

Rosscarrock School

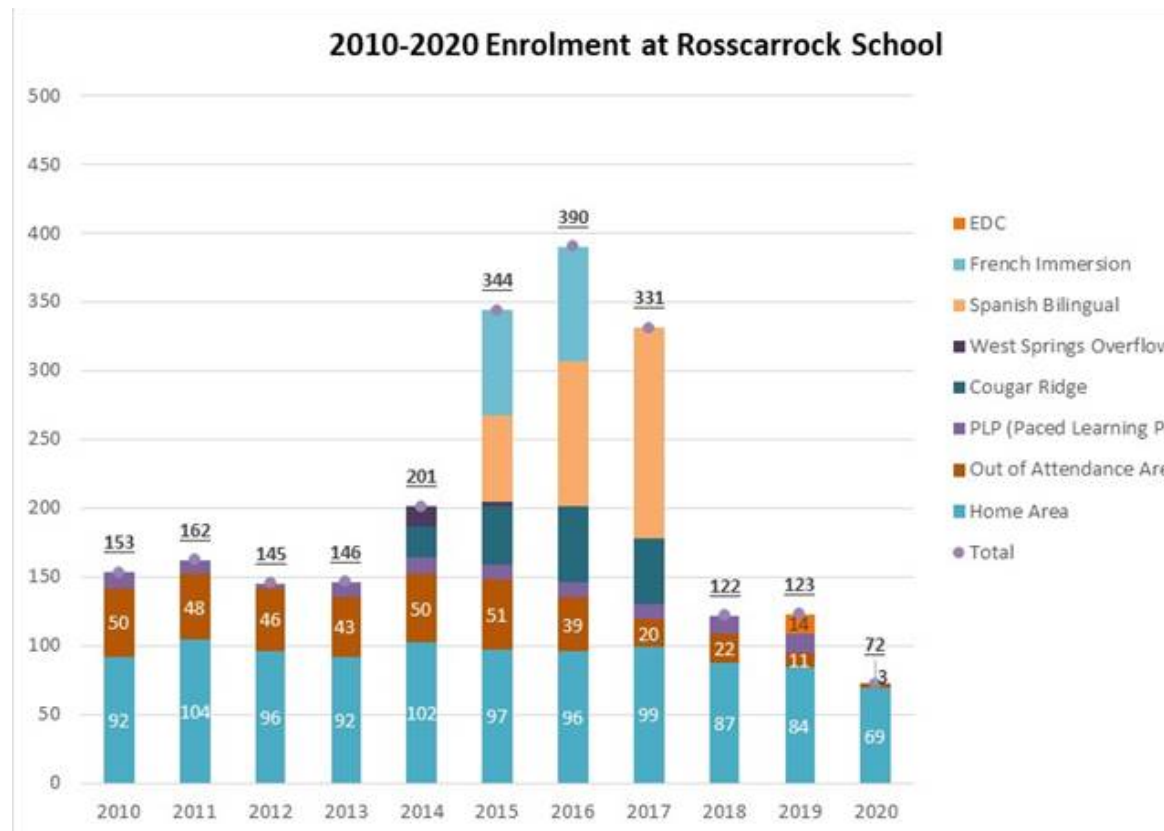
Date:
Oct. 28, 2020

Rosscarrock School was built in 1960 in the community of Rosscarrock. A two story addition was constructed in 1965 on the east side of the original building. The school has a provincial capacity of 426 student spaces with a floor plan that includes 18 classrooms.

Enrolment at the School

For several years, enrolment in the regular program at Rosscarrock School has been on the decline, and this trend is projected to continue into the foreseeable future. Figure 1 below shows the September 30 enrolment trends over the past ten (10) years.

Figure 1: Rosscarrock Enrolment (2010-2020)



From 2010 to 2013, the school's mean enrolment was over 150 students per year. During this time, enrolment from the community of Rosscarrock averaged 94 students with out of attendance area students averaging 46 per year.

In 2014, enrolment at Rosscarrock School was 201 students. This number included 15 students overflowed to the school from the community of West Springs and 22 students



attending from the Cougar Ridge area. The remaining 102 students were from Rosscarrock. Additionally, the school had 12 students enrolled in the PLP program and 50 out of attendance area students.

