

inspiring hearts  minds



2020 – 2021
Annual Education Results Report
(AERR)



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Message from the Board Chair

As we began the 2020-2021 school year and celebrated our return to in-classroom learning for our students, our focus continued to be on providing outstanding opportunities for the development of each child's abilities and passions.

Continuing our work to ensure the success of all students and to align the Division with the provincial regulations, the Division undertook an extensive community engagement process to set out our key goals and priorities under the new assurance framework. We heard clearly the importance of in-person classroom learning and concern for the mental health of our school population as a result of the COVID-19 pandemic. Taking our lead from this consultation, the Division hired a full-time psychologist who also works along with our other counselors to provide assistance and strategies to students and their families. This very important addition to our staff was a result of our partnership with the Wim and Nancy Pauw Foundation. The Bow Valley Emergency Grant provided us with funding which was used for providing breakfasts for children in need as well as emergency grocery vouchers for families in need. We are very grateful for the continued support of our many community partners who have assisted in expanding the opportunities to our students and assisting our families in these challenging times.

The Outdoor Learning Centre continued to expand its course offerings through an extensive variety of programs. The opportunities afforded our students through this facility are outstanding and the Division continues to look for new opportunities to expand programming. The Outdoor Learning Centre has partnered with other divisions providing students from around the province the opportunity to learn new skills through our programs. Learning in and about our environment provides students with a clear sense of place. The skills and knowledge provided by these programs enhances our student's appreciation for where they live and provides skills that encourage a lifetime of safe enjoyment of the places that surround them.

As restrictions were lifted, our International Student Program established an extensive COVID-19 Readiness Plan that met all the federal, provincial and health authority regulations. We were able to welcome 25 students who travelled from all corners of the world to study at Canadian Rockies Public Schools, bringing new ideas, perspectives and cultural diversity to our community. The friendships established with homestay families and classmates is an enriching and lifelong benefit to all of us.

Our focus on providing exceptional student learning opportunities and continued professional development for our staff are at the foundation of our success. The Division continued to work on the upgrading of our building infrastructures, the evergreening of our technology ensuring that we are managing all aspects of the Division effectively and efficiently. We celebrated the announcement of Banff Elementary School's LEED (Leadership in Environmental Design) Gold Rating.

Under new provincial guidelines, a Four-Year Education Plan with the new provincial Assurance Model was developed, and we look forward to the implementation of this new model.

The Board is grateful for the hard work undertaken by all our staff and students this past year, keeping our school communities safe. We continued to have very low incidences of COVID-19 in our schools and this was due to the extraordinary efforts of everyone involved.

Arlene Rheaume, Chair
Board of Trustees
Canadian Rockies School Division



Accountability Statement

The Annual Education Results Report for the 2020/2021 school year was prepared under the direction of the Board in accordance with its responsibilities under *The Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on January 6th, 2022.

Arlene Rheaume, Chair
Board of Trustees

Christopher MacPhee
Superintendent of Schools



Foundation Statements

Vision

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

Mission

Inspiring the hearts and minds of every student.

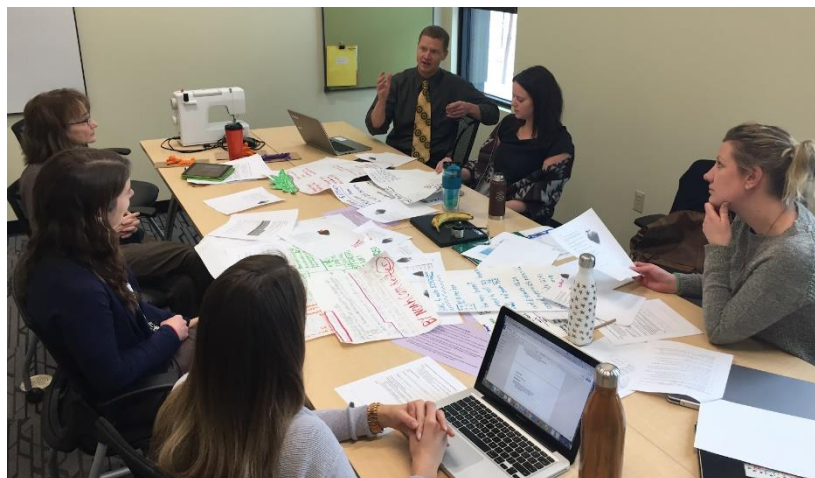
Beliefs

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.



School Authority

Canadian Rockies School Division encompasses the geographical areas of Banff and Canmore, the villages of Exshaw and Harvie Heights, the hamlets of Kananaskis, Lac Des Arcs, Dead Man’s Flats and Lake Louise, part of the MD of Bighorn and portions of IDs No. 5, 8 and 9. In addition, Canadian Rockies School Division provides services to 273 students from the Morley Reserve under the terms and conditions of a three-year interim agreement.

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 (Canmore) two trustees, and the Exshaw School District one trustee.

The fall 2021 school enrolment is 2,055 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

	2017-18	2018-19	2019-20	2020-21	2021-22
Alpenglow Community School (Alternate) Grades ECS to 6	98	102	100	96	107
Banff Community High School Grades 9 to 12	274	224	215	173	174
Banff Elementary School Grades ECS to 8	421	453	427	425	388
Canmore Collegiate High School Grades 9 to 12	454	412	414	413	466
Elizabeth Rummel School Grades ECS to 3	337	327	330	317	325
Exshaw School Grades ECS to 8	206	206	203	190	171
Lawrence Grassi Middle School Grades 4 to 8	417	459	473	433	424
Total	2207	2183	2162	2047	2055



Required Alberta Education Assurance Measures – Overall Summary Spring 2021 Authority: 3065 The Canadian Rockies School Division



Assurance Domain	Measure	Canadian Rockies School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.6	79.2	79.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	86.2	82.3	79.7	83.4	80.3	79.6	High	Improved	Good
	5-year High School Completion	85.9	81.2	83.5	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	73.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	85.1	n/a	n/a	83.6	n/s	n/a	n/a
Diploma: Excellence	n/a	n/a	24.6	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.9	86.5	86.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.7	78.1	75.9	79.5	81.8	81.4	n/a	n/a	n/a

Required Alberta Education Assurance Measures – Overall Summary: First Nations, Métis, and Inuit Report Spring 2021 Authority: 3065 The Canadian Rockies School Division



Assurance Domain	Measure	Canadian Rockies School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	78.9	44.2	37.0	62.0	55.9	55.6	Intermediate	Improved Significantly	Good
	5-year High School Completion	60.3	37.1	49.9	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	27.9	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.9	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	55.1	n/a	n/a	77.1	n/s	n/a	n/a
Diploma: Excellence	n/a	n/a	4.8	n/a	n/a	11.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Introduction of the Alberta Education Assurance (AEA) Survey and Impact of COVID-19 Pandemic:

2020/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic. The 2020/21 survey results were not:

- Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);

- Included in the calculation of future provincial standards for new survey measures; or
- Included in the calculation of 3-year averages used to evaluate improvement of future survey results.

