



FOUR YEAR EDUCATION PLAN

Canadian Rockies Public Schools

2025 - 2029 (Year 1)



2025-2029 (Year 1)

FOUR YEAR EDUCATION PLAN



Our Commitment

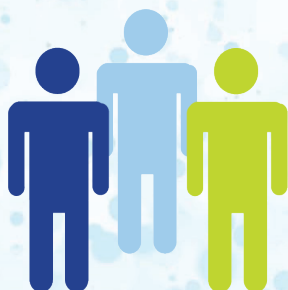
Canadian Rockies Public Schools' (CRPS) 2025–2029 Four Year Education Plan reflects a shared vision shaped by students, families, staff, trustees, and community partners during an 18-month consultation process that began in Fall 2023. Through reflective dialogue, creative collaboration, and local insight, stakeholders helped define new goals, outcomes, strategies, and performance measures. Informed by engagement activities such as Student Diaries, Parental Pulse, the Community Education Network, and the CRPS Learning Community Challenge, the process invited participants to lead from where they stand. Voices from across the Bow Valley contributed to a forward-looking plan rooted in equity, student success, and a learning culture built on care, curiosity, collaboration, and community.

Under the direction of the school board, the Education Plan for Canadian Rockies Public Schools commencing September 1, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The school board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The school board approved the 2025 – 2029 Education Plan (Year 1) on May 28, 2025. *Originally signed by Board Chair Brian Callaghan and Superintendent of Schools Chris MacPhee.*

WHO WE ARE

Canadian Rockies Public Schools (CRPS) is nestled in the pristine Bow Valley Corridor, serving K to 12 students residing in the communities of Banff, Canmore, Dead Man's Flats, District of Bighorn, Exshaw, Harvie Heights, Kananaskis, Lac Des Arcs, Lake Louise, Stoney Nakoda Nation, and from around the globe.

Employees



485
Individuals



Schools

CRPS is comprised of 7 schools: Alpenglow School (K - 6), Banff Community High School (9 - 12), Banff Elementary School (K - 8), Canmore Collegiate High School (9 - 12), Elizabeth Rummel School (K - 4), Exshaw School (K - 8) and Lawrence Grassi Middle School (5-8). CRPS also operated an Outdoor Learning Centre located in the heart of Kananaskis Country.



English as an Additional Language

245 EAL
Students

Stoney Nakoda Nation Students

306 Stoney Nakoda Nation students served through a federally-funded Education Service Agreement



Students

2043
Kindergarten to Grade 12 total students

Transportation

1,191 CRPS students who reside 1 km or greater take the bus to and from school on 14 routes. In 2024/25, CRPS buses traveled approximately 32,460 km each month.



International Students

42 International students from Austria, Brazil, Chile, Czech Republic, Denmark, Finland, France, Germany, Hong Kong, Ireland, Italy, Japan, Korea, Mexico, Norway, Philippines, Spain, Switzerland, Ukraine, and Vietnam.

VISION & MISSION

Vision Creating a better world through transformational education that celebrates nature, diversity, and well-being.

Mission Inspiring the hearts and minds of every student.



VALUES

In CRPS:

- ★ 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 Division 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.
- ★ Healthy connections exist between schools and their communities.
- ★ Relationships between the Board, staff, students, and community model mutual respect and support.

GOALS

In CRPS, we design learning to ensure...



Learners are ready to learn.

CRPS educators recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, staff foster a sense of belonging, promote wellness, and nurture social-emotional learning, ensuring learners are prepared to learn.



Learners are inspired to succeed.

CRPS educators design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking, inspiring a love of learning. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



Learners are future ready.

CRPS educators foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, educators empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.



SHARED VISION OF LEARNING

CRPS' Shared Vision of Learning defines our collective beliefs about learning that guide our actions.

In response to the question, "In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?," we believe:



Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.



In and embrace the importance of whole child education in the development of each learner.



Positive relationships foster effective and engaging learning experiences.



Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.



Diversity of experiences and connections in nature and community enhance learning beyond the classroom.



In the direct relationship between professional learning, personal commitment, and instructional excellence.



