



**THREE YEAR EDUCATION PLAN  
2006 - 2009**



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## **Message from the Board Chair: Mr. Kim Bater**

The Board of Trustees of Canadian Rockies Public Schools is proud to present the Three-Year Education Plan for 2006-2009. This document reflects the input provided by staff, parents, students, school councils, community members, education partners, and the Board of Trustees. It is our best look forward at what needs to happen in our district to achieve our goal of excellence in learning.

With the ongoing implementation of the Learning Commission Recommendations, and an emphasis on four pillars: Support and development of Professional Learning Communities (PLC): Excellence in Programming: Stakeholder Engagement: and Increasing Community Awareness of the attributes of public education, CRPS is confident that the objectives in this Three-Year Education Plan will enable us to improve student achievement throughout the jurisdiction.

### **Accountability Statement:**

The Education Plan for Canadian Rockies Public Schools for the three years commencing September 1, 2006, was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education *Policy 2.1.1 (Accountability in Education)* and the provincial government's accounting policies.

The priorities outlined in this Education Plan were developed in the context of the provincial government's business and fiscal plans. Results reported in this education plan were provided to the Board by Alberta Education and are all contained in this document as APPENDIX 1. The Board is committed to achieving the planned results laid out in this Plan.

Kim Bater  
Board Chair

Brian Callaghan  
Superintendent of Schools

### **Publication Notice:**

- The Three Year Education Plan, Three Capital Plan, AISI Plan and Budget are available on the District website at: [www.crps.ab.ca](http://www.crps.ab.ca)
- The Three Education Plan is sent to all School Councils and Principals
- Notices of availability will be included in local newspapers and all school newsletters in September 2006.
- Copies will be sent to municipal governments

### **Vision, Mission, Beliefs And Guiding Principles**

#### **Vision:**

To empower students to be their finest – Today and Tomorrow.

#### **Mission:**

Creating dynamic learning environments that ensure student success.

#### **Beliefs:**

We believe student learning thrives when:

- The needs of students are recognized and come first.
- Each student's knowledge, skills, attributes and interests are identified and developed.
- The learning environment is physically and emotionally safe and secure.
- Opportunities are provided for challenge, discovery, action and reflection.
- Each school and the district as a whole function as a Professional Learning Community – engaged together in ongoing learning.
- Parents are well informed and have meaningful opportunities to participate in their child's education.
- There are healthy connections between the schools and their communities.
- Relationships between the board, staff, students, and community model mutual respect and support.

#### **Guiding Principles:**

The Board of Trustees believes that the primary purpose of public education is improvement of instruction and thereby improving student learning and achievement. To be successful, the best uses of resources and cooperative efforts with staff, students and community are developed to provide appropriate and challenging learning experiences for students. To achieve these ends the Board is committed to fiscal responsibility with the needs of students as its highest priority.

### Profile Of The Canadian Rockies Regional Division

Canadian Rockies Public Schools encompasses the geographical areas of Banff and Canmore, the villages of Exshaw and Harvie Heights, the hamlets of Kananaskis, Lac Des Arcs, Deadman's Flats and Lake Louise, part of the M.D. of Bighorn and portions of IDs No. 5, 8 and 9. In addition, Canadian Rockies Public Schools provides services to 250 students from the Morley Reserve under the terms and conditions of a Master Tuition Agreement signed in 1971.

There are three electoral wards that correspond to the boundaries of three former school jurisdictions. The representation from the former Banff School District is three trustees, Mount Rundle School Division three, and the Exshaw School District one.

The present school enrolment is 2,237.5 students in ECS – 12. The total school population has declined by 14.87% since the 2000-2001 school year with enrolments decreasing each of the past four years mostly as a result of the establishment of Catholic and Francophone Catholic education.

<b>Schools</b>	<b>Students</b>		
	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<b><i>Elizabeth Rummel School</i></b> ECS, Gr. 1-4, French Immersion ECS, Gr. 1-4	426.5	420	456
<b><i>Banff Elementary School</i></b> ECS, Gr. 1-6	336.5	327	299
<b><i>Exshaw School</i></b> ECS, Gr.1-8	179.5	162.5	156.5
<b><i>Lawrence Grassi School</i></b> Gr. 5-8	489	464	413
<b><i>Banff Community High School</i></b> Gr. 7-12	269	284	298
<b><i>Canmore Collegiate High School</i></b> Gr. 9-12	608	590	615
<b>Totals</b>	<b>2308.5</b>	<b>2247.5</b>	<b>2237.5</b>

### Division Trends

We are pleased to announce the replacement of Lawrence Grassi Middle School. Though the project is likely to take two years from planning to completion, the new facility will offer a contemporary setting for 400 dual track middle school students, grades five to eight. CRPS expects to commence construction in the Fall of 2006. The new school will be open Fall 2007 on the same site.

Student literacy and numeracy are our highest priority. CRPS will maintain its specialized reading support programs at Banff Elementary School, Elizabeth Rummel School and Lawrence Grassi Middle School. Exshaw School will continue its Literacy initiative in 2006-2007 to address the needs of this school.

As part of our ongoing efforts to improve high school completion rates (from the current 77% to above 80%) CRPS will continue to operate a high school Outreach program. Located in downtown Canmore and with flexible hours, it is an alternative road for success for students who are struggle in the conventional high school setting.

In the 2006-2007 school year, technology programs will be enhanced with the addition of three video conferencing centres in the division that will be maintained to provide learning opportunities to students and staff.

The district will continue to expand its International Education Program from 17 to 25 students to mitigate the loss of student enrolment. Past enrolment figures in the program indicate between 12 and 20 students per year. Presence in the world marketplace as well as developing a network of agents is critical to the success of this initiative.

### Alberta Education Goals And Outcomes

#### Goal 1 High Quality Learning Opportunities for All

- 1.1 Schools provide a safe and caring environment for students.
- 1.2 The education system meets the needs of all K-12 students, society and the economy.
- 1.3 Children at risk have their needs addressed through effective programs and supports.
- 1.4 Students complete programs.

