



*CRPS Vision: "To empower students to be their finest- Today and Tomorrow."  
"Encourager les élèves à faire de leur mieux aujourd'hui et demain."*

**Banff Community High School  
Education Plan  
2008-2009**

The 2008-2009 Banff Community High School Education Plan is submitted following consultation and input from the professional staff and School Council.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

We the undersigned, have been provided with information regarding the division process and the requirements for the development of the school education plan and we are aware of the contents of the document.

\_\_\_\_\_  
Teacher Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Council Chair

\_\_\_\_\_  
Date

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**Banff Community High School  
Education Plan  
2008-2009**

**Vision Statement**

B.C.H.S. is a supportive and safe educational environment, which nurtures the uniqueness of individuals as they strive for personal excellence.

We work in partnership with parents and the community, both local and global, to develop dynamic citizens.

**Mission Statement**

Using challenging curriculum in a school culture, which integrates our unique mountain environment, we will inspire all students to maximize their potential, at every opportunity.

Individuals are encouraged to be adaptable, lifelong learners, accepting challenges to become proactive, creative agents of change.

**Values**

Mutual Respect

Passion for Learning

Recognition of Achievement and Effort

Cooperative Values and Competitive Spirit

**SCHOOL PLANNING AND REPORTING**

The Provincial Government requires all schools to prepare school education plans and results reports.

*School planning and reporting to the public ensure that the entire education system focuses on key improvements and the educational needs of students.*

*School planning, budgeting, assessing, and reporting are integral components of school board planning and school-based decision making.*

*-Alberta Education*

## **B.C.H.S. Profile**

The staff at BCHS includes 17 FTE professional staff including one Administrator. It also includes one Administrative Assistant, one Educational Assistant, one Library Technician, .5 Career Practitioner (contracted to Job Resource Centre) and 1.5 FTE custodial position.

Banff Community High School provides a scholastic program that meets the requirements as set by Alberta Education. Instructional time meets the 1000 hour high school and 950 hour junior high requirements.

Students in grade 9 write the provincial achievement tests in Language Arts, Mathematics, Science, and Social Studies. Diploma exams, counting 50% of a student's final mark in grade 12, are written in English, Social Studies, the Sciences, and Mathematics.

Banff Community High School provides a comprehensive academic program for 316 students in grades 7 through 12. "A Special Place to Learn", BCHS offers French as a Second Language, Instrumental Music, Art, Outdoor Education and CTS courses to complement core courses. Communication Technology, Construction Technology, Food Studies and Design Studies are all offered through Career and Technology Studies (CTS). Programs are also in place to assist students in the transition from elementary school and from grade 9 to grade 10.

A teacher advisor program's goal is to support students in their educational choices and develop a sense of community. The Learning Support teacher works with students, parents and teachers on strategies to improve student learning. The school counsellor, who works out of the Student Services office, provides students with personal, academic and career counselling. A career and postsecondary centre is located in the Student Services Area under the direction of a Career Practitioner. The school also works closely with community agencies on both an informal and referral basis.

BCHS provides educational programming for student-athletes from the Banff Hockey Academy and ski clubs who are able to complete courses while maintaining busy practice and competition schedules. In addition BCHS is a host site for Rotary and International exchange students.

### Student Enrollment (September 2008)

Grade 7	42
Grade 8	56
Grade 9	55
Grade 10	63
Grade 11	53
Grade 12	47
Total	316

## **SCHOOL COUNCIL**

The BCHS School Council, made up of ten parents, one teacher, three students, one community member at large, and the Principal, meets monthly to provide support, input and feedback to the school.

### **2008-2009 School Council Members**

Parents:, Connie MacDonald, Chair, Patty Glover- Treasurer, Lynn Calvert, Secretary, Deb Hornsby, Karen Sorensen, Linda Schultz, Sharon Phillips, Alison Milroy, Margarett Moar Bell, Stephanie Kuxdorf

Students: Deanna Ladouceur, Colin Elliott, Jessie Clarkson

Staff: Guy Pollard, teacher; Dave Brazeau, Principal

Community Member: Tanya Bouchard

### **2008-2009 BCHS Staff**

Teachers: Carole Beaton, Shane Nizinkevich, Leslie Kestle (Learning Support Teacher), Maya Capel, Paul Frocklage, Alysa Amirault, Jim Hughes, Guy Pollard, Michelle Lefroy, Jo Lunn, Shari Worobey, Susan Reid, Sharon McTavish, John Petroff, Brad Skinner, Irv Semenok, Lois Vanderlee (Counsellor), Lindsey Williams, Dave Brazeau (Principal).