Impact of COVID-19 Pandemic on 2019/20 Provincial Assessments and Student Outcome Measures:

- Participation in the Provincial Achievement Tests (PATs) and Diploma Examinations was impacted by the COVID-19 pandemic. Results for the 2019/20 school year are not available for the PATs, Diploma Examinations, and Diploma Exam Participation Rate.
- In the absence of the Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting High School Completion Rate results over time.

Outcome One: Alberta's Students Are Successful

Student Learning Engagement (Alberta Education Assurance Survey Pilot - new measure): *The percentage of teachers, parents and students who agree that students are engaged in their learning at school.*

On this new pilot measure of student learning engagement, 85.4 % of CRSD stakeholders agreed that students are engaged in their learning at school. This aligns with the provincial result of 85.6%.

Citizenship: *Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.*

CRSD saw an increase of approximately four and a half percent on this survey measure compared to last year. 83.6% of CRSD stakeholders indicated agreement compared to 83.2% at the provincial level. The target set for 2020/2021 was 83%.

High School Completion: *The percentages of Alberta students in public, separate, francophone, charter, and accredited private schools who, within three and five years of entering Grade 10, completed high school.*

High School Completion rates were slightly above and slightly below the provincial average with the CRSD 3-year rate at 86.2% (compared to the province at 83.4%) and the CRSD 5-year rate at 85.9 (compared to the province at 86.2%). The 3-year completion rate target set for 2020/2021 was 75%.

PAT and Diploma Results:

Historically, looking at four-year (2016-2020) trend data for Provincial Achievement Tests, divisional results show a flat and consistent tendency at the acceptable standard, receiving an "intermediate" rating from Alberta Education. The Standard of Excellence trend shows a slight decline, also receiving an "intermediate" rating from Alberta Education. The trend for Diploma Examination Results at both the Acceptable Standard and the Standard of Excellence show a slight improvement, with ratings of high and very high respectively.

Outcome Two: First Nations, Métis, and Inuit Students in Alberta Are Successful

Current 3-year high school completion rates show a significant improvement over last year with a 17% margin over the provincial average. Five-year high school completion rates improved significantly (from 37.1% to 60.3%), but remain approximately 8% below the provincial average. The 3-year target set for 2020/2021 was 50%.

The 2020/2021 school year saw 8 out of 11 students (72%) graduate from Canmore Collegiate High School. These students began their time at Canmore Collegiate High School as a cohort of 13 in Grade 9.

Outcome Three: Alberta Has Excellent Teachers, School Leaders, and School Authority Leaders

CRSD conducted a broad survey of all stakeholders in the fall of 2020 to inform the creation of its new Four-Year Education Plan for 2021-2025. In response to the questions regarding what CRSD is doing well and what they appreciate about CRSD, respondents indicated the following areas:

Parent's Top Two Ranked Responses:

1. Communication - 26%
Summary of comments: Excellent communication from the Board, schools, and the Superintendent
2. Staff - 24%
Summary of comments: Support from teachers and administrators who are dedicated and caring. Staff are approachable and supportive under the stress of the pandemic.

Student's top ranked response:

1. Staff - 35%:
Summary of comments: Staff are very supportive, caring, dedicated, and flexible.

Teacher's top ranked response:

1. Sense of Community in CRSD - 38%
Summary of comments: Teachers appreciate collaboration, communication, professional learning communities, colleagues, and administration

Outcome Four: Alberta's K-12 Education System is Well Governed and Managed

Education Quality: *Percentage of teachers, parents and students satisfied with the overall quality of basic education.*

This measure saw an increase from 86.5% last year to 88.9% this year, and a result just slightly below the provincial average of 89.6%.

Welcoming, Caring, Respectful and Safe Learning Environments (Alberta Education Assurance Survey Pilot - new measure): *The percentage of teachers, parents and*

students who agree that their learning environments are welcoming, caring, respectful and safe.

On this new measure CRSD achieved at 87.8%, the same level as the provincial average.

CRSD conducted a broad survey of all stakeholders to inform the creation of its new Four-Year Education Plan for 2021-2025. In response to the questions regarding what CRSD is doing well and what they appreciate about CRSD, respondents indicated the following areas:

Parent's third ranked response:

COVID-19 Pandemic Responsiveness - 21%

Summary of Comments: Focus on student/classroom/building safety, online learning supports, communication

Student's third ranked response:

COVID-19 Pandemic Responsiveness -24%

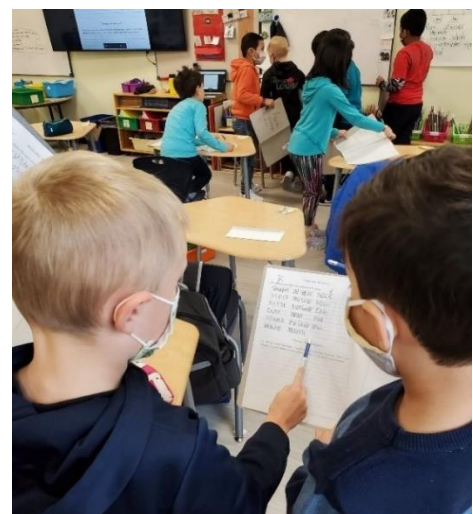
Summary of Comments: Focus on safety, cleanliness, and online learning

Access to Supports and Services (Alberta Education Assurance Survey Pilot - new measure): *The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.*

On this new measure, 79.9% of teachers, parents and students agreed that students have access to the appropriate supports and services at school compared to the provincial average of 82.6%. A top priority for students in this area is getting help with problems that are not related to school work. A top priority for parents in this area is that their child can easily access programs and services at school to get help with school work.

Parental Involvement: *Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.*

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education last year was 73.7% for CRSD, compared to the provincial average of 79.5%. The target that was set for 2020/2021 was 80%.



Supplemental Alberta Education Assurance Measures – Overall Summary Spring 2021

Authority: 3065 The Canadian Rockies School Division



Measure	Canadian Rockies School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	57.7	55.3	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	3.7	3.0	2.4	2.6	2.7	2.6	High	Declined	Acceptable
Program of Studies	76.3	76.8	78.3	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	73.4	77.5	77.0	68.0	66.6	64.9	High	Maintained	Good
Safe and Caring	89.5	86.7	87.3	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	75.7	78.0	75.6	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	38.5	38.2	38.3	60.0	60.3	59.5	Low	Maintained	Issue
Work Preparation	84.4	79.4	80.4	85.7	84.1	83.2	n/a	n/a	n/a

Summary of Accomplishments

New School Division Psychologist

Through a partnership with the Wim & Nancy Pauw Foundation, a divisional psychologist was hired in the spring of 2021. This individual provided social, emotional, behavioural, and academic support to students in Grades K-12. This included working closely with students and families from the Stoney Nakoda Nation to create a sense of connection and belonging to the larger school community, despite the challenges of the COVID-19 pandemic. It also entailed consultation with teaching staff and parents regarding how to best support the mental health needs of students. This was accomplished through frequent parent and teacher contact, sharing evidence-based strategies and practices, collaboration during learning support team meetings, and assistance in the development of educational programming. The divisional psychologist also connected students and families with outside agencies to ensure continued support outside of school when necessary.

