

Canadian Rockies Public Schools Annual Education Results Report 2017-2018 Three Year Education Plan 2018-2021



"To empower students to be their finest- Today and Tomorrow"

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Message from the Board Chair

We start the 2018-19 school year with tremendous pride in our efforts to close the achievement gap between students of our First Nations cohort from the neighbouring Stoney Nakoda Nation and those within our own home communities of Canmore, Banff and Exshaw. These achievements are seen both in the elevated participation rates and results of the diploma and Provincial Achievement Test results, and an unexpected influx of 27 Stoney students into Canmore schools this year.

We attribute the former to the additional resources we have devoted to improving literacy and numeracy among those learners, and the latter to the concerted effort we have made to provide a more inclusive and supportive learning environment. Of that I could write volumes, but my space is limited.

We still have miles to go, as evidenced by the achievement pillar that measures success among our FNMI students, but we will accept the slow and steady path to success. This year, for the first time, Canmore Collegiate High School held a school-wide ceremony to raise the Treaty 7 flag, an initiative led by our Stoney students and an unthinkable act of cultural recognition and respect a mere decade ago. CCHS saw seven Stoney students achieve their high school diploma last year, half of those who were in that grade cohort and again, a significant achievement.

For the third year, we have opened our school year with an inclusive morning of learning with our Stoney Education Authority (SEA) neighbours, and focusing on the Truth and Reconciliation Commission's Calls to Action. This year our honoured guest was Phil Fontaine, former National Chief of the Assemblies of First Nations. We continue to work closely with a committee of Stoney elders to respect their community's wishes and needs for their children's education, and to include our SEA neighbours in the professional learning initiatives CRPS has established. This year SEA partnered with us on both opening day ceremonies and the following two-day intensive Google For Education Summit at which we all were immersed in achieving proficiency in the Google platform.

Our wee division still faces challenges, including a high percentage of ELL students in our Banff schools and a valley-wide slow and steady decline in the overall student population, due largely to the high cost of living. We face competition from two other publicly-funded divisions (Catholic and Francophone), and government program changes have hampered some of our more entrepreneurial efforts to continue to offer a wide palette of programming for our students.

The Canadian Rockies Outdoor Learning Centre has now experienced four full years of operation, with growing and at times insatiable demand for more than a dozen experiential learning credit courses we offer, including water experience, winter travel, equine leadership, Wilderness Inspiring Leadership Development (WILD) and Bow Valley Active Stewardship. In the summer the facility is booked to capacity, offering CALM courses for students throughout the province to achieve their credits and thus increase their flexibility for optional courses in their home divisions during the school year.

The capping of the Credit Earned Units (CEU) has led us to have to re-evaluate the financial sustainability of these programs, despite the significant partnerships we have formed with Bow Valley foundations, corporate entities and government agencies. Despite the unquestioned benefit of these courses to the learners themselves, as a small rural division our ability to offer much of this programming with a cap on CEUs may make it fiscally tenuous.

Our Dual Credit program continues to expand, with partnerships with both Bow Valley College and Olds College in the worlds of business and tourism/hospitality, among the largest employers in the Bow Valley. We have introduced Advanced Placement courses at the high school level, and

our International Student Program continues to thrive, with almost 50 students from Germany, Spain, Japan, Mexico and other nations spending a full or partial year with us to improve their English and learn our culture. This program is fully self-sustaining and serves to put an estimated \$400,000 back into our budget to help us maintain respectable class sizes.

Finally, we have initiated an exciting path of exploration concerning lands in our possession that could create an endowment that would bolster our ability to withstand the economic ups and downs of our provincial economy. Our vision is to use these lands to improve both our own educational needs and those of our supportive community, to increase our capacity in our International Student program and of our ability to attract and support new, young teachers to the Bow Valley for whom housing continues to be a challenge.

As Minister Eggen noted in a recent meeting, “no moss grows under our feet.”

Carol Picard
Chair, Board of Trustees
Canadian Rockies Public Schools

Accountability Statement

The Annual Education Results Report for the 2017-18 school year and the Three-Year Education Plan commencing September 1, 2018 for Canadian Rockies Public Schools was prepared under the direction of the Board in accordance with its responsibilities under the School 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 2017-18 school year and the Three-Year Education Plan for 2018-2021 on January 15, 2019.

Carol Picard
Board Chair

Christopher MacPhee
Superintendent of Schools

Publication Notice:

- The Annual Education Results Report and Three-Year Education Plan for 2018-2021, 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 Canadian Rockies Public Schools

Canadian Rockies Public Schools 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 Public Schools provides services to 289 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 2,183 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

	2014-15	2015-16	2016-17	2017-18	2018-19
Alpenglow Community School (Alternate) Grades ECS to 6	78	101	107	98	102
Banff Community High School Grades 9 to 12	313	305	320	274	224
Banff Elementary School Grades ECS to 8	379	382	360	421	453
Canmore Collegiate Grades 9 to 12	535	499	471	454	412
Elizabeth Rummel School Grades ECS to 3	308	332	335	337	327
Exshaw School Grades ECS to 8	152	163	210	206	206
Lawrence Grassi School Grades 4 to 8	415	395	372	417	459
Total	2,180	2,177	2175	2207	2183

Trends and Issues

Funding Formula

The formula for Small Rural Schools has disadvantaged those jurisdictions for many years. In addition we are now realizing the full impact of the implementation of the funding cap for CEUs. Previous to the advent of the 45 CEU funding cap, CRPS 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 was rolled back into programming to expand offerings at our Outdoor Learning Center, summer programming, and in-school programming. The effects of the CEU cap most likely will result in a curtailing of these programs due to decreased funding.

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. Projections for student population continue to show a decrease in enrollment over the upcoming years. This will in turn result in a decrease in budget and a tightening of resource availability for the district as a whole.

ESL Population 2017-2018

The school district continues to have approximately 35% English Language Learner students 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. Presently we have approximately 46 students in part-time and full-time programs. Our students hail from countries such as Germany, Hong Kong, Japan, Korea, Mexico, Spain, Czech Republic and Italy. 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. Interest in these short term programs is spreading to other countries such as Brazil.

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 years. However our staffing costs are still relatively high compared to the rest of the province with 63% 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 new trend that is starting to emerge 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. It should also be noted that the cost of living in the Bow Valley is not conducive to the recruitment of young teachers.

Budget Process

For the 2018-19 school year, the Canadian Rockies Public School 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 fourth full year of successful programming. A full time coordinator continues to facilitate the locally developed courses (LDC) and our Outdoor Learning Centre (OLC), located in Bow Valley Provincial Park and work with our partners. For the 2017-18 school year we increased the staffing for the OLC to 1.6 FTE to handle the demand for the programming offered through the center. This increase in staffing will be maintained for the 2018-19 school year.



Locally Developed Courses offered through the CROLC include Equine Leadership 15, Winter Travel 25, Water Experience 25, and Bow Valley Active Stewardship. These courses are being offered to students from CRPS, surrounding school divisions, and Treaty 7 schools. For the past three years we have also offered the Wilderness Inspiring Leadership Development (WILD) program to students. The WILD program is a combination of

outdoor learning and leadership courses. It was highly successful and the demand for the course has continued to be high for the upcoming school year.