Support Staff: Caylen Houghton, Library Technician, Tadashi Fukak, Housekeeper/custodian, Steve MacDonald, Teaching Assistant, Sandy Pallagi, Custodian, Yvonne Spence, Administrative Assistant.

## Alberta Education Goals and Outcomes

### Goal 1 High Quality Learning Opportunities for All

- 1.1 Schools are safe and caring.
- 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 Learner Outcomes

- 2.1 Students demonstrate high standards.
- 2.2 Students are well prepared for lifelong learning.
- 2.3 Students are well prepared for employment.
- 2.4 Students model characteristics of active citizenship.

### Goal 3 Highly Responsive and Responsible School

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

## Goal 1: High Quality Learning Opportunities for All

### Outcome 1.1 Schools are Safe and Caring

#### CRPS Performance Measures

<i>Performance Measures</i>	<i>Last Actual Prov.</i>	<i>Previous Year's BCHS 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.	85.1% <b>BCHS 80.0%</b>	86.4%

#### Strategies

- Five mental health workers have been hired as of September 2008. The group consists of 2 success coaches, 2 wellness coaches and team coordinator. They are assigned to Elizabeth Rummel School and Banff Elementary School.
- CRPS will continue with a program called Effective Behaviour Supports to teach students appropriate ways of dealing with peer-to-peer situations.
- CRPS will provide instructional and counseling supports for all FNMI students in the division with a particular focus on high school completion.
- CRPS will continue its speaker series for parents and community.
- 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. In 2008-2009 CRPS staff will revise intervention protocols and undertake advanced training.

- **CRPS will undertake a review of Administrative Procedure regarding school site nutrition.**
- **CRPS continues to have a district Family School Liaison Counselor to support students, families and schools.**
- **CRPS supports school based initiatives that enhance student interpersonal skills ie. Challenge Day (CCHS).**

Note: Targets are not required in this area but CRPS has included them to bring a focus to our efforts

### **BCHS Strategies**

- ✓ Continue monthly CARE Team meetings to address the needs of students identified by staff as requiring additional resources from the school and/or partner agencies.
- ✓ Continue to work through F.C.S.S. and the Banff Mentorship Program.
- ✓ Increase the presence of F.C.S.S in the school.
- ✓ Continue to offer HEROS and add additional programs offered by F.C.S.S to those in Jr. High not getting the HEROS program.
- ✓ Continue to offer student conferences that promote the development of a healthy lifestyle. Eg. Go Girls/Go Boys, School Wide Healthy Living Conference (stress, teen suicide, alcohol and drugs, bullying, self-esteem, conflict management).
- ✓ Promote and recognize positive behaviors by defining and reinforcing a positive school culture. Continue rewarding student achievement monthly. Eg. Athlete of the month, citizenship, Bear paws etc...
- ✓ Continue to implement Effective Behaviour Systems.
- ✓ Examine bringing 'Challenge Day' to Banff Community High School
- ✓ At the request of the School Council a parent conference will be hosted in the winter term
- ✓ Focus groups investigating the Pillars results from last year will be done. School Council, parents and students will be consulted.