Distance Education and Flexible Learning Expanded

**ANYTIME... ANYWHERE...
FLEXIBLE LEARNING REIMAGINED**

inspiring hearts minds

CANADIAN ROCKIES
Public Schools

www.crps.ca

This year CRSD collaborated with multiple school districts to allow for additional course and program opportunities for CRSD students and beyond. The Flexible Learning Program allows

for increased distance education connections and flexibility for our students. CRSD now has 50 locally supported courses available to both CRSD students and distance education students from outside of our school division. Additionally, CRSD has continued to look for further post-secondary partnerships.

Lawrence Grassi Middle School Lands Redevelopment

The site for the Lawrence Grassi Middle School Redevelopment is located in the Town of Canmore and owned by Canadian Rockies School Division (CRSD). The CRSD Board of Trustees has been working for 5 years on the redevelopment plan in partnership with M3 Development Management and MTa. The object of CRSD is to make the best use of the organization’s valuable “Trust” of undeveloped lands in the heart of Canmore. Creating a legacy fund and long-term sustainability has been at the forefront of CRSD Board discussions. Proceeds from the residential development will support the school district’s desire to nurture students’ growth and learning through the development of new programs and educational services, as well as the creation of a fund to sustain the future operations of the school division. Retaining and attracting teachers is critical for the provision of high-quality education and the sustainability of the education system in Canmore. The proposed residential development allows CRSD to provide essential affordable market housing to local teachers and their families, as well as the wider Canmore community.

Indigenous Student Successes and Supports



CRSD students (and families) from the Stoney Nakoda Nation were faced with many challenges during the past school year including COVID-19, inconsistent WIFI, limited sports and activities, an opioid crisis, mental health challenges and food insecurity. In times characterized by fear and inconsistency, families continued to do their best to ensure that their children remained engaged in school. CRSD staff, and in particular, CRSD Success Coaches (who are designated to work with Indigenous students and families), worked hard to increase connections with families to support them during this extraordinarily difficult time. They worked with Elders and

Knowledge Keepers for on-going guidance and support for children and families. They also coordinated on-line learning opportunities with Elders as well as safe, face-to-face learning opportunities for students. Success Coaches found creative ways to deliver land-based learning opportunities for cohorts/classes of students; keeping students engaged and learning in a culturally relevant, safe outdoor environment. CRSD continued to provide computers to students who needed them so that students could engage in learning from home when needed.

In the spring of 2021, more than six virtual sessions were held for students transitioning from Exshaw School to Canmore Collegiate High School. Virtual transition meetings were also held for Exshaw students who were At-Home Learners. The Success Coaches made individual phone calls to all families of students transitioning from Exshaw School and Lawrence Grassi Middle School to Canmore Collegiate High School. The Success Coach at CCHS also engaged with families of students in Grades 8-12 to support them with the course selection process.

In order to re-engage students, a Grade 10 credit recovery institute was held with Elders Alice Kaquitts and Watson Kaquitts in collaboration with Grade 10 teachers to teach curriculum across English and social studies. All students who participated returned successfully to full time education in the fall of 2021.

Indigenous post-secondary virtual sessions were held for all Grade 11 and 12 students with the University of Calgary, Mount Royal University, Southern Alberta Institute of Technology, Olds College, The University of Lethbridge and Bow Valley College.

CCHS Quarter 3 Engagement Statistics for At-Home Learners and In-Class Learners saw a total of 50 students engaged on an ongoing basis, 5 students occasionally engaged and 11 students not engaged. During the 4th quarter, 51 students were engaged on an ongoing basis, 5 were occasionally engaged and 10 were not engaged.

During the CCHS graduation ceremony, an Honour Song was performed by a Stoney Nakoda First Nation member. Blankets and feathers were awarded to Chiniki Band members and students had access to graduation caps in January in order to be able to bead them at home.

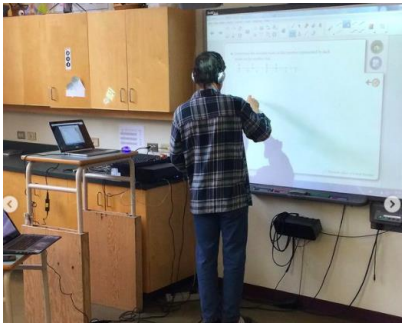
Olds College Partnership

Recognizing the importance of collaboration and partnership in developing an education system of excellence in Alberta, with the support of the communities, Canadian Rockies School Division and Olds College partnered to provide Dual Credit and high school upgrading opportunities for the students of the Bow Valley.

Professional Learning

After pivoting to emergency distance learning for the last several months of the previous school year, staff were back in schools in August 2020; however, re-entry posed many challenges. Professional Learning needed to be responsive to emerging needs within the context of numerous limitations such as less release time, competing priorities, constant change and physical distancing. For example, how could teachers stay resilient by reconnecting and collaborating to address learning needs in uncertain, ever-changing circumstances? Anticipating disruption, how might we align our teaching to facilitate student transitions between learning at home and face-to-face in the classroom while maintaining continuity of learning? Having rallied to support one another through technology during emergency distance learning, teachers leveraged their newly refined skills with Google apps such as Classroom and Meet to reconnect and collaborate. For example, during professional learning release time in the fall, division-wide grade teams met virtually to align key grade-level outcomes to be learned each quarter across the division, for both in-class and at-home learning, in order to ensure the consistency and flexibility needed in the midst of uncertainty.





Another emerging professional learning need and opportunity was the importance of continuously building digital competencies and skills. For example, in the fall, CRSD acquired a district license for the Seesaw learning platform for all K-3 teachers and students. In addition to providing asynchronous resources to staff and families, we partnered with the [Calgary Regional Consortium](#) to lead a series of half-day Friday sessions focused on leveraging Seesaw as a hub for capturing evidence of learning from authentic tasks and for providing teacher feedback that improves learning. In another

context, our CRSD [Tech & Tasks](#) site focused on providing engaging strategies, tools, platforms and resources for teaching and learning online. In collaboration with our At-Home Learning teachers during professional learning time, another site was created for supporting our [At-Home Learning](#) team and families. In all cases, technical skills were balanced and integrated with effective pedagogical practices.



Multiple paths for learning, both synchronous and asynchronous, became more accessible to staff, along with flexible funding such as The Lifelong Learning Professional Development Fund. The Lifelong Learning Professional Development Fund is a collaborative initiative between CRSD and the local ATA. This fund was made available to teachers to pursue professional learning opportunities that they were interested in. The school division distributed a total of \$15,000 to 22 teachers

through an application process. Additional funding was provided for courses offered by the Calgary Regional Consortium. Eleven staff members from across the division engaged in two important courses: Instructional Leadership in Reconciliation, which was a five-week course, and Weaving Indigenous Ways which was a self-paced course that was completed over a five-week period between January 4th and February 5th. Both courses were offered online.