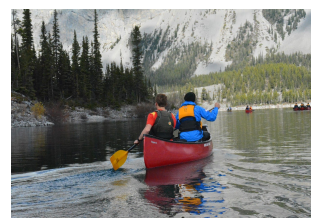
- CROLC offered 8 summer CALM 20 courses with 240 students benefiting from this amazing program, and the CALM 20 program is expected to show continued growth as we expand into summer 2019.
- The OLC developed and implemented a Winter CALM 20 course for SEA and Morley students in December of 2017. This program is a huge success and we look forward to offering it again in December of 2018.
- CROLC, in partnership with YMCA Camp Chief Hector, delivered 458 credits for Alberta students participating in the leadership development programs offered at the camp. Unfortunately, with the new 45 credit cap we were only funded for 225 of the 458 credits.
- CROLC worked with Canmore Collegiate High School teachers to offer a program called Wilderness Inspired Leadership Development (WILD15). The WILD program was inspired to connect the Outdoor Learning Centre and current CRPS outdoor education programs to enhance and further develop leadership and teamwork skills. CROLC, in partnership with CCHS, has offered the WILD15 course to CCHS and BCHS students. With the new High School Alignment, students from BCHS will be 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. The first WILD 25 course is set to run second semester of 2018/2019 school year. CROLC also supported numerous Division 1 and 2 trips to the OLC in 2017/2018 and continues to book new trips for 2018/2019/2020.
- CROLC is involved with designing and implementing experiential education activities that link directly to the curriculum for Exshaw students. CROLC is also working with the Grade 7 students from Banff Elementary School on a leadership project that has successfully run for 2 years.

- CROLC is continuing its partnership with the International Student Program offering overnight camps and day experiences for international students. CROLC has developed an International Winter Travel 15 course in Finland that will be offered to 10 Bow Valley high school students per course.
- Our Locally Developed Courses (LDC) continue to show exponential growth. We have 8 Winter Travel 15 courses booked for the 2018/2019 season and 1 Winter Travel 25 level courses. Each Winter Travel 15 course has between 25 and 30 students attending. Water Experience 15 has showed continued growth and is completely booked to spring 2019.
- CROLC has been working with LGMS, Exshaw, CCHS, and BCHS to offer canoeing programs to enhance their outdoor education programs and CTF courses.
- The Outdoor Learning Centre is also being rented to outside organizations such as Mount Royal University and Stoney Education Authority, when the centre is not in use for CRPS/CROLC programming.
- CROLC has just added 2 Voyageur canoes to our fleet that will allow us to offer canoe programs starting in grade 4. We are very excited to use these canoes to teach about culture and canoe skills!
- CROLC is working on creating 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 aspects of our locally developed courses. Our partners include; Alberta Parks, Parks Canada, YMCA Camp Chief Hector, Lake Louise Ski Resort, Improvement District No. 9, and the Outdoor Council of Canada. 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 valuable 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 Public Schools 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. The Dual Credit program will be maintained for the 2018-2019 school year despite the lack of funding. If the impact of the CEU cap is adverse, the program may have to be revisited for the coming year. The success of the Dual Credit program is dependent upon having a coordinator at the school level to recruit and support students for the program. In addition, the coordinator is vital to facilitating hands on practicums for the dual credit students to ensure the learning is authentic and involves real life experiences.

CRPS' Outreach upgrading courses allow returning grade 12 students and others to take high school SEAcare 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.

High School Alignment

During the 2016-2017 school year, CRPS undertook a community engagement process to gather input in relation to the alignment of our two high schools. As a result of the consultation that included teachers, administrators, students and parents, we will be changing the schedule of both high schools



for the 2018-2019 school year. The schedule changes will allow students in both schools to have access to all courses being offered during block D regardless of location. CRPS will support student travel between the two schools by providing students with ROAM bus passes if they choose to enroll in courses outside of their main school. As part of the high school alignment process, for the 2017-2018 school year CRPS increased course offerings to include three courses (Biology, Psychology and French) to prepare students to take the corresponding advanced placement courses in 2018-2019. These courses will provide students the opportunity to obtain university credits while still in high school.

In consultation, that once again included teachers, administrators, students and parents, the schedule will be changed to begin the 2018-2019 school year; complete alignment will remain and both schools will gather data related to full frozen blocks and lunch times back to middle of day: ie A/B blocks followed by lunch and then C/D blocks to end the day. The schedule will be evaluated throughout the year and further decision making will take place prior to 2019-2020.

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) and the Innovations in First Nations Education (IFNE) 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 two school years we have started the school year with a combined event with renowned speakers Dr. Martin Brokenleg and Dr. Larry Brendtro. 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. The year started off



with keynote speaker Mr. Phil Fontaine. The morning session included a presentation of Eagle feathers to the superintendents of CRPS, SEA and Mr. Fontaine by elders from the Stoney Nakoda Nation, followed by a Smudge and insightful address by Mr. Fontaine. The morning session was followed by a rooftop barbecue where staff from the two school authorities were able to connect and build partnerships for the coming school year. These partnerships were expanded and deepened over the next two and a half days as everyone participated in the Google Apps for Education Summit delivered by the world class EdTechTeam.

Partnerships with Industry

Canadian Rockies Public Schools 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 with Olds College 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.

During the 2018-19 school year, Bow Valley College has been offering programming for adult learners within Banff Community High School.

CRPS has also entered into 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 IHM initiative and the Whole Child Approach. Such programs consist of sporting activities, experiential outdoor learning, fine arts, music, Right from the Start, and the SAGE 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.

Technology Supports IHM Vision

To prepare our children to thrive as individuals and to contribute as citizens and leaders in our interconnected, complex and exponentially changing world.

The Information Services Department (IS) continues to develop a framework within which teachers, parents and students can work towards better educational environments. Working in dialogue with all stakeholders, IS works to find solutions for users that are engaging, visible and continue to advance the work of the division.

Whole Learning Approach

Create learning environments that foster academic excellence and develop 21st century skills – critical thinking and problem solving; communication and collaboration; creativity and innovation; digital-age literacy and emotional intelligence.

- Shared Services partnerships have grown to include the Stoney Education Authority (SEA). The SEA is now empowered to increase their technology offering to staff and students. Other School Boards will now be able to benefit from SEA specific teaching and experience, such as online indigenous language classes and cultural activities.
- Moving forward this year we will continue to collaborate with on-going partners such as Chinook's Edge School Division (CESD) and the Werklund School of Education. These partnerships will work to design and enhance learning opportunities for all learners.
- Innovate Canmore is now working with CRPS to explore and form a partnership to facilitate programming opportunities for local students and adults to develop creative skills in innovation, coding, design, robotics, science, and entrepreneurship to enable them to contribute to, and prosper in, the transformative social and economic systems of the 21st Century.

Personalize learning to respond to each child's gifts, needs, interests, and aspirations.

- Teachers are free and fully supported to use technology tools (and various platforms for learning) that they find are appropriate for their students. With divisional training delivered to teachers, Google Apps usage continues to grow as staff find new benefits to teaching and the classroom. Our Google Summit will serve as continued learning for staff in this area.

Help students develop appropriate online choices

- The division has reconvened the District Technology Committee, a group of technology minded teachers, to develop and deliver a grade-level approach to teaching Digital Citizenship. For the first time the division has a coherent, system-wide Digital Citizenship teaching plan, fully endorsed and promoted by all levels of leadership.
- The division continues to connect to stakeholders within the Bow Valley and beyond to bring in experts to speak to and support students and families. Examples such as, Jesse Miller (Social Media and Youth) and Lynn Lyons (Anxious Kids/Anxious Parents) presented to our students and community early in the 2017 school year. We also work closely with our local Health and Wellness worker and agencies.

