,994 grade 7-9 student participants forecasted by the end of the year, representing approximately 35% of all grade 7 to 9 students among all school divisions, and 35% of all grade 7-9 students in Palliser schools. The Grade 10-12 program offers dual credit pathways in trades, agriculture, and health care and provides a variety of opportunities for students,

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including dual credit courses and programs, CTS courses, work experience and volunteer opportunities, professional certifications, and core competency development activities. The program features specific pathways:

1. **Trades Dual Credit Pathway:** This pathway includes courses focused on workplace and safety job preparation and career internships. It offers dual credit options with Lethbridge Polytechnic, including an Introduction to Skilled Trades and Pre-employment and Apprenticeship Programs in various trades such as Electrical, Welding, Pipe trades, Carpentry, Automotive Service, and Heavy Equipment. Work experience and registered apprenticeship programs are also integral to this pathway. In the 2024-2025 academic year, 152 students are participating in Trades and Ag Dual Credit with 32 students from Palliser.
2. **Agriculture Dual Credit Pathway:** Beginning in 2023, this pathway offers an introductory course with 5 high school credits and 3 Polytechnic credits, focusing on Agronomy, Animal Science, and Agriculture Business through hands-on labs and career discovery. It also includes other dual credit agriculture courses providing practice-based and experiential learning, allowing students to earn up to 16 Grade 12 diploma credits. The Green Certificate Program offers apprentice-style agriculture training in various practical environments.
3. **The Health Care Dual Credit Pathway** will launch in 2025-2026 offering high school CTS credits through a Foundations in Health Care course. Dual credit health care courses will also be available, providing transferrable credits applicable to a wide range of post-secondary health care programs. Students can also gain workplace skills, workplace certifications such as First Aid and CPR with AED and Medical First Responder, and participate in volunteer opportunities in training simulations.

Data presented shows that dual credit enrollment significantly impacts the transition to post-secondary learning. A significantly high percentage of students enrolled in dual credit transition to post-secondary certificate learning, diploma learning, degree learning, and non-credential (trades) learning. This data strongly suggests a positive correlation between participation in dual credit programs offered by SACI and a greater likelihood of students pursuing various forms of post-secondary education or training. Testimonials from students and parents reflect growth in confidence and self-awareness and a positive impact on students' enthusiasm and engagement with their learning due to hands-on experiences and clearer pathways for future careers.

Institutions like SACI are actively advocating for secure funding. The Alberta government is currently providing targeted funding for collegiate schools and expressing support for their role in career education, however, the long-term sustainability of this funding is not guaranteed. Sustained commitment over the

Chairperson: 

Secretary Treasurer: 

long term will be crucial for the stability and growth of collegiate schools in Alberta and the support of Trustees is requested in seeking long term funding.

Jason and Joelle were thanked for their presentation and for sharing the exciting opportunities that are available to southern Alberta students through SACI.

**Resolution # BT20250408 - 05**

**Moved by: Trustee Sharon Rutledge**

That the Board receives the Southern Alberta Collegiate Institute Report as information.

**CARRIED**

**6.2. Numeracy Report**

Jackie Kark, Director of Learning, presented the Numeracy Report. The division has set a learning goal that states that all Palliser students will engage in meaningful and optimal learning where the foundational skills of literacy and numeracy are emphasized across all aspects of daily living.

The division is employing several key strategies to enhance numeracy learning and has established a Numeracy Professional Learning Community comprised of 10 teachers representing all grades and one administrator. The Numeracy Community is actively involved in guiding numeracy and math learning within the division with a focused goal of supporting teachers of math classes in refining their practice to continuously improve math teaching and learning. Additionally, they aim to support all teachers in seeing themselves as teachers of numeracy across all curricula. A Numeracy Symposium took place in November which included presenters from the Alberta Assessment Consortium (AAC), Alberta Professional Learning Consortium (APLC), and a Palliser teacher. The Numeracy Community is also involved in identifying key concepts that span the math curriculum with the goal of creating progressions aligned across grades to support teaching and learning. Professional learning opportunities are another key strategy to enhance numeracy learning and several opportunities were offered this year. Building Thinking Classrooms is a framework that the Division is actively exploring and implementing to enhance teaching and learning in numeracy. A three-day professional learning series on Building Thinking Classrooms with Kyle Webb was held, a collaborative effort between the Division, the Alberta Professional Learning Consortium (APLC), and the Livingstone Range School Division with 48 Palliser teachers participating. Multiple numeracy sessions were offered on Divisional Summit Day in September. Partnerships continue with the University of Lethbridge and APLC to support professional learning for teachers and support staff. Principals are engaged in numeracy/math activities at Administrators Council meetings to help build their capacity to support teachers. Ensuring teachers have access to relevant resources is