KEY INSIGHTS

Alberta Education's Business Plan and CRPS' 2023/24 Annual Education Results Report highlights several important focus areas that have informed the development of the division's 2025–2029 Four Year Education Plan.

Strengths in Academic Achievement & Instructional Excellence

CRPS continues to demonstrate strong outcomes in literacy, numeracy, and high school completion. Notably, 100 per cent of teachers report that literacy and numeracy are priorities in their instructional design. Grade-level literacy achievement has steadily improved across K–6 schools, supported by early screening and tiered interventions. High school completion rates remain above provincial averages, with 91 per cent of students graduating within five years, including 84 per cent of First Nations, Métis, and Inuit students. Success in diploma exam performance - particularly in English Language Arts, Social Studies, and the sciences - reflects the effectiveness of classroom instruction and assessment design. CRPS' renewed Shared Vision of Learning, anchored in Alberta's Teaching Quality Standard and the Teaching Effectiveness Framework, is proving to provide a strong foundation for instructional growth across the division.

Wellness, Belonging & Wrap Around Supports

Through wellness action plans, CRPS schools have prioritized student belonging and staff well-being. Feedback from students and staff indicates growing awareness of available supports and increased comfort in accessing them. The division's Continuum of Supports, which spans school counsellors, wellness workers, and early intervention programs like Right from the Start, has made mental health services more accessible. Initiatives such as house teams/ student advisories and restorative practices are being introduced to strengthen school connectedness, particularly for students in Grades 4 to 6 who report lower feelings of safety and belonging compared to previous years.

Emerging Needs & Growth Opportunities

Despite strong outcomes in many areas, student engagement shows signs of decline, particularly in Grades 7 to 12. Fewer students feel their learning is meaningful or hands-on, and many report uncertainty about whether their voices influence school decisions. These insights highlight a need to enhance experiential learning, increase visible responsiveness to student feedback, and deepen opportunities for authentic, real-world learning tasks. Teacher feedback also points to a need for renewed focus on professional learning related to the Teaching Effectiveness Framework, especially for newer staff.

Commitment to Reconciliation & Equity

CRPS continues to integrate Indigenous ways of knowing and doing through strong partnerships with Knowledge Keepers and monthly staff learning sessions. While participation and achievement among Indigenous students have increased, gaps remain in PAT outcomes and three-year graduation rates. These realities reaffirm CRPS' commitment to equity, inclusion, and a whole-child approach as central priorities in the next four-year cycle.

VOICES IN OUR COMMUNITIES



CRPS' education plans and annual education results reports are built upon Alberta's Assurance Framework, which seeks to enhance public trust and confidence that the education system is meeting the needs of students. During the 2024/25 school year, CRPS involved its stakeholders in a wide variety of consultative initiatives, leading to the development of a new Four-Year Plan for the years 2025 - 2029. Activities included:

Students: As part of the 18-month engagement process for the division's new four year plan, students shared candid reflections in small group "Student Diaries" sessions held in January 2024. They also completed the "Our School" survey, offering important insights into their school experience, sense of belonging in school, and overall well-being.

Teachers: Teachers took part in the "Staff Idea Carousel" in May 2024, identifying successful practices, challenges, and areas for focused professional growth. Many also contributed to CRPS' Learning Community Challenge in January 2025, submitting creative, practical strategies to help advance the goals of the plan.

Administrators & Board Members: Throughout the planning process, school leaders, system staff, and trustees participated in mind mapping sessions, internal reviews, and professional discussions

from May 2024 to January 2025. These activities were central to defining and refining priorities, outcomes, and performance measures.

Parents & School Councils: Parents shared their perspectives through a Bow Valley Community Online Survey in November 2024, offering feedback on the division's draft priorities and outcomes. School council members also provided input on School Annual Results Reports and School Education Plans, helping align local insights with division-wide outcomes.

Community Partners: In May 2024, CRPS invited community voices through a Community Education Network (CEN) working group. Their contributions informed preparations for the November 2024 CEN event, where broader community feedback helped assess how schools and community partners are working together to support student learning.



GOAL ONE

Learners are ready to learn.



Outcome 1:

Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.