Whole Teacher Approach

Support and develop teachers as they shift their role to designers of learning.

- Staff will continue to be provided opportunities for specialized professional development specific to the usage of Google Apps for Education (GAFE), broadening the uptake and usage of the GAFE environment.
- Using online tools, teachers are developing and working through their Teacher Professional Growth Plans (TPGP). Having the TPGP develop online has made it easy to share these plans with other teachers in order to garner conversation and input.

Knowing that teachers make a significant difference in a child's life, create conditions that strengthen student-teacher relationships.

- Technology will be used to enhance communication with students through Moodle, GAFE, the new district/school websites and blogs, the implementation of the PowerSchool Parent Portal, as well as other social media formats. The district will continue to explore visible

learning software and supports in an effort to constantly improve communication with students and families.

Whole Community Approach

Engage with parents as partners in Whole Child education.

Staff are encouraged to use technology to engage parents in the classroom

- Further development of Report Cards and outcomes based reporting allows for greater engagement with parents.
- LGMS grade 7 and 8 teachers are piloting the combined use of Gradebook through Powerteacher Pro and Parent Portal as a means of delivering ongoing and accessible assessments of class assignments. Customization of the Portal will facilitate navigation for parents and students.
- Continue to support families with information around technology and its use (ie Jesse Miller and other expert community presentations), as well as sharing various stakeholder supports with families such as Settlement Services and Bow Valley Immigration Partnership to assist families with technological needs.

Expand partnerships with agencies and services and connect people of all ages in order to make our schools the hub of learning in the community.

- Wireless networks are available for public use in our facilities providing access at high speeds.

Whole World Perspective

Use technology and human connections to bring the world to the classroom and the classroom to the world.

- Bandwidth will be increased to accommodate multiple modes of content delivery such as streaming media, Google Hangouts and Skype.

Opportunities for collaborating outside our jurisdiction will be identified and shared with staff. We presently have ongoing partnerships with SEA, Finland and China that bring groups to CRPS and enhance our learning by connecting, and growing through other cultures.

Shared Services (IHM)

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 had 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) has become 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.



Last year CRPS was fortunate to establish a relationship with the Stoney Education Authority (SEA). 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 this year we will work more closely with CESD to once again push our infrastructure speeds and to create evergreening

plans that benefit our schools, staff and students. We will also explore further partnership with U of C Werklund School of Education and other interested community stakeholders.

Professional Learning: Inspiring Hearts & Minds (IHM) through a Shared Vision of Instructional Excellence (SVIE)

Our commitment to professional learning is defined by our beliefs as expressed by [Inspiring Hearts & Minds](#), and framed by our [Shared Vision of Instructional Excellence](#) as well as the [Teaching Effectiveness Framework](#). To bring these to life for our learners, teachers continuously improve their practice collaboratively in the company of their peers. The [Professional Learning Calendar for 2018-2019](#) outlines the learning plan for the current school year. Multiple paths for improving practice continue to be embedded in our calendar, providing time for Professional Learning Networks, school-based teamwork, and collaborative design sessions. In April, teachers bring their learning forward and then in May, all leadership teams gather at the Instructional Excellence Symposium to plan next steps in Professional Learning.



We hit the ground running in August at the beginning of this school year at our Google Summit, a collaborative event with the Stoney Education Authority. Teachers came away motivated and inspired by all the possibilities for leveraging educational technology in our design and assessment, as well as the possible collaborations between Canadian Rockies Public Schools and the Stoney Education Authority staff and students.



An important part of teacher professional learning will continue to be centered around the [TEF Design and Protocol Conversations](#) taking place throughout the school year, which will focus on working with teachers in the area of instructional design and high quality student work. This aligns with the five principles of the [Teaching Effectiveness Framework](#) and in particular the first three principles: Teachers are Designers of Learning, Work Students Undertake is Worthwhile, Assessment is used to Guide Student learning and Inform Instruction. Playing a key role in our distributed leadership, our Lead Learners consistently model effective teaching practices, support teacher teams as they design worthwhile work for learners, and lead these evidence-based professional conversations through the Looking At Student Thinking protocol.



Combined 2018 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Canadian Rockies Reg Div 12			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	87.6	88.3	88.5	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	80.0	79.3	79.1	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	85.7	87.5	85.6	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.9	2.8	3.6	2.3	3.0	3.3	Very High	Improved Significantly	Excellent
	High School Completion Rate (3 yr)	66.2	67.6	71.2	78.0	78.0	77.0	Intermediate	Declined	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	74.1	77.1	74.1	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	15.2	17.3	16.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.4	82.7	83.1	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	23.7	19.9	20.0	24.2	22.2	21.7	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	46.6	42.1	44.5	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	75.7	65.8	66.0	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	34.2	34.6	37.0	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	80.8	83.8	80.6	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	79.6	82.1	81.6	83.0	83.7	83.7	High	Declined	Acceptable
Parental Involvement	Parental Involvement	74.1	78.2	75.7	81.2	81.2	81.0	Low	Maintained	Issue
Continuous Improvement	School Improvement	73.7	75.0	75.4	80.3	81.4	80.7	Intermediate	Declined	Issue

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 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 2018 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Canadian Rockies Reg Div 12 (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	1.0	2.1	2.7	4.8	5.8	6.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	20.0	37.6	37.6	53.3	53.7	50.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	33.3	54.4	35.7	51.7	51.7	52.0	Very Low	Maintained	Concern
	PAT: Excellence	0.0	8.9	4.4	6.6	6.7	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	47.6	76.2	76.2	77.1	77.1	76.6	Very Low	Declined	Concern
	Diploma: Excellence	9.5	0.0	0.0	11.0	10.7	10.3	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	12.5	12.5	24.4	21.8	21.2	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	25.0	22.2	22.2	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	*	n/a	33.0	31.8	32.8	*	*	*
	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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. 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, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
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.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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
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:

- 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%.
- 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.

Improvement	Achievement				
	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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.1	73.6	71.5	77.1	74.1	76	Intermediate	Maintained	Acceptable	77	78	79
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	19.4	15.9	15.3	17.3	15.2	17	Intermediate	Maintained	Acceptable	17	17	18

Comment on Results (OPTIONAL)

Through dedication by teachers in striving to improve instructional practices we have exceeded our target goal in increasing the percentage of students who achieve a standard of excellence on the provincial achievement exams. We are continuing to improve the percentage of students who participate in and achieve an acceptable standard on the provincial achievement tests.