Chairperson:

*Louise E. Berte*

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another key strategy. The division has provided access to Edwin (Nelson Publishing) for all teachers in grades 4-6 and is continuing to provide access to ExploreLearning Gizmos to support 7-12 teachers (math and science). Building Fact Fluency kits are available to support both classroom teaching and small group intervention. Fostering collaboration among educators is a recognized strategy with continued collaboration between Literacy and Numeracy and Inclusion and Numeracy.

The division is working to address the challenges faced with numeracy. Teachers continue to express concern regarding the availability of curriculum-aligned resources. The Numeracy Professional Learning Community explores and promotes curricular-aligned resources and pedagogical approaches, particularly through proactively co-creating newsletter write-ups and developing and refining learning progressions across the curriculum, embedding resources and research-based teaching approaches. Opportunities to provide division-wide collaboration time has been limited in this school year, however, individual sites are providing collaboration time. Building understanding of the curriculum among teachers is an ongoing process, and the growth of opportunities to embed numeracy in other subjects is growing. This will be a priority of the Numeracy Professional Learning Community next year. Opportunities for collaboration will be explored as the grade 7-9 curriculum is updated, building on the collaboration time provided at the Numeracy Symposium. The Numeracy Community is looking to offer another Building Thinking Classroom 3-part series. Teachers who attended this year will attend a one-day refresher in the fall of 2025-2026.

With the implementation of the numeracy strategies, teachers are noticing increased discussion and participation in math class with students also teaching one another, increased foundational knowledge and conceptual understanding of basic operations, increased use of mental math strategies and more use of numeracy talks and games. The core shift has been from a teacher-centred direct instruction model to a student-centered problem-solving approach. Task design and delivery is resulting in increased student engagement, deeper conceptual understanding, improved collaboration and communication skills, enhanced problem-solving skills and a more equitable learning environment.

The Numeracy report provided data analysis including K-3 assessment data. All K-3 students were assessed using the Alberta Education Numeracy Assessment. The report also provided an overview of student achievement in Math for Grades 6, 9, and 12. 2023-2024 was the first year of required implementation of the Math 6 curriculum, and as a result, only field testing was conducted. The standard of excellence is being maintained in Math 9, while the percentage of students performing below the acceptable standard is increasing, and the percentage achieving the acceptable standard is decreasing. Further exploration will take

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*Louise E. Berte*

Secretary Treasurer:

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place. In almost all courses, achievement has returned to close to pre-pandemic levels, with significant gains in Math 30-1 and 30-2. All data can be reviewed in the report linked in the agenda.

During the meeting, the Board actively participated in numeracy activities from Building Fact Fluency kits, demonstrating their commitment to an engaging and enjoyable approach to understanding and supporting numeracy initiatives. This hands-on involvement allowed them to experience firsthand the strategies and tools being used to enhance student learning.

Jackie was thanked for her presentation and the great work being done in the area of numeracy.

**Resolution # BT20250408 - 06**

**Moved by: Trustee Tony Montina**

That the Board receives the Numeracy Report as information.