Performance Measures:

- (CRPS) The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS) Student and staff perceptions that students are ready to learn as explored through small group discussions.
- (ABed) The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the [Action Plan for School Change](#) as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the [Universal Design for Learning \(UDL\)](#) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

Outcome 2:

Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS) The percentage of students, parents, and staff who indicate that learning environments support the unique needs and backgrounds of all learners.
- (CRPS) The percentage of schools demonstrating evidence of inclusive education as determined by CRPS’ Indicators of Inclusive Schools
- (ABed) The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around [CRPS’ Continuum of Supports](#) by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the [Indicators of Inclusive Schools](#).

INSIDE CRPS

Action Plan for School Change

Understanding Key Elements

Research identifies ten key elements of universal school-wide behaviour support systems. These elements are interrelated and overlapping, and may have differing degrees of importance, depending on the needs, strengths and priorities of a particular school community.

- **Positive relationships:** valuing each individual's contribution to the school community, promoting a sense of belonging for all students and staff, and promoting positive relationships among home and school and community.
- **Modification of the school environment:** ensuring that the physical environment and school routines are organized proactively to support positive behaviour and reduce problem behaviour.
- **Differentiated instruction:** responding to student diversity and creating opportunities for all students to learn in a way that responds to their varying abilities, strengths, learning preferences, interests and needs.
- **School-wide behavioural expectations:** clearly articulating expectations and having all staff consistently reinforce expectations in all areas of the school throughout the school day.
- **Social skills instruction** that demonstrates and supports the school-wide behavioural expectations.
- **Positive reinforcement** of individual students and groups who consistently demonstrate positive behaviour.
- **Fair and predictable consequences** for negative behaviour that adversely affects others and the school community.
- **Collaborative leadership:** committing to building and maintaining a positive school culture, and providing the resources necessary for developing positive behaviour supports for all students.
- **Data-driven decision making:** clearly identifying the strengths and needs of the school community, identifying areas where improvement is needed and measuring behaviour change over time.



~ adapted from Alberta Education's Supporting Positive Behaviour in Alberta Schools.



LONGS STAFF

What makes you smile?

Share a happy memory

Tell a joke!!

How do you keep your mind sharp?

How do you manage your feelings?

How do you manage your feelings?

What is one hope or dream you have?

What fills your bucket (heart)?

What is your favourite sport?

GOAL TWO

Learners are inspired to succeed.

Outcome 1:

Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

(CRPS) The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.

(CRPS) Student perceptions that they are inspired to learn as explored through small group discussions.

(ABed) The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

(ABed) The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship
- program to renew teacher capacity around the understanding, design and implementation of the [Teaching Effectiveness Framework](#).
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. ([University of Calgary](#))



Outcome 2:

Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

(CRPS) The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.

(CRPS) The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.

(CRPS) School administrator observations and evidence that instruction and assessment supports student learning.

(ABed) The percentage of teachers/parents satisfied with parental involvement in decisions about their child's education.

(ABed) Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.

(ABed) The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on Provincial Achievement Tests.

(ABed) The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.

(ABed) The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on Diploma Exams.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



INSIDE CRPS

Experiential Learning Defined



Engaging Practices that Spark Student Success

Experiential learning in CRPS is a teaching approach where students actively engage in hands-on, meaningful experiences that connect classroom concepts to real-world applications. It's not limited to field trips or outdoor education, rather it encompasses a broad spectrum of learning by doing, reflecting, and applying knowledge across subjects and grade levels. The process sparks curiosity, communication, collaboration, critical thinking, problem solving, and personal growth.

Early Years (Kindergarten – Grade 3)

- Learning through play (e.g. building structures in a block centre to understand balance and measurement).
- Outdoor exploration (e.g. collecting leaves to sort and classify them for a math exercise)
- Role plays and simulations (e.g. acting out community helper roles)
- Guided inquiry (e.g. testing different materials for waterproofing in a story-based science task)

Middle Years (Grades 4 – 9)

- Project-based learning (e.g. building a model city to study urban planning, sustainability, and math)
- Land-based learning (e.g. Indigenous knowledge integrated through local plant identification walks)
- Service learning (e.g. running a school-wide recycling program)
- STEM labs and maker spaces (e.g. designing and testing prototypes to solve a local problem)

