



2021 - 2025

Four Year Education Plan - Year 3



inspiring hearts  minds


CANADIAN ROCKIES
Public Schools



2021 - 2025 Four-Year Education Plan - Year 3

A Learning Journey

Canadian Rockies Public Schools (CRPS) is pleased to present its 2021 - 2025 Four-Year Education Plan - Year 3. CRPS remains committed to creating a better world through transformational education that celebrates nature, diversity, and well-being.

At the heart of the plan are strategic initiatives towards ensuring each student thrives physically, cognitively, emotionally, socially, and spiritually. Together, these elements support the development of a child who is:

- ◆ Intellectually active
- ◆ Physically, verbally, socially, and academically competent
- ◆ Empathetic, kind, caring, and fair
- ◆ Creative and curious
- ◆ Disciplined, self-directed, and goal-oriented
- ◆ A critical thinker
- ◆ Confident
- ◆ Cared for and valued

CRPS' Board of Trustees and senior leadership are confident its Whole Child Education (right) will continue to provide a solid framework for the continued growth

and development of students and staff. CRPS looks forward to working together with its parents, partners, educational affiliates, community organizations, and local businesses in implementing the third year of its Four-Year Education Plan. Thank you, in advance, for your generous support and commitment to helping CRPS provide a world class education for all Bow Valley students.

Throughout the plan, strategies and performance measures have been colour coded to represent how they align to CRPS' Whole Child Education. To learn more about this approach and how it serves to inspire the hearts and minds of students, please visit CRPS' website under About Us / Whole Child Education. ■





CRPS Board of Trustees (left to right): Dale Craig, Brian Callaghan, Carol Picard, Arlene Rheaume, Luke Sunderland

Educational Stewardship

The Education Plan for Canadian Rockies Public Schools commencing the 2023/24 school year, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The 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 Board approved the Education Plan for 2021 - 2025 - Year 3 on April 19, 2023. ■

Arlene Rheaume
Board Chair

Christopher MacPhee
Superintendent of Schools



About Canadian Rockies Public Schools

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, Exshaw, Harvie Heights, Kananaskis, Lac Des Arcs, Lake Louise and parts of the Municipal District of Bighorn. It also provides education to students of the Stoney Nakoda First Nations by way of an Education Service Agreement and to international students from around the globe.

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 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.

Learning Community - CRPS is comprised of 2,450 students, 245 staff, and seven schools:


- ◆ Elizabeth Rummel School (K - 3)
- ◆ Alpenglow School (K - 6)
- ◆ Banff Elementary School (K - 8)
- ◆ Exshaw School (K - 8)
- ◆ Lawrence Grassi Middle School (Gr. 4 - 8)
- ◆ Banff Community High School (Gr. 9 - 12)
- ◆ Canmore Collegiate High School (Gr. 9 - 12)


Programming - Uniquely situated in Canada's prestigious Rocky Mountains, CRPS schools invite students to take full advantage of what its learning environments have to offer:


- ◆ Flexible Learning Programs
 - Distance Education
 - Outdoor Learning Centre
 - Experiential Courses
 - Inreach
 - Outreach
- ◆ French Immersion
- ◆ French Experience (K-3)
- ◆ Outdoor Education
- ◆ Nature-Based Immersion Program (K-6)
- ◆ International Student Program



Local Context - Less than an hour's drive west of Calgary, the Bow Valley is blessed with a varied landscape that includes a section along the glacier-fed Bow River at the confluence of the Kananaskis River, grasslands, boreal forest and a bit of the front range of the Canadian Rockies.

 Canmore is the largest community with a population of 15,990 permanent residents, according to the 2021 Census of Population, a growth of 14.3 per cent from the previous census in 2016. Of this population, 2,085 residents are between the ages of five and 19 years of age. A tourist and vacation home centre, Canmore includes 28 per cent of private dwellings inhabited by non-residents. This adds to the high cost of living with an average house price of [\\$1,323,428](#), compared to Calgary's average price of \$600,000. Average rent for an apartment is \$1,770/month. The average income for full-time workers over the age of 15 years, is \$55,100. In its 2020 Municipal Development Plan, the Town of Canmore notes, "Current trends could result in a number of negative impacts, including a deficiency of employees required to keep businesses open or the need for employees to travel from outside the Bow Valley." Canmore boasts a highly educated population with 76 per cent of adults between the ages of 24 to 65 having a post-secondary certificate, degree, diploma or apprenticeship certificate.

 The Town of Banff was incorporated as a municipality in 1990 and, as such, is subject to both Municipal and National Park's legislation. Banff's population is 8,305 - a growth of 5.8 per cent since the 2016 census. Nine hundred and 10 residents are between the ages of five to 19. The total number of private dwellings is 3,287 and the average household size is 2.3 persons. The 2021 Census indicates that 61 per cent of the population is employed in the tourism industry.

