

inspiring hearts  minds



Canadian Rockies Public Schools Annual Education Results Report 2019-2020 Three Year Education Plan 2020-2023



Table of Contents

[Message from the Board Chair](#)

[Accountability Statement](#)

[Foundation Statements](#)

[A Profile of the School Authority](#)

[Trends and Issues](#)

[Summary of Accomplishments](#)

[Outcome One: Alberta's Students are Successful](#)

[Outcome Two: First Nations, Métis, and Inuit Students in Alberta are Successful](#)

[Outcome Three: Alberta has Excellent Teachers, School Leaders, and School Authority Leaders](#)

[Outcome Four: Alberta's K-12 Education System is Well Governed and Managed](#)

[Summary of Financial Results](#)

[Budget Summary](#)

[2019 - 2020 Capital and Facilities Projects](#)

[Summary of Facility and Capital Plans](#)

[Parental Involvement](#)

[Timelines and Communication](#)

[Whistleblower Protection](#)

[Transportation](#)

Message from the Board Chair

It has been a year unlike any other, and before I delve into the details of successes and challenges I must acknowledge the truly heroic efforts of the teachers and senior leadership team of Canadian Rockies Public Schools who collectively pivoted with little notice to continue to provide education during this pandemic and keep our budget viable. Our teachers and IT staff somehow negotiated the technology to provide At-Home Learning (AHL) to 2,200+ students in what felt like a heartbeat; our central office staff globally researched and secured PPE and sanitizer for our staff and schools; our number crunchers rolled with the changes in border closures and shut downs as they affected our programming. Behind the scenes other staff locally sourced things like plexiglass and cut it to fit front-line office spaces and others deployed nutrition grants to assist those families who were on our Food for Learning program. It does indeed take a village.

At this point in time, early in the 2020/21 school year, I think I can express some optimism despite the rising COVID numbers in Alberta. Our Bow Valley has remained mostly uninfected despite significant tourism numbers this summer. Gratitude to both Banff and Canmore, and their mandatory mask bylaws and the provincial government for its strong messaging on safety protocols. We have most of our kids back in classes and our re-entry plans, crafted and adapted according to provincial recommendations, are working. We were perhaps blessed with one of the first positive tested students in Alberta, who has fully recovered, but was a big wake-up call to our communities who value our schools and their children's education. We continue to receive pressure from certain parents who want pre-pandemic add-ons such as band with wind instruments, choir and competitive volleyball and basketball but we feel an imperative to remain resolute.

Border closures have hit us hard. Prior to the pandemic we were welcoming about 50 students from around the world to live and study with us for six months or a year. Additionally, we were welcoming hundreds of students from across Alberta to our Outdoor Learning Centre (OLC) programs for everything from Water Experience and Winter Travel to CALM. OLC was by necessity closed because of the structure of those programs, but we are (fingers crossed) planning for a re-opening in 2021. Both of those endeavours injected a significant amount of non-government money into our budget.

We were working hard to untether ourselves from the provincial per-student based budget and into an entrepreneurial space that was more about student and parent choice of programming options.

The overall cost to us of the additional COVID expenses, including PPE, janitorial, extra staffing and additional technology for our AHL has been significant. We did have some reserves to fall back upon and are grateful for the federal dollars that came our way to somewhat offset our debt.

We are, however, pleased to have been federally approved as an Alberta institution to accept in-bound international students as of Nov. 3.

All of that said, our enrolment has experienced a decline of 51 students this year, outside of the International Student Program, as families leave the Valley when businesses shutter. Ours is a tourism-based economy that has been hard-pressed to withstand this pandemic. Additionally, the local Banff Hockey Academy with which we had contracted for many years to provide educational service has also had to close, removing about 30 young athletes from Banff Community High School.

Carol Picard, Chair
Board of Trustees
Canadian Rockies School Division

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Canadian Rockies School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan for 2020-2023 school year on November 24th, 2020.

Carol Picard, Chair
Board of Trustees

Christopher MacPhee
Superintendent of Schools

Publication Notice:

- The Annual Education Results Report 2019-2020 and Three-Year Education Plan for 2020-2023, Three Year Capital Plan and Budget are available on the District website at: www.crps.ca
- The AERR and Three-Year Education Plan is sent to all School Councils and Principals
- School Councils are also required to approve school based Three Year Education Plans
- Notices of availability will be included in all school newsletters
- Copies will be sent to municipal governments

Foundation Statements

Vision

To empower students to be their finest – Today and Tomorrow.
"Encourager les élèves à faire de leur mieux aujourd'hui et demain!"

Mission

Creating dynamic learning environments that ensure student success.

Beliefs

We believe student learning thrives when:

- The needs of students are recognized and come first.
- Each student's knowledge, skills, attributes and interests are identified and developed.
- The learning environment is physically and emotionally safe and secure.
- Opportunities are provided for challenge, discovery, action and reflection.
- Each school and the district as a whole function as a Professional Learning Community – engaged together in ongoing learning.
- Parents are well informed and have meaningful opportunities to participate in their child's education.
- There are healthy connections between the schools and their communities.
- Relationships between the board, staff, students, and community model mutual respect and support.

Guiding Principles

The Board of Trustees believes that the primary purpose of public education is to advance student learning and achievement. Success will be achieved by the development of cooperative efforts of staff, students and community. Together with the best use of resources this will provide appropriate and challenging learning experiences for students. The Board is committed to fiscal responsibility, with the needs of students as its highest priority.

A Profile of the School Authority

Canadian Rockies School Division encompasses the geographical areas of Banff and Canmore, the villages of Exshaw and Harvie Heights, the hamlets of Kananaskis, Lac Des Arcs, Dead Man's Flats and Lake Louise, part of the MD of Bighorn and portions of IDs No. 5, 8 and 9. In addition, Canadian Rockies School Division provides services to 277 students from the Morley Reserve under the terms and conditions of a Master Tuition Agreement signed in 1971.

There are three electoral wards that correspond to the boundaries of three former school jurisdictions. The representation from the former Banff School District is two trustees, Mount Rundle School Division two, and the Exshaw School District one.

The present school enrolment is 2,047 in ECS – 12. The total school population of school aged children in the Bow Valley has declined since 1999-2000 when there were 2,644.

Schools

	2016-17	2017-18	2018-19	2019-20	2020-21
Alpenglow Community School (Alternate) Grades ECS to 6	107	98	102	100	96
Banff Community High School Grades 9 to 12	320	274	224	215	173
Banff Elementary School Grades ECS to 8	360	421	453	427	425
Canmore Collegiate High School Grades 9 to 12	471	454	412	414	413
Elizabeth Rummel School Grades ECS to 3	335	337	327	330	317
Exshaw School Grades ECS to 8	210	206	206	203	190
Lawrence Grassi Middle School Grades 4 to 8	372	417	459	473	433
Total	2175	2207	2183	2162	2047

Trends and Issues

Safety Within the COVID-19 Pandemic

Student and staff safety within the COVID-19 pandemic remains a significant priority for Canadian Rockies Public Schools. Safety has been central to decision making since the onset of the pandemic and will remain so moving forward. CRPS purchased Personal Protective Equipment (PPE), protective barriers, sanitizer stations and directional signs that have been utilized by all facilities in the district. CRPS also provided personal sized sanitizers for all staff and students, as well as masks as required. Staff were provided with K-12 health and safety lesson plans to educate their students on the needs and requirements for physical, mental and emotional safety. Additional chromebooks were also purchased to allow for students to have their own device both in the spring of 2020 and for the 2020-2021 school year.

The Occupational Health and Safety officer completed Hazard and Risk Assessments for all buildings and the District Health and Safety Committee will receive any feedback and information from staff related to safety requirements.

Staffing and health concerns remain on-going factors that impact consistency in educational delivery, as do technology challenges, when providing both synchronous and asynchronous access to instruction for face-to-face and at-home learners. CRPS is committed to providing a safe learning environment for staff and students and will continue to review changing scenarios within the pandemic as needed.

Funding Formula

We greatly appreciate that our new budget from Alberta Education has finally been adjusted to support smaller rural school divisions. The formula is based on a three-year weighted system. The present budget is built on the student numbers we had during the 2019-20 school year. If the same number of students do not materialize during this school year (2020-21) then our budget for the next school year (2021-22) will be clawed back to reflect this lower enrollment.

For the past 5 years, funds raised through the International Student Program and Canadian Rockies Outdoor Learning Center programming have supplemented the budget received from the Alberta government by approximately 1 million dollars per year. With the advent of COVID-19 these additional funds have virtually disappeared.

Enrolment Fluctuations

In the local area there are three different school divisions in competition for a student-base population that is not increasing due to a variety of factors (e.g. cost of living). When enrollment decreases, this in turn results in a decrease in Operations and Maintenance funding as it is tied to student enrollment; however costs remain the same or have increased. With the onset of the pandemic in the spring of 2020, we are seeing families leave the valley due to employment opportunities that have ceased. This will impact enrolment for the 2020-2021 school year and possibly additional years as well.