**CARRIED**

*The meeting paused for lunch from 12:00 - 12:34 p.m.*

**6.3. Literacy Report**

Dr. Adam Browning, Director of Learning, presented the Literacy Report which highlights several key initiatives and findings in literacy development across the division. Key highlights for the year include the continuation of numerous professional learning opportunities aligned with the Literacy Framework, emphasizing early literacy and language support, content area literacy, vocabulary, and comprehension. Feedback was gathered from teachers and leaders regarding confidence and challenges in teaching early reading which has been used to inform the structure of future professional learning. The division has continued strong partnerships with the University of Lethbridge and has engaged with the University of Calgary to expand professional learning opportunities in literacy. The Palliser Literacy Assessment Continuum has been revamped to create more coherence around changes in literacy assessment across the division, including the development and implementation of the Palliser Early Literacy Assessment and Intervention Pathways. Teachers and administrators attended Literacy Symposia held in Calgary and Lethbridge and numerous professional learning opportunities supporting curriculum implementation. Additional literacy support and intervention were provided to a significant number of students in Kindergarten to Grade 3. Increased inter-school collaboration and

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visitation focused on literacy intervention have also taken place. Professional learning communities with administrators have continued, focusing on relevant projects initiated by them. A group of administrators is actively supporting the utilization of literacy assessments and is now working on building effective interventions. The division has continued its support for all staff through numerous professional learning opportunities. Monthly professional learning on curriculum implementation, including the new English Language Arts and Literature Curriculum for Kindergarten to Grade 6, has been facilitated. Professional learning for Junior High teachers to familiarize themselves with the earlier elementary curriculum is underway in anticipation of changes to the Junior High curriculum. The division continues to offer flexibility and training for a multitude of approved assessments for provincially mandated literacy assessments for Kindergarten to Grade 3. While the implementation of Mandatory Literacy Assessments has been managed, obtaining a consistent year-by-year measure for schools to analyze literacy progress is a concern. The division has set more specific assessments that are being utilized based on what Alberta Education has provided, and is still allowing flexibility for administrators on assessments that they utilize where possible.

The Literacy Report includes Literacy Assessment Trends for Kindergarten to Grade 3 which show the percentages of students identified as "At-Risk" and "Not At-Risk" in Phonological Awareness & Processing and Phonics based on various assessments. Literacy Achievement for Grades 6, 9 and 12 are also in the report. The full report is linked in the agenda.

Adam was thanked for his report and his diligent work in the area of Literacy support for the division.

**Resolution # BT20250408 - 07**

**Moved by: Trustee Debbie Laturnus**

That the Board receives the Literacy Report as information.

**CARRIED**

**6.4. Facilities Report**

Rick Aos, Facilities Manager, presented the Facilities Report. Facility Services is dedicated to fostering a safe, well-maintained, and efficient learning environment that supports student success and staff excellence. Priorities include safety, sustainability, and operational effectiveness to align facilities with Palliser's commitment to educational excellence and community engagement. Significant projects were completed across the division in the past year. A comprehensive list is available in the report linked in the agenda. In addition to site-specific projects, regular inspections are conducted to ensure compliance and safety. These include boiler safety inspections, fire alarm devices, fire suppression

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systems and fire extinguisher inspections, as well as elevator inspections. The transformation of Kate Andrews High School into multiple learning spaces is underway for new user groups with renovations nearing completion. John Davidson School has transitioned into the building which is now called the Kate Andrews Learning Centre and Palliser Beyond Borders will move into the new space in April 2025.

Large scale projects: The capital project, Coaldale Prairie Winds Secondary, officially opened in the Fall 2024, hosting grades 7-12. Construction on the school broke ground in September of 2021 and features new additions to cater to all student interests, including an advanced woodshop room, a large theatre, independent study spaces, and a room for Esports, among others. The school is attached to the Shift Rec Centre. The one year warranty walk-through with the construction firm is scheduled for mid-July. The sports field will be a consideration in the 2025-2026 school year. IT enhancements to the Black Box Drama Space are being finalized. The Southern Alberta Collegiate Institute (SACI) is a collaborative project with Lethbridge Polytechnic, Career Transitions, Career: Next Generation, and Southern Alberta School Divisions, which offers career path programs for grades 7-12. The project is under construction at Lethbridge Polytechnic and is on schedule for an estimated completion date of August 2025. Ward Brothers is the general contractor, with Palliser Learning Services, Business Services, and Facilities Services as the SACI project representatives.