Strategies

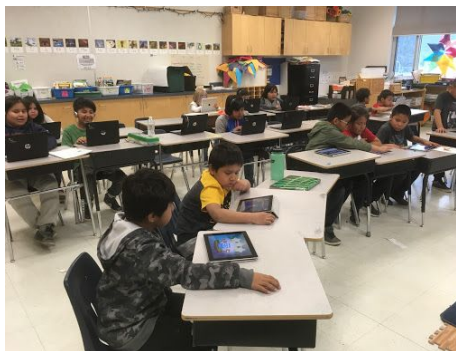
- Professional learning opportunities are focused on universal strategies/RTI to support all learners.
- Assessment, Evaluation and Reporting Committee will review common reporting and assessment practices in Kindergarten to grade eight.
- Classroom teachers are supported by Learning Support Teachers to involve them in the goal development for students with Student Learning Plans.
- At least twice a year during parent teacher-student conferences there will be purposeful goal setting with parents and students to address areas of concern
- Senior administration will examine results of PATs in collaboration with school-based administration.
- Teachers are engaged in the sixth year of instructional design based on the Teaching Effectiveness Framework
- Build school-based distributed leadership capacity with Lead Learners leading evidence-based professional conversations and collaborative task design with colleagues
- Align effective professional learning strategies throughout division through the lens of the Teaching Effectiveness Framework, e.g., Professional Learning Networks, school-based collaborations, instructional technology workshops, etc.
- CRPS participation in the grade 4-12 OurSchool Survey will inform school policy and instructional decisions and increase student engagement in learning
- Introduction of resources to provided targeted and intensive support to learners who are identified as having a learning challenges in the area of literacy
- Expand the use of the Mathology program in Kindergarten to grade three at BES, Exshaw and ERS to support numeracy development.
- There are 46 Teacher directed Professional Learning networks throughout the district focused on the following areas:
 - Numeracy (9)
 - literacy (8)
 - Diversity and Inclusion
 - Coding/makerspace/technology
 - Music
 - Critical thinking
 - Meaningful authentic learning
 - Formative assessment
 - Engagement
- 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.
- Support principals and educators in reaching high levels of informed professional judgement and assessment literacy.
- Use systematically-collected data and information about student learning to inform decision-making and actions for the district, schools and classrooms. (e.g., Combined 3 Year Education Plan).
- Establish collaborative structures and opportunities to collect and disaggregate student achievement data to identify gaps and set ambitious targets.
- Develop policies and allocate funding to help ensure that learning resources are current, culturally relevant, responsive and inclusive

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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.1	83.2	83.3	82.7	84.4	89	Intermediate	Maintained	Acceptable	89	89	90
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	26.1	19.5	20.6	19.9	23.7	26	Very High	Maintained	Excellent	24	24	24

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.8	69.7	76.4	67.6	66.2	75	Intermediate	Declined	Issue	75	75	75
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.8	3.1	4.7	2.8	0.9	2	Very High	Improved Significantly	Excellent	2	2	2
High school to post-secondary transition rate of students within six years of entering Grade 10.	39.0	47.1	29.4	34.6	34.2	35	Very Low	Maintained	Concern	35	35	35
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	66.3	65.8	75.7		n/a	Improved Significantly	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	38.4	39.7	51.7	42.1	46.6	50	Intermediate	Maintained	Acceptable	50	50	50

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	78.8	69.7	76.4	67.6	66.2	75.3	76.5	76.5	78.0	78.0
4 Year Completion	80.6	86.1	72.1	79.4	70.9	79.6	79.9	81.0	81.2	82.6
5 Year Completion	86.1	81.1	86.8	72.3	80.7	81.5	82.0	82.1	83.2	83.4

Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	2.8	3.1	4.7	2.8	0.9	3.3	3.5	3.2	3.0	2.3
Returning Rate	38.7	25.0	15.8	20.2	25.4	20.7	20.9	18.2	18.9	19.9

Comment on Results

Through dedication by teachers in striving to improve instructional practices we have maintained or increased our performance on most of the above measures. However the areas of high school completion rate and post secondary transition rate indicated a concern or issue. These measures are affected by the fact that many of the students who start in grade ten are international students and they return to their own countries before graduation from grade 12. In addition our transition rate to postsecondary institution does not take into account that many of our high school graduates enter post secondary institutions outside of the province of Alberta.

If you look at the completion rate for high school within four years of entering grade ten there is a significant increase in the students that are graduating. This would indicate that students are successful but may require additional time to reach completion. This could be influenced by the high percentage of immigrant students who may require an additional year to be successful. This is further supported by the fact that our return rate for students is high. This speaks to the inclusive nature of our education system which provides programming and opportunities for students to ensure they can graduate.

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
- Senior administration will examine results of diploma exam courses in collaboration with school-based administration.
- Expand opportunities and choice for students via RAP, Outreach, Work Experience, Dual Credit, Advanced Placement Courses and Summer School programs
- Continue with Counsellors positions at CCHS and BCHS
- CRPS participation in the gr 4-12 OurSchool survey will inform school policy and instructional decisions and increase student engagement in learning
- Ongoing consultation to develop Provincial and Regional Collaborative Service Delivery in the Bow Valley.
- COPE(Community Outreach in Pediatrics, Psychiatry and Education) is fully operational and in its fifth year
- Ensure that the tenets of “Inspiring Hearts and Minds” are incorporated into the decisions around support and programming.
- 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
 - Partnered with GYPSD, Alberta Parks, Parks Canada, Lake Louise Ski Hill, YMCA Camp Chief Hector,

- Acquired LDCs to support experiential learning
- Expanding course offerings to include WILD 15 and WILD 25
- Expand international student program in both the long term and short term stays to provide cultural awareness and collaboration
- Distributed learning (through MOODLE Learning Management System) continues to facilitate personalization and flexibility for students to pursue individualized pathways to success.
- Learning Management System will be used to facilitate assessment for learning and parent engagement in their child's learning.
- Continue to refine outcomes based reporting in grades Kindergarten to eight, to improve communication for parents and students regarding student achievement.
- Continued refinement of the Response to Intervention for Universal Screening and Universal Strategies to ensure the learning needs of all students are being met
- Provision of tutoring through Inreach for high school students
- Continued utilization of ELL programming to address learning needs of English language learners
- 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.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.0	80.7	82.0	82.1	79.6	83	High	Declined	Acceptable	83	83	83
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.	77.6	81.2	76.6	83.8	80.8	84	High	Maintained	Good	84	84	84

Comment on Results

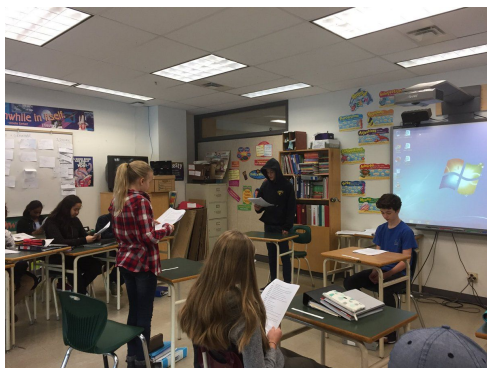
Overall the above results indicate that our achievement in both areas continues to be rated positively.

Strategies

- Continue to engage all staff in professional learning that ensures that students' work is worthwhile
- 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,
- 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,
- Students engage in activities that demonstrate good citizenship -
 - CCHS students selling tree shaped cookies to fund purchase of saplings to teach younger students about environmental stewardship
 - GSA raising of the Pride Flag at both BCHS and CCHS to show support for all students during Pride Week
 - Staff and students hold 12 hours of spin to raise money to support We Walk For Water
 - CCHS Green Club installing LED lighting
 - [Earth Day Video](#)
 - BCHS Senior High Foods Class raising money for Camp FireFly
- Spark teacher and student engagement in district digital citizenship lessons and strategies by hosting Digital Citizenship events at all schools during the week of October 9th - 12th
- Right from the Start -
 - Kimoji time at ERS to support emotional literacy
 - Frequent newsletters and information sharing with parents
 - universal strategies to support all students in area of social and emotional literacy
- Integrate international students into schools and local homes to build the capacity of students, staff, parents and community members to be active global citizens

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.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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	55	Very Low	Maintained	Concern	50	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	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	77	Very Low	Declined	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	5	Very Low	Maintained	Concern	10	10	10

Comment on Results (OPTIONAL)

