

inspiring hearts — minds



Canadian Rockies School Division Annual Education Results Report 2018-19 Three Year Education Plan 2019-2022



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Message from the Board Chair

Canadian Rockies School Division entered the 2018-19 school year with tremendous optimism and pride in our endeavours and accomplishments; we entered the 2019-20 year with some uncertainty due to a number of factors. The 2019 election of a new provincial government and its legislative changes, coupled with a late budget and unexpected grant cancellations, has kept us on our toes as we work to adjust. Skyrocketing insurance rates have also forced us to re-evaluate how we can reconfigure our planning as our modest reserves are being unexpectedly deployed sooner and in different ways than we had anticipated.

As well, we are struggling with a federal Indigenous Services Canada decision to alter our tuition agreement with the Stoney Nation, which puts our continued operation of the Exshaw School as a primarily First Nations off-reserve school, into question. It is a school in which we have seen tremendous progress with the Stoney students in overcoming challenges, with elevated participation rates in the Provincial Achievement Tests and Diploma Exams, more students achieving both acceptable and excellent rankings and a growing graduation rate once they transition to Canmore Collegiate High School. This year we are on track to graduate 15 of the 16 Stoney students in that cohort, a doubling of our high school completion rate over the previous year, more than 10 per cent higher than the previous three years and almost 40 per cent on track to qualify for a Rutherford Scholarship.

They may be small steps, but they are significant steps.

Overall we have seen a modest enrolment decline of about 20 students in our six schools in the last year, largely due to the extremely high cost of living in the Bow Valley and the competition among three publicly-funded school divisions (public, Catholic, Francophone) for a dwindling pool of school-aged children whose families can't afford to live here. Ten years ago CRPS had 500 more students.

Those same factors impact our ability to attract and retain teachers.

But we continue to offer our public school students with a wide range of learning supports, options and a robust community engagement process that provides a huge variety of learning-based clubs and after-school activities with parent and teacher volunteers. We've been able to bolster our Maker Spaces in a number of schools, and through dedicated parents introduce high-level robotics and technology (non-credit) learning opportunities at the high school level.

Our entrepreneurial spirit has led to growth in both our International Student Program and our Outdoor Learning Centre, both of which operate outside of the provincial funding allotment but generate additional funds for our division, which allows us to offer a broader range of programming and opportunity to students from other countries and other communities within Alberta. The Outdoor Learning Centre continues to expand yearly, and can now offer paddling and water experiences to our youngest learners. It is a fallacy to think that just because children live in the Bow Valley they have access to such experiences as skiing, avalanche safety and canoeing... many families cannot afford such luxuries. The Centre has forged significant community partnerships and

sponsorships with such bodies as Lake Louise Ski Resort, the Pauw Foundation, the Edmonton Community Foundation and both provincial and federal government parks ministries.

Through such corporate and community partnerships we have also been able to create a robust Dual Credit program in a wide swath of disciplines to enable our students to obtain post-secondary credits in tandem with high school credits, easing their financial and academic path forward to a diploma after grade 12.

Our focus for the coming year will be on preserving what we have managed to achieve as one of the smallest rural divisions in the province, expanding our educational offerings where possible, and monetizing a significant parcel of land we own in downtown Canmore, the ultimate goal of which is to be able to provide affordability to our teachers, to possibly be able to expand our International Student Program and to assist the Bow Valley in its need for affordable staff housing. Ultimately, our goal also results in a significant endowment for CRPS as we and the province as a whole negotiate a changing economic climate.

And finally, I wish to express my deep gratitude for a board of trustees and senior administration that has forged a highly functional collaborative partnership in working towards common goals and lofty dreams. We are told that we are unique in this way in Alberta and I truly believe it is so. Everything we do and every step we take is done with a single lens... is it good for the children?

Carol Picard, Chair
Board of Trustees
Canadian Rockies School Division

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 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 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on January 6, 2020.

Carol Picard, Chair
Board of Trustees

Christopher MacPhee
Superintendent of Schools

Publication Notice:

- The Annual Education Results Report and Three-Year Education Plan for 2019-2022, 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, Deadman'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 282 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 2,162 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

	2015-16	2016-17	2017-18	2018-19	2019-20
Alpenglow Community School (Alternate) Grades ECS to 6	101	107	98	102	100
Banff Community High School Grades 9 to 12	305	320	274	224	215
Banff Elementary School Grades ECS to 8	382	360	421	453	427
Canmore Collegiate Grades 9 to 12	499	471	454	412	414
Elizabeth Rummel School Grades ECS to 3	332	335	337	327	330
Exshaw School Grades ECS to 8	163	210	206	206	203
Lawrence Grassi Middle School Grades 4 to 8	395	372	417	459	473
Total	2,177	2175	2207	2183	2162

Trends and Issues

Funding Formula

The formula for Small Rural Schools has disadvantaged those jurisdictions with small rural schools for many years. CRPS has embraced the opportunity to offer a rich variety of courses to both within and out of district students which has in turn generated extra funding for the district. This extra funding has been rolled back into programming to expand offerings at our Outdoor Learning Center, summer programming, and in-school programming. The effects of the upcoming funding formula change may affect the ability of CRPS to supplement funding and thereby adversely affect programming options within the district.

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.

ESL Population 2018-2019

The school division continues to have approximately 35% English Language Learners in our 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 is increasing in our Canmore schools.

International Student Program



We are continuing to see growth and success with our International Student Program recruitment endeavors. During the 2019-20 school year, we have approximately 58 students enrolled, representing an FTE of 45 students between our 5 and 10 month programs. Our students hail from countries such as Germany, Switzerland, Hong

Kong, China, Vietnam, Japan, Mexico, Brazil, Spain, Czech Republic and Italy. That's a whopping 11 nationalities represented! The success of these International Programs continues to boost interest in both the long term and summer programming.

In addition, we continue to offer short term ESL opportunities for students from China and Japan. This past summer, we hosted two different short term groups from China. We are currently discussing and negotiating next years' short term programs.

There are many benefits to our school division and community which include promoting global partnerships, cultural exchanges, and international exposure to our beautiful Bow Valley surroundings. The revenue generated from these programs allows for direct investment into our classrooms.