ELL Population

The school division continues to have approximately 35% English Language Learners in Banff schools. The added requirements of assessment (use of benchmarks) and requirement of specific teaching strategies to support ESL/ELL populations continues to place a demand on our teaching and support staff. The presence of ESL students continues to increase in our Canmore schools. CRPS

works closely with Settlement Services who have been serving families across the Bow Valley remotely during the pandemic.

International Student Program

The last six months and COVID-19 have abruptly and temporarily changed what the International Student Program looks like.

This program has gone from being ready to receive approximately 50 enrolled international students for the 2020/2021 school year, to a pandemic that has seen international borders closed and stringent travel restrictions implemented by the federal government. The result has been that CRPS was not able to receive any new students for the 2020-2021 school year. In the program there are currently a total of three fee-paying students: two from China living here with their families and 1 student from Switzerland. The Swiss student arrived in February 2020 and wished to extend for another year to graduate with CRPS. Because of the pandemic, an exception was made and he was granted permission to stay in homestay through the summer months.

We've seen numerous changes, cancellations and deferrals to the planned 2020-21 enrolment because of the uncertainty around international travel. Despite the Canadian border restrictions, CRPS is currently still sitting at nine "hopefuls" for fall term; students who are abroad and ready to travel and prepared to arrive and do their mandatory 14-day self-isolation as soon as the federal government gives them the green light to do so. Out of these, two students are enrolled in online learning with CRPS from their home countries. There are currently seventeen students registered to arrive for the spring semester.

Although the ever-changing government announcements and ongoing restrictions have been challenging, CRPS continues to communicate with families, students and agents on a regular basis providing updates. Planning and preparations continue with the hope to have students arrive and complete their quarantine in time for the second semester.

Staffing for the International Student Program has been reduced by one FTE, as the Homestay Coordinator is on a five month unpaid leave of absence. We look forward to her return in mid-March as we plan for more student arrivals.

Projected enrolment for the 2021-22 school year is anticipated to be back up to numbers as seen in previous years.

Staffing Grid Costs and Recruitment

The impact of COVID-19 resulted in some teachers teaching in a more generalist role and other changes to teaching assignments. Educational Assistants were temporarily laid off in the spring. All were recalled, but some had moved on to other employment. This necessitated the recruitment of additional support staff. Due to declining enrolment, recruitment of teachers for the 2020-21 school year was limited. On the other hand, many staff on the substitute teacher and substitute educational assistant lists have temporarily declined working due to COVID-19, resulting in an active search for additional substitutes.

Canadian Rockies Public Schools has experienced some attrition within its teaching ranks over the past couple of years, although none this past school year. However, our staffing costs are still relatively high compared to the rest of the province, with 65% of our teachers at the highest placement on the salary grid. Early retirement and bridging opportunities are challenging due to the high levels of education and subsequent replacement costs.

A trend that has emerged over the past few years is the difficulty with recruitment of teachers to fill specialized positions such as Teacher Counsellors, Learning Support Teachers, French Immersion Teachers and English Language Learner Teachers. This is in part due to the high cost of living in the Bow Valley. This high cost of living also adversely impacts the recruitment of young teachers for other subject areas as well.

Budget Process

The CRPS 2020-2021 budget takes into consideration the economic environment of the jurisdiction, focuses on anticipated changes from the current year and is realistic and consistent with the Three Year Education Plan.

With the hardening of the insurance market in 19-20 renewal period rates increased significantly for even the most premium of clients. This forced us to seek alternative insurance options. This was added to our anticipated costs for 20-21.

Over the past five years, CRPS has supplemented government funding through a robust summer school program and an international student program. These programs have been incorporated into our yearly budget calculations in order to be able to provide the staffing levels that are needed to offer high quality educational programming for all students. As the pandemic situation continues to unfold, we are facing a loss of revenue that is generated through both these programs. Additionally, CRPS increased the allowance for substitute costs in the anticipation that the COVID-19 pandemic would increase the need for substitutes when staff report that they are sick and are required to self-isolate for 14 days. For the same reasons, supply budgets and caretaking budgets have been increased to meet the new reality and requirement of additional measures to mitigate the spread of COVID in our facilities.

For the 2020-2021 school year, the Canadian Rockies School Division Board will continue to monitor our ongoing financial management. The budget committee will guide this process.

Summary of Accomplishments

LGMS Lands Redevelopment

The site for the Lawrence Grassi Middle School Redevelopment is located in the Town of Canmore, and owned by Canadian Rockies Public Schools (CRPS). The CRPS Board of Trustees have been working for 4 years on the redevelopment plan in partnership with M3 Development Management and MTa. The object of CRPS is to make the best use of the organization's valuable "Trust" of undeveloped lands in the heart of Canmore. Creating a legacy fund and long-term sustainability has been at the forefront of CRPS Board discussions. Proceeds from the residential development will support the school districts desire to nurture student's growth and learning through the development

of new programs and educational services, as well as the creation of a fund to sustain the future operations of the school. Retaining and attracting teachers is critical for the provision of high-quality education and the sustainability of the education system in Canmore. The proposed residential development allows CRPS to provide essential affordable market housing to local teachers and their families, as well as the wider Canmore community.



Governor General's Award

Two teachers from Exshaw School received the Governor General's History Award for Excellence in Teaching for their work connecting Indigenous students with their family histories through art in January, 2020. Known as "The Heroes Project", the teachers designed authentic learning opportunities for students to engage in meaningful Truth and Reconciliation work. Through the use of sculpture, recordings and visits with local elders, Grade 4 students learned about their past.



Opening of Banff Elementary School

Through the collaboration between CRPS, Alberta Education and Alberta Infrastructure, the building of Banff Elementary School was completed in May 2020. The Grand Opening of BES in September 2020 was a celebration of this collaboration and vision to design and build learning spaces that foster learning through innovation, collaboration between staff and students, and the use of technology.



Solar Panels

Canadian Rockies Public Schools is dedicated to being environmentally conscious. As a division, we are committed to taking steps to help address climate change and to reduce greenhouse gas emissions. As a member of the Bow Valley, CRPS wants to assist in improving our community's overall energy efficiencies.

CRPS began with a small solar panel installation at Banff Community High School in 2010. Over the last two years, we have continued with panel installations at Banff Elementary School, Lawrence Grassi Middle School, Elizabeth Rummel School and Canmore Collegiate High School. Most recently, we added another 247 panels to the pre-existing system at Banff Community High School. At the present time, we have a total of 1829 solar panels that have the capacity to generate 703,584 KWH of annual electrical energy; that is 700 mega watts back to the grid as well as our annual estimated greenhouse gas reduction of 401 Tonnes of CO2!

A detailed [case study](#) outlines some of our most recent work.

School and Family Wellness Worker

Through a partnership with the Wim & Nancy Pauw Foundation, the mental health and wellbeing of students from grades kindergarten to grade 12 in Banff are supported by a newly created School and Family Wellness Worker position. The School and Family Wellness Worker collaborates with

parents, teaching staff, community agencies, and the medical community to support students and families. This past year, the School and Family Wellness Worker developed and implemented strategies for the identification of students with social-emotional concerns. This individual also facilitates crisis intervention at the family and school level.

Food Programming



programs. Produce from the tower gardens is used to supplement Food for Learning programs.

This past year, due to the COVID-19 pandemic, Food Security has become an increasingly prevalent concern in our communities. To support our most vulnerable families, Food for Learning programs in our schools continue to be essential programs. Every school principal has grocery cards on hand when a need becomes apparent, to be able to support families in a discreet and respectful manner. During the cancellation of classes, produce from our Tower Gardens was donated to local food



Professional Learning

In August 2019 CRPS kicked off Professional Learning with another inspiring Google Summit event in collaboration with the Stoney Education Authority, supported by EdTech Team to start off a school year that later turned out to be like no other. Next, we put our May Symposium 2019 plans into action throughout fall and winter by co-designing tasks and examining evidence of student learning to improve teaching and learning through such structures as Professional Learning Networks, collaborative design sessions, and Looking At Student Thinking protocols. Our NEIL leadership work (Nurturing Excellence in Instruction and Leadership) focused on an inquiry into how leaders can best support optimal learning for all students by working closely with teachers to examine the effectiveness of current practices and identify next steps together.



Then in March 2020 the world changed and our plans, processes and structures were disrupted. Now, like so many facets of education, Professional Learning must be re-imagined as we face the challenges of the COVID-19 pandemic. When staff pivoted to emergency distance learning in March 2020, the value of our investment in Professional Learning over the last several years was affirmed in many ways as staff and families alike worked together for continuity of education in unprecedented circumstances. Our

collaborative culture was essential as teachers and leaders offered mutual collaborative support to move learning online. The convergence of educational technology and task design through the lens of the Teaching Effectiveness Framework was accelerated by designing and assessing during distance learning. The foundational learning through our Google Summits and ongoing educational technology sessions was very apparent in the quick transition that most students and staff were able to achieve through our online hubs.