 The Municipal District of Bighorn, with a total population of 1598 permanent residents, encompasses the hamlets of Harvie Heights, Dead Man's Flats, Exshaw, and Lac des Arcs. Within its borders, 285 residents are between the ages of five to 19. Exshaw is the largest community with 449 residents and a K-8 school that serves the surrounding area. ■



Stakeholder Engagement

CRPS' education plans and annual education results reports are built upon Alberta's Assurance Framework and informed by the province's professional quality standards. These frameworks serve to enhance public trust and confidence by successfully supporting student and staff growth and achievement across five domains:

- ◆ Student growth and achievement
- ◆ Teaching and leading
- ◆ Learning Supports
- ◆ Governance
- ◆ Local and Societal Context

Through CRPS' initial Four-Year Plan engagement sessions, held in 2020/21, the themes of health and wellness, engaged learning, and student supports were common across all stakeholder groups. To determine if these findings were still relevant, a number of engagements were carried out throughout the 2022-23 school year. Activities included:

Students: Students participated in student voice discussions with the board, and system and school leaders. They also completed CRPS' Our School survey to inform student success and well-being.

Teachers: Teachers were engaged in planning discussions, meetings, formal and informal conversations, and surveys aimed at identifying their satisfaction levels, professional learning needs, and pedagogical practices.

Parents & School Councils: CRPS families connected with each school's leadership team at school council meetings to provide feedback on school priorities, planning, and challenges. Through the Council of Councils, parents also provided feedback into CRPS school operations, and its Education Plan and Annual Education Results Report.

Community Partners: CRPS continued to engage its partners in discussions on student needs, often resulting in enhanced innovative programming initiatives.



Ongoing Communication: Over the course of the year, CRPS kept its stakeholders abreast of significant milestones, making use of its School Messenger platform to directly communicate with parents, and through websites to keep all stakeholders informed.

In addition to gathering the voice of stakeholders to inform local priorities, the education plan was also informed by a historical analysis of local and provincial results. According to provincial measures, CRPS continues to do very well, overall, with strong performance evident for safe and caring schools, high school dropout rates, diploma results, Rutherford Scholarship Eligibility, work preparation, and citizenship. Areas for growth related to the achievement levels of Indigenous and English Language Learners.

Through CRPS' local measures, the Learning Bar's Grade 4 to 12 student survey "Our School" revealed that students believe classroom learning time is effective, that positive learning climates with clear expectations exist, and that they are interested and motivated in their learning. Mental health was identified as a priority, particularly for students in Grades 7-12.

Finally, a review of the Alberta Education Business Plan and the Ministerial Order on Student Learning #028/2020 was completed to ensure that school division priorities were coherent with provincial directions. ■





Priority One: Health and Wellness

Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

Strategies

- ◆ Engage stakeholders in the development of a four-year mental health strategic plan that supports mental well-being for students and staff and that is coherent with AP271 Healthy School Communities.
- ◆ Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- ◆ Partnerships and collaboration with consultants such as Lisa Belange and Mark Stickle will focus on building staff and student capacity for engaging in healthy, respectful relationships and interactions with others .
- ◆ Provide student mental health support within a continuum of supports model that addresses students' sense of belonging, anxiety, depression, and self-esteem.
- ◆ Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging, and are treated with dignity and respect.
- ◆ Maintain and improve facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

Performance Measures

(CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.

(CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.

(CRPS) Percentage of students who experience anxiety and/or depression.

(CRPS) Percentage of students who feel that their learning environment is inclusive.

(ABEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

(ABEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

(ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school. ■

Red = Whole Learning Approach / Blue = Whole World Perspective





Priority Two: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

Strategies

- ◆ Increase opportunities for students at all age levels to engage in applied and experiential learning that matters to them, where they can apply knowledge, understanding and skills in real-world situations.
- ◆ Continue to expand learning opportunities through the use of technology for students.
- ◆ Provide staff with opportunities to enhance their practice within a culture of collaboration.
- ◆ Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

Performance Measures

- (CRPS) Number of applied and/or experiential learning programs offered by CRPS.
- (CRPS) Percentage of students who find their learning interesting and relevant.
- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real-world, experiential learning.
- (CRPS) Percentage of students who state that student voice counts in their school.
- (CRPS) Number of flexible learning programs offered by CRPS.
- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.
- (ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (ABEd) Citizenship: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.
- (ABEd) High school completion results.
- (ABEd) Provincial Achievement Test results.
- (ABEd) Diploma examination results. ■

Orange = Whole Teacher Approach
Blue = Whole World Perspective





Priority Three: Student Supports

Outcome 1: Individual Growth and Success Fostered in Every Student

Strategies

- ◆ Target First Nations, Métis, and Inuit student growth and success from K-12, using multiple methods, to close the achievement gap.
- ◆ Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009).
- ◆ Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- ◆ Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- ◆ Support a continued focus on student and staff acquisition and application of foundational knowledge of First Nations, Métis, and Inuit experiences to advance reconciliation.
- ◆ Create staffing allocations that are coherent with the outcomes of the four-year education plan.
- ◆ Engage students and their families, staff and community members in the ongoing implementation of the shared vision for student success as outlined in the four-year education plan.
- ◆ Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and weather economic conditions.