Staffing Grid Costs and Recruitment

Canadian Rockies Public Schools has experienced some attrition within its teaching ranks over the past couple of years. 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

For the 2019-20 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

Canadian Rockies Outdoor Learning Centre

The Canadian Rockies Outdoor Learning Centre (CROLC) has experienced its fifth 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. For the second half of the 2018-2019 school year we increased the staffing for the OLC to 3.0 FTE to handle the demand for the programming offered through the Center. The 2019-2020 school year has seen a decrease in staffing to 2.5 FTE with the goal to increase again in the future.

Locally Developed Courses offered through the CROLC include Water Experience 15 and 25, Winter Travel 15 and 25, and Bow Valley Active Stewardship. These courses are being offered to students from CRPS and surrounding school divisions such as Stoney Education Authority (SEA).

- Our Locally Developed Courses (LDC) have continued to be fully booked. We have five Winter Travel 15 courses booked for the 2019/2020 season (with more to be added) and one Winter Travel 25 level course. Each Winter Travel 15 course has between 25 and 30 students attending. Water Experience 15 has shown sustained growth and is completely booked to Fall 2020.
- Building upon the success of running a Winter CALM course for SEA/CRPS students, CROLC 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.

Summer programming has grown exponentially with the addition of more CALM courses offered, increased support of International Student programs and events, and sustained partnership with YMCA Camp Chief Hector.

- CROLC offered 9 summer CALM 20 courses with 270 students benefiting from this amazing 5-credit program. This program growth has been supported by continued partnerships with our community presenters, returning and new staff, and increased promotion of the course throughout Alberta. The Summer CALM program offered 1,215 credits over the 9 courses held at the OLC.
- CROLC, in partnership with YMCA Camp Chief Hector, delivered 115 credits (Up 57 credits from 2018) for Alberta students participating in the leadership development programs offered at the camp in 2019.
- CROLC is continuing 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. CROLC is directly involved in the planning and implementation for the International program summer groups through program design, curriculum delivery, and staffing.

For the past four years we have offered the Wilderness Inspiring Leadership Development (WILD) program to students at CCHS and 2019/2020 sees 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 successful 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. 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 will be offered in the second semester of the 2019/2020 school year.

CROLC is very excited to expand outdoor experiential elementary programming into Elizabeth Rummel School and continued programming with Exshaw School. CROLC also supports many of the outdoor education initiatives at all CRPS schools.

- CROLC supports numerous Division 1 and 2 trips to the OLC in 2019/2020 and continues to book new trips for 2020/2021.
- 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 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 canoeing and big boating programs to enhance their outdoor education programs, CTF courses, and leadership projects.
- The addition of 2 Voyageur canoes to our fleet allows us to offer canoe programs starting at Grade 2 through to Grade 12. In the Spring 2019, over 400 students paddled in the Big Boats while learning about canoe skills, safety on the water, and Canadian history. LGMS and Exshaw Grade 8s took part in a leadership project in which they worked with Grade 2 students from their schools to facilitate big boat canoeing experiences and skills teaching for the younger students.

CROLC facility rentals have increased and we are seeing some groups re-book each year. CROLC is also receiving inquiries from private schools outside of the province regarding programs they could access.

- 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.
- CROLC is working on creating a form system for online signatures that will eliminate vast amounts of paper waste. We will trial this forms system and present our findings back to the division to work towards paperless forms.
- 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.
- The OLC website continues to be updated and new videos added that introduce the viewer to the types of courses offered at the center. 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 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 Bow Valley College College courses for high school students. In the 2015-2016 school year, our course offerings included Medical Terminology I, Medical Terminology II, and Introduction to Marketing and Entrepreneurship. In 2016-2017, we continued to offer both Medical Terminology courses, Introduction to Management and a new course entitled Global Tourism. In the 2017-2018 school year we again offered both Medical Terminology courses, Introduction to Marketing and Introduction to Entrepreneurship. Moving into the 2018-2019 school year we have added Introduction to the Criminal Justice System and Personal Health and Wellness. We have also formed a new partnership with Olds College. We have developed two online courses; Marketing for Hospitality and Tourism, and Global and Sustainable Tourism that will begin in the 2018-19 school year. All are five credit courses. Students who complete four courses, including an industry practicum, achieve a Bow Valley College Dual Credit Business Certificate. We also will offer a Hospitality and Tourism Certificate for those students completing four courses with Olds College. During the 2019-20 school year we will be adding the final two courses for this certification being Accommodation management and Leisure, Sporting Events and Recreation Operations. During the 2019/20 year we will also be exploring development of Dual Credit courses in the Tech Sector with Bow Valley College and will be completing a Start up grant to support the process moving forward.

CRPS' Outreach upgrading courses allow returning grade 12 students and others to take high school core courses at Bow Valley College in an adult learning environment. This program continues to be a successful partnership between Bow Valley College and CRPS and provides opportunities for students to further their education in a 'sitting apart from the regular school setting.

Partnership with Stoney Education Authority (SEA)

CRPS has entered into a multi year relationship with the SEA supported by the Building Collaboration and Capacity in Education grant (BCCE), the Innovations in First Nations Education grant (IFNE) and the Indigenous Languages in Education grant (ILE) provided by the Alberta Government. Through the BCCE and continuing with the IFNE grant we have been able to work with our colleagues in SEA to design worthwhile and meaningful learning opportunities for our students. In addition, we have been able to share professional learning opportunities between authorities. In the previous three school years, we have started the school year with a combined event with renowned speakers Dr. Martin Brokenleg, Dr. Larry Brendtro and Phil Fontaine, former National Chief of the Assembly of First Nations. The partnership is mutually beneficial to both authorities. For the 2018-19 school year we were able to come together for three days of professional learning and relationship building with our SEA colleagues. In 2019-20 we were once again able to start off the year with SEA and our EdTechTeam partners to once again offer professional learning opportunities for both districts. By offering The Google Apps for Education Summit for a second straight year we were able to deepen our foundational learning and continue to grow and nurture our existing partnerships and opportunities with SEA.

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.