Canadian Rockies Outdoor Learning Centre

The Canadian Rockies Outdoor Learning Centre (CROLC) has experienced its sixth full year of successful programming. Two full time coordinators and one half time coordinator continue to facilitate all programming, course delivery, facility management, and work with our partners. The 2019-2020 school year saw a decrease in staffing to 2.5 FTE with the goal to increase again in the future.



Locally Developed Courses offered through CROLC included Water Experience 15 and 25, Winter Travel 15 and 25, and Bow Valley Active Stewardship. These courses were offered to students from surrounding school divisions such as Chinook's Edge School Division, Calgary Board of Education, Prairie Land Regional Division, and Stoney Education Authority (SEA).

- Our Locally Developed Courses (LDC) continued to be fully booked. We had 7 Winter Travel 15 courses booked for the 2019/2020 season and were able to offer 5 (2 CRPS courses and 3 out-of-division courses) prior to school closures in March 2020. We had 7 Water Experience 15 courses booked for the 2019/2020 season and were able to offer 3 (1 CRPS course and 2 out -of-division courses) prior to school closures in March 2020. Courses had between 22-30 students attending.
- CROLC staff worked closely with Palisades Stewardship Education Staff, Parks Canada staff, and Grande Yellowhead School Division teachers on extensive re-writes of the LDC curriculums for Water Experience 15 and Winter Travel 15. CROLC and PSEC staff spent time together at both Centres to complete the rewrite.

The Outdoor Learning Centre added Distance Education programming in Spring 2020. Blended courses (a combination of online learning and face-to-face instruction) as well as online courses were determined and created with more courses to be added. These courses are available to all AB students.

- CROLC staff worked to edit the online components of blended courses: Water Experience 15 and Winter Travel 15.
- CROLC has completed work on creating a form system in SchoolEngage for online registrations and signatures that will eliminate vast amounts of paper waste. This online registration system will streamline the intake process, approval of applications, and entering of students into PowerSchool.

Summer programming at CROLC continues to thrive. Summer programming was very successful in Summer 2020 despite the immense challenges that the pandemic posed. CROLC staff worked to shift Summer CALM to an online format for students in time for the end of the school year and worked with Virtual Summer School and our wonderful partners to offer

three online Summer CALM courses. Sustained partnership with YMCA Camp Chief Hector has continued.

- CROLC offered 3 week of online summer CALM courses with 140 students benefiting from this amazing program. This summer we were able to offer an 8 credit program to students which included CALM 20, Nutrition and Wellness, Speaking and Presenting, Job Preparation, Job Maintenance, and Workplace Safety. Sustaining this program has been supported by continued partnerships with our community presenters and their flexibility in creating recorded content which captured their in-person presentations, our incredible CALM staff, and increased promotion of the course and networking throughout Alberta. We look forward to welcoming students back to the OLC for Summer CALM in the future!
- Due to camp closures for Summer 2020 across Alberta, no credits were delivered through the CROLC - YMCA Camp Chief Hector partnership. We look forward to continued partnership with YMCA Camp Chief Hector so that Alberta students participating in the leadership development programs offered at the camp are able to receive highschool credits in future summers. We have plans for further development of this partnership to possibly include Work Experience credits for highschool students who are working as camp counselors.

CROLC has seen an increase of support of International Student programs and events at the Centre and in surrounding wilderness areas.

- CROLC continued its partnership with the International Student Program offering overnight and day experiences for international students. CROLC supports and hosts the International Student Program orientation as well as multiple weekend outdoor events for the international students such as big boat canoeing, hiking, tandem canoeing, and snowshoeing. CROLC is directly involved in the planning and implementation for the International program summer groups through program design, curriculum delivery, and staffing. Water Experience 15 opportunities and a variety of other credit options in the outdoors are facilitated.



For the past five years CRPS has offered the Wilderness Inspiring Leadership Development (WILD) program to students at CCHS and 2019/2020 saw the addition of the WILD program at BCHS for Semester 1. The WILD program is a combination of outdoor learning and leadership courses. It is a highly valuable learning opportunity and the demand for the course has continued to be high from both International students and Bow Valley students in Grades 10-12.

- CROLC continues to work with CCHS teachers and now supplies BCHS with a teacher to offer a 13-credit program called Wilderness Inspired Leadership Development (WILD). The WILD program was developed to connect the Outdoor Learning Centre and current CRPS outdoor education programs to enhance and further develop leadership, teamwork skills, and

support off-site expeditions. CROLC, in partnership with CCHS has offered the WILD course to CCHS and now to BCHS students in 2019/2020. With the new High School Alignment, students from BCHS are also able to access the WILD program at CCHS inside the time-table.

- Due to school closures in March 2020, CCHS WILD students completed the semester online with lessons that included as many hands-on, outdoor-based activities as possible. The commitment to the course remained strong and students were able to receive 7 credits including the Winter Travel 15 trip March 10-13.
- CROLC staff are excited to continue working with BCHS and CCHS students in 2020/2021 as the WILD program grows at both high schools.
- The creation and implementation of WILD 25 & 35 are in development and will be offered to all Grade 11 and 12 students looking to further their studies in the outdoor education field. WILD 25 was not able to be offered in Semester 2 due to school closures.

CROLC was very excited to continue outdoor experiential elementary programming at Elizabeth Rummel School, Exshaw School, and Banff Elementary School. CROLC also supports many of the outdoor education initiatives at all CRPS schools.

- CROLC is involved with designing and implementing curriculum-based outdoor, experiential education lessons and activities in collaboration with Exshaw School and Elizabeth Rummel School teachers. Experiences take place in-class, on school grounds, at the OLC, and other locations for Exshaw students from September-June and for ERS students from January to June.
- CROLC supports numerous curriculum-linked Division 1 and 2 trips to the OLC in 2019/2020 and continues to make plans for future bookings when able.
- CROLC works with the Grade 7 students from Banff Elementary School on a leadership project that has successfully run for 3 years.
- CROLC has been working with LGMS, ERS, Exshaw, BES, CCHS, and BCHS to offer fall and spring big boating programs to enhance their outdoor education programs, CTF courses, and leadership projects. These projects include learning about canoe skills, safety on the water, Canadian History, and leadership. Spring 2020 big boating was postponed due to school closures.



CROLC is receiving inquiries from private schools outside of the province regarding programs they could access. The opportunities CROLC has created for customized programs for these schools is great!

- CROLC has been developing a partnership with Greenwood College in Ontario for which plans are being made for students to travel to CROLC to take part in Winter Travel 15 and CALM.
- Winter Travel 15, Water Experience 15 and custom trip information has been sent to most of the CAIS Schools (Canadian Accredited Independent Schools) in Canada.

CROLC facility rentals have remained steady prior to school closures and we are seeing some groups re-book each year.

- The Outdoor Learning Centre is being rented to outside organizations and divisions such as Mount Royal University, Stoney Education Authority, Rotary Club, Rocky View Schools, Calgary Board of Education schools, and Company of Adventurers when the centre is not in use for CRPS/CROLC programming.

CROLC is excited to have seen the following areas strengthened:

- CROLC has completed Master School Agreements with our third party providers for the school division. This will eliminate a lot of paperwork and time for classroom teachers wanting to give their students an educational experience outside the walls of the school.
- Presentations to GEOEC workshops and presence through information booths and sessions at GEOEC events.
- Professional development initiatives in 2019/2020 included CROLC staff attending the Association of Experiential Education conference in Spokane, Washington in November 2019. A huge thanks to the division for this very valuable learning opportunity. CROLC staff also recertified their Wilderness First Responder certification in Spring 2020.
- Our partnerships remain strong and continue to grow in supporting, developing, and facilitating many aspects of our programs. Our partners include; Alberta Parks, Parks Canada, YMCA Camp Chief Hector, Lake Louise Ski Resort, Improvement District No. 9, Pauw Foundation, and the Edmonton Community Foundation.
- Our program will greatly benefit from the addition of our own 24-passenger bus and all CROLC staff training toward and passing S-endorsements.
- The OLC website continues to be updated to showcase our new and developing programs. It can be viewed at olc.crps.ca.

We are excited to continue to provide quality outdoor learning opportunities that align with Inspiring Hearts and Minds.

Bow Valley College Partnership and Olds College Partnership

Recognizing the importance of collaboration and partnership in developing an education system of excellence in Alberta, with the support of the communities, Canadian Rockies School Division, Olds College and Bow Valley College are partnering to provide Dual Credit and high school upgrading opportunities now and in the future for the students of the Bow Valley. Our Dual Credit program achieves the Inspiring Education goals of creating engaged and entrepreneurial students by offering Olds College and Bow Valley College College courses for high school students. CRPS will continue to look for further post secondary partnerships and collaborative school districts to allow for sustainability, additional course and program opportunities; as well as greater distance education connections and flexibility for our students.