As we make adjustments to our routines, schedules and instructional practices we are seeing an increase in the percentage of indigenous students who are participating in both the PATs and Diploma exams. This year there was noted an increase in the participation rate of grade six students at Exshaw school who wrote the grade six PAT exams (ELA increased by 17%, Math increased by 7.8%, Science increased by 21.9% and Social Studies increased by 7.8 %). The percentage of students achieving acceptable standards on the grade 6 PAT exams at Exshaw school also increased in three of the four areas. This increase was noted regardless if you viewed the results based on number enrolled or number writing. Based on the number writing the following were the increases that were noted:

Area	2017	2018	Percent increase/decrease
ELA Acceptable	30.8	75	44.2
ELA Excellence	7.7	6.3	-0.6
Mathematics Acceptable	14.3	40	25.7
Mathematics Excellence	0	0	0
Science Acceptable	15.4	41.2	25.8
Science Excellence	0	5.9	5.9

When we move to CCHS where most of our Indigenous students attend high school our APORI results indicate that we have a higher participation rate in both diploma exams and PATs than in previous years. In 2018-19 we had 7 students write the Social Studies dash two diploma exam and of those that wrote 42.9 % achieved the acceptable level. We also had 5 students write the ELA 30-2 diploma. These numbers are higher than in previous years. We are also seeing an improvement in the percentage of students who are writing the PATS and achieving the acceptable standard. This is particular true for grade 9 science

In addition it should be noted that seven indigenous students completed high school with a diploma at the end of the 2017-18 school year. This represents approximately one half of the indigenous students in that cohort.

- 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 Nation Education from the Alberta Education
- CRPS will start the school year off with an Indigenous people celebration
- Every school staff took part in the blanket exercise at the beginning of the 2017-18 school year to increase their understanding of the impact of colonialism on our first nations people.
- CRPS will start off all school assemblies with recognition of treaty lands.
- CRPS will have visual representation of Indigenous culture in each school.
- CRPS will continue with our Indigenous steering committee which will focus on closing the achievement gap for our Indigenous students.
- CRPS will consult with elders from the Stoney Nakoda to identify strategies to effectively engage and support our Indigenous learners
- 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.
- CRPS will continue to focus strategies to improve the overall percentage of Indigenous students in Grades 6 and 9 who achieve the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
- CRPS will continue to focus strategies to improve overall percentage of Indigenous students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on diploma examinations.
- CRPS will continue to focus strategies to improve the percentage of self-identified Indigenous students writing four or more diploma examinations within three years of entering Grade 10.
- CRPS will continue to focus strategies to improve the high school to postsecondary transition rate for Indigenous students within six years of entering Grade 10.
- In the 2018-19 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 continue to offer all Indigenous students social and personal counselling.
- CRPS will continue to celebrate Indigenous ancestry in all schools
- CRPS will continue to work with the private and corporate sector to provide nutritional and physical supports as required.
- CRPS will continue to offer a rich literacy based program at the early grades utilizing where applicable Indigenous content.
- Continue to offer land based experiential education programs that contains Indigenous component.
- Provide programming to connect Indigenous students to their schools – Success Teacher at Exshaw school, CCHS and a small FTE district wide..
- Offer programming that connects students to the area in which they live – SAGE program,
- Provide opportunities for students to share their culture with those around them – Example: Grade four cross school project
- Include aspects of Indigenous culture into school events, e.g.Round Dance. Drum Circles included in school wide events at CCHS; Circle of Courage embedded into all aspects of Exshaw School; presence of Elders periodically at all schools throughout the school year
- 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 the Stoney Nation language and culture.
- Cultural Exchange between Morley School and CCHS; Exshaw School and Alpenglow; district wide grade 4 cultural sharing event at OLC
- Development of Collaboration amongst Morley services and CRPS such as Turning Point to support the socio-emotional needs of students
- Explore the opportunity for Exshaw kindergarten students to learn the Stoney language
- CRPS will continue to provide early intervention through a holistic, strength based, early learning environment at Exshaw School. Building a strong academic foundation in a learning environment that reflects and nurtures them while honouring the diversity of Aboriginal cultures, languages and ways of knowing and learning.
- CRPS provides a Full-Day Kindergarten Program for all students.
- The Indigenous Steering committee will continue to provide support and direction
- 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
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	????	Very Low	Maintained	Concern	50	50	50
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	12.1	0.0	6.0	2.1	1.0	3	Very High	Maintained	Excellent	2	2	2
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	n/a	*	22.2	25.0		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	12.5	0.0	12	Very Low	Declined	Concern	12	12	12

Comment on Results (OPTIONAL)

As noted above our Indigenous students are staying in school and working towards graduation. In addition we had seven students who graduated with a diploma at the end of the 2017-18 school year. This was approximately half of the cohort at that grade level. We are seeing an increase in the number of the students who are participating in school activities, sharing their traditions through dance, music and food with other students. There are more students seeking support to move towards graduation. During the 2017-18 school year, the Indigenous students requested to have the Treaty Seven Flag raised outside their school. The raising of the flag involved the whole school and elders from the Stoney nation.

Strategies

- CRPS will consult with elders from the Stoney Nakoda 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 to them
- Include aspects of Indigenous culture into school events - Round Dance. 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 aboriginal 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 2015/2016 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), Rutherford Scholarship Eligibility Rate results prior to 2015 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's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	87.4	88.1	89.0	88.3	87.6	90	High	Maintained	Good	90	90	90

Comment on Results (OPTIONAL)

Through dedication by teachers in striving to improve instructional practices we continue to provide safe and caring school environments at all of our schools.

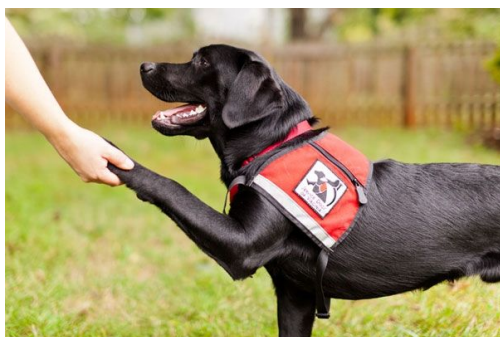
Strategies

- CRPS will continue to seek out student voice to ensure the needs of students are heard and addressed. In the 2018-19 school year a Student Voice Summit will be carried out for students in grades 6 - 12. The key question to guide the conversation will be 'How can schools in CRPS inspire all students hearts and minds.'
- 5 Students will attend the PSBA student voice forum in Edmonton
- CRPS, through the use of funds received through the Wellness grants during the 2017-18 school year, provided professional learning opportunities for teachers and community workers in the area of healthy relationships. Teachers were provided with both training and resources to implement the Fourth R program. Community service providers were provided with the opportunity to receive training in the delivery of the Healthy Relationships program. For the 2018-19 school year a proposal has been made for another Wellness Grant to continue to provide this Professional Learning support to new teachers.
- Continued membership with Health Promoting Schools Collaborative, RCSD steering committee, Success in Schools
- All staff continue to support the social and emotional wellness of all students. In addition Social Emotional supports are formally provided in all schools through the following:
 - BES - Right From the Start
 - BCHS - Teacher Counsellor
 - ERS - Right from the Start
 - LGMS - Teacher Counsellor and Right From the Start
 - CCHS - Teacher Counsellor and Success Teacher
 - Exshaw - Family School Liaison Worker and Success Teacher
 - Alpenglow - Right From the Start to be implemented in 2017-18
- BRCSD funding is utilized to support a full time division wide Family School Liaison Worker and Attendance Officer to support families and students.
- A proposal was submitted to the Mental Health Capacity Building call for grants to address needs that were identified in the 2017-18 Our School Survey an in particular the lack of belonging that was expressed by our Indigenous female students
- Continue to allocate resources to schools and students on a first needs basis
- Continue to seek innovations in environmental practices in all departments
- Participate in Bow Valley Wellness, Recovery and Preparedness Committee
- Develop collaborative relationships with appropriate community agencies and services to provide a "wrap-around" approach to support children and their families
- Leadership courses will be offered in both high schools subject to available staffing
- Continue to support comprehensive school health advisory group with Wellness grant funding if it is received
- Continue to support bullying prevention in the District through school wide peer teacher training and development of district guidelines
 - "Respect in the Workplace" training
 - All schools participate in Bullying Awareness Week in November
- Reviewed and/or Revised Admin Procedures include but are not limited to: 121 Admin Procedure for the creation