The temporary addition of kindergarten programs for both French Immersion and Spanish Bilingual programs saw enrolment in Rosscarrock School climb to 344 students in September 2015. The number of out of attendance area students and those from the Cougar Ridge community remained consistent. In contrast, the number of students considered overflow from West Springs declined considerably as West Springs School could accommodate all students from the community. The enrolment of students living in the Rosscarrock community remained low at 97. There were also 51 students attending the regular program from out of the attendance area.

By 2016, enrolment in Rosscarrock School consisted of students from the communities of Rosscarrock and Cougar Ridge, a small number of out of attendance area students and 11 students in the PLP program. The temporary addition of a Spanish bilingual GR1 class and kindergarten French and Spanish programs helped the school's enrolment grow to 390 students.

In 2017, French Immersion kindergarten students were designated back to Westgate School. The Spanish Bilingual program at Rosscarrock School grew by a grade to include K-2. By this time, the number of out of attendance area students had dropped to 20, less than half of the numbers indicated two years prior. Enrolment from the community of Rosscarrock remained stable at 99 students, with an additional 48 students attending from Cougar Ridge. The PLP class continued to be located within the school, bringing the total September 30 count to 331 students for the 2017-2018 school year.

Currently, enrolment at the school is at its lowest in ten (10) years. On September 30, 2020, 72 students were registered in the Grade 1-6 regular program at the school, three (3) of whom were out of attendance area, and five (5) who have registered for the Hub. Table 1 shows enrolment breakdown at the school as at September 30, 2020.

For 2020-21, kindergarten was not offered as only eight (8) students registered for the program. These students were redirected to another school within walking distance. Continuous low enrolment has a harmful impact on student learning

Table 1: Enrolment as at September 30, 2020 for Rosscarrock School

ROSSCARROCK SCHOOL

Provincial Capacity = 426

September 30, 2020 Utilization Rate = 18%

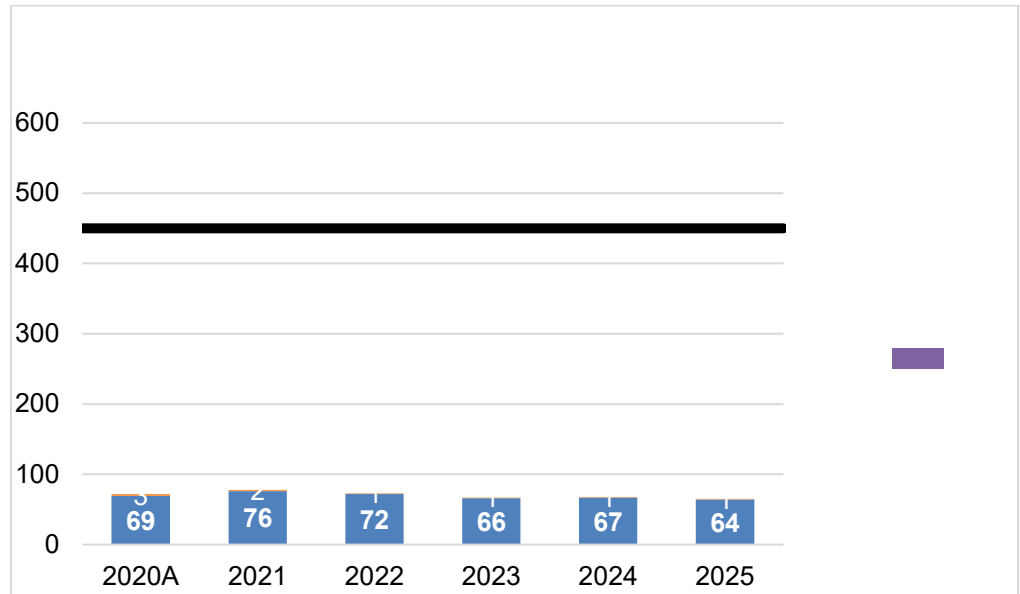
Enrolment as at September 30, 2020

	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Rosscarrock Attendance Area			7	14	10	17	12	9	69
Out of Attendance Area			1				1	1	3
Total			8	14	10	17	13	10	72

Projected Enrolment

Assuming that the kindergarten students that have been redirected towards alternate schools return to Rosscarrock, enrolment at the school is projected to continue decline to sixty four (64) students by 2025 as shown in Figure 2 below.