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

**CRPS Performance Measures**

<i>Performance Measures</i>	<i>Last Actual/Prov. 2007-08</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.	79.4%  BCHS 71.3%	77.7%
1.2.2 Teacher, parent and student satisfaction with the overall quality of education in Alberta.	88.2%  BCHS 80.8%	85.7%
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.	69.2%  BCHS 73.1%	79.46%

**Strategies**

- The elementary and middle schools in Banff, Canmore and Exshaw will continue to offer their emergency food program to children in need. This year we have raised \$20,000 to support these children.
- Support the continued development of Professional Learning Communities. New this year will be 12 half days dedicated to PLC development.
- Re-administer survey to gather data re Professional Development needs in CRPS
- CRPS will
  - Monitor the Daily Physical Activity program
  - Administration will conduct a technical review of the French Immersion and French as a Second Language program in all schools
  - Re-introduce German at the high school level in CCHS (program discontinued previously due to insufficient enrollment.)
  - Communicate with the Board, School Councils, parents and CPF on second language programs as appropriate
  - Provide academic and career support at the two high schools
  - Offer certificated support for students on home schooling
  - Support and encourage school based arts and sports programs at all levels
  - CRPS staff is 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.

**BCHS Strategies**

- ✓ Provide opportunities that support teachers and support staff in the development of learning teams as a part of a school-wide Professional Learning Community.
- ✓ Develop goals and measures aimed at improving and enhancing student learning. Measure staff satisfaction with Friday afternoon PLC time.
- ✓ Focus on assessment and evaluation to improve student learning.
- ✓ Continue with the development and assessment of gender specific learning strategies. Determine if this process should be continued at BCHS.
- ✓ **Continue** - Mathematics Skills: Emphasis, across grades, on mathematics specific teaching strategies, curriculum knowledge and the integration of technology.
- ✓ **Continue** - Science Programming: Increased use of science related technology; common teaching and assessment practices; enhanced transitions between courses.
- ✓ Continue with career and academic support programs through counseling and the use of the Job Resource Centre.
- ✓ Examine the possibility of a lunch program at BCHS similar to the program at BES
- ✓ Continue to provide support to students with complex needs eg. Counseling, social services, speaker series.
- ✓ Cultivate a strong partnership with the Banff Centre and various agencies to increase opportunities for students in the arts.

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

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**CRPS Performance Measures**

<i>Performance Measures</i>	<i>Last Actual</i>	<i>3-yr Avg.</i>	<i>Evaluation</i>		
			<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>
1.3.1 Annual dropout rate of students aged 14 to 18.	2.2%	7.3%	Very High	Improved Significantly	Excellent

## Strategies

- The Aboriginal Student Counselor will offer academic support to First Nations high school students during district professional development days.
- Principals will conduct exit interviews with any high school student leaving school and not intending to register in an equivalent program and fill a report with the Superintendent.
- The Board has allocated financial resources toward the improvement of paraprofessional qualifications.
- 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.
- CRPS will continue 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.
- CRPS will initiate a review of the Alberta Nutritional Guidelines.
- 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 Teachers and Educational Assistants in all schools whose responsibility it is to assess the learning challenges of students. LSTs and EAs 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 in-service special education Educational Assistants in the area of anaphylaxis.
- The Director of Special Education will continue to meet with school-based counsellors every two months to review best practices, issues within the school system and ensure up-to-date practices.

## **BCHS Strategies**

- ✓ Continue monthly CARE Team meetings to address the needs of students identified by staff as requiring additional resources from the school and/or partner agencies.
- ✓ Continue to work through F.C.S.S. and the Banff Mentorship Program.
- ✓ Continue to provide information and counseling to at risk students referring students and parents to community agencies where required.
- ✓ BCHS will direct students to Outreach and Distance Education programs in cases where it is felt these programs better meet the needs of the students.
- ✓ Continue to participate in the PARTY program.
- ✓ Continue to and increase the influence of the LST and EA to meet the needs of student requiring assistance and support staff in meeting student needs.
- ✓ Increase the schools affiliation with the RAP program.