- of Administrative procedures; Student Safety; 172 Sexual Orientation and Gender Identity; 316 Students with Medical Conditions Requiring Medication or Treatment; Admin Procedure for Identifying Gifted Students
- Updating of the Occupational Health and Safety manual
 - Updating of the practices and procedures in the Inclusive Education Handbook
 - Provide support for staff to create inclusive learning environments for all students
 - Yearly electronic review of admin procedures by all CRPS staff that support student safety, school safety, and mental wellness.
 - Intentional and meaningful engagement of students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all children, including participation in the general education curriculum, non academic, and extracurricular activities.
 - Implement goals and objectives that are aligned with the provincial standards, as well as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services
 - Continue to develop and implement instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities

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.



Outcome Four: Alberta has excellent teachers and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	76.8	77.1	80.7	79.3	80.0	85	High	Maintained	Good	85	85	85

Comment on Results (OPTIONAL)

Through dedication by teachers in striving to improve instructional practices we have maintained our level of performance in this area and will continue to strive to improve

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.
- Update teacher growth plans to include the new quality standard.
- Continue to provide the services of Galileo Educational Network & U of C for professional learning and research
- Administrators and Lead Learners will continue to deepen their understanding of the Leadership Quality Standard and The Teacher Quality Standard
- School leaders and senior administration will engage in Professional Learning in the area of Crucial Conversations to support effective communication.
- Professional Learning to support administrators and staff readiness to support the implementation of the new concept based curriculum will take place throughout this current year for the those that are involved with grades K - 4.
- 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 two day Google Apps for Education EdTeachTeam Summit at the beginning of the 2018-19 school year
- Shared Technical Services project to create more effective and efficient use of technical resources, improved access to digital environments supported by a robust architecture and improved learning environments for students.
- Seek further research opportunities to improve educational practice and leadership opportunities
- Continue succession planning and building expertise and skills from within the organization
- Continue with the Alternate Program, Alpenglowl Community School, based on Waldorf inspired philosophy k-6
- Increased experiential learning opportunities by creating the Canadian Rockies Outdoor Learning Centre
 - o Partnered with GYPSD, Ab Parks, Parks Canada, Lake Louise Ski Hill, YMCA Camp Chief Hector, Outward Bound and other agencies
 - o Continue to offer and Acquire LDCs to support experiential learning
- Focused work by the school and senior administrative team on providing effective instructional feedback
- Continue to work together to produce high quality work that is worthwhile and meaningful for students.
- Continue to use the Teaching Effectiveness Framework to guide instruction within the classroom
- Continuation of Professional Learning Networks for all teachers
- System wide focus of alignment of Teacher Professional Growth Plans and Teacher Effectiveness Framework
- Utilize BCCE grant funds and IFNE funds to promote and support collaboration between Stoney Education School Authority and Canadian Rockies School Authorities
- Continue to seek and act on new partnerships and grants opportunities to support innovation
- Staff where necessary will be provided with professional learning to enable them to effectively handle difficult situations. This training will include but not be limited to: MANDT, VTRA, ASIST

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.



Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	67.4	74.4	76.8	75.0	73.7	79	Intermediate	Declined	Issue	79	79	79
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	73.9	75.1	78.2	74.1	80	Low	Maintained	Issue	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.0	84.1	85.2	87.5	85.7	88	Intermediate	Maintained	Acceptable	88	88	88

Comment on Results (OPTIONAL)

Strategies

- Increase the effectiveness of decision-making based on a broader understanding, input and perspective of the community through examining governance teams such as the Community Education Network (CEN)
- Engage School Council Assoc. of Alberta to work with school councils on effective governance
- Engage services of PR and Communications experts for design and public consultation
- Continue to partner with other school authorities such as the SEA to support student learning experiences and achievement
- Engage the resources and expertise of our local communities to enrich student learning and deepen community connections.
- Expand partnerships with agencies and services and connect people of all ages in order to make our schools the hub of learning in the community.
- Revise District and school websites to increase communication presence
- Increase use of social media and newspapers to increase communication presence
- More focused appeal for support to organizations to enable the district to continue to implement strategies that are centered around research based findings.
- Actively seek student input about their educational experience through focus groups, surveys, etc

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 has completed the September 1, 2017 to August 31, 2018 fiscal year in a net surplus position.

At \$30.7 million, revenues for Canadian Rockies consist primarily of funding from the provincial government (74% of total revenues). Remaining revenues are made up of funding from the federal government, school generated funds, fees, and international student tuitions. Total revenues exceed expenditures in 2017-18. As at August 31, 2018, the division has a net asset balance of \$6,150,844. This net position is comprised of investment in capital assets of \$3,532,959 capital reserves of \$1,033,385, operating reserves of \$1,029,714 and an unrestricted surplus position of \$554,786.

Provincial funding increased beyond projected due to enrollment increases and a continued increase in high school completed credit enrollment unit (CEU) funding. Various other provincial grants also came in above earlier projections. International student enrollment and associated revenue also increased during the year.

Total expenditures for the year were \$30.6 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 \$22.7 million represent 74% of the division's total expenses.