#### Goal 2 Excellence in Student Learner Outcomes

- 2.1 Learners demonstrate high standards.
- 2.2 Learners are well prepared for lifelong learning.
- 2.3 Learners are well prepared for employment.
- 2.4 Learners are well prepared for active citizenship.

#### Goal 3 Highly Responsive and Responsible Jurisdiction

- 3.1 The jurisdiction demonstrates effective working relationships with partners and stakeholders.
- 3.2 The jurisdiction demonstrates leadership and continuous improvement.

### Board Of Trustees Goals – 2006-2007 School Year

#### 1 Professional Learning Community Development – improving student learning through dynamic teaching / using research to build effective learning

Excellent PLC's are based on research, experimentation and then adaptation of practice to ensure on-going effectiveness. All aspects of the district – the board, senior administration, principals and coordinators, teachers, and support staff need to engage in on-going collaborative learning to ensure that our practice is current, dynamic, and effective for student learning. The board, senior administration, and principals have a clear responsibility to guide this process. Developing leadership throughout the organization will allow PLC's to flourish and become the way we do work at CRPS.

#### Key areas for development:

- Clarify goals and practices of PLC's
- Leadership development
- Focus on action research to apply to practice
- Differentiation

## **2. Excellence in Programming – Creating dynamic learning environments**

A high level of engagement in learning by students only happens through the skill and effort of teachers and support staff. Addressing the unique learning needs of each student with varied instruction allows for a differentiated approach to teaching and learning. The earlier we identify and intervene to assist students with their learning the more successful students will be. Measuring student success is complex. We will research and implement a broad measurement system (looking at the whole child) that identifies areas for improvement in program delivery. A key value of PATs and other measurement systems should be to adapt practice to improve student learning.

### **Key Areas for Development:**

#### **Literacy**

- Use PLCs to develop differentiated approaches to literacy instruction
- Cross school learning about best practices
- Establish a PLC on Inquiry Based Learning
- Research and redefine role of libraries and librarians as information hubs
- Expand literacy initiatives

#### **Numeracy**

PLCs used to develop differentiated approach to mathematics instruction

#### **Second Language Instruction**

- Clarify and pursue outcomes for French as a Second Language (FSL)
- Clarify and pursue outcomes for French Immersion (FI)
- FI and FSL – communication with school councils, CPF and parents

#### **Environmental Practices**

- Increasing action in environmental practices in schools and the district
- LGMS project LEEDS certification
- Reduce, reuse and recycle paper and other materials throughout the division

### **3. Stakeholder Engagement – increasing the connections and understanding between schools and their communities/educating the public about new initiatives and important educational issues/recognizing and addressing concerns**

All levels of CRPS – Board, senior administration and schools will create a culture of information – being responsive to the needs of staff, students, parents and the community to have accurate information that allows people to engage effectively around school life and educational choices and issues.

#### **Key Areas for Development:**

- Determining what information parents would like
- Determining the best ways to provide info to parents and other stakeholders
- Training and practices for developing a culture of information provision

### **4. Increase Public Awareness of Education and Student Learning**

Awareness of the importance and value of public education is an important function for the public board in the Bow Valley. Each CRPS school provides a unique approach and educational climate. We will clearly articulate the unique nature of each school to assist parents and students in making the important decision around which school is the best fit for their education. We will promote CRPS schools as schools of choice in the Bow Valley.

#### **Key Areas for Development:**

- Create a plan to increase public awareness
- Increase School transition information/awareness
- Review/revise school web sites
- Increase connections between schools and their communities

**Correlation Of Provincial And Board Goals, Strategies For Improvement, Monitoring And Achievement Of Goals**

**Goal 1: High Quality Learning Opportunities for All**

**Outcome 1.1: Schools are Safe and Caring**

Green numbers indicate and improvement.

<i>Performance Measures</i>	<i>Last Actual</i>	<i>Previous Year's Result</i>
1.1.1 Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	84.3%	80.9%
Strategies <ul style="list-style-type: none"> <li>• CRPS uses a program called Effective Behaviour Supports to teach students appropriate ways of dealing with peer-to-peer situations.</li> <li>• CRPS will provide instructional and counseling supports for all FNMI students in the division.</li> <li>• CRPS will continue its speaker series for parents and community.</li> <li>• CRPS has a multi-disciplinary crisis response team that, in the event of a critical incident, provides support and services to students, parents and community members, in an effective and expedient manner.</li> </ul>		

**Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy.**

<i>Performance Measures</i>	<i>Last Actual 2005-06</i>	<i>Previous Year's Result</i>
1.2.1 Teacher, parent, and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	77.2%	73.4%
1.2.2 Teacher, parent and student satisfaction with the overall quality of education in Alberta.	84.1%	79.7%
1.2.3 Teacher, parent and student satisfaction with access and timeliness of services for students in schools. Note: Wording was changed from last year.	75.3%	72.8%
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Support the continued development of Professional Learning Communities.</li> <li>• CRPS will: <ul style="list-style-type: none"> <li>○ Monitor the Daily Physical Activity program</li> <li>○ Clarify and pursue outcomes of the French as a Second Language program in all schools commencing at the grade 4 level.</li> <li>○ Clarify and pursue outcomes for the French Immersion Program.</li> <li>○ Continue with the German 10/20/30 programs at CCHS.</li> <li>○ Communicate with the Board, School Councils, parents and CPF on second language programs as appropriate.</li> <li>○ Provide academic and career support at the two high schools.</li> <li>○ Offer certificated support for students on home schooling.</li> </ul> </li> <li>• CRPS staff are actively involved in the ACYI (Alberta Children and Youth Initiative) to integrate services for children and youth with complex needs and their families involving social service and justice personnel.</li> </ul>		

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**Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.**

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<i>Performance Measures</i>	<i>Last Actual</i>	<i>3-yr Avg.</i>	<i>Evaluation</i>			<i>Improvement Targets 2008/09*</i>
			<i>Achievement</i>	<i>Improvement</i>	<i>Overall</i>	
1.3.1 Annual dropout rate of students aged 14 to 18.	4.9%	6.6%	Intermediate	Improved	Good	