## Outcome 1.4 Students complete programs

### CRPS Strategies

Performance Measures	Last Actual Prov.	3-yr Avg.	Evaluation		
			Achievement	Improvement	Overall
High school completion rate of students within three years of entering Grade 10.	77.2% <b>BCHS</b> 71.3	69.1% <b>BCHS</b> 82.1%	Intermediate	Declined	Issue
High school completion rate of students within five years of entering grade 10	*83.2%	70.8%	Very High	Improved Significantly	Excellent

### BCHS Strategies

- ✓ Continue to provide students and parents with information related to post secondary education, trades, technical schools, scholarships and career exploration through the use of the Job Resource Centre, counselling, post secondary days, and the Career and Life Management course.
- ✓ Continue to provide one on one or small group career and post secondary discovery and planning sessions.
- ✓ Continue with Work Experience courses in grades 10 through 12 and provide all students and parents with access to career information and employability skills.
- ✓ Continue to offer a post secondary day and career information sessions for students and parents.
- ✓ Continue with Jr. High career conference
- ✓ Continue to offer in school academic support programs (learning support)
- ✓ Continue to enrich academic programs with academic based field trips, guest speakers and assemblies
- ✓ Continue to offer co-curricular programs and increase these activities where there is student input.
- ✓ Continue to offer national and international travel opportunities where possible.

## Goal 2: Excellence in Learner Outcomes

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

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

## Outcome 2.1: Students demonstrate high standards.

### BCHS Performance Measures

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	86.1%		82.3%	High	Improved Significantly	Good	87%
2.1.2 Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on PAT	18.2%		19.3%	Intermediate	Maintained	Good	20%
2.1.3 Percentage of students who achieved the acceptable standard on diploma exams	90.7%		91.8%	Very High	Maintained	Excellent	95%
2.1.4 Percentage of students who achieved the standard of excellence on diploma exams	22.5%		24.9%	Very High	Maintained	Excellent	27%
2.1.5 Diploma examination participation rate.	59.7%		56.2%	N/A	N/A	N/A	
2.1.6 Percentage of Grade 12 students meeting Rutherford Scholarship criteria.	40.5%		53.3%	High	Declined	Acceptable	45%

		Target 2006/07	Actual 2006/2007		Target 2007/2008	Actual 2007/2008		Target 2008/2009	
		BCHS	BCHS	PROV	BCHS	BCHS	PROV	BCHS	
Grade 9 Language Arts:	Acceptable	100%	77.6%	77.5%		89.1%	76.5%	92%	
	Excellence	15%	16.3%	14.8%		10.9%	14.8%	15%	
Grade 9 Mathematics	Acceptable	90%	77.6%	66.3%		83.6%	65.7%	87%	
	Excellence	25%	16.3%	18.3%		21.8%	18.5%	25%	
Grade 9 Science	Acceptable	95%	77.6%	69.6%		89.1%	69.3%	92%	
	Excellence	20%	14.3%	14.7%		18.2%	13.0%	22%	
Grade 9 Social Studies	Acceptable	95%	76.0%	71.4%		85.5%	71.7%	90%	
	Excellence	25%	27.0%	18.7%		21.8%	18.9%	25%	

### Strategies

- Under the direction of the Director of Professional Learning the Board supports the ongoing development and support for Professional Learning Communities (PLC), which are fundamental to creating dynamic teaching and learning environments. In 2008-2009 the district will implement a consultation process looking into the future of PLC directed activities.

- AISI Funding will enable the jurisdiction to focus on transitions and the further development of Professional Learning Communities in all schools.
- 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, Citizenship, Student Retention and High School Completion, Inquiry Based Learning and cross school sharing of best practices. In 2008-2009 the district will seek to expand cross school PLC opportunities. These priority areas must be reflected in strategies in each school's Three Year Education Plan where appropriate.
- Program Directors and 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 Director of Professional Learning, AISI Lead Teachers have been identified at each school to provide mentorship and coaching to teachers to further the work of the AISI project in the area of differentiated instructional practices, the school's AISI focus and the district AISI goals.
- Exshaw School has identified student achievement as a focal point of their professional development and classroom instruction in 2008-2009.
- 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.
- CRPS will continue to advance its support for early intervention programs with the continuation of pre-kindergarten at Elizabeth Rummel School and maintain full day Kindergarten at Exshaw School. Furthermore, CRPS will continue its efforts in the area of developing a network of interested stakeholder interested in the Early Development Indicators and examine program opportunities.
- 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.