During the 2018-19 school year, Bow Valley College has been offering programming for adult learners within Banff Community High School. We continue that partnership into the 2019-20 school year and are presently exploring (with Settlement Services and Bow Valley Immigration Partnership) the possibility of extending the ELL course opportunities to youth.

CRPS also continues conversation and consultation with MTA to explore options for the development of the land that is adjacent to Lawrence Grassi Middle School. The aim behind this potential development would be multifaceted. The primary aim would be to develop a sustainable funding source for the school division through the establishment of an endowment fund while at the same time addressing areas of needs including, but not limited to:

- affordable housing for staff and community members
- international student program needs
- community and division meeting space needs

Variety of Programming

Within all schools in CRPS a variety of programming exists to support our Inspiring Hearts and Minds initiative and the Whole Child Approach. Such programs consist of sporting activities, experiential outdoor learning, fine arts, music, and the Right from the Start program.

Communication

The CRPS board will review its communications processes and systems to ensure effective communication with the staff, public, parents and students. The goal is to improve the flow of information, knowledge and understanding to inform effective action and decision-making.

Shared Services

CRPS continues to leverage the relationships we have developed through our Shared Services project, begun in the fall of 2012. While the original project scope was only between CRPS and WRSD, the work we have accomplished together was recognized by other divisions (as well as interest from post-secondary institutions (PSI) as something that would be of benefit to them. Since then, Chinook's Edge School Division (CESD) continues to be a significant strategic partner both in terms of developing shared, provincial infrastructure, but also working with CRPS to develop and implement other shared services and support models; including Digitization of all students records as mandated by the province for 2020.

In 2017 CRPS brought Stoney Education Authority (SEA) into the shared services agreement as a result of the collaboration that started with the BCCE grant. Where historically there have been federal/provincial barriers to working with First Nations school authorities, those barriers are no longer in our way. We will continue to assist with any technology needs that SEA may encounter and will look for further ways to share infrastructure. Moving to the future we will continue to work closely with CESD in 2019-20 to once again push our infrastructure speeds and to create evergreening plans that benefit our schools, staff and students.

Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Canadian Rockies School Divisi			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	87.7	87.6	88.3	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	78.0	80.0	80.0	82.2	81.8	81.9	Intermediate	Declined	Issue
	Education Quality	86.8	85.7	86.1	90.2	90.0	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	3.2	0.9	2.8	2.6	2.3	2.9	High	Maintained	Good
	High School Completion Rate (3 yr)	72.4	66.2	70.1	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.5	74.1	74.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	14.9	15.2	15.9	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	85.8	84.4	83.5	83.6	83.7	83.1	High	Maintained	Good
	Diploma: Excellence	25.4	23.7	21.4	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	48.9	46.6	46.8	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	77.8	75.7	69.3	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.5	34.2	32.7	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	80.8	80.8	80.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	79.8	79.6	81.2	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	75.4	74.1	75.8	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	75.0	73.7	75.2	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	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 Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	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	20.0	1.0	3.0	5.4	4.8	5.6	Very Low	Declined Significantly	Concern
	High School Completion Rate (3 yr)	40.0	20.0	28.8	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	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
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	62.5	47.6	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)	0.0	0.0	6.3	24.6	24.4	22.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	38.9	25.0	23.6	37.1	35.9	34.0	Very Low	Maintained	Concern
	Transition Rate (6 yr)	*	*	n/a	34.2	33.0	32.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	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	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	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. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The

simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	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

Comment on Results

Within CRPS our staff strive to provide students with meaningful and authentic learning experiences. Our participation rate for PATs is high with very few students being exempted. The small number of students in our district means that our percentage rates can be adversely or positively affected by the results of a few students. We remain close to provincially average and will continue to strive to raise the achievement levels of all students.

Strategies

- Professional learning opportunities for staff are focused on universal strategies/RTI to support all learners.
- Classroom teachers are supported by Learning Support Teachers to involve them in the goal development for students with Student Learning Plans.
- At least twice per year during parent teacher-student conferences there will be purposeful goal setting with parents and students to address areas of concern
- Lead Learners along with an Instructional Coach lead evidence-based conversations with staff which focuses on student learning and next steps
- Lead Learners and Learning Support Teachers from each school will be sent as a team to participate in a professional learning series centered on Inclusion in K to Grade 4 classrooms
- Aligned effective professional learning strategies throughout the division through the lens of the Teaching Effectiveness Framework, e.g., Professional Learning Networks, school-based collaborations, instructional technology workshops, etc.
- Provide administrators with professional learning to support all teachers (in collaboration with the Galileo Education Network) in creating formative assessment rich classrooms to ensure responsive instructional practices
- Use systematically-collected student evidence and information about student learning to inform decision-making and actions for the district, schools and classrooms. (e.g., Combined 3 Year Education Plan).
- CRPS participation in the grade 4-12 OurSchool Survey will inform school policy and instructional decisions and increase student engagement in learning
- Targeted and intensive support will be provided learners who are identified as having a learning challenge in the area of literacy and numeracy
- There are 27 Teacher directed Professional Learning networks throughout the district focused on the following areas:
 - Numeracy (49)
 - literacy (3)
 - Diversity and Inclusion (2)
 - Coding/makerspace/technology (1)
 - Music (1)
 - Critical thinking (1)
 - Meaningful authentic learning (2)
 - Formative assessment (9)
 - Engagement (1)
- Linkages with existing local agreements (e.g. Stoney Education Authority Collaboration) to ensure consistent and meaningful support of Indigenous students
- Align assessment, evaluation and reporting policies and practices with the principles of equity and inclusive education to meet the diverse needs of students and their families

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. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	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

Comment on Results

CRPS students continue to achieve at high levels on Diploma exams. The learning opportunities that they engage in from Kindergarten through to high school help prepare them to meet and exceed provincial levels on these terminal exams.

Strategies

- Continue to provide ongoing support to teachers and support staff through effective professional learning opportunities based on the Teaching Effectiveness Framework in order to support student learning
- Provision of Instructional Coach (1 FTE) to support student learning
- Provide administrators with professional learning to support all teachers in creating formative assessment rich classrooms to ensure responsive instructional practices

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. 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; and Social Studies 30-2.
4. 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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	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	34.6	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

Comment on Results

Students within CRPS are supported in their academic achievement by thoughtfully designed learning opportunities that teachers provide for all students. 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 for us that our transition rate to post secondary does not include students who attend universities outside of Alberta, if it did you would see a significant increase in this rate as many of our students attend university such as the University of Victoria, Queens, etc. 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.