Our Teaching Effectiveness Framework Principle #5, “Teachers Improve Their Practice in the Company of Peers”, took on new meaning during our school-based half-day Fridays and division-based Professional Learning Network half-days. This embedded release time was a crucial opportunity for teachers to work in teams to stay resilient and navigate emerging complexities by focusing on priorities that they determined important for their growth, generally focusing on revisiting the effective practices we already know through the lens of the TEF and refining them to fit our current circumstances.

Recognizing the need to support staff mental health during a difficult school year, on June 4, our release time was dedicated to staff wellness activities. This half-day was received so well by staff that we committed to making this an annual event and arranged to incorporate wellness into our opening week.

Adapting our [May Symposium](#) to an asynchronous school-based context, we framed our professional learning planning by addressing the key inquiry question, “Reflecting on a year of challenges and opportunities, how have we continued to inspire hearts & minds? How will

we embrace the best of what we have learned and continue to use it to improve student learning?" Planning was also informed by our annual Professional Learning Survey 2020-2021 that indicated a number of strengths as well as opportunities for improvement.

Now more than ever, it's clear that effective high-quality professional learning must support staff in navigating changing contexts by building professional relationships, enabling collaboration and meeting emerging needs. This is essential to improving teaching practices in the face of complexities as well as building staff resilience and well-being. Teachers will continue to need access to high quality, flexible learning options. Looking ahead, the TEF continues to be our touchstone as it provides a framework for designing learning as well as a means of self-reflection for teachers to identify priorities that drive their own learning in ways that meet their need to adapt and improve their practices in response to ongoing change.

International Student Program 2020-21

Much work went into creating a COVID-19 readiness plan, in order for CRSD to receive approval for international students to arrive in our division and our province during a pandemic. This plan was initially worked on with CAPS-I (Canadian Association of Public Schools - International), then submitted to our provincial government and then ultimately, to the federal government. This placed our division, and also all other international High School Programs in Alberta, on the "Approved" Designated Learning Institutions list. The plan allowed us to eventually be able to start receiving international students when the Canadian borders

opened up for students with study permits and proper documentation.



The first handful of students were able to arrive in late October/early November and another batch of students arrived for the second semester, making the total international student count 25 - about 50% of the typical headcount. These brave adventurers arrived to us from Japan, Finland, Spain, The Czech Republic, Germany, Switzerland, Chile

and Italy and had to go through rigorous testing. Some students also had to do a full 14-day quarantine before they were able to start integrating into our schools and communities.

Within this group, we had 2 participants (from Germany and Switzerland) who participated in the Ski Academy. [Click here](#) to see a glimpse of the exciting Ski Academy program featuring these two students. We also had one competitive cross-country skier and biathlete from Finland. Watch her amazing [testimonial video here](#).

Despite the uncertainty and challenges surrounding COVID-19, these students had a fantastic experience!

Canadian Rockies Outdoor Learning Centre

The Canadian Rockies Outdoor Learning Centre (CROLC) has experienced its seventh full year of successful programming. Two full-time coordinators/teachers and one half-time

coordinator/teacher continue to facilitate all programming, course delivery, facility management, and work with partners.

Blended Courses/Locally Developed Courses (Water Experience 15 and 25, Winter Travel 15 and 25, and Bow Valley Active Stewardship).

- Despite field trip and overnight restrictions, CROLC was able to offer 2 modified Water Experience 15 courses to Calgary Board of Education schools, on-site in Calgary, for groups of 25 students.
- CROLC staff continued to work closely with Grande Yellowhead School Division administrators on updates to the Locally Developed Course (LDC) curriculums for Water Experience 15-25-35 and Winter Travel 15-25-35, as well as meeting with Alberta Education representatives to advocate for the successful renewal of these LDCs for an additional 3 years.
- CROLC staff worked to edit the online learning components of blended courses: Water Experience 15 and Winter Travel 15.
- CROLC has completed work on creating a form system in SchoolEngage for online registrations and signatures that will eliminate vast amounts of paper waste. This online registration system will streamline the intake process, approval of applications, and entering of students into PowerSchool.



The Outdoor Learning Centre facilitated Distance Education courses in 2020/2021. Blended courses (a combination of online learning and face-to-face instruction) as well as online courses were created and taught throughout the school year. These courses were available to all Alberta students.

- CROLC teachers taught online courses throughout 2020/2021: CALM (InReach and Distance Education), HCS 3000, Nutrition and Wellness, Outdoor Survival Skills, Leadership Fundamentals 1, CTR 1010

Summer programming at CROLC continued to thrive. Summer programming was very successful in the Summer of 2021 despite the immense challenges that the pandemic posed. Sustained partnership with the YMCA Camp Chief Hector continued as well as a new partnership with Tim Hortons Children's Ranch in 2021.

- CROLC offered 9 weeks of Summer CALM courses with 264 students benefiting from this amazing program. This summer we were able to offer a 6-credit program to students which included CALM 20, Nutrition and Wellness, Speaking and Presenting, and Job Preparation with Workplace Safety credit being completed before the end of June. Sustaining this program has been supported by continued partnerships with our community presenters and their flexibility in creating recorded content which captured their in-person presentations, our incredible CALM staff, and increased promotion of the course and networking throughout Alberta.
- Due to camp closures for Summer 2021 across Alberta, no credits were delivered through CROLC - YMCA Camp Chief Hector partnership. We have plans for further development of this partnership to possibly include Work Experience credits for high school students who are working as camp counselors. Summer 2021 did see a new partnership develop with Tim Hortons Children's Ranch with a very successful pilot credit program that ran with a small group of 7 students. We look forward to continued partnership with YMCA Camp Chief Hector and growing the partnership with Tim Hortons Children's Ranch so that Alberta students participating in the leadership development programs offered at these camps are able to receive high school credits in future summers.

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

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

For the past six years, CRSD has offered the Wilderness Inspiring Leadership Development (WILD) program to students at Canmore Collegiate High School and Banff Community High School. The WILD program is a combination of outdoor learning and leadership courses. It is a highly valuable learning opportunity and the demand for the course has continued to be high from both international students and Bow Valley students in Grades 10-12.

- CROLC supplies both Banff Community High School and Canmore Collegiate High School with a teacher to offer a 13-credit program called, Wilderness Inspired Leadership Development (WILD). The WILD program was developed to connect the Outdoor Learning Centre and current CRSD outdoor education programs to enhance and further develop leadership, teamwork skills, and support off-site expeditions. With High School Alignment, students from either school are also able to access the WILD program.
- A new approach to WILD in 2020/2021 occurred at Banff Community High School where Grade 10 students were offered a modified WILD program in Quarter 2. Students completed a variety of credits in Leadership Fundamentals and Outdoor

Survival Skills as well as the Remote First Aid Certification course in Quarter 2. WILD was offered at Canmore Collegiate High School in Quarter 4 and students were also able to complete Water Experience 15 via day trips.