Partnerships with Industry

Canadian Rockies School Division is in ongoing discussions with a variety of businesses within the Bow Valley and Alberta as a whole regarding some new initiatives the division is undertaking. One of which is the potential partnership being explored to open a college program within the Banff Community High School. The program would meet the needs of the students by providing them

with additional dual credit opportunities and at the same time answer a need within the Bow Valley to prepare students for careers in the tourism industry. As stated above at present we work with both Bow Valley College and Olds College to offer an ever expanding list of Dual Credit Courses.

We are continuing our partnership with Bow Valley College as they offer ELL programming for adult learners within Banff Community High School. As we concluded the year these learners were moved to an online/remote format. Our partnership with Settlement Services and Bow Valley Immigration also continues and we now have the ability to extend these ELL course opportunities to youth. This opportunity remains on hold during the Pandemic and will be revisited.



Settlement Services in the Bow Valley



May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Canadian Rockies School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring Schools	86.7	87.7	87.9	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	76.8	78.0	79.1	82.4	82.2	82.0	Intermediate	Declined	Issue
	Education Quality	86.5	86.8	86.7	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	3.0	3.2	2.3	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	71.7	72.4	68.7	79.7	79.1	78.4	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	72.5	74.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	14.9	15.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	85.8	84.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	25.4	23.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	50.3	48.9	45.9	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	77.5	77.8	73.1	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.4	34.5	34.4	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	79.4	80.8	81.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.2	79.8	80.5	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	78.1	75.4	75.9	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.0	75.0	74.6	81.5	81.0	80.9	High	Improved	Good

Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar Overall Summary

3-Year Plan – May 2020

Authority: 3065 The Canadian Rockies School Division (FNMI)



Measure	Canadian Rockies School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate	7.7	20.0	7.7	5.5	5.4	5.3	Low	n/a	n/a
High School Completion Rate (3 yr)	43.8	40.0	32.5	55.8	56.6	54.5	Very Low	Maintained	Concern
PAT: Acceptable	22.5	33.3	34.9	54.0	51.7	51.9	Very Low	Declined	Concern
PAT: Excellence	1.8	0.0	3.0	7.4	6.6	6.5	Very Low	Maintained	Concern
Diploma: Acceptable	62.5	47.8	61.9	77.2	77.1	76.7	Very Low	Maintained	Concern
Diploma: Excellence	0.0	9.5	4.8	11.4	11.0	10.6	Very Low	Maintained	Concern
Diploma Exam Participation Rate (4+ Exams)	6.3	0.0	4.2	24.4	24.06	23.6	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	10.0	38.9	28.7	39.1	37.1	36.7	Very Low	n/a	n/a
Transition Rate (6 yr)	23.0	*	n/a	35.0	34.2	33.0	Very Low	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Outcome One: Alberta's Students Are Successful (results from 2018-2019)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.6	71.5	77.1	74.1	72.5	77	Intermediate	Maintained	Acceptable	73	74	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.9	15.3	17.3	15.2	14.9	17	Intermediate	Maintained	Acceptable	16	16	16

(results from 2018-2019)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	83.2	83.3	82.7	84.4	85.8	89	High	Maintained	Good	89	89	89
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	19.5	20.6	19.9	23.7	25.4	24	Very High	Maintained	Excellent	24	24	24

(results from 2018-2019)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	69.7	76.4	67.6	66.2	72.4	75	Intermediate	Maintained	Acceptable	75	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.7	51.7	42.1	46.6	48.9	50	Intermediate	Maintained	Acceptable	50	50	50
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	4.7	2.8	0.9	3.2	2	High	Maintained	Good	2	2	2

High school to post-secondary transition rate of students within six years of entering Grade 10.	47.1	29.4	4.6	34.2	34.5	35	Very Low	Maintained	Concern	35	35	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	66.3	65.8	75.7	77.8	78	Very High	Improved	Excellent	78	78	78

(results from 2019-2020)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.0	82.1	79.6	79.8	79.4	83	High	Maintained	Good	83	83	83

Comment on Results:

We are pleased to see that our school community continues to feel that our students model the characteristics of active citizenship. Although it pertains to the fall of 2020, we feel it is important to note that informal, perceptual data from our schools has indicated that the conduct of our students at all age levels has illuminated that they do indeed understand their responsibilities as citizens within their schools and the importance of following new safety routines for the benefit of their classmates within the pandemic. All school administrators have reported how impressed they have been with students adapting to these new responsibilities. CRPS staff continue to provide opportunities for students to develop a sense of services to others, as well as to build their appreciation for diversity and the importance of being inclusive. These opportunities include, but are not limited to, collecting donations, helping at community events, supporting Gay-Straight Alliance events, raising money for worthy causes, and taking part in events and activities that raise awareness of residential schools and their legacy.

As per 2018-2019 results, CRPS participation rates for PATs have continued to be high. We remain close to provincial average and will continue to strive to raise the achievement levels of all students. CRPS students continue to achieve at high levels on Diploma exams and our Board continues to be very proud of this accomplishment.

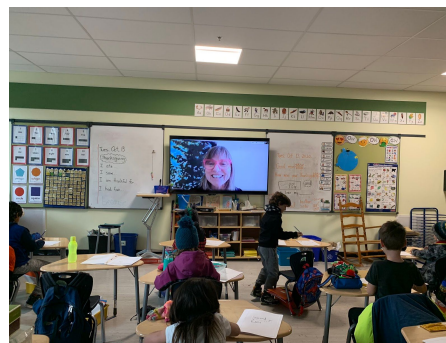
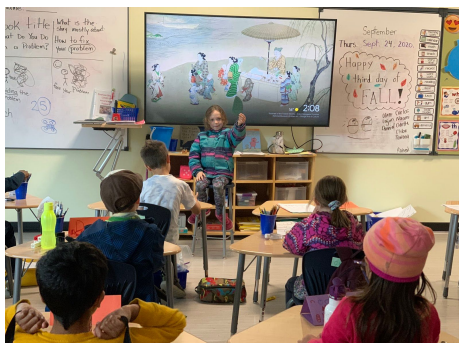
CRPS' staff strive to design meaningful and authentic learning experiences that foster deep, conceptual understanding, through a focus on the Teaching Effectiveness Framework. Within this framework, formative assessment is a key, foundational strategy for supporting student achievement at all ages. As a result, our students not only remain in school, they excel as is evidenced by the number of students who qualify for the Rutherford Scholarship. It is disappointing that our transition rate to post secondary does not include students who attend universities outside of Alberta, as we have many students who attend post-secondary institutions out of province. It should also be noted that many of our students, especially those who are late moving to Canada, choose a graduation route that requires them to complete three diplomas. This provides them with the academic requirements to move on to the world of work or post secondary institutions without having to take four diploma exams.

The closure of all schools across the province in March 2020 saw all schools in CRPS quickly pivot to an At-Home Learning environment characterized by a significant use of technology to support learners, but also a more traditional approach for those families and students who needed it. CRPS teachers and administrators maintained connections with students whether via Google Meet, phone, email, or postal mail, based on the age level of students as well as family circumstances. Division office created a COVID-19 website as well as a parent resources site with a focus on mental health.

Strategies:

- Teachers across the district, supported by a district instructional coach, will focus on identifying and addressing potential gaps in learning due to the impacts of COVID-19 in the 2019-2020 school year.
- Teachers at common grade levels across the division, supported by a district instructional coach, will create consistent course/subject sequencing to support students who choose to or must toggle between face to face and At-Home Learning due to the COVID-19 pandemic.
- New Inclusive Education guidelines for schools will be implemented during this school year.
- Right From the Start, School Counsellors, the district counsellor and community partners are working collaboratively to support an increased focus on wellness across the district (through a continuum of supports model) in support of staff and students who have been impacted by the pandemic.
- The continuation of MANDT training for staff this year is being explored.
- The Shanker Method of self-regulation will continue as a district focus to support positive mental health for staff and students.
- Food security continues to be a high priority. Principals, counsellors and the School and Family Wellness worker will identify families in need and provide food cards as needed for vulnerable families.
- At grades 9 - 12, courses will be offered on a quarter-semester basis. Students will have the opportunity to attend their classes via synchronized Google Meet instruction should families wish to select an At-Home Learning option. Students will also be able to access teacher-led courses through Inreach or Distance Education as defined below. These methods of learning will allow students to choose a hybrid model of learning where they engage face-to-face and online:
- At-Home Learning is teacher-led instruction provided to students while they are at home. For example, high school students might attend class via Google Meet, but from home.
- In-Reach: Self-paced learning where courses are taken independently and are not delivered live. The course can be taken at school, during the school day, or at home. They are directly supported by CRPS teaching staff with sequencing and pacing that is not necessarily aligned with those students taking the course face-to-face or through At-Home Learning. In-Reach courses could take place in combination with face-to-face learning.