### **BCHS Strategies- Junior High**

- ✓ Continue school-wide focus on differentiated instruction and implement new assessment and evaluation processes.
- ✓ Continue to analyze student achievement using achievement test results as one measure. Other measures include a variety of student assessment strategies, formative and summative; projects, presentations, video production etc.
- ✓ Develop assessment strategies to provide students, teachers and parents with more information on student learning- assessment for and while learning.
- ✓ Work towards inclusion of students in developing assessment methods and strategies.
- ✓ Emphasis on continuing to increase results in the "excellence" category in English Language Arts.
- ✓ Maintain or increase the level of achievement on Provincial Achievement Tests
- ✓ Place some emphasis on increasing results in 'acceptable' category in Math and Science

## BCHS Measures- Grade 12 Diploma Exams- Final Mark Averages

		Target 2006/07		Actual 2006/07		Target 2007/08		Actual 2007/08		Target 08/09
		BCHS		BCHS	Prov	BCHS		BCHS	Prov	Targ.
English 30-1	Acceptable	100%	-8.3	91.7%	87.7%	95%		86.2%	87.1%	90%
	Excellence	18.0%	+4.2	22.2%	19.0%	25%		6.9%	15.5%	25%
English 30-2	Acceptable	100%	0	100%	88.7%	100%		90.9%	88.9%	100%
	Excellence	5.0%	-5	0%	9.7%	5.0%		9.1%	8.8%	10%
Social Studies 30	Acceptable	100%	-18.8	81.2%	86.1%	90.0%		75%	84.7%	82%
	Excellence	25%	-18.8	6.2%	24.6	10%		25%	25%	30%
Social Studies 33	Acceptable	100%	-7.4	92.6%	84.8%	100%		94.1%	85.3%	95%
	Excellence	18.0%	+11.6	29.6%	19.6%	33.0%		35.3%	18.9%	40%
Pure Math 30	Acceptable	100%	-16.7	83.3	81.1	87.0%		91.3%	81.3%	95%
	Excellence	25.0%	-12.5	12.5	24.6	20.0%		34.8%	25.8%	40%
Applied Math 30	Acceptable	100%	0	100%	77.6%	100%		85.7%	76.3%	100%
	Excellence	26%	-12.7	13.3%	12.1%	20.0%		7.1%	10.7%	11%
Biology 30	Acceptable	100%	-5.6	94.4%	83.5%	100%		100%	82.3%	100%
	Excellence	38.0%	-15.8	22.2%	27.4%	28.0%		18.8%	26.3%	25%
Chemistry 30	Acceptable	100%	-6.2	93.8	89.3	100%		100%	89.2%	100%
	Excellence	33.0%	+17	50.0	37.9	55%		31.3%	39.2%	39%
Physics 30	Acceptable	100%	-10.1	88.9%	86.1%	95.0%		100%	85.7%	100%
	Excellence	34.0%	-22.9	11.1%	29.0%	20.0%		44.4%	32.0%	47%

## BCHS Strategies- Senior High

- ✓ Continue the analysis of student achievement using diploma exam results as one measure.
- ✓ Develop assessment strategies to provide students, teachers and parents with more information on student learning- assessment for and while learning.
- ✓ **Assessment Team**- Assessment: Collection and sharing of successful strategies.
- ✓ Continue to expand the use of technology in teaching and learning: Science Workshop- computer-based labs and data collection, Smart Board technology, video conferencing and web-based learning.
- ✓ Emphasize scientific literacy, math skills in science, and scientific analysis. Increase the number of science courses selected and completed.
- ✓ Continue to work on Increasing academic achievement, acceptable and excellence, in less academic stream courses (33, 30-2 and 14-24 streams).
- ✓ Increase three year graduation rates.

## Outcome 2.2: Learners are well prepared for lifelong learning.

### CRPS Performance Measures

Performance Measures	Last Actual	Previous 3-yr Avg. CRPS	Evaluation			Improvement Targets 2008/09*
			Achievement	Improvement	Overall	
2.2.1 High school to post-secondary transition rate within four years of entering Grade 10.	18.5%	13.7%	Very Low	Maintained	Issue	22%

### Strategies

- CRPS will continue to discuss this area with Alberta Education.
- CRPS will undertake a review of this item and report to the Board.
- 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 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 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.