- CROLC staff are excited to continue working with Banff Community High School and Canmore Collegiate High School students in 2021/2022 as the WILD program grows at both high schools with a projected 3 classes of WILD being offered (approximately 66 students, the most CRSD students to ever take WILD in one school year).
- The creation and implementation of WILD 25 & 35 are in development and will be offered to all Grade 11 and 12 students looking to further their studies in the outdoor education field. WILD 25 was not able to be offered in Semester 2 due to pandemic restrictions.

The Grade 10 FACES program was new for all Canmore Collegiate High School Grade 10 students. This 5-credit program opportunity was made available to all Grade 10 students at Canmore Collegiate High School with generous funding from the Wim and Nancy Pauw Foundation. The program ran from February - June 2021.

- FACES 15 (Facilitating Awareness and Character-Building Experience for Students) is a 5-credit Locally Developed Course acquired from Livingstone Range School Division.
- Grade 10 students at Canmore Collegiate High School participated in full activity days as class cohorts: cross country skiing, snowshoeing, hiking, and half-day canoeing.
- Students completing assignments in the FACES Google Classroom focused on topics such as self-awareness, values, growth mindset, goal setting, and interpersonal relationship skills.
- In the 2021/2022 school year CROLC will offer the now 3-credit program "Wim We Wilderness Experience Program" to all Grade 10 students across the Division (Banff Community High School and Canmore Collegiate High School) from September -June. Students will all receive Avalanche Skills Training 1 certification as part of the program, making this one of the only high school programs in Canada to offer this certification to all students in a division at a grade level. Many thanks to the Wim and Nancy Pauw Foundation for supporting these valuable learning opportunities in the wilderness for students!

CROLC was very excited to continue outdoor experiential elementary programming at Elizabeth Rummel School, Exshaw School, and Banff Elementary School, as well as working with classes from Lawrence Grassi Middle School and Alpenglow School. CROLC also supports many of the outdoor education initiatives at all CRSD schools.

- CROLC is involved with designing and implementing curriculum-based outdoor, experiential education lessons and activities in collaboration with Exshaw School and Elizabeth Rummel School teachers. Experiences take place in class, on school grounds, and at the OLC.
- CROLC supported numerous curriculum-linked Division 1 and 2 trips to the OLC in 2020/2021.
- CROLC worked with the Grade 7 students from Banff Elementary School on a leadership project that has successfully run for 3 years, as well as Grade 4, 5, 7, and 8 Outdoor Pursuits through tandem canoeing days and snowshoeing days.
- CROLC supported Lawrence Grassi Middle School Physical Education and Outdoor Education.

- CROLC is excited to continue to work with Lawrence Grassi Middle School, Elizabeth Rummel School, Exshaw School, Banff Elementary School, Canmore Collegiate High School, and Banff Community High School to offer fall and spring (2021/2022) tandem and big boating programs to enhance their outdoor education programs, CTF courses, and leadership projects as pandemic restrictions and schedules allow. These projects include learning about canoe skills, safety on the water, Canadian history, leadership and teamwork.

CROLC continued to have facility rentals in 2020/2021

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

CROLC is excited to have seen the following areas strengthened:

- CROLC has completed Master School Agreements with our third-party providers for the school division. This will eliminate a lot of paperwork and time for classroom teachers wanting to give their students an educational experience outside the walls of the school.
- Our partnerships remain strong and continue to grow in supporting, developing, and facilitating many aspects of our programs. Our partners include; Alberta Parks, Parks Canada, YMCA Camp Chief Hector, Lake Louise Ski Resort, Improvement District No. 9, PAUW Foundation, Tim Hortons Children's Ranch, and the Edmonton Community Foundation.
- Our program will greatly benefit from the addition of our own 24-passenger bus and all CROLC staff training toward and passing S-endorsements.
- The OLC website continues to be updated to showcase our new and developing programs. It can be viewed at olc.CRSD.ca.

The staff at CROLC is excited to continue to provide quality outdoor learning opportunities to support the Board's mission of *Inspiring the Hearts and Minds of Every Student*.

Trends and Challenges

Mental Health Support



In the area of mental health student motivation, perseverance and positive thinking were areas of need for students. To address this need, A Growth Mindset Program was offered through Right From the Start (the staff that support the Mental Health Capacity Building Project in CRSD). Students learned that they can increase their neural growth by the actions they take on a daily basis like: asking questions, using tools and strategies to support their thoughts, behaviors and actions, practicing when things are tough and following good nutrition and sleep habits.

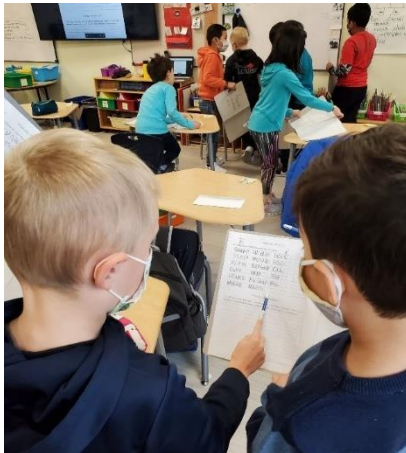
With an increase in more time spent at home, isolation, quarantine and more screen time, staff noticed an increase in students' social disconnection and motivation to engage in learning. To support students in this regard, community partners were utilized to provide presentations on Suicide Awareness and Supports and developing healthy relationships. At-Home Learners were also supported. An At-Home Learner Community Connectedness Program was a 4-week series designed to help build a classroom culture in an online platform, and help students identify support systems at home, at school and in the community. This was a new experience for students, teachers and RFTS staff.

As Right from the Start (RFTS) was primarily outdoors or virtual with students last year, experiential outdoor programming was increased. A beautiful and easily accessible natural environment easily allowed for more off-site and outdoor activities for students. The RFTS team noticed an increase in mood and a positive shift in behavior when students left the indoor classroom to go outdoors for programming.

Food Programming

This past year, due to the COVID-19 pandemic, Food Security was an increasingly prevalent concern in our communities. To support our most vulnerable families, Food for Learning programs in our schools continue to be essential programs. Every school principal had grocery cards on hand to be able to support families in a discreet and respectful manner.

Safety Within the COVID-19 Pandemic



Student and staff safety within the COVID-19 pandemic remained a significant priority for Canadian Rockies School Division last year. Decisions with regard to student safety within the pandemic were given considerable deliberation and were made collaboratively by senior administration and school leadership teams. CRSD purchased additional Personal Protective Equipment (PPE), protective barriers, sanitizer stations and directional signs that have been utilized by all facilities in the district. CRSD also provided personal sized sanitizers for all staff and students, as well as masks as required. Staff were provided with K-12 health and safety lesson plans to educate their students on the needs and requirements for physical, mental and emotional safety.