Strategies

- CRPS will continue to offer summer school courses in English, Mathematics, Science and Social Studies for those students who need to preview or review in order to obtain missed credits or prepare for upcoming courses.
- Student Health Initiative Partnership involving local medical and counseling professionals as well as Occupational and Speech Therapists.
- High School Outreach program as an alternative environment in which to take courses towards school completion.
- CRPS will continue to partner with staff from Region 3 Children’s Services and AADAC personnel.
- CRPS will continue the partnership with AADAC and the Calgary Health Region to provide a Leadership course for high school students that includes mentoring younger students and providing positive role models for healthy living.
- Healthy Schools project with public health nurses on site at Exshaw School and Elizabeth Rummel School one day a week.
- CRPS will maintain the position of Aboriginal Student Counselor.
- CRPS will collaborate with the RCMP in offering the Drug Awareness Resistance Education (DARE) and Prevention of Alcohol Related Trauma to Youth (PARTY) programs.
- The Director of Special Education oversees designated Learning Support Teacher(s) and Teaching Assistants in all schools whose responsibility it is to assess the learning challenges of students. LSTs and TAs work with homeroom teachers to implement strategies and/or programs to assist these students meet their IPP objectives.
- The Director of Special Education will establish a mentoring program for new special education teachers to inform them of district policies and administrative procedures, share best practices and engage in problem solving. The Director will also in-service special education Teaching Assistants.

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**Outcome 1.4: Students complete programs**

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<i>Performance Measures</i>	<i>Last Actual</i>	<i>3-yr Avg.</i>	<i>Evaluation</i>			<i>Improvement Targets 2008/09*</i>
			<i>Achievement</i>	<i>Improvement</i>	<i>Overall</i>	
1.4.1 High school completion rate of students within three years of entering Grade 10.	73.0%	69.1%	Intermediate	Maintained	Acceptable	

1.4.2 High school completion rate of students within five years of entering grade 10	83.2%	70.8%	Very High	Improved Significantly	Excellent	
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**Strategies**

- **Continue to offer an OUTREACH high school program with an emphasis on flexible operational hours and a downtown location.**
- **Continue to offer academic support programs to students in need.**
- **Continue to offer Work Experience and Registered Apprenticeship Program placements.**
- **Continue to offer preview and review courses via summer school.**
- **Continue to maintain a Career Practitioner and Counsellor position at both high schools.**
- **Continue to round out student experiences with extra curricular activities.**

## Goal 2: Excellence in Learner Outcomes

**Board Goal 1:** Professional Learning Communities “improving student learning through dynamic teaching / using research to build effective learning.”

**Board Goal 2:** “Excellence in Programming-Creating dynamic learning environments.”

### Outcome 2.1: Students demonstrate high standards.

Performance Measures	Last Actual	Previous 3-yr Avg.	Evaluation			Improvement Targets 2008/09
			Achievement	Improvement	Overall	
2.1.1 Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on PATs	77.6%	75.4%	Intermediate	Improved Significantly	Good	80%
2.1.2 Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on PAT	18.5%	16.3%	Intermediate	Improved Significantly	Good	20%
2.1.3 Percentage of students who achieved the acceptable standard on diploma exams	92.3%	88.8%	Very High	Improved	Excellent	95%
2.1.4 Percentage of students who achieved the standard of excellence on diploma exams	25.5%	22.3%	Very High	Maintained	Excellent	30%
2.1.5 Diploma examination participation rate.	51.7%	57.1%	N/A	N/A	N/A	
2.1.6 Percentage of Grade 12 students meeting Rutherford Scholarship criteria.	41.4%	31.7%	High	Improved Significantly	Good	46%

#### Strategies

- Under the direction of the Coordinator of Instruction and Professional Development the Board supports the ongoing development and support for Professional Learning Communities (PLC), which are fundamental to creating dynamic teaching and learning environments. In 2006-2007 the district will clarify goals and practices of PLC's.

#### Strategies

- AISI Funding will enable the jurisdiction to focus on transitions and the further development of Professional Learning Communities in all schools
- In 2004-2005 the topic of handwriting in the early grades was reviewed by a PLC group. Their findings have led to the District implementation of Handwriting Without Tears in 2005-2006 and continued monitoring in 2006-2007.

- **Professional Learning Communities** will focus on action research and data analysis to improve professional practice and student achievement. Of particular importance are the areas of Literacy, Numeracy, Student Retention and Completion, Inquiry Based Learning, the role of the library/librarian and cross school sharing of best practices. In 2006-2007 the district will seek to expand literacy and library initiatives and cross school PLC opportunities. These priority areas must be reflected in strategies in each school's Three Year Education Plan where appropriate.
- **Program Coordinators** will examine the results of provincial achievement tests and diploma exams in all subject areas to explore ways to maintain and/or improve student results and plan for goal directed Professional Development.
- Under the direction of the **Coordinator of Instructional Program Supports, AISI, Lead Teachers** have been identified at each school to provide mentorship and coaching to teachers to further differentiate instructional practices so as to meet the needs of all students and to maximize the use of educational technology.
- **Exshaw School** has identified student achievement and in particular as a focal point of their professional development and classroom instruction in 2006-2007.
- **Therapists** from the local Health region will work in Kindergarten programs to assist teachers to provide learning activities to develop the prerequisite language and motor skills for early literacy and numeracy learning.
- The **Superintendent** will meet monthly with district principals and department heads to discuss Education Plan objectives and administrative matters, focusing on measurable targets and continuing improvement.

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**Outcome 2.2: Students are well prepared for lifelong learning**

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<i>Performance Measures</i>	<i>Last Actual</i>	<i>Previous 3-yr Avg.</i>	<i>Evaluation</i>			<i>Improve ment Targets 2008/09*</i>
			<i>Achievement</i>	<i>Improvement</i>	<i>Overall</i>	
2.2.1 High school to post-secondary transition rate within four years of entering Grade 10.	17.6%	16.2%	Very Low	Maintained	Issue	22%

Strategies

- **Through OUTREACH and Continuing Education, CRPS** will continue to offer courses and programs that lead to academic success and personal fulfillment.
- **CRPS** will maintain support for personal, academic and career counseling at the high school level.
- **CRPS** will continue to offer career and academic fairs and maintain its membership in the Calgary Education Partnership.
- **CRPS** will continue to develop and support locally developed courses and initiatives that focus on

areas of student interest (Naturalist and Artists in the Schools Program, Forensics, Outdoor Education).