**Note:** Given the high cost of post secondary tuition and room and board many of our students extend their preparation time in high school and enter the workforce upon graduation in order to amass the necessary funds required to pursue their studies. One must keep in mind that in the Bow Valley 100% of graduating students will have to leave their home to attend post secondary. The transition rate is not a primary responsibility of a school board it is a social phenomenon that requires a provincial strategy. It is not possible to set a target in this area. Furthermore, CRPS knows of many former graduates who have entered the workforce or become small business owners.

### BCHS Strategies

- ✓ Student Services, through the school counsellor and the Job Resource Centre, will in-service students using Career Choices and Bridges, post information and provide information on resources and how they can best be accessed and utilized. Provide students with subject specific career information.

- ✓ Explore the interest by parents of a Parent Post-secondary Information Session.
- ✓ Post-secondary Opportunities and Career Exploration: Increased student and parent awareness of resources and information through the school newsletter 'Bear Essentials'

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

#### CRPS Performance Measures:

<i>Performance Measures</i>	<i>Last Year 2007/2008</i>	<i>Previous Year's Prov. 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.	89.7% <b>BCHS 67.5%</b>	80.1

#### Strategies

- **CRPS will:**
- **Continue to offer Registered Apprentice Programs.**
- **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.**
- **Offer programs to meet the needs of Integrated Knowledge and Employability students.**
- **Offer Work Experience placements to high school students.**
- **Seek opportunities in bring community resources, skills and knowledge in to the schools.**
- **Continue to support teaching and learning through the optimal use of technology.**

#### BCHS Strategies

- ✓ Where appropriate, increase use of industry standard technologies in the building of knowledge and skills.
- ✓ Provision of high quality, up-to-date technical, audiovisual and scientific equipment to meet curricular needs and to enhance programming.
- ✓ Continue to offer Work Experience Programs.
- ✓ Continue to make students aware of the possibility of completing apprenticeship hours without putting their diploma at risk
- ✓ Recognize students who excel in the trades or through Skills Competitions
- ✓ Invite parents into the process of influencing the attitude and skills required for work

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## Outcome 2.4: Students model the characteristics of active citizenship

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### CRPS Performance Measures:

<i>Performance Measures</i>	<i>Last Year 2007/2008</i>	<i>Previous Year's Prov. Result</i>
2.4.1 Teacher, parent and student agreement that students model the characteristics of active citizenship.	78.4% <b>BCHS 65.6%</b>	77.9%

### Strategies

- All schools are required to establish opportunities for students to demonstrate citizenship in their respective communities. Examples include volunteerism and community service.
- High school students are required to offer 25 hours of community service.
- Leadership Courses will be offered in both high schools subject to availability of staffing.
- Encourage elementary schools to seek opportunities for student volunteerism and community service.

### BCHS Strategies

- ✓ Continue to involve students in programs that emphasize citizenship and volunteerism.

#### Examples:

Clothing drive, Food Bank, Toys for Kids, Volunteer Program with Mineral Springs Hospital, Opportunities for volunteerism within the school and community, Seniors with Seniors, Aids Awareness, Cancer Awareness, Day Without Violence.

- ✓ Continue providing unique learning opportunities through special events and organizations- the Rotary Club of Banff, the Royal Canadian Legion, the Whyte Museum, Zerilink, the Burgess Shale Foundation, Parks Canada among others.
- ✓ Continue partnerships with The Banff Centre, the Chef for a Day Program at the Fairmont Banff Springs and other community groups and businesses
- ✓ Continue to encourage and involve the community in providing learning experiences for students.
- ✓ Implement initiatives coming out of the Futures planning process 'Citizenship' initiative
- ✓ Continue to develop student leadership within the school eg. SRC (student government, grad class etc...)
- ✓ When possible work with the town of Banff and Parks Canada to include students in collecting opinions and exposing students to 'municipal governance'.
- ✓ Place increased emphasis on citizenship outcomes found in the curriculum

- ✓ Continue and increase opportunities to emphasize citizenship. Eg. The Elections Canada project of this year, Habitat for Humanity, assembly programs