The Occupational Health and Safety officer completed Hazard and Risk Assessments once again for all buildings and the District Health and Safety Committee received feedback and information from staff related to safety requirements. Provincial Occupational Health and Safety inspectors made two visits to CRSD schools as a result of the COVID-19 pandemic.

ELL Population

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

our teaching and support staff. The presence of ESL students continues to increase in our Canmore schools. CRSD worked closely with Settlement Services who served families across the Bow Valley remotely during the 2020/2021 school year due to the pandemic.

Staffing Grid Costs and Recruitment

Canadian Rockies School Division experienced very little attrition over the past few years.

Our staffing costs are still relatively high compared to the rest of the province, with 65% of our teachers at the highest placement on the salary grid. Early retirement and bridging opportunities are challenging due to the high levels of education and subsequent replacement costs.

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

Impact of COVID -19 on the International Student Program

Financially, the International Student Program was impacted quite hard by the travel restrictions that were a result of the pandemic. For several months, it was very questionable whether international high school students would be allowed to enter Canada at all. The fact that we did end up having a program, albeit with a student body about 50% of its regular size, is absolutely amazing and a testament to much hard work at a grassroots level. The impact of running a program during the pandemic with these 25 students cannot be understated. It kept the program going, being the vibrant and exciting experience which it is and allowed us to jump forward into the current school year (2021-22) with a full house and student body of about 50 students again.

Transportation

CRSD Transportation continued to focus on the safe, efficient and financial sustainability of the department. We strive to provide each student with a safe and happy ride. We continued to have reduced ridership due to a change in demographics of the town and the pandemic.

CRSD Transportation and COVID-19

All transportation staff continued to follow COVID-19 protocols, wearing personal protective equipment and deep cleaning buses once per week. We continued to experience a shortage of drivers along with the rest of the province. The new MELT training, that is 53.5 hours, has proven to be a challenge, as well as the consequences of COVID. Office staff cover for drivers when there is a shortage. We continue to take attendance daily. We will continue this practice moving forward.

CRSD Transportation is a Professional Learning Community

Our goal is to provide staff with the knowledge, skills and ongoing support they need to provide excellent service to our students, parents, teachers and clients; and to assist staff to grow in the professional performance of their duties. MELT (Mandatory Entry Level Training) that was introduced in the fall of 2018 continues to evolve. We now have had 3 drivers successfully complete their MELT training.

Comprehensive one-on-one training was provided for all new drivers. Workshops and training were provided on a monthly basis and are mandatory for all staff. "S" Endorsement or the 2S MELT program are offered at least once a year. All prospective employees are required to obtain a 2S MELT license before they are hired. We provide 53 1/2 hours of training for free to prospective employees. Current staff are required to take sections of this course. Divisional online training is now mandatory for all transportation staff.

We continued our established safety programs:

- o First Ride for kindergarten children and their parents at both Elizabeth Rummel School and Banff Elementary School in late August.
- o School bus safety in October.
- o Evacuation practice held in the spring for all regular route school bus riders

Drivers are expected to achieve and maintain the highest industry standard levels and are monitored and evaluated on a yearly basis. We maintain our bus fleet to the highest industry standards. Each bus has a Commercial Vehicle Inspections twice a year as well as two scheduled preventative maintenance. Provincial Sheriff's now have the authority to inspect commercial vehicles (CVSE). Their mandate is to deliver a mandatory breathalyzer test whenever they are doing a spot inspection.

We are leaders in the reduction of emissions; 80% of our fleet is equipped with emission reducing controls. We continue to cycle electricity during cold weather to help reduce our impact; continue to reduce our impact on the landfill by actively recycling most of our waste; as well as implementing water-conserving practices. We also follow anti-idling guidelines.

Our routing software enables staff to book trips online. All trips through the schools are now booked online.

We installed a new GPS system in the spring of 2021 in preparation for the federal requirement that all federal carrier drivers log electronically starting in June of 2021.

CRSD Transportation Engages Stakeholders

The new CRSD transportation website pages continue to be a tool that parents can use. Communication with parents remains a top priority for our department. School Messenger is very successful in maintaining contact with parents. Parents readily use email, and communications of this type increase each year. Twitter and Facebook are used to get last minute information out to parents. The Twitter feed is displayed on the Transportation page of the Division website. The transportation department also has a Facebook page that contains information about the department. Bus routes and times can be found on-line as well. From the new website, we are able to make changes to the Bus Status a lot easier than in the past.

CRSD Transportation: Will Increase Public Awareness and Student Learning

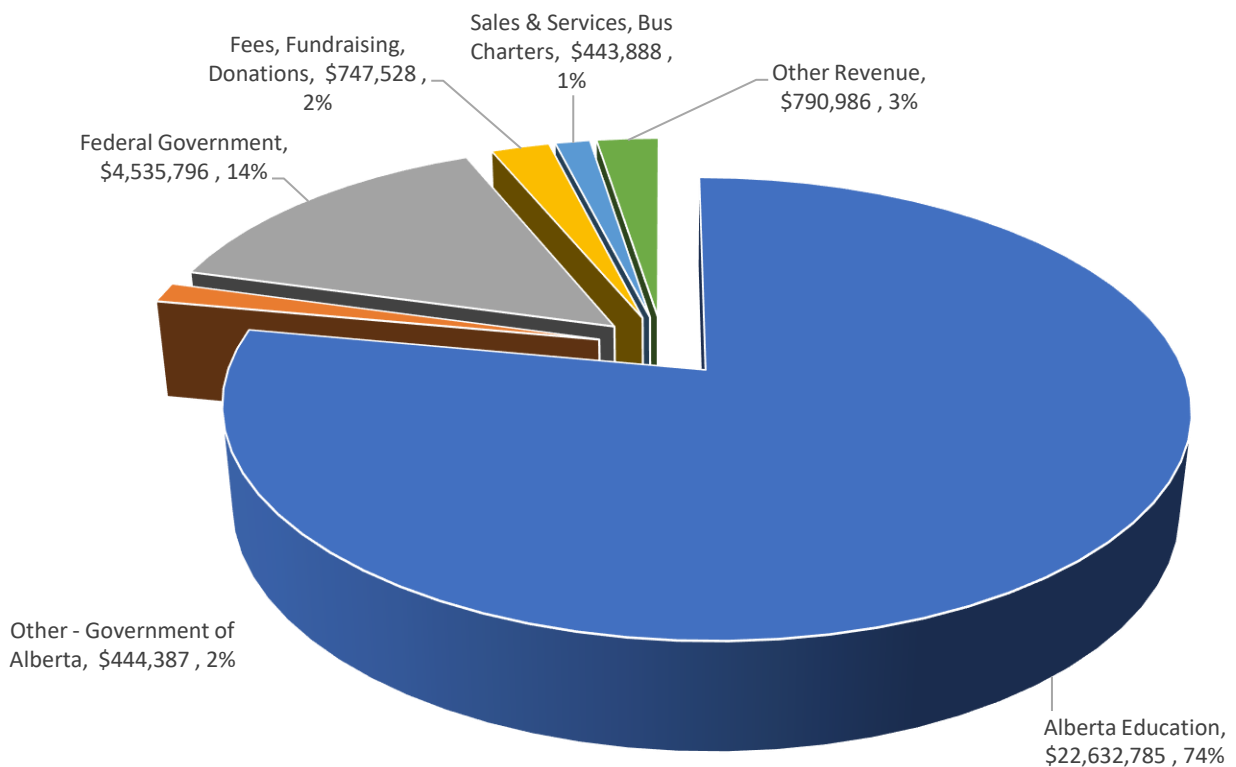
School Bus Safety Week in October provided another opportunity to publish safety reminders, and engage students, parents and teachers in our elementary school bus safety program. Walking School Buses were encouraged in our elementary schools as a way to alleviate traffic concerns, foster great health 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. We installed a red-light system on one of our buses and it has proven to help in reducing the number of red-light violations.