Figure 2: Rosscarrock Enrolment projection (2020-2025)-Status Quo



Education and program impacts

Although a small school can foster a strong sense of community, allow space to spread out within the building, and provide flexibility for specialized classes and events (like available physical education spaces), the continued decline in enrolment is proving challenging for consistent educational programming. There are currently 2.8 teachers at Rosscarrock School with a single administrator and a learning leader providing instructional leadership for students in the regular program. This limitation could impact equitable access for all students to quality learning in the school.

Some specific challenges at Rosscarrock School due to its small size include:

Student Impacts:

- The inability to reorganize students for learning (splitting up conflicting students, English Language Learning (ELL) students or Special Education (SPED) students and resolve any student/teacher or parent/teacher interpersonal conflicts;
- Limited support for students such as literacy and numeracy support that go beyond the classroom teacher (ELL assistance, resource work, guided reading, targeted behaviour support);
- There is the lack of opportunities for grouping students;
- The inability to split up siblings due to low enrolment and multi-aged classrooms;
- There are programming challenges in younger grades due to low numbers; and
- Fewer financial resources for learning materials and supports.

Parent Impacts:

- Lack of parental involvement has put field trips in jeopardy and has resulted in cancellations. There are minimal parental volunteers in classrooms to support teachers with learning activities;
- Fundraising opportunities are at risk such as the fall Casino;
- The inability to operate a viable School Council or Advisory Council which impacts parental voice in the school;

- The School Society is currently being dissolved due to no parent interest; and
- Lack of parental support with outside agencies and internal CBE processes such as obtaining consents for Big Brothers/Big Sisters or psychological or speech assessments.

Community Impacts:

- YMCA kids in motion school program for youth ages 9-12 backed out due to low enrolment; and
- Big Brothers/Big Sisters might not continue in the 2020-2021 school year due to lack of parent involvement.

Staff Impacts:

- No Assistant Principal position, limiting the support available for students with complex behavioral needs and as well as addressing student safety concerns throughout the building
- Staff retention and sense of isolation for example being the only teacher that teaches 2 grades.
- The small staff provides diminished opportunities for team teaching or collaboration; and
- Challenges with expertise to cover curriculum particularly in higher grades (e.g. French is cancelled for the foreseeable future).