- Distance Education: Similar to In-Reach, supported by CRPS teaching staff, but a course may be procured from a provincial source. Students typically engage in these courses from home. Distance education courses could take place in combination with face- to-face learning.
- Hybrid Model of Learning: Students in Grades 9 to 12 wishing to limit their number of cohorts to one, will be able to take one course at school and another through In-Reach, distance education or At-Home Learning.
- At grades K-8, students who have chosen At-Home Learning will be supported through the creation of a collaborative team of skilled, responsive teachers who will engage learners in an online environment. A district instructional coach will support these teachers and learners by providing effective strategies for creating a virtual learning community, developing relationships and establishing routines for students and families. Students will be provided with a balance of real time learning and independent tasks. An online hub through the Google Classroom platform, will provide a means for videoconferencing, workflow, feedback to learners, and family communication. Additional tools such as the Seesaw portfolio platform and a website of digital resources and tools will also support effective At-Home Learning.



Outcome Two: First Nations, Métis, and Inuit Students in Alberta Are Successful (results from 2018-2019)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	17.0	54.4	33.3	22.5	55	Very Low	Declined	Concern	55	55	55
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	0.0	8.9	0.0	1.8	10	Very Low	Maintained	Concern	10	10	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	76.2	47.6	62.5	70	Very Low	Maintained	Concern	70	70	70
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	0.0	9.5	0.0	10	Very Low	Maintained	Concern	10	10	10

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	37.6	20.0	40.0	50	Very Low	Maintained	Concern	50	50	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	12.5	0.0	0.0	12	Very Low	Maintained	Concern	12	12	12
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	6.0	2.1	1.0	20.0	3	Very Low	Declined Significantly	Concern	3	3	3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	22.2	25.0	38.9	40	Very Low	Maintained	Concern	40	40	40

Comment on Results:

All CRPS staff maintain a significant focus on meeting the needs of our Indigenous learners. This is also a very high priority for the Board. The significant time invested by the Board and Senior administration in meetings, consultations, communication and document preparation for tuition agreement conversations is one indicator of the strong commitment that CRPS has to its Indigenous students.

The pivot to At-Home Learning in the spring posed some challenges for many of our Indigenous families due to a variety of issues, mostly related to technology. Families worked hard to sustain learning for their children and school administration, classroom teachers and success teachers made significant efforts to ensure continuity of learning for our Indigenous students. Additionally, the district ensured that Chromebooks were provided to all Indigenous students who needed them to help to remove this barrier to learning. Families appreciated being provided these devices. Students greatly appreciated teachers who called them on the phone to talk about their school work (rather than using email or Google Meet). Parents echoed this - phone contact was by far most valued. Parents also appreciated when teachers phoned or sent texts so that they knew when their children were or were not joining Google Meet classes.

Of the seventeen students who were in Grade 12 during the 2019-2020 school year, seven received a diploma, four received a Certificate of Achievement and two received a Certificate of School Completion. We continue to strive for the graduation of 100% of our Indigenous students.

Strategies:

- Embed dedicated time during staff meetings to engage in at least one lesson from an Indigenous resource to provide teachers an opportunity to practice weaving Foundational knowledge into the curriculum, e.g. Learning Pebbles, Empowering the Spirit
- Create a Professional Learning culture and expectation where teachers continuously consider, “How am I embedding Indigenous ways of knowing into my instruction?”
- Consider safe ways to weave in learning opportunities for students from Elders/Knowledge Keepers within the pandemic.
- Continue to work with the Stoney Education Authority to create meaningful learning opportunities for teachers and students that will support both Indigenous and non-Indigenous students. This work is supported by the Innovations in First Nations Education (IFNE) and the Indigenous Language Education (ILE) Grant from Alberta Education.
- In the 2020-2021 school year, each Indigenous student who is on track for graduation will be supported in completing applications to post secondary institutions that offer programs that they are interested in pursuing.
- Provide land based experiential learning opportunities for Indigenous and non-Indigenous students through CRPS success teachers. Outdoor Learning Centre staff also support these opportunities through weaving in traditional learnings into their teachers whenever possible.
- The elders advisory committee at the district and school level is currently suspended due to the pandemic, however, there will be elder representation on the community advisory group for the Board’s Four Year Education Plan visioning this year. These meetings will take place online.
- Provide targeted transitioning support to Indigenous students as they progress from one school to the next.
- Success teachers are in place at Exshaw, CCHS and at a district level to support Indigenous students. The Success Teacher is a unique teaching position within the Division that has been put in place to support the learning needs of Indigenous students. The Success Teacher’s primary focus is to identify and support the academic, cultural and social-emotional needs of students who identify as First Nations, Metis or Inuit.

- Participate in the Calgary Regional Learning Consortia Indigenous Think Tank and consider CRC learning opportunities for school based administrators in this regard.

Outcome Three: Alberta Has Excellent Teachers, School Leaders, and School Authority Leaders (results from 2019/2020)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.7	79.3	80.0	78.0	76.8	85.0	Intermediate	Declined	Issue	85.0	85.0	

Comment on Results:

CRPS offers a significant variety of courses for students to choose from. Students who attended the Minister's student voice event during the 2018/2019 school year indicated that they didn't realize what a vast array of opportunities they had available until they spoke to students from other rural school divisions. We will strive to improve our communication in this regard to ensure that our school community is aware of the vast array of choices that are available for students. Additionally, as the Board engages with all of its stakeholders during the 2020/2021 school year in preparation for the creation of the 2021-2025 Four Year Education Plan, it will provide us with the opportunity to garner more detailed information regarding additional opportunities that stakeholders are looking for. Hopefully, the addition of the courses listed below will also help garner more positive results in the future.

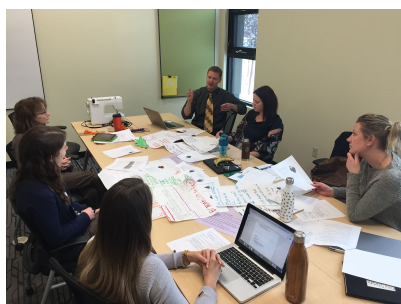
During the 2019/2020 school year CROLC staff worked to develop numerous online courses from the CTS stream. The creation of a few of these courses was aided by Wild Rose School Division. The courses created in Spring 2020 were: Leadership Fundamentals 1, Nutrition and Wellness, Workplace Safety, Career and Life Management, Wilderness Navigation, Outdoor Cooking Theory, The Tourism Sector, Travel Destinations 1, Travel Destinations 2, Job Preparation, and Job Maintenance. More courses are being developed and added throughout 2020/2021. These courses will be available to all AB students.

Locally Developed Courses offered through CROLC included Water Experience 15 and 25, Winter Travel 15 and 25, and Bow Valley Active Stewardship. These courses were offered to students from surrounding school divisions such as Chinook's Edge School Division, Calgary Board of Education, Prairie Land Regional Division, and Stoney Education Authority (SEA).

Last year also saw the development of a STEM program for both high schools at Grade 9, with a Grade 10 STEM program being implemented for the 2020/2021 school year.

Strategies:

- Programs of study offerings for 2020/2021 will be impacted by the pandemic. Restrictions on fine arts, CTS, CTF and physical education have meant the re-shaping of instruction for these courses. CRPS is re-visiting parameters for these courses on a monthly basis based on the current state of the pandemic locally as well as directives from Alberta Health Services.
- Building upon the success of running a Winter CALM course for SEA/CRPS students, Canadian Rockies Outdoor Learning Centre is looking to continue to develop and offer courses based at the OLC during the winter and explore school group bookings for Winter CALM and Yoga 15.
- Support teachers to work together in virtual spaces as grade-team and subject-team cohorts across the division to align long-term planning and share resources through the lead of a division instructional coach. Half-day Friday collaborative work will take place in Google Classroom teacher hubs, where teams and leaders will support instructional planning as they learn together how to best respond to shifting priorities in an unfamiliar landscape.
- Redesign Professional Learning in ways that respond to the emerging needs and contexts that will need to be addressed for this unusual school year. Continue to align effective professional learning strategies throughout the division through the lens of the Teaching Effectiveness Framework with a focus on designing intellectually engaging learning to support students conceptual understanding, e.g., Professional Learning Networks, school-based collaborations, instructional technology workshops, etc.
- All teachers across CRPS will become part of Google Classroom based on common grades and/or courses which will serve as a professional learning hub for teacher professional learning networks (PLNs) to rally together and support one another in a virtual space.
- As the pandemic permits, continue to engage school administrators in evidence based analysis of student work and subsequent teacher and leader actions with a specific focus on producing high quality work that is worthwhile for students and supports conceptual understanding.
- All professional staff will maintain a portfolio that provides evidence of meeting the new Teaching, Leading and Superintendent quality standards as applicable.
- Continue to carry out formal and informal supervision and evaluation in accordance with AP 429 and AP 443 to ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard and school administrators meet the Leadership Quality Standard.
- Continue to facilitate a mentorship program to support teachers in new roles.
- Establish and maintain structures and protocols to enable teachers and administrators to receive and provide constructive feedback to improve teacher practice.