Strategies

- Continue to provide ongoing support to teachers and support staff through effective professional learning opportunities based on the Teaching Effectiveness Framework in order to support student learning
- Provision of District Instructional Coach (1 FTE) to support student learning
- CRPS participation in the gr 4-12 OurSchool survey will inform school policy and instructional decisions and increase student engagement in learning
- Investigate opportunities for blended learning to promote broad programming and flexibility in high school.
 - Inreach / Outreach
 - Dual Credit opportunity is being expanded with Bow Valley College, Olds College and local businesses
- Increased experiential learning opportunities by expanding the courses offered at the Canadian Rockies Outdoor Learning Centre
- Update district Continuum of Supports model and subsequent school continuums of support
- Provision of tutoring through Inreach for high school students
- Steering committee to continue to support the implementation of effective ELL strategies
- Utilize effective communication strategies to inform students, parents and the broader community about the available specialized programs (e.g. Dual Credit) and opportunities (e.g., after school programs, robotics).
- Work with the community to provide equality of opportunity for students to access specialized programs and opportunities.
- Support collaborative work of school counselors through district lead meeting and learning opportunities.

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 - 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.
 - 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.
 - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
 - 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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.7	82.0	82.1	79.6	79.8	83	High	Maintained	Good	83	83	83

Comment on Results

CRPS staff continue to provide opportunities to students at all grade levels that enable them to develop a sense of service to others. If you were to follow the social media posts coming from our schools you would see that students are involved in a multitude of activities that are for the benefit of others, the environment, etc. These activities include but are not limited to:

- CCHS students collecting gifts to donate to the Bow Valley Elves, collecting 1670 pounds of food for We Scare Hunger, helping out with the community dinner at St. Michael's church, etc.
- GSA raising of the Pride Flag at both BCHS and CCHS to show support for all students during Pride Week
- Students in all schools participate in the Terry Fox Run
- All schools took part in Orange Shirt Day to raise awareness of residential schools and their impact on Indigenous families and their children
- LGMS grade five students developed a kindness calendar - everyday the students highlight an act of kindness that you could do for others.
- LGMS students prepare gifts from the school garden to be given to people who support the school
- Exshaw School students create a [video](#) to explain what belonging means
- ERS collect 250 food items for the Bow Valley Food Bank

Strategies

- Continue to provide opportunities throughout the district that provide students with the opportunity to be engaged as active citizens such as visits with seniors, food drive, etc.
- Continue to provide opportunities for students to take part in local, provincial, national and international learning opportunities - SALTS, Winter Travel, Water Experience, Science Olympics in Calgary, student leadership conferences, BCHS students working with Hon. Robert Wanner, Speaker of the Assembly of Alberta, etc.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	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

Comment on Results

CRPS staff and administration continue to strive to meet the needs of our Indigenous learners. A concentrated effort is being made to weave Indigenous culture throughout the curriculum at all grade levels. From year to year our PAT results vary, however there is an upward trend in graduation rates for our Indigenous students. The percentage of Indigenous students who achieved acceptable levels on their diploma exams increased by almost 15%.

Strategies

- 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 Building Collaboration and Capacity in Education Grant and the Innovations in First Nations Education from the Alberta Education
- CRPS will continue with our Indigenous steering committee which will focus on closing the achievement gap for our Indigenous students.
- CRPS will start off all school assemblies with recognition of treaty lands.
- In the 2019-20 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.
- CRPS will provide targeted support to Indigenous students who demonstrated an achievement gap in literacy and or numeracy
- CRPS will provide land based experiential learning opportunities for students
- Success Teachers will support Indigenous students
- Continue to offer the Stoney language and Culture course at CCHS that is available for all students with the aim at increasing awareness of all students of the Stoney Nation language and culture.
- CRPS provides a Full-Day Kindergarten Program for all students
- Elders advisory committee at the district and school level will support programming for indigenous students

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. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	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

CRPS staff and administration continue to strive to support our Indigenous students to remain in school, graduate and move on to post secondary school. This past year our percentage of Indigenous students who graduated high school within three years of entering grade 10 doubled to 40%, which is getting closer to the provincial average. In addition we had 38.9% of our Indigenous students meet the Rutherford Scholarship eligibility requirements. This number is higher than that realized throughout the province.

Strategies

- CRPS will consult with elders from the Stoney Nakoda Nation to identify strategies to effectively engage and support our Indigenous learners
- CRPS will consult with students and elders to determine what success in schools means
- Include aspects of Indigenous culture into school events - Round Dance and Drum Circles included in school wide events at CCHS
- Continue to offer the Stoney Language and Culture course at CCHS. It is available for all students with the aim at increasing awareness of all students of the Indigenous culture.
- CRPS will continue to examine the annual dropout rate of Indigenous students aged 14-19.
- CRPS will endeavor to improve high school completion rates of Indigenous students within three years of entering Grade 10.
- We will continue to provide transitioning support to students as they progress from one school to the next.
- We will provide success teachers at Exshaw, CCHS and at district level to support our Indigenous students.

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	77.1	80.7	79.3	80.0	78.0	85	Intermediate	Declined	Issue	85	85	85

Comment on Results

This year our results indicate a slight decline in this area. We will endeavor to determine the cause for this decline by talking with students through student voice activities, explore with staff and also speak to school councils to determine the factors impacting this change.