### Goal 3: Highly Responsive and Responsible School

**Board Goal 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.

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

**Outcome 3.1: Improved results through effective working relationships with partners and stakeholders.**

CRPS Performance Measures:

<i>Performance Measures</i>	<i>Last Year 2007/2008</i>	<i>Previous Year's CRPS Result</i>
Teacher and parent satisfaction with parental involvement in decisions about their child's education.	78.2% <b>BCHS 69.1%</b>	73.2%

- **CRPS makes a concerted effort :**
  - To maintain and enhance its collaborative relationships with Alberta Education, Infrastructure and other ministries.
  - To maintain and enhance its collaborative relationships with local health and social service agencies.
  - To encourage trustees and staff to participate on provincial committees.
- Board makes a determined effort to work and communicate collaboratively with School Councils.
- The Board meets with municipal elected officials as needed.
- The District offers a speaker series to the community on topics related to child rearing, curriculum and socio-emotional support.
- CRPS will maintain the Board to School Council communiqué.
- CRPS will implement a Superintendent's Newsletter.
- The District supports Education Week publications and open house activities.
- 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.
- Review/Revise school websites.
- Training and practice for developing a culture of transparency and accessibility.
- Seek increased opportunities to increase public awareness and engage the community.
- Increase school transition information/awareness.
- Increase connections between schools and their communities.
- Determine the best ways to provide information to parents and other stakeholders.
- CRPS supports initiatives that enhance student interpersonal skills ie. Live Your Dream conference. (BCHS)

## BCHS Strategies

- ✓ Strengthen communication to parents on services and resources available to students and families and opportunities available for involvement in the school community.
- ✓ Hold focus groups with parents to determine needs and wants.
- ✓ Communicate better regarding the transition from BES to BCBS
- ✓ Work towards improving teacher/parent communication.
- ✓ Update school website

### Outcome 3.2: The school demonstrates leadership and continuous improvement.

#### CRPS Performance Measures:

<i>Performance Measures</i>	<i>Last Year 2007/2008</i>	<i>Previous Year's Prov. Result</i>
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.	79.2% <b>BCBS 60.5%</b>	76.3
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)	69.1% <b>BCBS 79.2%</b>	76.3%

#### Strategies

##### CRPS will continue to:

- Work closely with school councils with a focus on student improvement. Specific strategies to be found in school 3 year education plans.
- Channel donations toward the Banff Community Foundation and direct revenues toward education research projects based on the district's education priorities.
- Allocate resources to schools and students on a first priority basis.
- Seek research opportunities with external sources such as universities and other branches of government.
- Continue with succession planning and building expertise and skills from within the organization.
- Work to increase student program options and increase enrolment.
- Seek opportunities with post secondary institutions to bring program to the Bow Valley.
- Seek opportunities with universities, the private sector and stakeholder groups to expand programs for children and parents in keeping with our early intervention philosophy.
- Implement a new three year district school calendar that embeds time during the work week for the continued development of Professional Learning Communities to their fullest potential.
- Find opportunities to enhance student learning through innovations in technology.
- Offer professional development opportunities to staff that leads to excellence in areas that align with Teacher Professional Growth Plans, the work of PLCs, school and district Three Year Education Plans and implementation of new curricula.
- Continue to seek innovations in environmental practices in all departments.
- Implement an on-line Occupational Health and Safety training program.

## **BCHS Strategies**

- ✓ Continue to report regularly to parents and the public on the successes within the school.
- ✓ Continue to use a weekly newsletter to report events and activities to parents, as well as post weekly announcements on the school website.
- ✓ Increase School Council's role in the dissemination of information to parents and the community.
- ✓ Continually monitor student and school progress using real data and results.
- ✓ Continue to encourage and enhance professional development opportunities for staff to improve their skills. Professional Learning Communities will be the guideline for staff development.
- ✓ Encourage staff to take on leadership roles within the District and School.
- ✓ Continue to support the use of technology in the classroom by providing equipment and Professional Development
- ✓ Continue to cultivate a strong relationship with local media
- ✓ Enhance community partnerships
- ✓ Continue to offer travel opportunities, assemblies etc....