Outcome Four: Alberta's K-12 Education System is Well Governed and Managed (results from 2019/2020)

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.0	88.3	7.6	87.7	86.7	90	High	Maintained	Good	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.2	87.5	85.7	86.8	86.5	88	Intermediate	Maintained	Acceptable	88	88	88
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.6	83.8	80.8	80.8	79.4		High	Maintained	Good	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.1	78.2	74.1	75.4	78.1	80	Intermediate	Maintained	Acceptable	80	80	80
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.8	75.0	73.7	75.0	78.0	79	High	Improved	Good	79	79	80

Comment on results:

We are pleased to see that we have maintained or improved in all of the above areas. CRPS truly strives to educate the “whole child”.

During the 2019-2020 school year the Board undertook a full scale review of all of its Administrative Procedures to support all aspects of educating students in CRPS. The majority of administrative procedures in all areas were updated to align with current provincial regulations and to support current district practices and procedures. Additionally, many new administrative procedures were created particularly in the area of Human Resources.

The shift to online Board meetings and online School Council meetings in light of the pandemic had the unanticipated result of significantly improved parent meeting involvement on both of these fronts. School administrators and the Board were excited by this opportunity to engage more fully with their school communities.

In a recent survey of CRPS parents, the top rated area from respondents was “communication” at both the divisional and school level. During the month of March alone, senior administration and the Board sent eight individual communications to parents. Two areas that followed closely behind communication in the survey, were an appreciation for the dedicated and caring staff of CRPS, as well as the focus on school safety within the pandemic.

Strategies:

- Student and staff safety will remain paramount as CRPS employs rigorous structures for cohorting, shared school spaces, field trips, school visitors, disinfecting schools, extracurricular activities, etc. The entire division leadership team, including division office and school leaders review COVID-19 safety protocols on a monthly basis.
- The Board will maintain ongoing email communication with parents with regard to COVID-19 related issues, finances and updates to its re-entry plan as the pandemic continues to evolve.
- The Board will maintain its COVID-19 landing page on its website to communicate updates and information and to provide resources for families.
- The Board began to engage with its public through online Board meetings at the onset of the pandemic. This will continue until it is safe to resume face to face meetings. School Council meetings will also take place online until it is safe to resume face to face meetings.
- The Board engages with School Councils across the district twice per year through COSC (Council of School Councils). Additionally, board members take part in School Council meetings as they are able.
- The Board will engage with all stakeholders (community, parents, students and staff) through surveys and focus group meetings to inform its priorities and strategies for its four year education plan (spring 2021) within the new provincial assurance framework. Additionally, CRPS will be hosting two virtual community engagement sessions to allow multiple opportunities for members of the Canmore community to provide input and feedback on the CRPS residential LGMS lands project. Awareness of the online engagement opportunities will be made through social media, mail drops, emails and through public events.
- Grade 9 students at both high schools continue to participate in work experience opportunities within the parameters of COVID-19 guidelines. CRPS is exploring extending these opportunities into the summer.

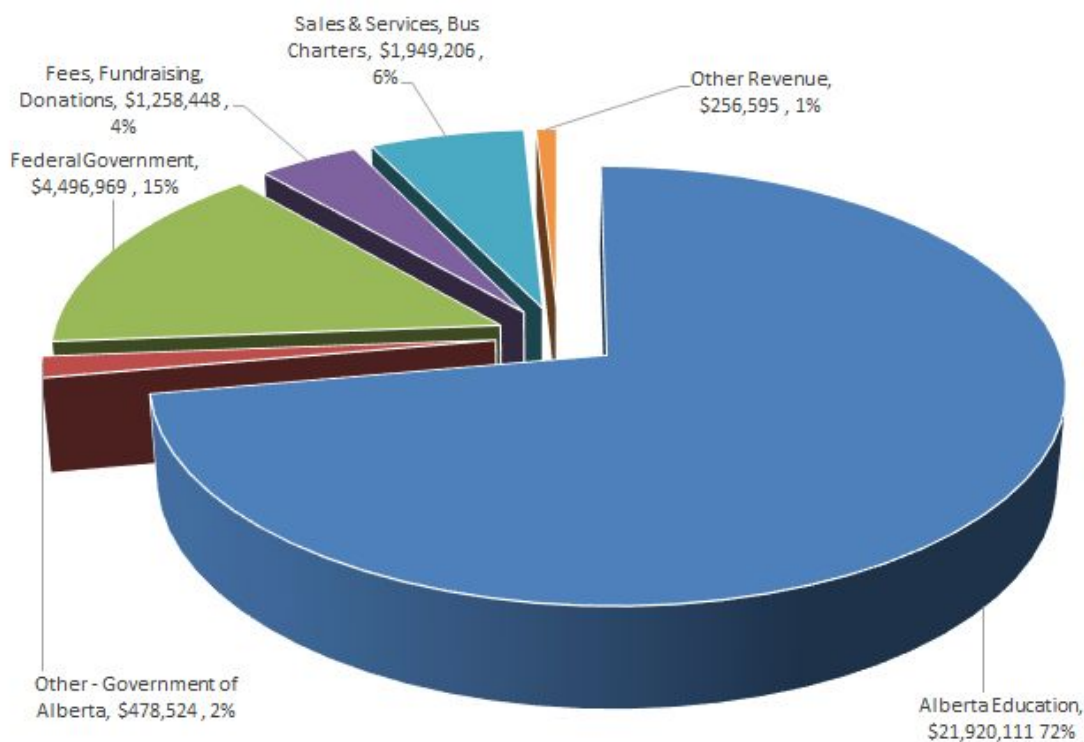
Summary of Financial Results 2019-2020

Revenues for Canadian Rockies consist primarily of funding from the provincial government (72% of total revenues). Remaining revenues are made up of funding from the federal government, international tuition fees, school generated funds, sales & service, bus charters and other fees and services.

As at August 31, 2020, the division has a net asset balance of \$6,744,999. This net position consists of investment in capital assets of \$4,192,724, capital reserves of \$995,208, operating reserves of \$1,002,810 and a net surplus position of \$534,350. (2019 -\$797,233).

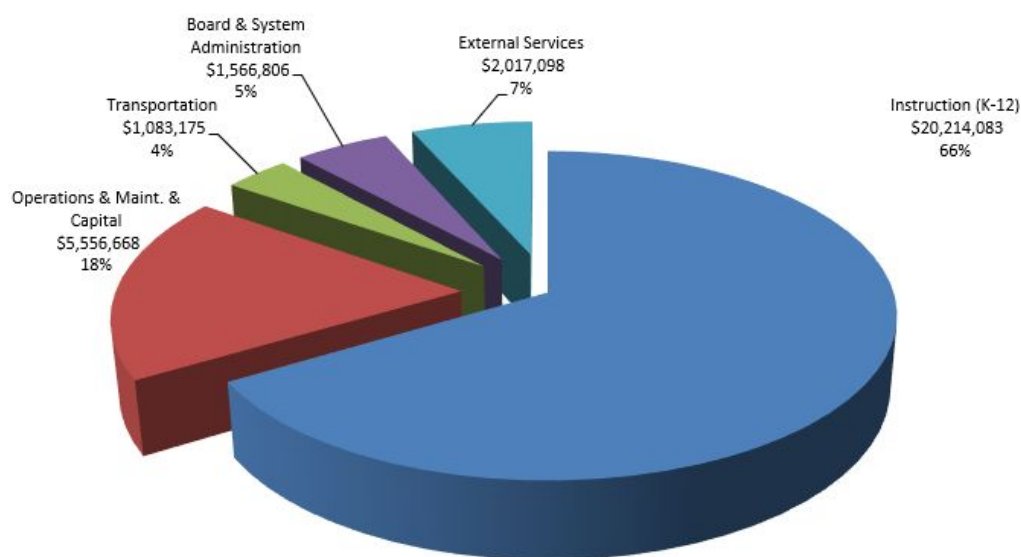
Alberta Education Revenue	\$21,920,111
Other - Government of Alberta	\$478,524
Federal Government	\$4,496,969
Fees, Fundraising, Donations	\$1,258,448
Sales & Services, Bus Charters	\$1,949,206
Other Revenue	\$256,595
	\$30,359,853