Strategies

- The Shared Vision of Instructional Excellence beliefs and affirmations will continue to nurture a culture of continuous professional learning through iterative cycles reflective of school and division goals
- Continue to engage school administrators in research based professional learning opportunities and in particular, zero in on their ability to support formative assessment instructional practices that result in responsive instructional practices
- Update teacher growth plans to include the new Teaching Quality Standard
- Continue to offer a wide variety of programming at all schools
- Continue to seek and act on new partnerships and grants opportunities to support innovation
- Highlight and celebrate the diverse learning opportunities that are available to students throughout the district.
- Continue to work together to produce high quality work that is worthwhile and meaningful for students
- Increase opportunities for staff and students to develop digital literacy & collaboration skills via Google Apps For Education. All staff along with staff from Stoney Education Authority attended a three day Google Apps for Education EdTeachTeam Summit at the beginning of the 2019-20 school year.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Video: [NEIL \(Nurturing Excellence in Instruction and Leadership\): Leading a Learning Community](#)



Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	88.1	89.0	88.3	87.6	87.7	90	High	Maintained	Good	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.1	85.2	87.5	85.7	86.8	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.	81.2	76.6	83.8	80.8	80.8		High	Maintained	Good	80	80	80
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	73.9	75.1	78.2	74.1	75.4	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.	74.4	76.8	75.0	73.7	75.0	79	Intermediate	Maintained	Acceptable	79	79	79

Comment on Results

CRPS staff and administration continue to strive to improve all aspects of the education experience for all students. Our aim is to help students develop the academic, social, emotional, spiritual skills needed throughout their lives. We truly believe in the education of the whole child.

Strategies

- The Shared Vision of Instructional Excellence beliefs and affirmations will continue to nurture a culture of continuous professional learning through iterative cycles reflective of school and division goals.
- Continue to seek input from students and parents in relation to what they consider to be important and

- incorporate their feedback into educational programming
- Continue with the work study program in grade nine and other off campus work experience programs in high school
- Continue to support parent involvement in their child's education by providing them with opportunities to be active within their student's school experience

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Summary of Financial Results

Canadian Rockies School Division completed the September 1, 2018 to August 31, 2019 fiscal year in a net surplus position.

At \$31.5 million, revenues for Canadian Rockies consist primarily of funding from the provincial government (73% of total revenues). Remaining revenues are made up of funding from the federal government, school generated funds, fees, outdoor learning centre and international student tuition. Total revenues exceed expenditures in 2018-19. As at August 31, 2019, the division has a net asset balance of \$6,828,410. This net position is comprised of investment in capital assets of \$3,927,330, capital reserves of \$1,048,792, operating reserves of \$1,029,714 ,unrestricted surplus position of 797,233 and Measurement gains (losses) of 25,341 for the Banff Canmore Community Foundation investment.

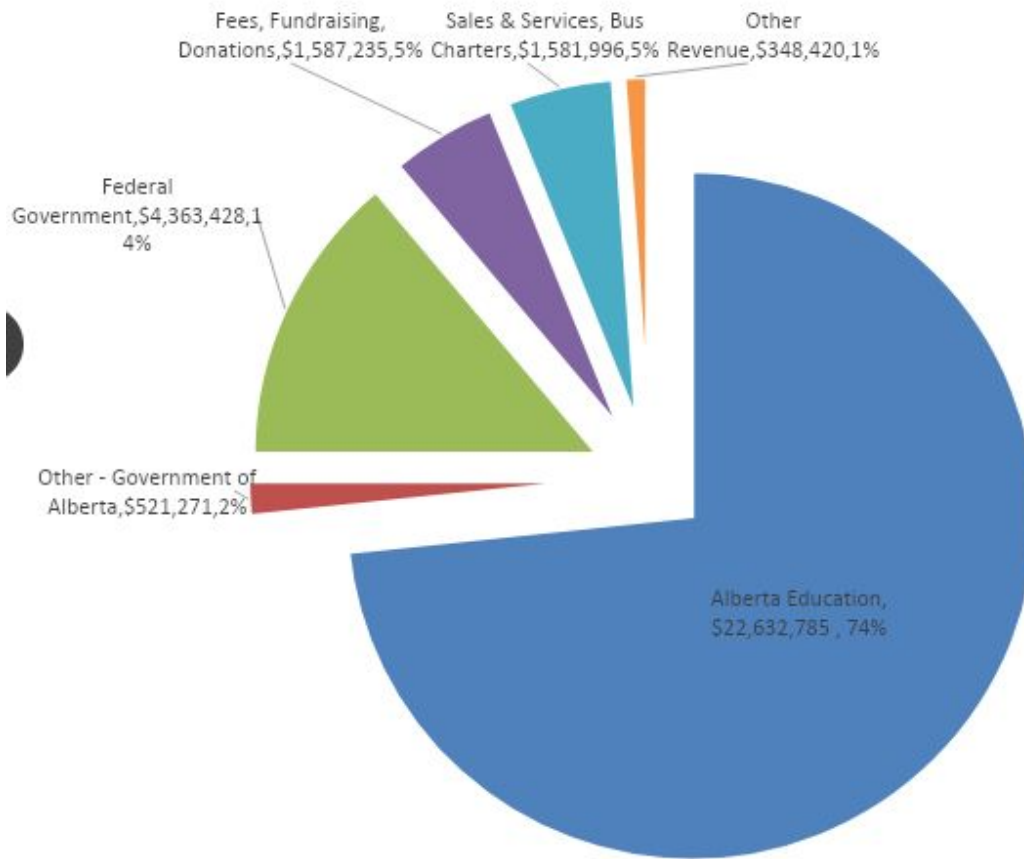
Although enrollments remained relatively flat, provincial funding increased beyond projected mainly due to funding base increases and high school completed credit enrollment unit (CEU) funding. Various other provincial grants also came in above earlier projections.

International student enrollment was consistent year over year and Outdoor Learning Centre summer CALM course enrollment was up and associated revenue also increased during the year.

Total expenditures for the year were \$30.8 million. Expenses consist of costs related to the development and delivery of the district's education programs. Major cost components are certificated and uncertificated salaries and benefits, services and supplies, and amortization of capital assets. Salary and benefit costs at \$22.8 million represent 74% of the division's total expenses.