Summary of Financial Results 2020-2021

Alberta Education Revenue	\$ 24,600,295
Other – Government of Alberta	\$444,387
Federal Government	\$4,535,796
Fees, Fundraising, Donations	\$747,528
Sales & Services, Bus Charters	\$443,888
Other Revenue	\$790,986
	\$31,562,880.00

Revenue by Source 2020 - 21

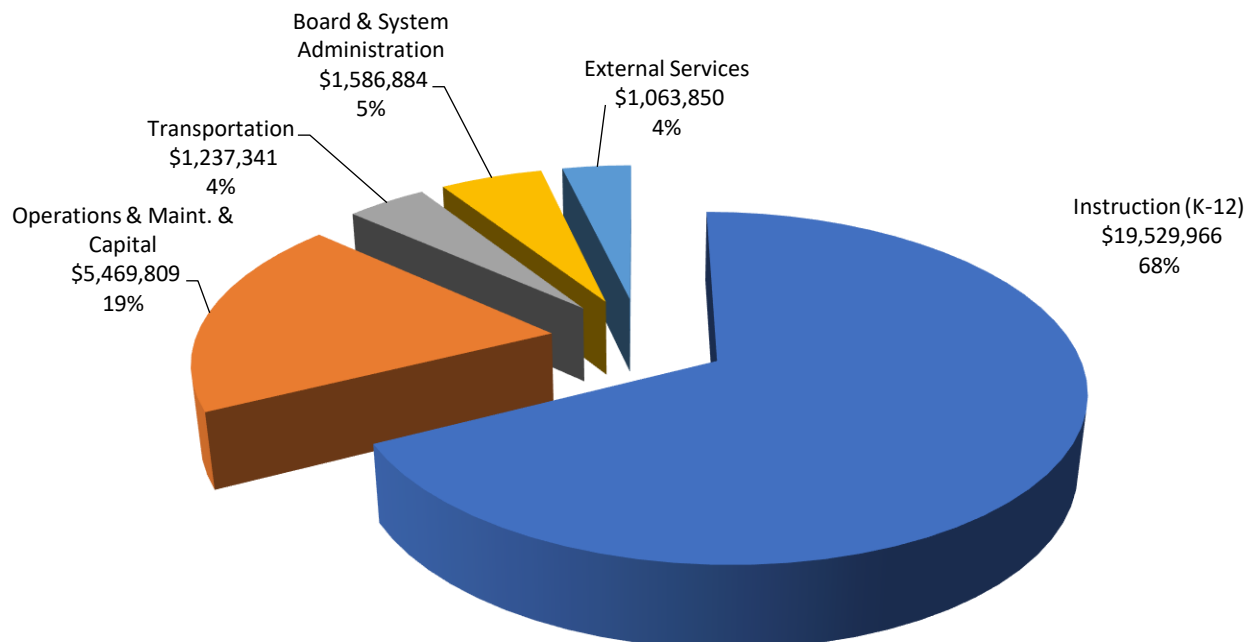


	2020-21	2019-20
REVENUE		
Alberta Education Revenue	\$24,600,295	\$21,920,111
Other – Government of Alberta	\$444,387	\$478,524
Federal Government	\$4,535,796	\$4,496,969
Fees, Fundraising, Donations	\$747,528	\$1,258,448
Sales & Services, Bus Charters	\$443,888	\$1,949,206
Other Revenue	\$790,986	\$256,595
TOTAL REVENUE	\$31,562,880	\$30,359,853
EXPENSES		
Certified Salaries & Benefits	\$16,040,605	\$16,955,356
Uncertified Salaries & Benefits	\$5,630,752	\$5,021,202
Services, Contracts and Supplies	\$4,281,980	\$5,950,759
Amortization of Capital Assets	\$2,457,412	\$2,276,409
Supported Interest on Capital Debt		\$17,819
Other Interest & Finance Charges	\$477,101	\$216,285
TOTAL EXPENSES	\$28,887,850	\$30,437,830
OPERATING SURPLUS (DEFICIT)	\$2,675,030	\$(77,977)

Expenditures by Department

Instruction (K-12)	\$19,529,966
Operations & Maint. & Capital	\$5,469,809
Transportation	\$1,237,341
Board & System Administration	\$1,586,884
External Services	\$1,063,850
	\$28,887,850.00