- CRPS models lifelong learning through the Healthy Schools lecture series.
- CRPS staff models life long learning through their participation in Professional Learning Communities, the Professional Growth Plans and Professional Development activities.
- CRPS will continue to work with parents to provide information seminars related to financial planning for post-secondary education.
- The focus of the AISI Project at the high school level is transitioning students successfully as they enter high school and as they prepare to leave.

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**Outcome 2.3 : Students are well prepared for employment.**

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<i>Performance Measures</i>	<i>Last Actual</i>	<i>Previous Year's Result</i>
2.3.1 Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	68.9%	67.8
Strategies <ul style="list-style-type: none"> <li>• <b>CRPS will:</b> <ul style="list-style-type: none"> <li>○ Continue to offer Registered Apprentice Programs.</li> <li>○ Continue its partnership with Canmore Rotary in offering a career pathways workshop to grade 9 students, input into Career and Life Management and offer school based programs which relate to the business community.</li> <li>○ Will offer programs to meet the needs of Integrated Knowledge and Employability students.</li> <li>○ Offer Work Experience placements to high school students.</li> <li>○ Continue to support teaching and learning through the optimal use of technology.</li> </ul> </li> </ul>		

**Outcome 2.4 : Students model the characteristics of active citizenship.**

<b><i>Performance Measures</i></b>	<b><i>Last Actual</i></b>	<b><i>Previous Year's Result</i></b>
2.4.1 Teacher, parent and student agreement that students model the characteristics of active citizenship.	74.2%	70.5%
<p>Strategies</p> <ul style="list-style-type: none"> <li>• <b>All schools are required to establish opportunities for students to demonstrate citizenship in their respective communities. Examples include volunteerism and community service.</b> <ul style="list-style-type: none"> <li>• <b>High school students are required to offer 25 hours of community service.</b></li> <li>• <b>Leadership Courses will be offered in both high schools.</b></li> <li>• <b>Encourage elementary schools to seek opportunities for student volunteerism and community service.</b></li> </ul> </li> </ul>		

\* Three-year improvement targets required for measures with an overall evaluation in May 2006 of "Issue" or "Concern."

## Goal 3: Highly Responsive and Responsible Jurisdiction

**Board Goal 3: Stakeholder Engagement** – increasing the connections and understanding between schools and their communities/educating public about new initiatives and important educational issues/recognizing and addressing concerns.

## Board Goal 4: Public Awareness of Education & Student Learning .

**Outcome 3.1: The jurisdiction demonstrates effective working relationships with partners and stakeholders.**

<i>Performance Measures</i>	<i>Last Actual</i>	<i>Previous Year's Result</i>
3.1 Teacher and parent satisfaction with parental involvement in decisions about their child's education.	74.5%	70.2%
<p>Strategies</p> <ul style="list-style-type: none"> <li>▪ <b>CRPS makes a concerted effort :</b> <ul style="list-style-type: none"> <li>○ To maintain and enhance its collaborative relationships with Alberta Education and Infrastructure.</li> <li>○ To maintain and enhance its collaborative relationships with local health and social service agencies.</li> <li>○ To encourage trustees and staff to participate on provincial committees.</li> </ul> </li> <li>▪ <b>Board makes a determined effort to work and communicate collaboratively with School Councils.</b></li> <li>▪ The Board meets with municipal elected officials as needed.</li> <li>▪ <b>The District offers a speaker series to the community on topics related to child rearing, curriculum and socio-emotional support.</b></li> <li>▪ <b>The District supports Education Week open house activities.</b></li> <li>▪ <b>The Superintendent maintains close ties to community leaders to seek outside opinion as well and develop partnerships to increase educational opportunities for students and staff.</b></li> <li>▪ <b>Review/Revise school websites</b></li> <li>▪ <b>Training and practice for developing a culture of transparency and accessibility.</b></li> <li>▪ <b>Create a plan to increase public awareness and engage the community.</b></li> <li>▪ <b>Increase school transition information/awareness</b></li> <li>▪ <b>Increase connections between schools and their communities</b></li> <li>▪ <b>Determine the best ways to provide information to parents and other stakeholders</b></li> <li>▪ <b>Determine what information parents would like.</b></li> </ul>		

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**Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.**

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<b><i>Performance Measures</i></b>	<b><i>Last Actual</i></b>	<b><i>Previous Year's Result</i></b>
3.2.1 Percentage of teachers and parents who indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	72.8%	67.5
3.2.2 Percentages of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on jurisdiction priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth. (This measure is not part of the Accountability Pillar)	57.6%	64.6%
<p><b>Strategies</b></p> <p>CRPS will continue to:</p> <ul style="list-style-type: none"> <li>• Work closely with school councils with a focus on student improvement.</li> <li>• Allocate resources to schools and student on a first priority basis.</li> <li>• Seek research opportunities with external sources such as universities and other branches of government.</li> <li>• Plan for succession and build expertise and skills from within its community.</li> <li>• Work to increase student program options and increase enrolment.</li> <li>• Work to develop Professional Learning Communities to their fullest potential.</li> <li>• Find opportunities to enhance student learning through innovations in technology.</li> <li>• Offer professional development opportunities to staff that leads to excellence in instructional pedagogy or area of specialization.</li> </ul>		

- All the survey measures in the plan are provided to the district by Alberta Education. Baseline data for the survey measures in the Accountability Pillar were obtained from census surveys conducted in March 2005/06 of students, parents and teachers (grades 4, 7 and 10). In future years, these results will be included in jurisdiction plans, reported in the Annual Education Results Reports and used to set targets.

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## Departmental Highlights

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### Educational Technology 2006-2007

Technology is employed in the Canadian Rockies Public Schools to enhance teaching practice, engage students as active learners and to promote effective school governance and communication within our schools and communities.