High School (Grades 10 – 12)

- Dual credit and work-integrated learning (e.g. apprenticing with a local trades person)
- Outdoor experiential programs (e.g. backpacking trips with embedded biology curriculum)
- Capstone projects (e.g. conducting a community-based research project culminating activity for a grade 10 general science course)
- Leadership development (e.g. organizing a student wellness summit or youth forum)

Key Elements

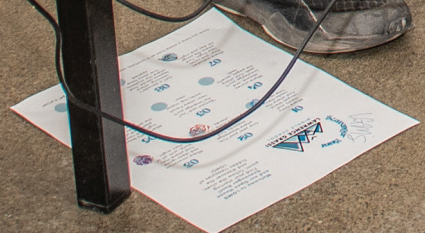
1. Authenticity – rooted in real-world contexts
2. Reflection – structured time to process the experience
3. Application – connecting theory to practice
4. Student agency – learners take initiative and ownership

exploration

technology

FTC Classroom Code

Games as Fun



Group of 2

Original: Breakout

Supplies:

X1 LED

X1 vibration motor

X1 3V coin battery

X2 wires

X2 push button heads

(Chassis in back)

Instructions:

1) Program robot

2) Push button

3) LED on robot

4) Get robot to push

5) Give robot a push

6) Make any other

7) Give a push

8) Give a push

9) Give a push

10) Give a push

GOAL THREE

Learners are future ready.



Outcome 1:

Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.

Performance Measures:

(CRPS) The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.

(CRPS) Student retention rates (K-12).

(CRPS) The percentage of students who transition to post-secondary or the workforce within two years of graduating.

(ABed) The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.

(ABed) High School to Post Secondary Transition Rate.

(ABed) All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.

Outcome 2:

Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

(CRPS) The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.

(CRPS) Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.

(ABed) The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(ABed) The 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.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



INSIDE CRPS

Student Competencies in Focus

Critical Thinking

Involves using reasoning and criteria to conceptualize, evaluate or synthesize ideas. Students reflect on their thinking to improve it. They challenge assumptions behind thoughts, beliefs or actions. Students value honesty, fairness and open-mindedness.

Involves sharing ideas through oral, written or non-verbal media. Students engage in formal and informal exchanges with others. They consider how culture, context and experience impact messaging. Students demonstrate respect, empathy and responsibility when communicating with others.



Communication

Problem Solving

Involves selecting strategies and resources to move from what is known to what is sought. Students analyze situations, create plans of action and implement solutions. They evaluate alternatives and their consequences. Students approach challenges with creativity, flexibility, and determination.



Collaboration

Involves working with others to achieve a common goal. Students participate, exchange ideas and share responsibilities. They respect competing views and nurture positive relationships. Students are adaptable, willing to compromise and value the contributions of others.

Managing Information

Involves organizing and using information for specific purposes. Students access, interpret, evaluate and share information from a variety of digital and non-digital sources. They are ethical and effective in how they use and share information. Students value reliability, validity and integrity of information.

Cultural & Global Citizenship

Involves actively engaging with cultural, environmental, political or economic systems. Students acknowledge First Nations, Métis, Inuit, Francophone or other perspectives when taking action on local or global issues. They advocate for the dignity and well-being of individuals and communities. Students value equity and diversity, and believe in their capacity to make a difference.



Involves generating and applying ideas to create something of value. Students recognize opportunities to apply ideas in new ways. They are open to and play with ideas, take risks and adapt to changing conditions. Students demonstrate optimism, initiative and ingenuity.



Creativity & Innovation

Personal Growth & Well-Being

Involves managing emotional, intellectual, physical, social and spiritual aspects of living. Students set learning, career or wellness goals and work toward them. They draw upon their strengths to develop interests, skills and talents. Students are reflective, resourceful and optimistic and they strive for personal excellence.