Alberta Education Revenue	\$	23,126,835	0.73350		
Other - Government of Alberta	\$	521,271	0.01653	\$ 23,648,106	0.7500386071
Federal Government	\$	4,363,428	0.13839		
Fees, Fundraising, Donations	\$	1,587,235	0.05034		
Sales & Services, Bus Charters	\$	1,581,996	0.05017		
Other Revenue	\$	348,420	0.01105		
		31,529,185.00	1.00		

Revenue by Source 2018-19



	2018-19	2017-18		
REVENUE				
Alberta Education Revenue	\$ 23,126,835	\$ 22,632,785	\$ 494,050	2.18%
Other - Government of Alberta	\$ 521,271	\$ 595,434	-\$ 74,163	-12.46%
Federal Government	\$ 4,363,428	\$ 3,957,054	\$ 406,374	10.27%
Fees, Fundraising, Donations	\$ 1,587,235	\$ 1,671,756	-\$ 84,521	-5.06%
Sales & Services, Bus Charters	\$ 1,581,996	\$ 1,571,499	\$ 10,497	0.67%
Other Revenue	\$ 348,420	\$ 298,750	\$ 49,670	16.63%
TOTAL REVENUE	\$ 31,529,185	\$ 30,727,278	\$ 801,907	2.61%

EXPENSES				
Certified Salaries & Benefits	\$ 17,478,425	\$ 17,463,030	\$ 15,395	0.09%
Uncertified Salaries & Benefits	\$ 5,342,580	\$ 5,249,860	\$ 92,720	1.77%
Services, Contracts and Supplies	\$ 6,034,317	\$ 5,993,820	\$ 40,497	0.68%
Amortization of Capital Assets	\$ 1,931,309	\$ 1,769,908	\$ 161,401	9.12%
Supported Interest on Capital Debt	\$ 54,411	\$ 107,700	-\$ 53,289	-49.48%
Other Interest & Finance Charges	\$ 35,918	\$ 26,632	\$ 9,286	34.87%
TOTAL EXPENSES	\$ 30,876,960	\$ 30,610,950	\$ 266,010	0.87%

OPERATING SURPLUS/(DEFICIT)	\$ 652,225	\$ 116,328
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OPENING ACCUMULATED SURPLUS/(DEFICIT)

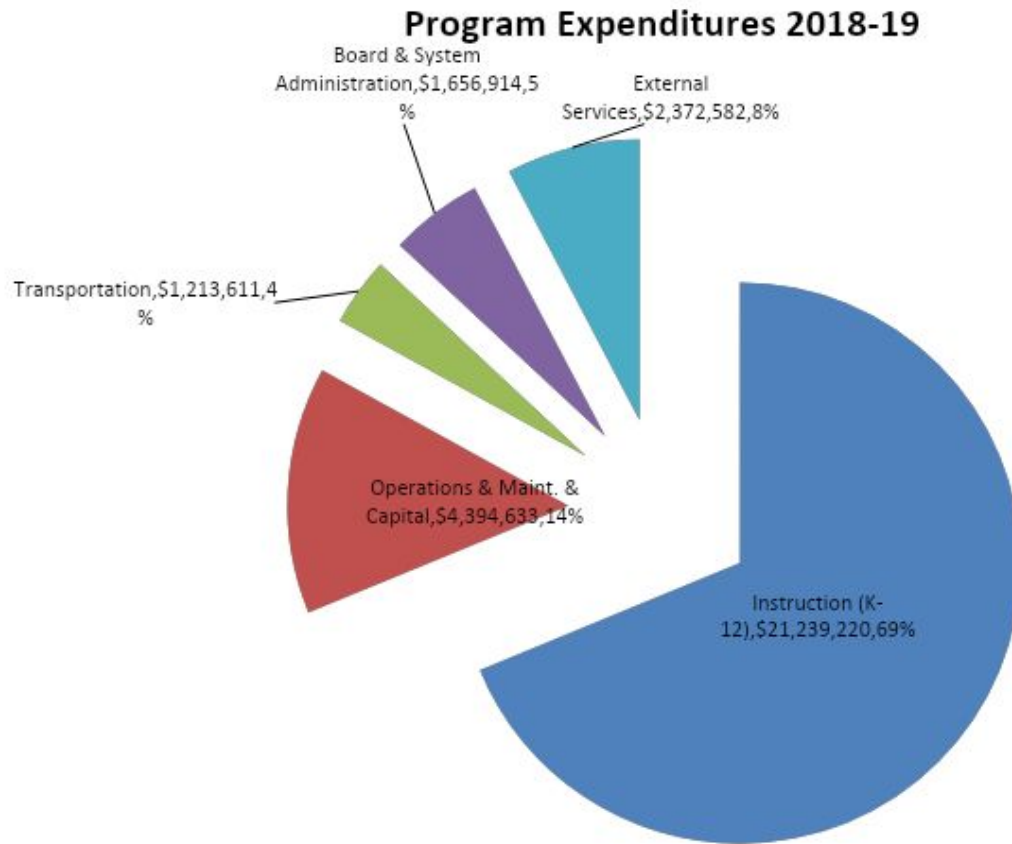
CLOSING ACCUMULATED SURPLUS/(DEFICIT)

UNSUPPORTED AMORTIZATION

	TOTAL EXPENSES	\$ 30,876,960	\$ 30,610,950	\$ 266,010	0.87%
SURPLUS/(DEFICIT)		\$ 652,225	\$ 116,328		

Operating Reserves

Instruction (K-12)	\$ 21,239,220	0.6878%
Operations & Maint. & Capital	\$ 4,394,633	0.1423%
Transportation	\$ 1,213,611	0.0393%
Board & System Administration	\$ 1,656,914	0.0536%
External Services	\$ 2,372,582	0.0768%
	30,876,960.00	