Performance Measures

(CRPS) Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.

(CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.



- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.
- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis, and Inuit people in school.
- (ABEd) High school completion results for students/First Nations, Métis, and Inuit students.
- (ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.
- (ABEd) Diploma exam results for students/First Nations, Métis, and Inuit students.
- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (ABEd) Access to Support and Services: Percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Outcome 2: Students are Literate and Numerate

Strategies

- ◆ Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- ◆ Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- ◆ Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model.



Performance Measures

(CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.

(CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.

(CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

(CRPS) Percentage of students who enter their grade with foundational literacy skills.

(CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2).

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

(ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education. ■

Blue = Whole World Perspective / Orange = Whole Teacher Approach
Red = Whole Learning Approach / Green = Whole Community Approach



2023/24 Implementation

Based on what CRPS learned from its 2021/22 Annual Education Results Report, priority tactics for its 2021 - 2025 Four Year Education Plan - Year 3 are:

Priority 1

- ◆ Expand Collaborative Problem Solving across the Division.
- ◆ Create inclusive learning environments by supporting teachers in meeting student needs.
- ◆ Support all students by ensuring they have an advocate at school.
- ◆ Counselors will engage students to identify needs and set priorities.
- ◆ CRPS will maintain its strong focus on health and wellness.
- ◆ CRPS will continue to focus on ensuring learning environments are welcoming, caring, respectful and safe.

Priority 2

- ◆ Continue to focus on real world problems and hands-on activities/learning.
- ◆ Use effective communication techniques to make learning visible.
- ◆ Focus on student achievement across all subject areas and in particular in language arts and math.

Priority 3

- ◆ Implement the new ESA with the Stoney Education Authority.
- ◆ Focus on supporting the learning needs of First Nation, Métis, and Inuit students.
- ◆ Continue to promote and support involvement of parents in decision making for their children's education.
- ◆ Initiate an extensive consultation and engagement process to collect data to inform the development of CRPS' 2025-2029 Four Year Education Plan. ■



2023/24 Budget

CRPS is committed to providing the best education it can afford students. Annually, close to 70 per cent of its budget is directed to schools, providing school communities the autonomy to address the needs of their students. CRPS' 2023/24 Budget was built around five operating principles: consideration of the learning needs of all students; resource allocations are driven by CRPS' Four-Year Plan; funding allocations reflect the needs of each school; balanced expenditures with available revenues; and financial stewardship.

Revenues - \$35,926,069

		Variance	Actual %
Instruction	\$ 24,453,015	-	68%
Governance & Administration	\$ 2,242,612	-	6%
Maintenance	\$ 5,091,808	-	14%
Transportation	\$ 1,654,905	-	5%
External Services	\$ 2,483,729	-	7%

Expenditures - \$35,896,256

Instruction	\$ 24,531,064	(78,049)	68%
Governance & Administration	\$ 2,248,170	(5,558)	6%
Maintenance	\$ 5,183,565	(91,757)	14%
Transportation	\$ 1,509,576	145,329	4%
External Services	\$ 2,423,881	59,848	7%

Notes:

- ◆ CRPS' [2023/24 Budget](#) is available on the Division's website under "About Us / Plans & Reports."
- ◆ Questions can be forwarded to CRPS' Secretary Treasurer Mike Guindon at 403.609.6072. ■



2023/24 Capital & IMR Projects

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.

◆ LGMS Lands Development

Canmore Collegiate High School

- ◆ Theatre Upgrade
- ◆ Aquaponic Pond Installation
- ◆ Outdoor Classroom (Alpenglow)
- ◆ Outdoor Atrium
- ◆ Sage Modular Classroom Installation
- ◆ Kitchen Equipment Replacement
- ◆ Gym Washrooms
- ◆ Cosmetology Retrofit
- ◆ Mechanics Classroom Upgrade

Banff

- ◆ Culinary Studies Expansion
- ◆ Home Economic Room Upgrade

Central Board Office

- ◆ Solar Panels
- ◆ Maintenance Shop Renovations

◆ OLC 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.

- ◆ Exshaw Gym Floor Refinish
- ◆ ERS Library Upgrades
- ◆ ERS Roofing and Venting
- ◆ Exshaw Venting
- ◆ BES Boilers
- ◆ Exshaw Portable (New Furnace; Repairs due to flooding)
- ◆ ERS, Exshaw, LGMS, CCHS, BCHS (New security doors / lock system / wheelchair access)
- ◆ BCHS Sound System in Gym
- ◆ Mechanics Paint

Notes:

- ◆ CRPS' [Capital Plan](#) is available on the Division's website under "About Us / Plans & Reports."
- ◆ Questions can be forwarded to CRPS' Secretary Treasurer Mike Guindon at 403.609.6072. ■





| Our Commitment

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. Information contained in the 2023/24 Four Year Education Plan -Year 3 is accessible through CRPS' public website under "About Us / Reporting Information."

School Education Plans and Results Reports are built collaboratively with each school community and its parents and will be available at the school and on school websites in the Spring. ■

Learn More About CRPS:



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