Long Term Planning Impacts

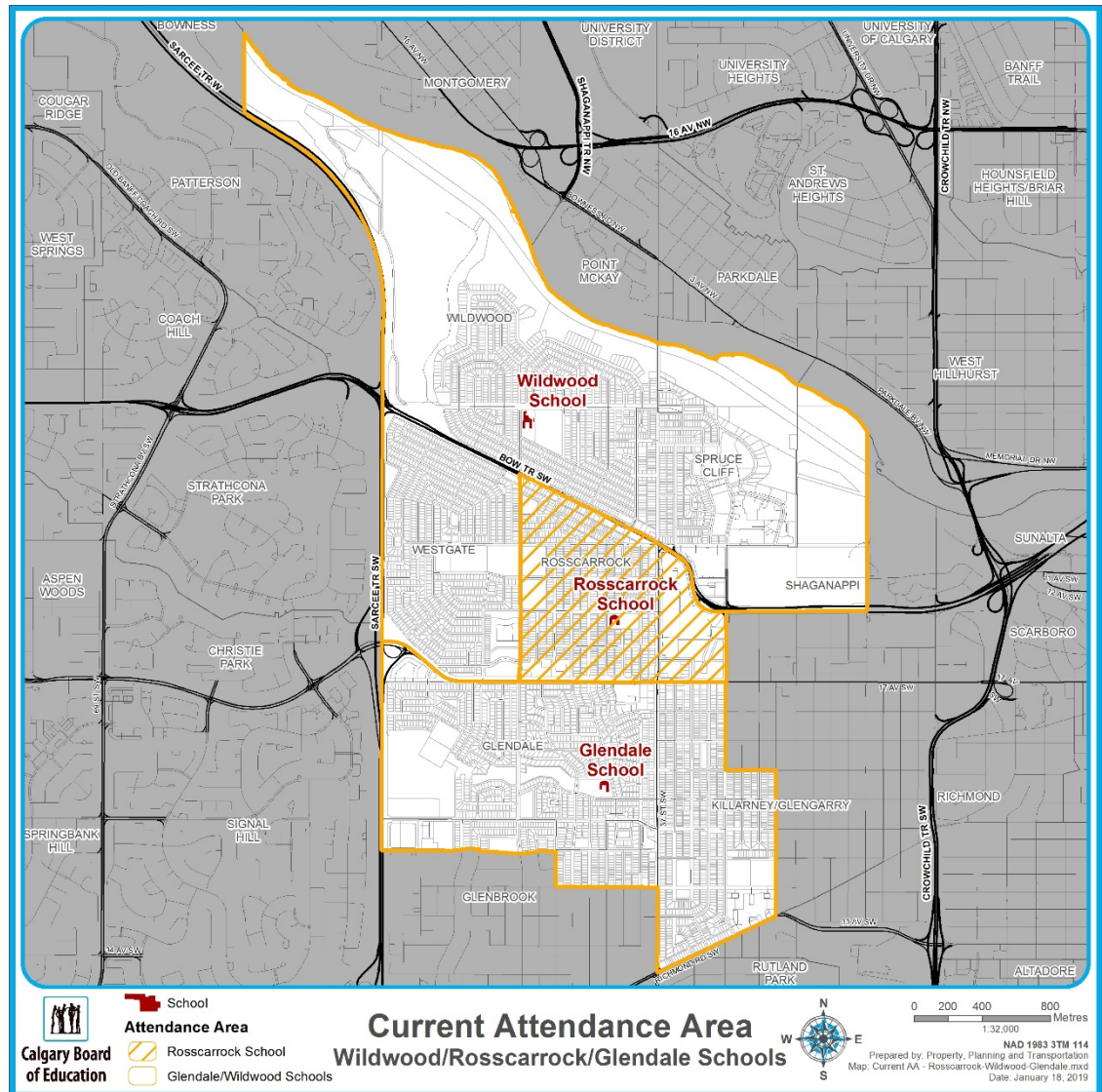
The [Student Accommodation and Facilities Strategy \(2019-2029\)](#) projects the need to reduce elementary spaces by approximately 16 schools to maintain utilization rates within the mid-to-high 80 per cent to maximize funding under the revised framework. With the persistent low enrolment and utilization rate at Rosscarrock School, it will not be sustainable to keep the school open in the short or long term.

The Accommodation Plan

The proposed accommodation plan for students is to:

- Designate all K-6 students to a school within walking distance, namely Glendale School or Wildwood School, effective September 2021.

Map 1: Current attendance area for Rosscarrock, Wildwood and Glendale Schools



Should Rosscarrock School close and the recommended accommodation plan is implemented for September 2021, there is space at both Glendale and Wildwood schools to accommodate regular program students from the community of Rosscarrock.

The tables 2 and 3 below show the enrolment and the projected enrolment (2021) at these two schools, with the recommended accommodation plan considered.

Table 2: September 2021 Projected Enrolment at Glendale School

GLENDALE SCHOOL

Provincial Capacity = 304

September 30, 2020 Utilization Rate = 67%

Enrolment as at September 30, 2020

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	21	25	18	25	21	21	24	155
Out-of-Attendance Area	1	4	3	9	9	11	4	41
Total	22	29	21	34	30	32	28	196

Projection for September 2021

Estimated 2021 Utilization Rate = 80%

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	29	26	25	20	25	21	21	167
Students from Rosscarrock			4	7	5	8	6	30
Out-of-Attendance Area	2	2	5	3	10	9	11	42
Total	31	28	34	30	40	38	38	239

Table 3: September 2021 Projected Enrolment at Wildwood School

WILDWOOD SCHOOL

Provincial Capacity = 628

September 30, 2020 Utilization Rate = 71%

Enrolment as at September 30, 2020

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	43	51	43	35	60	50	37	319
EES		1	4		5	6	1	17
PLP					3	5	3	11
Out-of-Attendance Area	7	5	8	9	9	1	4	43
Total	50	57	55	44	77	62	45	390

Projection for September 2021

Estimated 2021 Utilization Rate = 80%

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Home Area	59	56	61	45	37	57	47	362
EES		2	1	4		5	6	18
PLP					3	3	5	11
Students from Rosscarrock			4	7	5	9	7	32
Out-of-Attendance Area	5	7	5	8	4	9	1	39
Total	64	65	71	64	49	83	66	462

Learning Opportunities

If students had the opportunity to attend a school with a higher utilization, such as Glendale or Wildwood, they would have access to more support and resources. These supports and resources currently include music specialists, outdoor classrooms and naturalized gardens, residencies such as Calgary Opera, Aussie Rules, Visual Artists, Sound Kreations Dance company, Alien in Line skating and Engineering for Kids. Both schools offer frequent extra-curricular activities such as choir, handbells, intramurals, cross country

running, gardening, coding robotics and soccer clubs. Wildwood and Glendale both currently have before and aftercare programs on site.