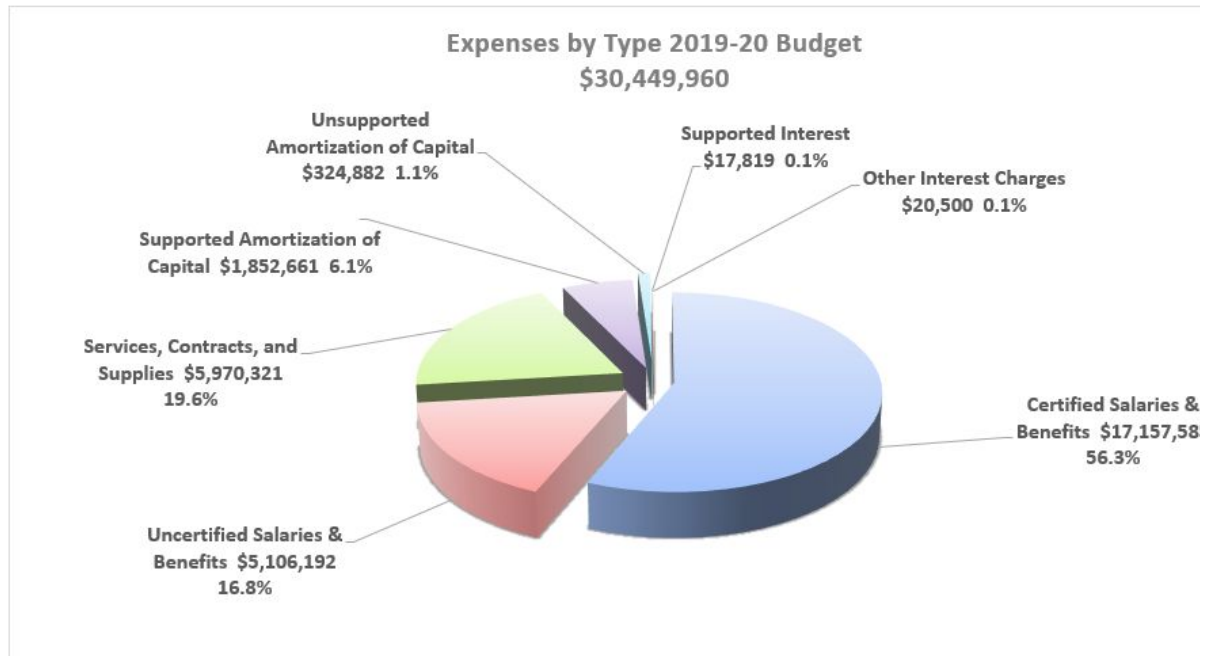


Detailed financial information contained in the [Audited Financial Statements](#) is available at the division board office or on the website at www.crps.ca. Copies of the Audited Financial Statement for 2018-19, and comparative information through the provincial roll up of jurisdiction Audited Financial Statements can be obtained from Alberta Education at this [link](#).

The 2019-2020 CRPS Budget Report can be found by visiting www.crps.ca

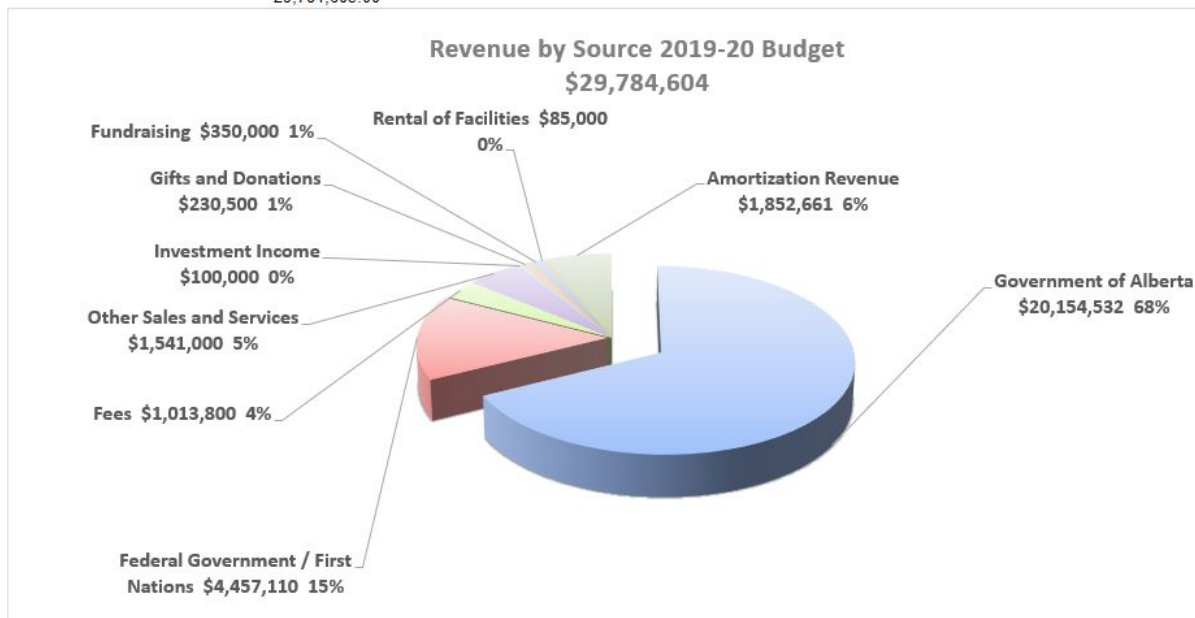
Budget Summary

Certified Salaries & Benefits	\$ 17,157,585
Uncertified Salaries & Benefits	\$ 5,106,192
Services, Contracts, and Supplies	\$ 5,970,321
Supported Amortization of Capital	\$ 1,852,661
Unsupported Amortization of Capital	\$ 324,882
Supported Interest	\$ 17,819
Other Interest Charges	\$ 20,500
	30,449,960.00



Government of Alberta	\$ 20,154,532
Federal Government / First Nations	\$ 4,457,110
Fees	\$ 1,013,800
Other Sales and Services	\$ 1,541,000
Investment Income	\$ 100,000
Gifts and Donations	\$ 230,500
Fundraising	\$ 350,000
Rental of Facilities	\$ 85,000
Amortization Revenue	\$ 1,852,661

29,784,603.00



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 statement. 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. For further details pertaining to School Generated Funds, contact the Secretary Treasurer at mike.guindon@crps.ca

Note 3: Government grants for the Right From the Start program flow through our accounts. We record these grants in Government of Alberta revenues and an equal expense in Wages, Services, Contracts, and Supplies.