#### 1. Technology supports Professional Learning Communities

Technology has a clear role to play in the support of PLCs within the CRPS. Facilitating collaboration through Video Conferencing, sharing digital content online and encouraging staff to try new approaches are the key outcomes.

##### Outcome

*To ensure school Mentors/Teacher Leaders collaborate between schools*

*Provide opportunities for teachers to exchange ideas related to using and integrating ICT in the classroom*

*Teachers/students are collaborating using Video Conferencing*

*PLCs are promoted and celebrated using technology*

##### Strategies

- Video Conference hosted meetings
- Sharing resource materials between schools using Division Intranet resources
- Mentorship release time provided for in-service/integration
- PLC sharing of project ideas
- Provide examples and 'coaching' opportunities for enhancing and improving instruction.
- Create opportunities for networking electronically(distribution lists, public folders, intranets)
- Each school has access to video conferencing equipment that is accessible and supported
- List PLC groups on intranet
- Create shared web-space for PLC activities

## 2. Technology promotes excellence in Programming

Through: Professional Development activities, obtaining current resources and facilitating PLC collaboration that encourages technology infusion. Technology will assist in creating dynamic and unique learning environments for the students of CRPS.

### Outcome

*Students are using technology actively in the learning process*

*To ensure students are capable of critically accessing, processing, and presenting information.*

*Students are provided external expertise and collaboration through videoconferencing*

*Equitable and appropriate student access to information and communication technology provided within the Division for students with special needs.*

*Staff are knowledgeable about ICT outcomes*

### Strategies

- The CRPS will maintain an above provincial average of a 3.5:1 pupil to computer ratio.
- The Technology department will adequately support available resources.
- ICT Scope and Sequence curriculum is the minimum expectation of students.
- ICT outcomes are tracked on a continuum.
- Teachers fully utilize resources available.
- Instruction on critical evaluation of sources.
- Instruction on choosing the correct technology.
- VC Regional Lead Teacher appointed from our division will network with others around the province seeking partnership opportunities.
- Provide opportunities for Video Conference demonstrations/ collaboration.
- Access Virtual Field Trips to various organizations.
- Review existing programs for IPP development, especially in the areas of program and staff support/development.
- Develop and maintain Assistive Technology for Learning (ATL) database.
- Investigate replacement of HOMES IPP program.
- Assistive Technologies for Learning Audit at each school.
- Focus technology PD on curricular outcomes.
- Ensure easy teacher access to ICT documents interdisciplinary meetings
- Mentorship activities promote ICT infusion over just tech skills.
- ICT Illustrated Examples are made available to all staff.
- Establish a student checklist of ICT KSAs.

*Staff are knowledgeable of available resources*

- PD activities focus on infusion
- Mentorship/PLC meetings include technology component.
- Inclusion of ICT outcomes in course outlines.
- Establish database of resources.
- Create newsletter of activities.
- Develop project bank ideas.
- Provide support for grants/initiatives seeking outside funding.

*Teaching approaches to numeracy and literacy are enhanced using technology*

- SmartBoards are used for visual enhancement and engagement.
- Literacy software, such as the Reading Academy, will be supported.
- Online math resources from LearnAlberta will be shared with staff.
- The provincial Computer Adaptive Assessment tool piloted to analyze student performance in all subject area.

### **3. Technology engaging Stakeholders**

Technology can be used as a medium to facilitate information sharing and dialogue within our schools, our community and with the world at large.

#### **Outcome**

*School division websites are updated on an as needed basis.*

#### **Strategies**

- Provide adequate time/resources for staff/webmaster.
- Develop a staff succession plan for continuity of technical knowledge/skills
- Employ web monitoring logs.

*To communicate the Education Technology plan to all educational partners*

- Post tech plan to website
- Present plan to board and admin
- Present overview to staff at staff meetings
- Present plan to students
- Encourage use of school intranets.

*To develop a unified student record system so key information is accessible to staff, parents, and administrators.*

- Begin centralization of student record system
- Investigate opportunities for online access to student reporting for staff, students, parents
- Investigate division wide report card/IPP options allowing home access.

*Administration and office staffs are connected to the learning process.*

- Student records database is maintained and updated
- Admin staff receive PD specific to their needs
- Collaboration and workflow processes are reviewed for efficiencies

*To disseminate current research regarding the impact of technology on teaching and learning to all educational partners.*

- Division Technology Committee will meet on a regular basis
- ELT and Board will be informed of local and provincial initiatives

#### **4. Technology will increase Public Awareness and Student Learning.**

##### **Outcome**

*School division websites are updated on an as needed basis.*

##### **Strategies**

- Provide adequate time/resources for staff/webmaster.
- Develop a staff succession plan for continuity of technical knowledge/skills
- Employ web monitoring logs.
- Web Awareness Workshops will be offered to all school councils and are open to public
- AISI showcase will include video/website components for public celebration

*Public Workshops involving Technology*

*Sharing Teacher Best-Practices*

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## **TRANSPORTATION 2006-2007**

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CRPS Transportation foci are safety and efficiency. We strive to provide each student with a safe and happy ride.

**CRPS Transportation is a Professional Learning Community.** Our goal is to provide staff with the knowledge, skills and ongoing support they need to provide excellent service to our students, parents, teachers and clients and to assist staff grow in the professional performance of their duties.

### **Strategies:**

- Workshops and training are provided on a monthly basis.
- We are anticipating the release of the DRIVE SMART program for School Bus Drivers by the Federal government. This is a program that helps teach drivers how to driver their buses in the most economical and safe fashion.
- We will continue our established safety programs; First Ride for kindergarten children and their parents, school bus yard tours and evacuations, for all elementary students.
- Mentoring is encouraged between senior and junior staff members.
- Leadership opportunities exist for drivers wanting to present our school bus safety programs to elementary classes, become driver trainers and back up office support.
- We continually find new ways to make CRPS Transportation an interesting, enjoyable and rewarding place to work.