Revenue by Source 2019-20



	2019-20	2018-19
REVENUE		
Alberta Education Revenue	\$21,920,111	\$23,126,835
Other - Government of Alberta	\$478,524	521,271
Federal Government	\$4,496,969	4,363,428
Fees, Fundraising, Donations	\$ 1,258,448	1,587,235
Sales & Services, Bus Charters	\$1,949,206	1,581,996
Other Revenue	<u>\$256,595</u>	<u>348,420</u>
TOTAL REVENUE	\$30,359,853	\$31,529,185
EXPENSES		
Certified Salaries & Benefits	\$16,955,356	\$17,478,425
Uncertified Salaries & Benefits	\$5,021,202	\$5,342,580
Services, Contracts and Supplies	\$5,950,759	\$6,034,317
Amortization of Capital ASets	\$2,276,409	\$1,931,309
Supported Interest on Capital Debt	\$17,819	\$54,411
Other Interest & Finance Charges	<u>\$216,285</u>	<u>\$35,918</u>
TOTAL EXPENSES	\$30,437,830	30,876,960
OPERATING SURPLUS (DEFICIT)	<u>\$(77,977)</u>	<u>\$652,225</u>

Program Expenditures 2019-20

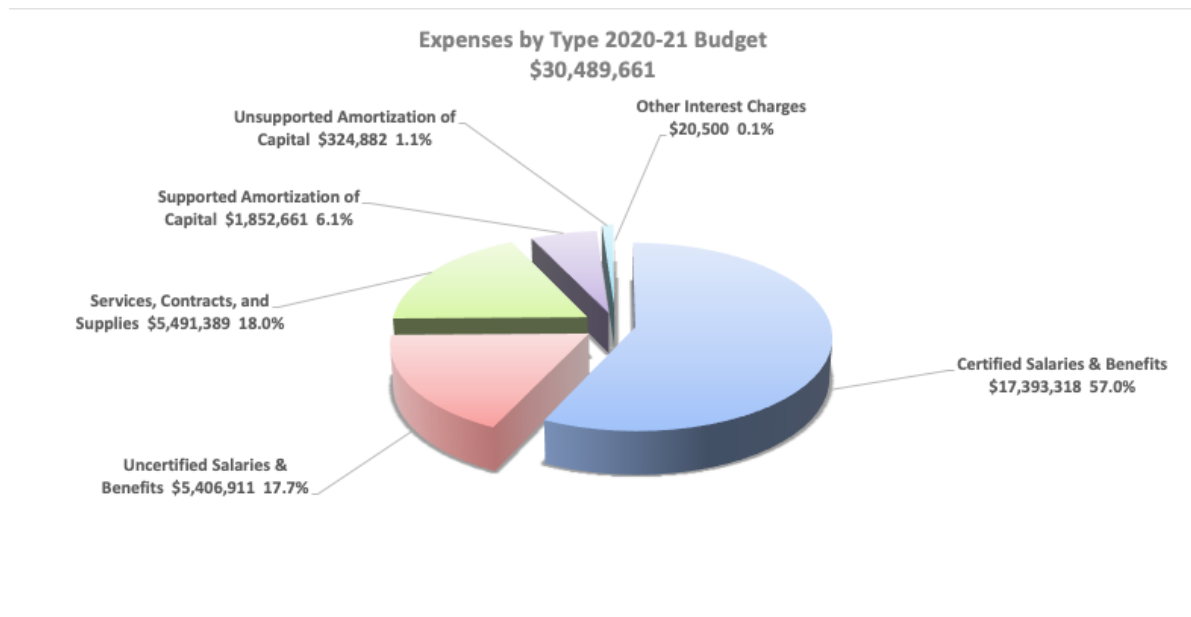
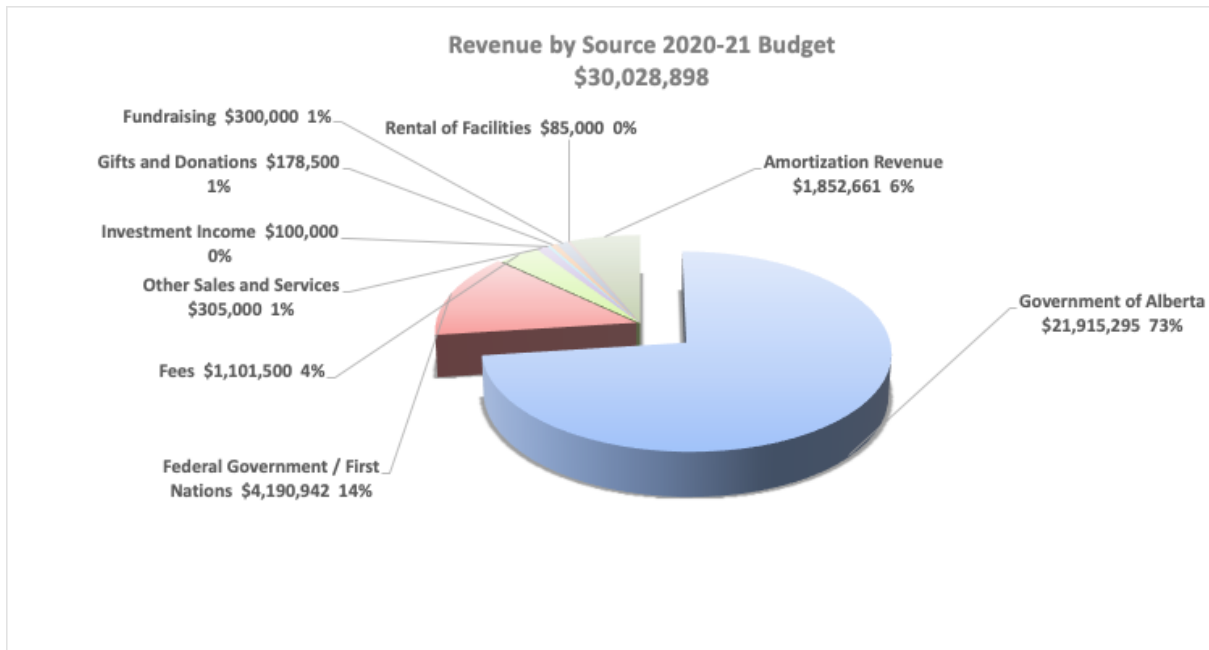


Operating Expenditures	
Instruction (K-12)	\$20,214,083
Operations & Maint & Capital	\$5,556,668
Transportation	\$1,083,175
Board & System Administration	\$1,566,806
External Services	\$2,017,098
	\$30,437,830.00

Detailed financial information contained in the Audited Financial Statement is available at the division board office or on the [CRPS website](#). Copies of the Audited Financial Statement for 2019-20, and comparative information through the provincial roll up of jurisdiction Audited Financial Statements can be obtained from Alberta Education at this [link](#).

Budget Summary 2020- 2021

The 2020-2021 CRPS [Budget Report](#) can be found by visiting the CRPS website.



Note 1: Government of Alberta revenue includes the supported portion of the government's contribution to the Alberta Teachers Retirement at 11.29% of salaries. (1,518,637). An expense of an equal amount is recorded in certified benefits.

Note 2: School generated funds are no longer reported as a stand-alone line on the financial statements. The school generated fees, donations, and fundraising are now integrated under these established headings in Revenues. School generated expenses, (equal to the revenues), are reported in Services, Contracts and Supplies.

Note 3: Government grants for the Right From the Start program flow through our accounts. We record these grants in Government of Alberta

	2020-21		2019-20
REVENUE			
Government of Alberta	\$	21,915,295	Note 1 \$ 20,154,532
Federal Government / First Nations	\$	4,190,942	\$ 4,457,110
Fees	\$	1,101,500	Note 2 \$ 1,013,800
Other Sales and Services	\$	305,000	\$ 1,541,000
Investment Income	\$	100,000	\$ 100,000
Gifts and Donations	\$	178,500	Note 2 \$ 230,500
Fundraising	\$	300,000	Note 2 \$ 350,000
Rental of Facilities	\$	85,000	\$ 85,000
Amortization Revenue	\$	1,852,661	\$ 1,852,661
TOTAL REVENUE	\$	30,028,898	\$ 29,784,603
EXPENSES			
Certified Salaries & Benefits	\$	17,393,318	Note 1 \$ 17,157,585
Uncertified Salaries & Benefits	\$	5,406,911	\$ 5,106,192
Services, Contracts, and Supplies	\$	5,491,389	Note 3 \$ 5,970,321
Supported Amortization of Capital	\$	1,852,661	\$ 1,852,661
Unsupported Amortization of Capital	\$	324,882	\$ 324,882
Supported Interest on Capital Debt	\$	-	\$ 17,819
Other Interest Charges	\$	20,500	\$ 20,500
TOTAL EXPENSES	\$	30,489,661	\$ 30,449,960
SURPLUS/(DEFICIT)	\$	<u>(460,763)</u>	<u>\$ (665,357)</u>
EXPENSES (Re-stated by Program)			
Instruction (K-12)	\$	21,366,931	20,439,540
Operations & Maint. and Capital	\$	4,731,572	4,709,650
Transportation	\$	1,392,780	1,255,163
Board & System Administration	\$	1,602,645	1,662,090
External Services (RFTS, SGF, Inter.)	\$	1,395,733	Note 3 2,383,517
	\$	30,489,661	\$ 30,449,960
SURPLUS/(DEFICIT)	\$	<u>(460,763)</u>	<u>\$ (665,357)</u>