The Facilities Services team has undergone significant personnel changes since the spring of 2024 and is focused on seamless transition and effective long-range planning. Facility Services received 1320 work order requests in 2024 and 329 requests from January 1 to March 27, 2025. Work orders are managed through Asset Planner, and schools are encouraged to utilize this system. A prioritization model is used to manage requests, with safety threats having the highest priority. As the Facilities Department focuses on future goals, the Facilities Manager will conduct school walkthroughs and perform needs assessments by personally visiting each school to identify concerns, prioritize needs, and develop a comprehensive division action plan. This will guide determining priorities for summer 2025 projects and long-term facility upgrades within budget constraints. Palliser is deeply rooted in community engagement and recognizes the virtual role our schools play in their communities. The Facilities Manager will continue to foster partnerships and will work to strengthen joint use agreements to maximize the benefits of shared spaces.

Rick was welcomed to the division and thanked for his presentation.

**Resolution # BT20250408 - 08**

**Moved by: Trustee Louise Schmidt**

Chairperson:

*Louise E. Berte*

Secretary Treasurer:

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That the Board receives the Facilities Report as information.

**CARRIED**

**7. INFORMATION ITEMS**

**7.1. \*SUPERINTENDENT'S REPORT**

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

**7.2. \*DEPUTY SUPERINTENDENT, LEARNING SERVICES REPORT**

Attached to the agenda was the Deputy Superintendent'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. \*ASSOCIATE SUPERINTENDENT, BUSINESS SERVICES REPORT**

Attached to the agenda was the Associate Superintendent, Business Services' monthly activities report.

**7.5. \*TRUSTEE REPORTS**

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

**7.6. \*ADMINISTRATIVE PROCEDURE 110: SCHOOL COUNCILS**

Administrative Procedure 110 has been revised and is provided as information for the Board. The Administrative Procedure will be posted on the division website following this Board meeting.

**7.7. \*ADMINISTRATIVE PROCEDURE 120: POLICY AND PROCEDURES DISSEMINATION**

Administrative Procedure 120 has been revised and is provided as information for the Board. The Administrative Procedure will be posted on the division website following this Board meeting.

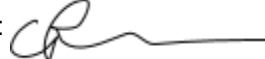
**7.8. \*ADMINISTRATIVE PROCEDURE 121: REVIEW OF ADMINISTRATIVE PROCEDURES**

Administrative Procedure 121 has been revised and is provided as information for the Board. The Administrative Procedure will be posted on the division website following this Board meeting.

**7.9. \*ADMINISTRATIVE PROCEDURE 151: PARENT/PUBLIC INQUIRIES AND CONCERNS**

Administrative Procedure 151 has been revised and is provided as information for the Board. The Administrative Procedure will be posted on the division website following this Board meeting.

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7.10. **\*ADMINISTRATIVE PROCEDURE 160: EVENT PROTOCOL**

Administrative Procedure 160 has been revised and is provided as information for the Board. The Administrative Procedure will be posted on the division website following this Board meeting.  
Board.

7.11. **\*SCHOOL FIELD TRIP REPORT**

A list of national and international field trips planned in the division was included in the agenda.

**8. ACTION/DISCUSSION ITEMS**

8.1. Policy Committee Report

**Resolution # BT20250408 - 09**

**Moved by: Trustee Tony Montana**

That the Board approves Policy 15: Board Delegation of Authority and Policy 11: School Year Calendar as presented and directs Administration to share the draft of Policy 1: Role of the Board of Trustees for stakeholder information and deletes Policy 5: Planning Cycle-Long Term Strategic Plan and renumber policies six through 15, accounting for the reuse of number five in the numbering sequence.

**CARRIED**

8.2. Alberta School Boards Association Spring General Meeting

After discussion, all Trustees committed to attending the ASBA Spring General Meeting.

**9. MOVE TO IN-CAMERA**

**Resolution # BT20250408 - 10**

**Moved by: Trustee Sharon Rutledge**

That the meeting moves *in-camera*, at 1:19 p.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 #BT20250408 - 11**

**Moved by: Trustee Sharon Rutledge**

Chairperson: 

Secretary Treasurer: 

That the meeting moves out of *in-camera* at 3:12 p.m.

**CARRIED**

**10. BUSINESS ARISING FROM *IN-CAMERA***

There was no business arising from *in-camera*.

**11. ADJOURNMENT**

Being no further business before the Board, the meeting was adjourned at 3:12 p.m.

Chairperson: 

Secretary Treasurer: 