**CRPS Transportation is committed to excellence in programming.**

### **Strategies**

- Drivers are expected to achieve and maintain the highest industry standard levels.
- We maintain our bus fleet to the highest industry standards. We are leaders in our anti idling program which tracks accurate fuel consumption. Our figures are often requested from other school districts and bus manufacturers. We have reduced the amount of fuel that we burn and will continue this program in 2006-2007
- We are committed to finding “green” solutions for our needs.

- We have found a supplier for biodiesel, but the heated holding tanks required are very expensive. We will be researching biodiesel and other alternate fuels this further this year.
- We are pleased with the performance of our new engines and air brake units. Two more buses were purchased for 2006-2007 and will arrive mid-September. We will continue to research new products that will provide the best economy.
- Alberta Education has given us additional fuel support for this year. The Transportation department will continue to search for ways to reduce emissions and save money.

### **CRPS Transportation engages Stakeholders Strategies**

- We will continue to bus students from all three school boards operating within the Bow Valley.
- Information was provided to parents in the bus pass mail out in August. Safety articles will be published through school newsletters.
- Up to date route changes and weather delays can be found on the local radio station and our office recordings.
- Administration is always on call for emergencies. The numbers for after hours are listed on our main phone line recording.
- Feedback from parents is sought on a monthly basis with our random calls home to survey how people are enjoying the bus service we provide.
- Follow up calls to clients will be maintained to ensure a high level of satisfaction is achieved.
- We will continue to engage our Morley neighbors in the friendly and fun learning experience of the school bus rodeo.
- Our partnership with Foothills School Division which owns/operates their own maintenance facilities will provide opportunities for both Divisions to learn from the other's operation.
- CRPS Transportation will focus on providing more information on our web site.

## **CRPS Transportation will increase Public Awareness and Student Learning. Strategies**

- A week of Public Safety announcements regarding back to school will run the first week of September.
- School Bus Safety week in October provides another opportunity to publish safety reminders and engage students, parents and teachers in our elementary school bus safety program.
- We will help encourage participation in a new multi media contest for high school students to produce school bus safety videos or radio ads.
- We will work closely with Elizabeth Rummel School and other stakeholders to improve traffic safety in their area. A working committee was set up at the end of last year.
- The Banff Elementary Traffic Safety Committee has been operational for 1 year and improvements have been made and an on going strategy for education toward traffic circulation improvement is in place.

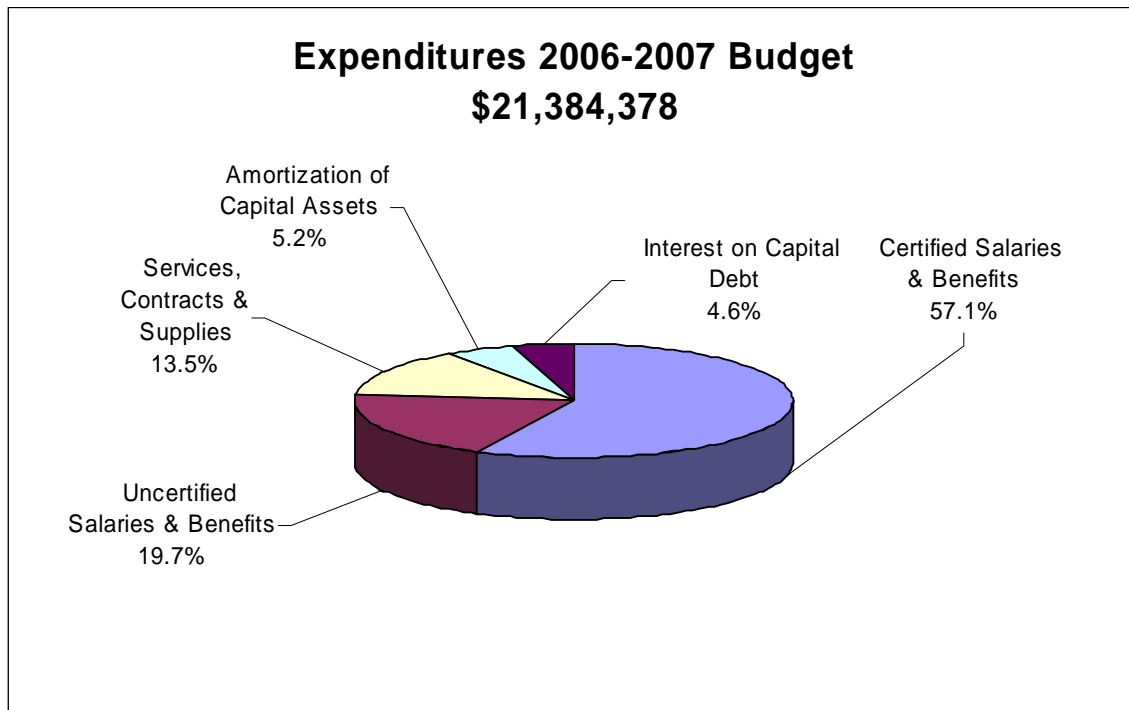
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## BUDGET HIGHLIGHTS 2006-2007