Enrollments and Projections	Percentage			Projected	Increase/ (Decrease)	Percentage
	18/19	19/20	Change			
Banff Community High School	206	181	-12.14%	179	(2)	-1.10%
Banff Elementary School	451	426	-5.54%	425	(1)	-0.23%
Canmore Collegiate	380	393	3.42%	418	25	6.36%
Elizabeth Rummel School	325	328	0.92%	337	9	2.74%
Exshaw School	206	203	-1.46%	181	(22)	-10.84%
Lawrence Grassi School	458	470	2.62%	458	(12)	-2.55%
Alpenglow Community School	102	98	-3.92%	100	2	2.04%
Total Provincial & Federal funded	2128	2099	-1.36%	2098	(1)	-0.05%
International Students	55.0	48.0	-12.73%	0	(48)	-100.00%
Banff Hockey Academy - International	11	15	36.36%	0	(15)	-100.00%
Totals	2194	2162	-1.46%	2098	(64)	-2.96%

2020 - 2021 Capital and Facilities Projects

Capital Plan Priorities - Future Projects

- Upgrades to security systems continue for all schools and facilities within CRPS.
- Building Management System upgrades for all schools.
- Lighting retrofit for all schools.
- Boiler replacements for Canmore Collegiate High School and Elizabeth Rummel School.
- RTU replacement at Elizabeth Rummel School.
- Banff Strategic Asset Review and Programming Plan
 - Investigation into partnerships with post-secondary and the business community to offer a variety of course options supporting the needs of the students and the community.
- Canmore Strategic Asset Review and Programming Plan
 - Proceeding to the planning stage of developing the land adjacent to Lawrence Grassi Middle School.

Summary of Facility and Capital Plans

IMR funding is used to preserve and improve the quality of school facilities through planned repair or replacement of major building components that are near, or have reached the end of their life cycle.

Projects for 2020-21 include:

- Continued replacement of failing Smartboards with new TV's in all schools.
- Continued installation of strobe lights installed at all schools (including gymnasiums, music rooms and shops).
- Video and security upgrades at Lawrence Grassi Middle School.
- Building Envelope (painting and sealing) at Canmore Collegiate High School.
- VFD air handler replacement Lawrence Grassi Middle School, Banff Community High School.

The Facilities and Capital Plan can be found on the [CRPS website](#).

Parental Involvement

School Councils are involved in the creation of school three year education plans and the sharing of school level results. The Board of Trustees meets collectively with School Councils twice per year to provide them an opportunity for input. In addition, trustees encourage communication and foster relationships as part of ongoing efforts to increase parental involvement as it is recognized that parent engagement is a key factor in student achievement and well-being. For details, please refer to the appropriate policy and requirements for planning and results reporting guide.

Timelines and Communication

Once the board has approved the Three Year Education Plan and Annual Education Results Report, the document will be posted on the division website at www.crps.ca.

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-2020 school year.

Transportation



CRPS Transportation continues to focus on the safe, efficient and financial sustainability of our department. We strive to provide each student with a safe and happy ride. We continue to have reduced ridership due to a change in demographics of the town. Our charter business has been suspended for now due to COVID.

CRPS Transportation and COVID-19

In the spring of 2020, all CRPS staff felt the impact of the reduction in funding from the provincial government. Transportation lost 51% of it's funding for the months of April, May and June. All regular drivers and one office staff received temporary layoff notices during this time. One of our objectives during this time was to keep in touch with those personnel and make sure they were all okay. During this time we were able to complete some tasks that had been set aside to do when we had the time. We purchased 2 electrostatic foggers to disinfect buses between runs, twice a day. We also purchased PPE for all drivers. We lost 1 regular driver and 7 spare drivers due to apprehension about COVID. We also had to cancel 2 routes in September due to driver shortage. We advertised in the local paper for drivers with some success.

CRPS Transportation is a Professional Learning Community.

Our goal is to provide staff with the knowledge, skills and ongoing support they need to provide excellent service to our students, parents, teachers and clients; and to assist staff to grow in the professional performance of their duties. MELT (Mandatory Entry Level Training) that was introduced in the fall of 2018 continues to evolve. We have had 3 driver's successfully complete their MELT training. One of those drivers was already employed by us and had to retake the written and driven part of the enhanced 2S MELT course. We also trained 3 Stoney Nakoda drivers but due to COVID that training was suspended and has not resumed.

Strategies:

- Comprehensive one-on-one training provided for all new drivers.
- Workshops and training are provided on a monthly basis and are mandatory for all staff

- “S” Endorsement or the 2S MELT program are offered at least once a year. All prospective employees are required to obtain a 2S MELT license before they are hired, we provide the 53 1/2 hours of training for free to prospective employees. Current staff are required to take sections of this course.
- Divisional online training is now mandatory for all transportation staff.
- We will continue our established safety programs
 - First Ride for kindergarten children and their parents (suspended due to COVID)
 - School bus safety in October. Teacher led due to COVID.
 - Evacuation practice held in the spring for all regular route school bus riders



- We purchased 2 new buses in September to replace some of our aging fleet.
- Mentoring is encouraged between senior and junior staff members.
- Leadership opportunities exist for drivers wanting to present our school bus safety programs to elementary classes, become driver trainers and back-up office support.
- We have stopped having team building exercises due to COVID but will restart once we are back to “normal” to help make CRPS Transportation an interesting, enjoyable and rewarding place to work.



CRPS Transportation: Committed to Excellence in Programming

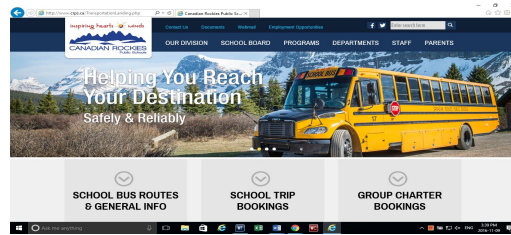
Strategies

- Drivers are expected to achieve and maintain the highest industry standard levels and are monitored and evaluated on a yearly basis.
- We maintain our bus fleet to the highest industry standards. Each bus has a Commercial Vehicle Inspections twice a year as well as two-scheduled preventative maintenance. Provincial Sherriffs now have the authority to inspect commercial vehicles.
- We are leaders in the reduction of emissions; 80% of our fleet is equipped with emission reducing controls. We continue to cycle electricity during cold weather to help reduce our impact, reduce our impact on the landfill by actively recycling most of our waste as well as implementing water-conserving practices. We also follow anti-idling guidelines.
- We have a new routing software with an online trip booking component. All trips through the schools are now booked online.
- Our GPS continues to be a valuable asset to our department. Red Light Cameras that were installed on one of our buses have proven to be successful in reducing the number of vehicles going through the red lights at the Northview/Palliser stop.

CRPS Transportation: Engages Stakeholders

Strategies

- The CRPS website transportation pages continues to be a tool that parents can use with ease as well as a source of income generation for our Charter work.



- Communication with parents remains a top priority for our department.
 - School Messenger is very successful in maintaining contact with parents. Parents readily use email and communications of this type increase each year.
 - Twitter and Facebook are used to get last minute information out to parents. Our Twitter feed is displayed in the Transportation page of our web site. We also have a Facebook page that contains information about our department and what we do.
 - Bus routes and times can be found on-line as well.
- Administration is always on call for emergencies.
- We continue to support our First Nations neighbors in all requests for assistance.
- We have been included in discussions with the Town of Canmore on road changes.

CRPS Transportation: Will Increase Public Awareness and Student Learning

Strategies

- School Bus Safety Week in October provides another opportunity to publish safety reminders; and engage students, parents and teachers in our elementary school bus safety program.
- CRPS Transportation also worked with Community Cruisers on School Travel Plans.
- Walking School Buses have been encouraged in our elementary schools as a way to alleviate traffic concerns, foster great health and fitness, as well as helping to support an understanding of environmental stewardship.
- First Ride is an evening provided to parents and their first time riders to have a “practice run” and answer many questions first time users to our system have.
- We continue to work with the RCMP in Canmore on a Safety Initiative to help reduce the number of vehicles that pass through the 8-light warning system. Members of the local Canmore detachment will be monitoring our routes. Banff RCMP and By-Law will be monitoring our routes when time permits.