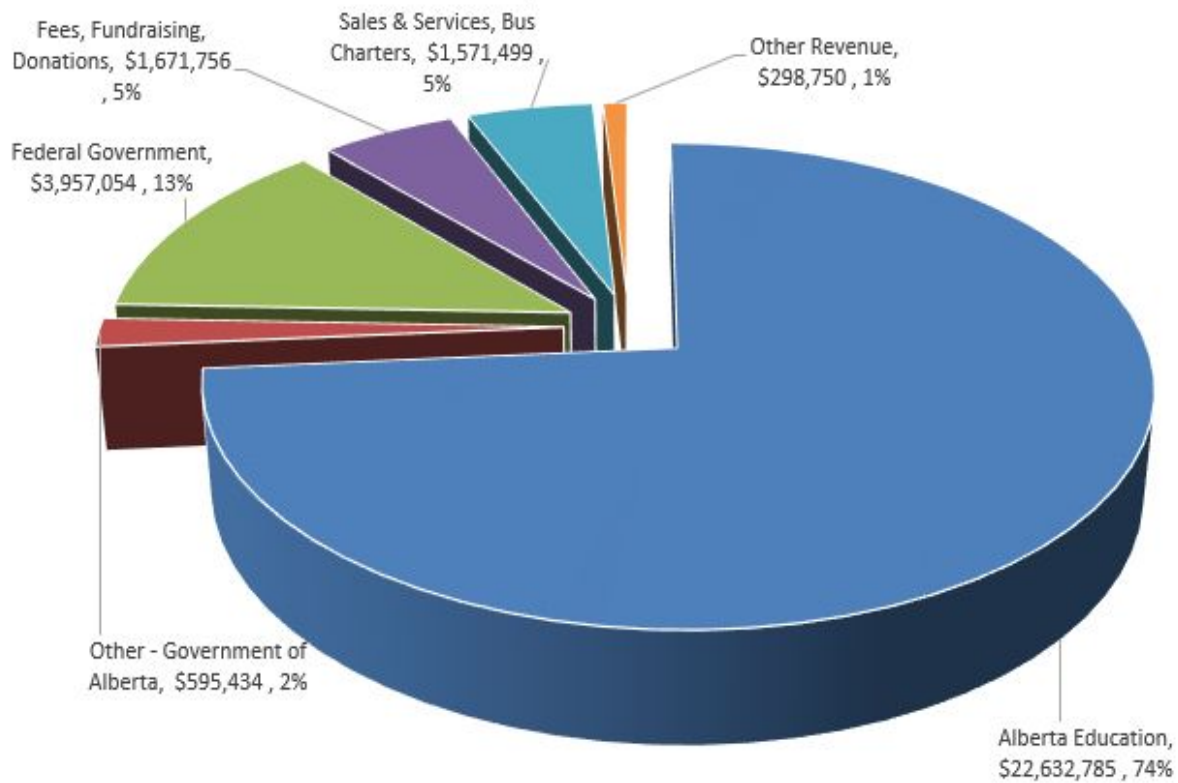
Revenue and Expense for Year Ended August 31

	2017-2018	2016-2017
REVENUE		
Alberta Education Revenue	\$ 22,632,785	\$ 22,198,698
Other - Government of Alberta	\$ 595,434	\$ 642,360
Federal Government	\$ 3,957,054	\$ 4,064,786
Fees, Fundraising, Donations	\$ 1,671,756	\$ 1,676,886
Sales & Services, Bus Charters	\$ 1,571,499	\$ 1,334,631
Other Revenue	<u>\$ 298,750</u>	<u>\$ 276,475</u>
TOTAL REVENUE	\$ 30,727,278	\$ 30,193,836
EXPENSES		
Certified Salaries & Benefits	\$ 17,463,030	\$ 16,892,823
Uncertified Salaries & Benefits	\$ 5,249,860	\$ 5,353,712
Services, Contracts and Supplies	\$ 5,993,820	\$ 5,851,239
Amortization of Capital Assets	\$ 1,769,908	\$ 1,569,326
Supported Interest on Capital Debt	\$ 107,700	\$ 162,686
Other Interest & Finance Charges	<u>\$ 26,632</u>	<u>\$ 11,177</u>
TOTAL EXPENSES	\$ 30,610,950	\$ 29,840,963
OPERATING SURPLUS (DEFICIT)	<u>\$ 116,328</u>	<u>\$ 352,873</u>

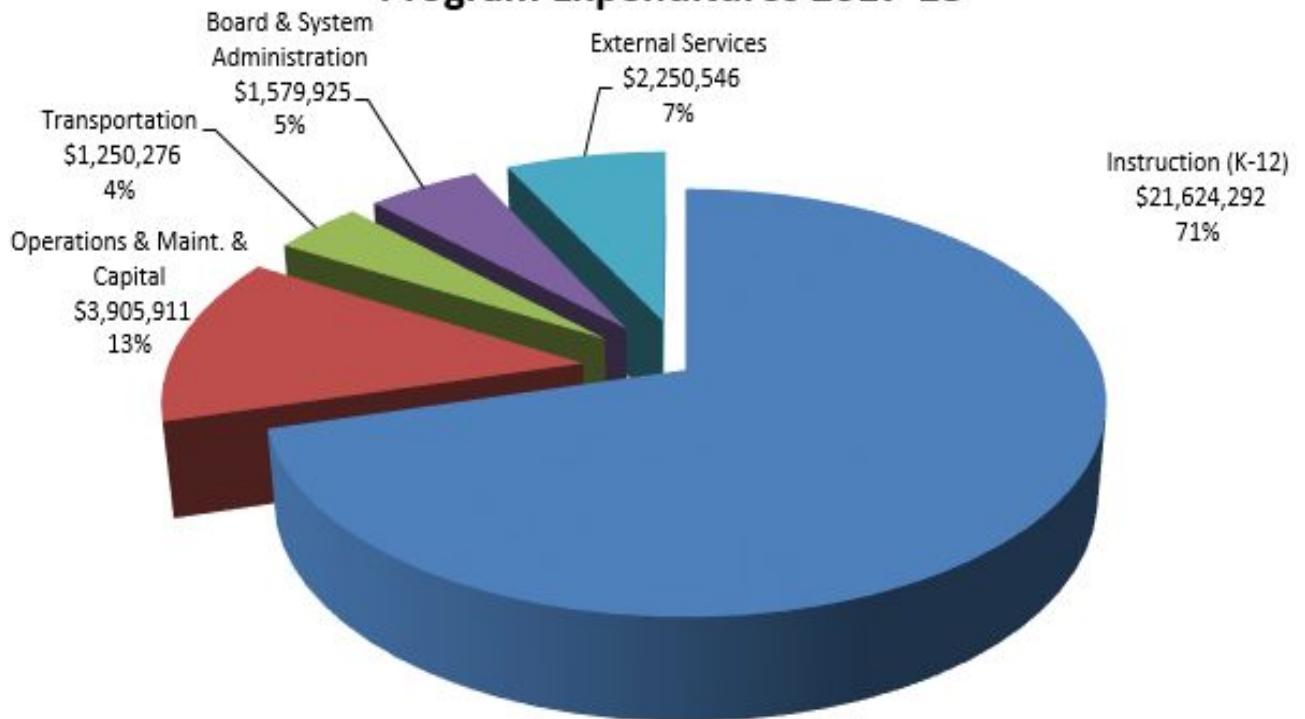
Detailed financial information contained in the Audited Financial Statements is available at the division board office or on the website at www.crps.ca

Copies of the Audited Financial Statement for 2017-18, and comparative information through the provincial roll up of jurisdiction Audited Financial Statements can be obtained from Alberta Education at <https://education.alberta.ca/financial-statements/school-jurisdictions/>

Revenue by Source 2017-18



Program Expenditures 2017-18



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 2017-18, and comparative information through the provincial roll up of jurisdiction Audited Financial Statements can be obtained from Alberta Education at this [link](#)

Budget Summary

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. (1,569,987). An expense of an equal amount is recorded in certified benefits.