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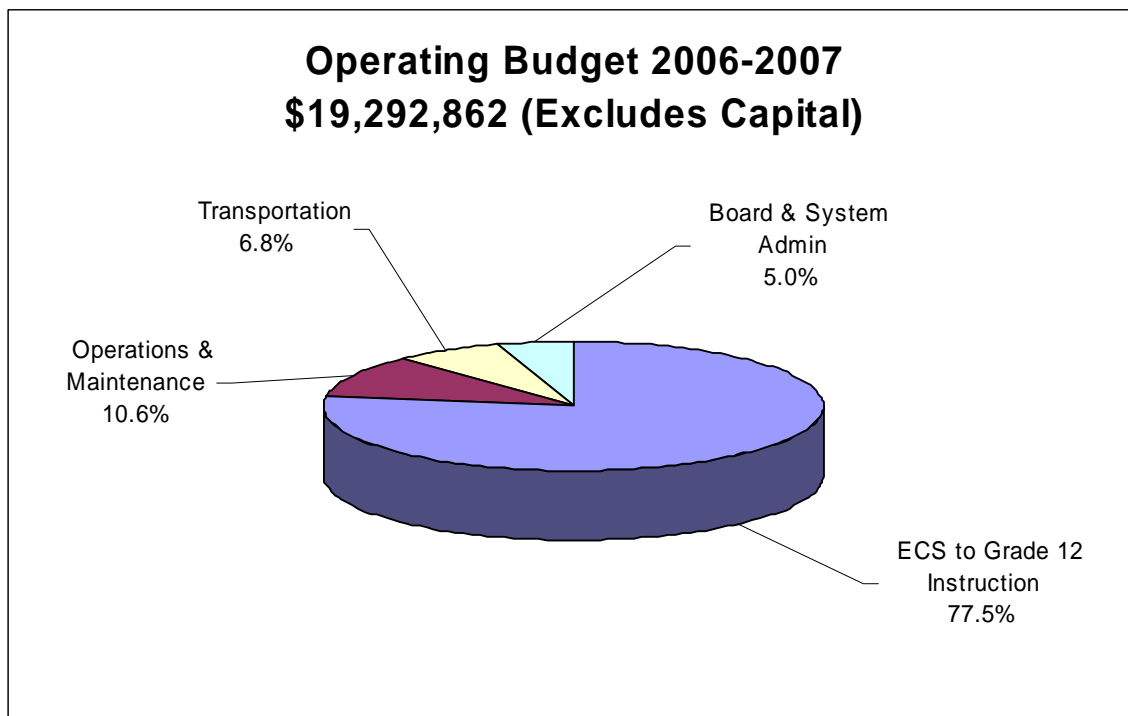
The approved budget for 2006-2007 amounts to \$21,384,378. This total represents an operating budget of \$19,292,862 and capital and debt service expenditures of \$2,091,516.

Approximately 77.5% of the operational budget relates to school instruction services and supports. The remaining 22.5% of the operating budget includes maintenance and custodial costs at 10.7%, transportation at 6.8% and board and system administration at 5%.



<b>REVENUES</b>		
AB Learning General Funding	\$	13,954,735
Maint. & Transportation		3,257,060
Capital Funding		1,984,877
Federal Government		1,804,000
Instruction & Tuition Fees		265,817
Other Revenues		118,000
	\$	21,384,489

<b>EXPENDITURES</b>		<b>Per Student Cost</b>
Certified Salaries & Benefits	\$ 12,208,298	\$ 5,431
Uncertified Salaries & Benefits	4,202,277	1,782
Services, Contracts & Supplies	2,882,287	1,222
Amortization of Capital Assets	1,118,082	474
Interest on Capital Debt	973,434	413
	\$ 21,384,378	



**OPERATING BUDGET 2006-2007**

ECS to Grade 12 Instruction	\$ 14,957,177
Operations & Maintenance	2,054,095
Transportation	1,307,685
Board & System Admin	973,905
	\$ 19,292,862

Detailed information regarding the district budget plan can be obtained from the schools or board offices in Canmore and Banff. For additional information please contact the Secretary-Treasurer at 762-7242 or view the district's website at [www.crps.ab.ca](http://www.crps.ab.ca).

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	84.3	80.9	n/a	84.5	83.1	n/a	n/a	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	77.2	73.3	n/a	78.1	76.7	n/a	n/a	n/a	n/a
			Education Quality	84.1	79.7	n/a	87.7	86.1	n/a	n/a	n/a	n/a
			Drop Out Rate	4.9	5.5	6.6	4.9	5.3	5.7	Intermediate	Improved	Good
			High School Completion Rate (3 yr)	68.8	73.0	69.8	70.4	69.3	67.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	77.6	75.4	58.3	77.0	77.5	77.5	Intermediate	Improved Significantly	Good
			PAT: Excellence	18.5	16.3	10.6	19.4	19.5	19.1	Intermediate	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	92.3	93.4	88.8	85.7	85.8	85.0	Very High	Improved	Excellent
			Diploma: Excellence	25.5	28.3	22.3	23.0	22.2	21.1	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	51.7	54.2	57.1	53.5	52.4	51.3	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate	41.4	36.2	31.7	35.3	33.8	32.5	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (4 yr)	17.6	18.2	16.2	37.0	34.0	32.9	Very Low	Maintained	Issue
			Work Preparation	68.6	67.8	n/a	77.1	74.9	n/a	n/a	n/a	n/a
			Citizenship	74.2	70.5	n/a	76.8	75.3	n/a	n/a	n/a	n/a
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	74.5	70.2	n/a	77.8	76.1	n/a	n/a	n/a	n/a
	Continuous Improvement	n/a	School Improvement	72.8	67.5	n/a	76.9	73.9	n/a	n/a	n/a	n/a

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	67.2	60.8	n/a	68.5	67.2	n/a
		Inservice Jurisdiction Needs	57.6	64.6	n/a	78.3	76.5	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6,9), Francais (Grades 6,9).
- 2) Student Learning Achievement: Diploma Values reported are averages of DIP Acceptable and DIP Excellence results, weighted by the number of students enrolled in each course.
- 3) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 6) As the Diploma Exam Participation Rate information is new, it is presented in this report, but is not evaluated, pending discussion with jurisdiction representatives at Zone meetings. It is expected that this measure will be evaluated in subsequent Accountability Pillar reports.

**Canadian Rockies Regional Division #12**  
**Year 2006,**  
**Three-Year Capital**  
**&**  
**Ten-Year Facilities Plan.**

**May 20, 2006.**

**Prepared by**  
**Leslie Punshon.**  
**Facilities Manager.**

**Priority Summary Sheet.**

## Requests for funding 2006.

### 2006 Priority #1

#### **Lawrence Grassi School Project.**

Student Health Initiative Program (SHIP) funding. To address an urgent requirement for funding to support the construction schedule for this project

**\$215,181**

### 2006 Priority #2.

#### **Banff Elementary School.**

Preservation project to address Audit deficiencies of 1999 (Audit score 507).

**\$3,306,600.**

### 2006 Priority #3

#### **Exshaw School.**

Water Treatment Plant

**\$500,000.**

Notes.