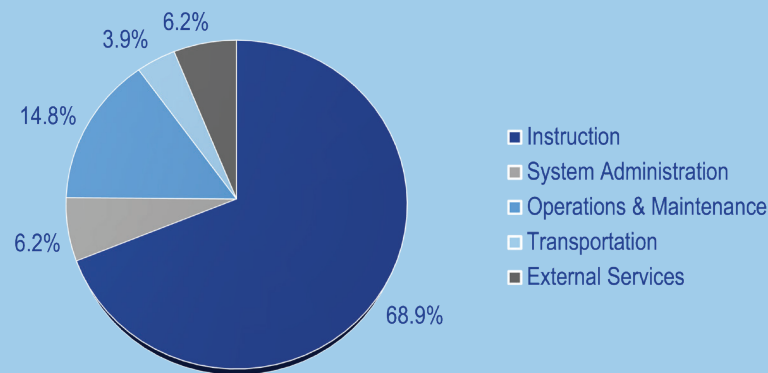


2025/26 BUDGET

CRPS is committed to providing the best education it can afford students. CRPS' 2025/26 Budget was built around five operating principles: consideration of the learning needs of all students; resource allocations are driven by CRPS' Four-Year Education Plan; funding allocations reflect the needs of each school; balanced expenditures with financial resources; and financial stewardship.

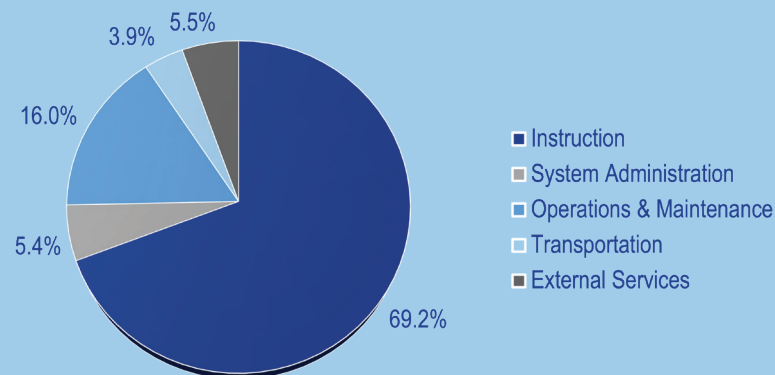
Revenues - \$38,761,666

Instruction	\$26,712,332
Operations & Maintenance	\$5,746,192
Transportation	\$1,501,917
System Administration	\$2,408,017
External Services	\$2,393,208



Expenses - \$39,577,996

Instruction	\$27,469,595
Operations & Maintenance	\$ 6,335,027
Transportation	\$ 1,529,693
System Administration	\$ 2,161,431
External Services	\$ 2,182,250





2025/26 CAPITAL & IMR

Capital Projects

Capital projects are selected based on the priorities of: the health and safety of students, the condition of buildings, and enrolment trends. Each year, CRPS submits its capital requests to Alberta Education for funding approval.

Town of Canmore

Lawrence Grassi Middle School Lands Development
 Canmore Collegiate High School
 Outdoor Atrium Renovation
 Cosmetology Renovation
 Elizabeth Rummel School
 Gender Neutral Bathroom

Town of Banff

Banff Community High School
 Vestibule Renovation

Hamlet of Exshaw

Exshaw School
 Gender Neutral Bathroom

Kananaskis

Outdoor Learning Centre Expansion

Infrastructure Maintenance & Renewal (IMR) Projects

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.

Banff Elementary/Banff Community High Boilers
 Banff Community High School Gym Resurface
 Canmore Collegiate High School Roofing
 Canmore Collegiate High School Amphitheatre
 Lawrence Grassi Middle School Gym Resurface
 Elizabeth Rummel School Painting and Venting
 Elizabeth Rummel School Gym Resurface
 Exshaw School Painting and Venting
 Exshaw School Gym Resurface

Notes:

CRPS' [Budget](#) and [Capital Plan](#) is available on the Division's website under "About Us / Plans & Reports."

Questions can be forwarded to CRPS' Treasurer / Associate Superintendent at 403.609.6072





LEARN MORE ABOUT CRPS



Canadian Rockies Public Schools (CRPS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. The division's 2025 - 2029 Four Year Education Plan - Year 1 is accessible through CRPS' public website under "About Us / Plans & Reports."

School Education Plans and School Annual Results Reports are built collaboratively with each school community and its parents and are available at the school and on the school's website.

Learn more at: crps.ca