Note2: 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. 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

2018-2019 Budget

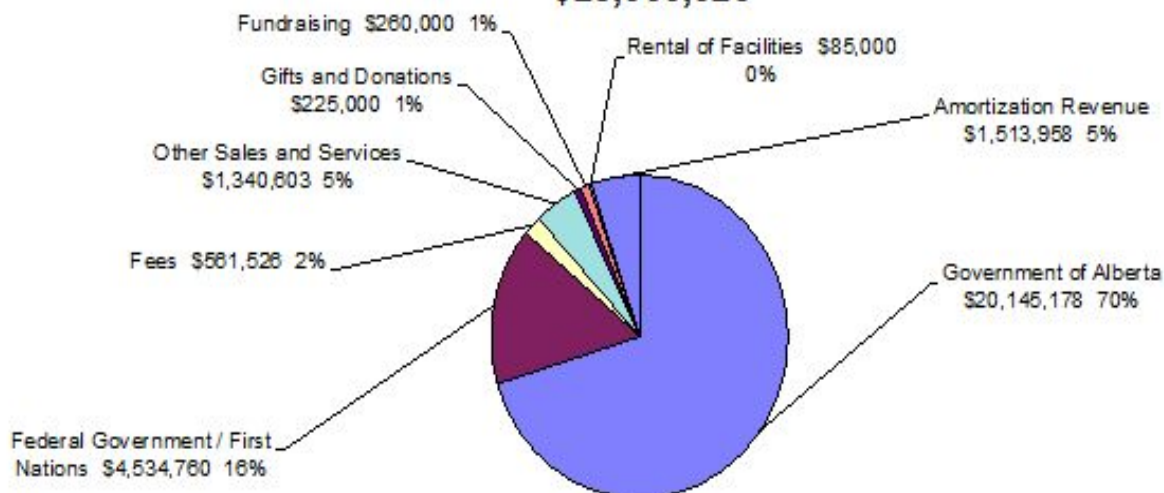
	2018-19
REVENUE	
Government of Alberta	\$ 20,145,178
Federal Government / First Nations	\$ 4,534,760
Fees	\$ 561,526
Other Sales and Services	\$ 1,340,603
Gifts and Donations	\$ 225,000
Fundraising	\$ 260,000
Rental of Facilities	\$ 85,000
Amortization Revenue	\$ 1,513,958
TOTAL REVENUE	\$ 28,666,025
EXPENSES	
Certified Salaries & Benefits	\$ 17,592,402
Uncertified Salaries & Benefits	\$ 4,819,884
Services, Contracts, and Supplies	\$ 4,497,050
Supported Amortization of Capital	\$ 1,513,958
Unsupported Amortization of Capital	\$ 368,443
Supported Interest on Capital Debt	\$ 54,411
Other Interest Charges	\$ 32,000
TOTAL EXPENSES	\$ 28,878,148
SURPLUS/(DEFICIT)	\$ (212,123)
EXPENSES (Re-stated by Program)	
Instruction (K-12)	\$ 20,959,276
Operations & Maint. and Capital	\$ 3,719,491
Transportation	\$ 1,260,513
Board & System Administration	\$ 1,556,281
External Services (RFTS, SGF, Inter.)	\$ 1,382,587
	\$ 28,878,148
SURPLUS/(DEFICIT)	\$ (212,123)

Enrolment

Enrollments and Projections	16/17	17/18	Percentage Change	Projected 18/19	Increase/(Decrease)	Percentage Change
Banff Community High School	287	255	-11.15%	206	(49)	-19.22%
Banff Elementary School	360	418	16.11%	451	33	7.89%
Canmore Collegiate	429	417	-2.80%	380	(37)	-8.87%
Elizabeth Rummel School	329	330	0.30%	325	(5)	-1.52%
Exshaw School	211	204	-3.32%	206	2	0.98%
Lawrence Grassi School	369	407	10.30%	458	51	12.53%
Alpenglow Community School	107	98	-8.41%	102	4	4.08%
Total Provincial & Federal funded	2092	2129	1.77%	2128	(1)	-0.05%
International Students	48.5	54.5	12.37%	38	(17)	-30.28%
Banff Hockey Academy - Education Fees	21	10	-52.38%	17	7	70.00%
Totals	2162	2194	1.48%	2183	(11)	-0.48%

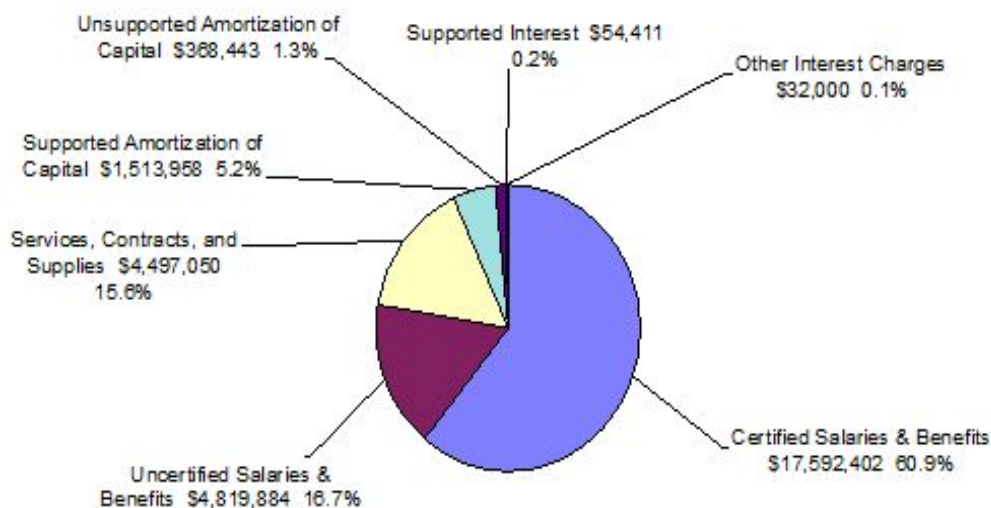
Revenue by Source 2018-19 Budget

\$28,666,025



Expenses by Type 2018-19 Budget

\$28,878,148



Detailed information regarding the district budget plan can be obtained from the district board office in Canmore or on the district's website at www.crps.ca

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.
- 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.
- Outdoor Learning Centre renovation including new flooring.
- Upgrades security systems to all schools and facilities with 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

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 2017-18 include:

- IT infrastructure upgrading and installation of new switches and wireless access points in all schools
- Replacement of failing Smartboards with new TV's in all schools
- Replacement of failing phone system with new Voice Over Internet Provider (VOIP) phones in all schools
- Roofing upgrades completed at Exshaw School, Banff Community High School, Canmore Collegiate High School and Elizabeth Rummel School
- New bleachers installed at Banff Community High school and Canmore Collegiate High School.
- Snacketeria renovation completed at Exshaw School
- Flooring project completed at Elizabeth Rummel School
- Handicap ramp installed to entrance at Canmore Collegiate High School
- Variable Frequency Drive replaced at Canmore Collegiate High School

The [Facilities and Capital Planning](http://www.crps.ca) is available on the CRPS website at www.crps.ca

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

The Average Class Size Report can be found on this website.

[Class Size Report - All Subjects](#)

[Class Size Report - Core Subjects](#)

Whistleblower Protection

Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2017-18 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. During the fall of 2019, the NDP government introduced MELT (Mandatory Entry Level Training) that will come into effect March 2019. We are waiting to see what the effects of this will be on School Bus Drivers. We know that there will be more training involved but at this point we have not been given too much information on 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 course offered once a year. All new employees are required to obtain the "S" endorsement on their license within one year of employment. Current staff are required to take sections of this course every 5 years.

- 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



- 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. The Department of Transportation Commercial Vehicle Enforcement visited our site twice last year with a 100% pass on buses inspected.
- We are leaders in the reduction of emissions; 75% 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 following anti-idling guidelines.
- We have a new routing software with an online trip booking component. The online booking component is set to launch in Sept. 2018
- Over the course of the summer of 2018, we had GPS installed in our fleet. This has proven to be a time saving and in turn a cost saving for the transportation department. Our goal in the

future is to expand on the GSP to include onboard students and an app for parents to check where the bus is.

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 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 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 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.