The department of Alberta Environment has advised to Board that to operate the Exshaw School water well the School Division requires a Water Act Diversion License. The well in question was drilled in 1974 by a company not now in business and to no particular standard. The information available to us is insufficient to gain such a license. Furthermore, we are advised that at the very least, the water we supply to the school should have a chlorination system. Whereas approval for a chlorination and UV system (File #16970) has been given by AI&T it is unlikely that this system alone will satisfy Alberta Environment. Priority 2 therefore is to cover off any approvals that have to be met to satisfy Alberta Environment. In 2006 to satisfy Alberta Environment a new water well was drilled and an engineering study is underway to determine the quality of water from the well (AIT project Approval File #17265). If the well is shown to produce water that has ground water infiltration possibilities (GFI) the school division will have to construct a water treatment plant to treat the water.

### 2006 Priority #4

#### **New Construction of a School Board Administration Office.**

To construct a central administrative office for the school board.

**\$1,700,000.**

### 2006 Priority #5.

#### **Canmore Collegiate High School.**

To address area capacity and utilization changes as proposed by Alberta Infrastructure per Area Capacity Utilization Report, March 26, 2003.

**\$928,952.**

## Summary Sheet of approved Funding.

**Capital Funds available from existing grants that are already allocated.  
(Funding Approvals for Current Fiscal Year and Previous Years)**

**IMR.**

Previous year carry over of IMR grants 2005/2006, plus IMR grant for 2006, see **IMP Block Funding Allocation Support 2006.**

**One-Time Modernization Block Fund 2001/2002.**

Minute # 15425-R, October 4, 2000.

**Projects complete report submitted**

**One-Time Modernization Block Fund 2001/2002.**

Minute # 15743-R, June 2001.

These funds were used to complete the Banff High School Preservation (modernization) project.

**Project complete report submitted.**

**Canmore Consolidation Study Update 2001/2002.**

File #16168. March 28, 2002.

**Project complete report submitted**

Canadian Rockies School Division and Christ the Redeemer School Board Shared Space Project at Lawrence Grassi School and Our Lady of the Snow School Canmore.

File # 16167, March 28, 2002.

**Project complete report submitted.**

Banff Community High School Preservation (modernization) Right Sizing Project.

File # 16337, March 28, 2002.

**Project complete report submitted.**

Exshaw School ECS Relocatable.

Minute # 15172-R, March 13, 2000.

**Project complete report submitted.**

Exshaw School Preservation (modernization), Right Sizing Project 2000/2001.

Minute # 15715-R, May 2001.

**Project complete report submitted.**

Canmore Collegiate Modernization and Addition Project 1997/1998.

Minute #14286-R March 17, 1998

#14145-R October 02, 1997

#13751-R January 15, 1997

#13752-R January 15, 1997.

**Project complete report submitted.**

**Lawrence Grassi School 2002 relocatables addition.**

File # 16286, July 8, 2002.

**Project complete report submitted.**

**Exshaw School Water Well Exshaw 2004/2005**

File # 16286, March 29, 2005. (Chlorination and UV equipment)

**Project in testing phase.**

**Exshaw School Water Well Project 2006-2006.**

File # F17265. Drill of new well and water testing engineering study.

**Project in testing phase.**

**Lease Administration CRPS-CRSD 2003-2004.**

File # 16847a, October 29, 2004

**Project complete report submitted.**

**Lease Administration CRPS-GSSCFER 2003-2004.**

File # 16847b, October 29, 2004.

**Project complete report submitted.**

**Request for additional funding for Our Lady of the Snow Expansion into Lawrence Grassi School Spaces 2004.**

File # 17311, February 28, 2006

**Project complete report submitted.**

**Lawrence Grassi School Right-Size and Modernization.**

File 3 17266a,b,c, (was File # 16713), May 12, 2004.

**Project is in its Design Phase.**

## **Three Year Capital Plan.**

### **Commentary.**

- The Board has reviewed its Projected enrolments **2006 and beyond** (see Enrolments Graphs).
- The Board has reviewed Alberta Infrastructure, Area Capacity and Utilization Report March 26, 2002 (attached).
- The projected enrolments do not indicate the need for additional space at this time. There is concern however that the Area Capacity and Utilization Report of March 26, 2002, increased the Total Capacity of the School Division substantially. This may give rise to space crunches in individual schools as a result of special needs, changing technology and education programs. (A letter was received from Barry Day of Alberta Infrastructure, dated July 26, 2002, advising the CRSD that a panel was to be established in September 2002 to address this concern. This Panel completed its work in February 2004. The findings resulted in a letter from Malcolm Johnston May 19, 2004 advising of a dispute resolution system for all disputed ACU issues).  
In addition to this the Learning Commission Guidelines for 2006/2007 indicated and reduction in class sizes in the K-3 and 4-6 grades, which in turn affected the potential school ACU in the respective schools. To ensure the CRPS was on the correct track appeals were submitted for all schools except the Lawrence Grassi School as it had received approval for a Modernization and Right Sizing Project File # 16713.

### **Conclusion.**

- The Board will not be submitting any request within its 3-year plan for additional space and the five-year projections do not indicate the need for additional space requests. Refer the “ Bow Valley Campus” study.

### **Year 2006.**

- Commencement of construction phase of Lawrence Grassi School right-sizing project. (A new school)
- Completion of Exshaw Water Well System study.
- Application of IMR funds to address on going issues and Facility Audit of 1999.

### **Year 2007.**

- Completion of construction phase Lawrence Grassi School Project.
- Exshaw School Water Treatment Plant subject to results of well water tests.
- Application of IMR funds as revised audit and to address local issues.

### **Year 2008**

- Demolition Phase of Lawrence Grassi School Project.
- Use of IMR funds as required.

## Ten (10) Year Capital Plan

**Commentary.**

- The Board has reviewed its projected enrolments 2006 (see Enrolments Graphs).
- The Board has reviewed Alberta Infrastructure, Area Capacity and Utilization Report March 26, 2002 (attached).
- The Board has reviewed the Learning Commission Guidelines for 2006/2007.

**Year 2009 and Beyond.**

- Application of IMR funds as applicable.
- Appropriate use of Capital Approved funds as requested herein.