Enrollments and Projections	17/18	18/19	Percentage Change	Projected 19/20	Increase/ (Decrease)	Percentage Change
Banff Community High School	255	206	-19.22%	180	(26)	-12.62%
Banff Elementary School	418	451	7.89%	433	(18)	-3.99%
Canmore Collegiate	417	380	-8.87%	386	6	1.58%
Elizabeth Rummel School	330	325	-1.52%	329	4	1.23%
Exshaw School	204	206	0.98%	202	(4)	-1.94%
Lawrence Grassi School	407	458	12.53%	475	17	3.71%
Alpenglow Community School	98	102	4.08%	104	2	1.96%
Total Provincial & Federal funded	2129	2128	-0.05%	2109	(19)	-0.89%
International Students	54.5	55.0	0.92%	34	(21)	-38.18%
Banff Hockey Academy - International	10	11	10.00%	3	(8)	-72.73%
Totals	2194	2194	0.02%	2146	(48)	-2.19%

Authority: 3065 The Canadian Rockies School Division

Budget January 2020	2019-2020		2018-2019		22,263,777		\$26,160,442	88%
REVENUE								
Government of Alberta	\$20,154,532	Note 1	\$20,145,178	\$9,354	0.05%			
Federal Government / First Nations	\$4,457,110		\$4,534,760	-\$77,650	-1.71%			
Fees	\$1,013,800	Note 2	\$561,526	\$452,274	80.54%	\$25,625,442	\$25,241,464	\$383,978 1.52%
Other Sales and Services	\$1,541,000		\$1,340,603	\$200,397	14.95%			
Investment Income	\$100,000							
Gifts and Donations	\$230,500	Note 2	\$225,000	\$5,500	2.44%			
Fundraising	\$350,000	Note 2	\$260,000	\$90,000	34.62%			
Rental of Facilities	\$85,000		\$85,000	-	0.00%			
Amortization Revenue	\$1,852,661		\$1,513,958	\$338,703	22.37%			
TOTAL REVENUE	\$29,784,603		\$28,666,025	\$1,118,578	3.90%			
EXPENSES								
Certified Salaries & Benefits	\$17,157,585	Note 1	\$17,592,402	-\$434,817	-2.5%			
Uncertified Salaried & Benefits	\$5,106,192		\$4,819,884	\$286,308	6%			
Services, Contracts, and Supplies	\$5,970,321	Note 3	\$4,497,050	\$1,473,271	33%			
Supported Amortization of Capital	\$1,852,661		\$1,513,958	\$338,703	22%			
Unsupported Amortization of Capital	\$324,882		\$368,443	-\$43,561	-12%			
Supported Interest on Capital Debt	\$17,819		\$54,411	-\$36,592	-67%			
Other Interest Charges	\$20,500		\$32,000	-\$11,500	-35.9%			
TOTAL EXPENSES			\$28,878,148	\$1,571,812	5.44%			
SURPLUS (DEFICIT)	\$(665,357)		\$(212,123)					
EXPENSES (Re-stated by Program)								
Instruction (K-12)	\$20,504,057		20,959,276	-\$455,219				
Operations & Maint. and Capital	\$4,709,649		\$3,719,491	\$990,158				
Transportation	\$1,255,163		\$1,260,513	-\$5,350				
Board & System Administration	\$1,597,574		\$1,556,281	\$41,293				
External Services (RFTS, SGF, Inter.)	\$2,383,517	Note 3	\$1,382,587	\$1,000,930				
			\$28,878,148	\$1,571,812				
SURPLUS (DEFICIT)	\$(665,357)		\$(212,123)					

2019 - 2020 Capital and Facilities Projects

Capital Plan Priorities - Future Projects

Banff Elementary School

- Phase 2 – Construction of additional classrooms and gymnasium. Demolition of the old school. Landscaping and installation of new playground equipment. To be completed for September 2020
- 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.
- Upgrade security systems to all schools and facilities within CRPS.
- Solar Panel installations at Banff Community High School, Canmore Collegiate High School and Lawrence Grassi Middle School.
- Roofing projects continue at Banff Community High School, Canmore Collegiate High School and Elizabeth Rummel 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 2019-20 include:

- IT infrastructure upgrading and installation of new switches and wireless access points in all schools
- Continued replacement of failing Smartboards with new TV's in all schools
- Roofing upgrades completed at Exshaw School, Banff Community High School, Canmore Collegiate High School and Elizabeth Rummel School
- Strobe lights installed at all schools (including gymnasiums, music rooms and shops)
- Video and security camera upgrades at Exshaw School, Elizabeth Rummel School and Lawrence Grassi Middle School
- Exshaw portable set up as classroom, renovations and wifi install.

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

Parental Involvement

School Councils are involved in the creation of school plans and the sharing of school level results. The board of trustees meets collectively with school councils twice a 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. Parents are provided a variety of engagement opportunities including the Community Engagement Network (CEN) initiative, trustee attendance at local school council meetings, community and school events, and distribution of public board meeting highlights following all public meetings. 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. www.crps.ca

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2018 -19 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 continues to grow which helps to make up any shortfall in funding we receive.

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. Drivers who received their license after Oct. 12, 2018 are required to take an enhanced written test and enhanced road test before July 31, 2020. We became a Driving School in February of 2019 in order to be able to deliver the program.

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/MELT course offered at least once a year. All prospective employees are required to obtain a Class 2 with "S" endorsement before they are hired. 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,
 - School bus safety and evacuation practice for all elementary/middle students in October,
 - Evacuation practice held in the spring for all regular route school bus riders



- We purchased 2 new buses in September. Our first flat nose, 81 passenger, for our Exshaw route. Exshaw and Dead Man's Flat communities continue to grow. We sold 3 of our old buses (the oldest one being a 1998).
- 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 continue to have team building exercises 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 Sheriff's 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. We reduce our impact on the landfill by actively recycling most of our waste as well as implementing water-conserving practices. We also following 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. We are in the process of installing a camera system on our Palliser route bus as this continues to be a trouble spot for vehicles passing the school bus with its red lights flashing.

CRPS Transportation: Engages Stakeholders

Strategies

- The new transportation website that was developed 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
 - Email distribution lists are 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 on the Transportation page of our website. 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 participates in the Banff Elementary & Banff Community High School Traffic Safety Committee. We continue to educate our new parents and students to safety concerns in and around these schools, as well as updating existing parents.
- 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 from first time users to our system.
- 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.