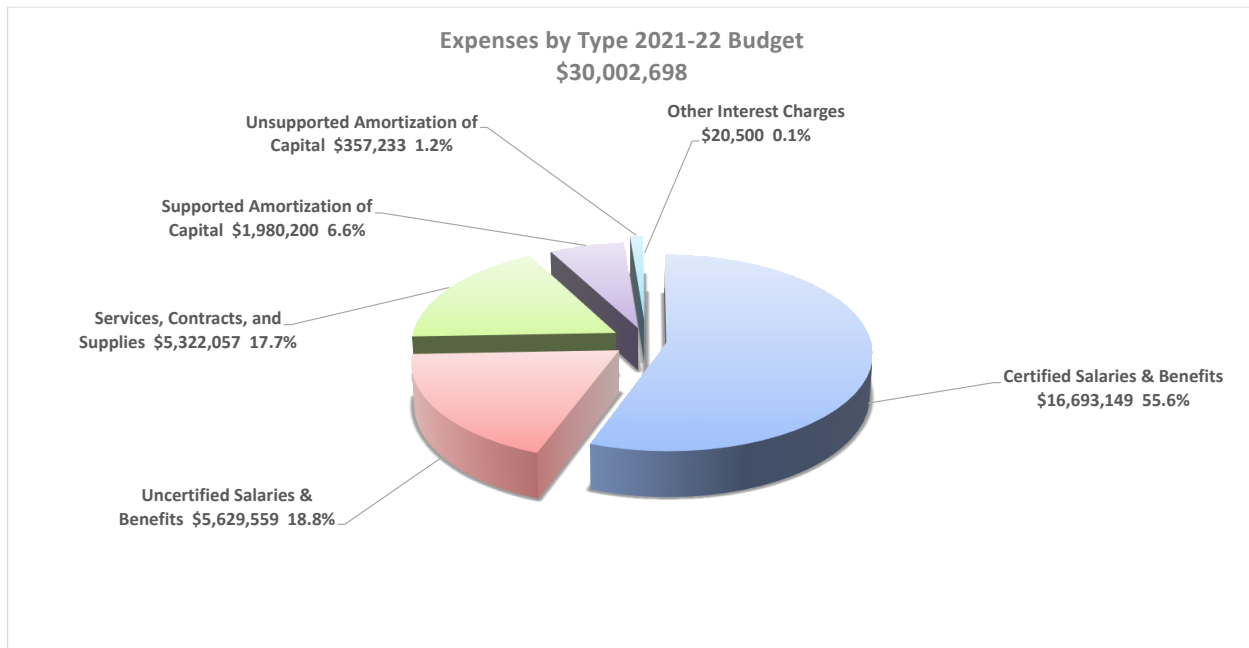
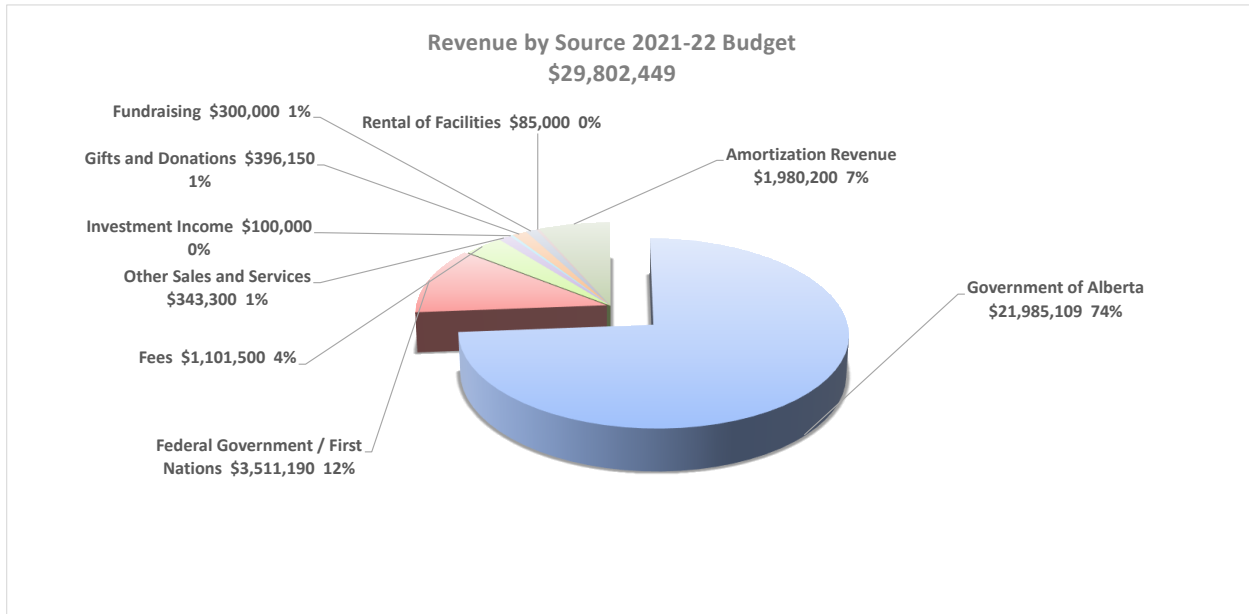
Program Expenditures 2020-21



Detailed financial information contained in the Audited Financial Statement is available at the division board office or on the CRPS website. Copies of the Audited Financial Statement for 2020-2021, and comparative information through the provincial roll up of jurisdiction Audited Financial Statements can be obtained from Alberta Education at this [link](#).

The 2021-2022 CRPS Budget Report can be found by visiting the [CRPS website](#).

Budget Summary



	2021-22	2020-21
REVENUE		
Government of Alberta	\$ 21,985,109	\$21,915,295
Federal Government / First Nations	\$ 3,511,190	\$ 4,190,942
Fees	\$ 1,101,500	\$ 1,101,500
Other Sales and Services	\$ 343,300	\$ 305,000
Investment Income	\$ 100,000	\$ 100,000
Gifts and Donations	\$ 396,150	\$ 178,500
Fundraising	\$ 300,000	\$ 300,000
Rental of Facilities	\$ 85,000	\$ 85,000
Amortization Revenue	\$ 1,980,200	\$ 1,852,661
TOTAL REVENUE	<u>\$ 29,802,449</u>	<u>\$30,028,898</u>
EXPENSES		
Certified Salaries & Benefits	\$ 16,693,149	\$17,393,318
Uncertified Salaries & Benefits	\$ 5,629,559	\$ 5,406,911
Services, Contracts, and Supplies	\$ 5,322,057	\$ 5,491,389
Supported Amortization of Capital	\$ 1,980,200	\$ 1,852,661
Unsupported Amortization of Capital	\$ 357,233	\$ 324,882
Supported Interest on Capital Debt	\$ -	\$ -
Other Interest Charges	\$ 20,500	\$ 20,500
TOTAL EXPENSES	<u>\$ 30,002,698</u>	<u>\$30,489,661</u>
SURPLUS/(DEFICIT)	<u>\$ (200,249)</u>	<u>\$ (460,763)</u>
EXPENSES (Re-stated by Program)		
Instruction (K-12)	\$ 20,546,053	21,366,931
Operations & Maint. and Capital	\$ 4,960,428	4,731,572
Transportation	\$ 1,320,785	1,392,780
Board & System Administration	\$ 1,766,399	1,602,645
External Services (RFTS, SGF, Inter.)	\$ 1,409,033	1,395,733
	<u>\$ 30,002,698</u>	<u>\$30,489,661</u>
SURPLUS/(DEFICIT)	<u>\$ (200,249)</u>	<u>\$ (460,763)</u>

Capital and Facilities Projects

Capital Plan Priorities

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

Summary of Facility and Capital Plans

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

Projects for 2020-21 included:

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

The 2020-2021 Facilities and Capital Plan can be found on the [CRSD website](#).

Parental Involvement

School Councils are involved in the creation of The Board's Four-Year Education Plan and School Four-Year Education Plans as well as the sharing of school level results. The Board of Trustees meets collectively with School Councils twice per year to provide them an opportunity for input. The Board engages with stakeholders through such avenues as surveys, focus groups, the school division website, attending school and community meetings, and through social media as part of its cyclical, annual planning and reporting process.

Timelines and Communication

The Annual Education Results Report and the Summary Report will be posted on the division website at www.CRSD.ca by December 15, 2021.

Whistleblower Protection

Pursuant to Section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2020-2021 school year.