Also, Glendale and Wildwood are home to diverse populations and families who come from across the globe. Many languages are spoken by families and are part of what makes these learning communities dynamic and vibrant. Diversity of all kinds is a significant strength in both school communities. Moreover, larger schools can offer a larger compliment of staff to provide additional support to every student.

Glendale and Wildwood have strong and welcoming School Councils who work tirelessly to raise additional funds to support and enhance learning in each building. Fundraising efforts support enhancement projects, technology and library purchasing, and any other priority the school commits to.

The Transition Plan

The transition plan for the school includes academic, social/emotional and community consideration, which are described as follows:

Academic Transitions:

- Transition meeting between student and future teacher(s) to start developing relationships
- Transition meeting between current teacher and future teacher(s) regarding learning and social emotional needs
- Transitions meetings with future administration
- Academic updates, medical updates and transition plans up-to-date in Iris and Power School
- OSR's up to date with all current information
- Administration teams meet to discuss learning supports (ongoing SLT's, ongoing psychological assessments, OT, and PT) for all students
- May 21, 2021 meet with receiving schools to help create class lists for upcoming school year
- Educational resources from Rosscarrock will be evenly divided and provided to receiving schools
- Either virtual meetings/celebrations/meetings: or in person if safe to do so

Social Emotional Transitions:

- In person or virtual tours of new school
- Attend a collaborative event like Sports Day (COVID restrictions pending)
- Practice walking or biking to new school, teaching students street safety (partner up with Calgary Police)
- Continue our Bike to School Program (providing students with a bike, knowledge and skills to ride it, and practice riding to new school)
- Once decision is made, start pen pals with receiving schools, so Rosscarrock students can build friendships prior to attending
- Communicate with parents well in advance about the transition to the new school. Student's parents have been given contact information for their child's new school; including the names and email addresses of the school's resource team, if possible individual family meetings can occur virtually
- Developing self advocacy skills that enable the students to ask for help, or describe their support needs to a new teacher; provide social stories to students regarding the transition
- Connect all three schools to develop common language in relation to transitions and welcoming environments

Community Transitions:

- Funds from Parent Council will follow students
- Provide a “Buddy Bench” as a legacy piece from Rosscarrock to receiving schools
- Provide a virtual or in person meeting with receiving parent councils with parents of Rosscarrock. Provide parent ambassadors who could play a role in welcoming new families; families who are willing to provide support through interpreting home languages (Arabic, Pashto, Urdu, Kurmanji, Albanian, Bosnian, Korean, Mandarin, Cantonese, Spanish, Russian and French).

Financial Impacts

The 2019-2020 RAM allocation and annual building operation and maintenance (O&M) costs for Rosscarrock are indicated in the table below.

	2019/2020
Principal (1 FTE)	\$ 140,096
Learning Leader (1 FTE)	\$ 103,991
Teachers (5.82 FTE)	\$ 588,402
Lunch Supervisor (0.9785 FTE)	\$ 39,236
ELL Assistant (0.6429 FTE)	\$ 37,211
Education Assistant – Special Ed (4.057 FTE)	\$ 252,117
Library Assistant (0.4286 FTE)	\$ 24,809
Admin Secretary (1 FTE)	\$ 67,052
Supplies Classroom	\$ 11,818
Copier Charges	\$ 1,536
Minor equipment	\$ 740
Telephone	\$ 300
Short Term absences coverage	\$ 18,434
Temporary discretionary staff	\$ 6,632
Building O&M costs	\$150,000 to \$170,000
Total	\$ 1,442,374 to \$1,462,374

For the 2020/2021 school year, the Resource Allocation Method (RAM) total is approximately \$896,000. If the students were directed to enrol at alternate schools, the CBE could save approximately \$280,000 per year in school administration and an additional \$150,000 to \$170,000 per year for building operating and maintenance costs. This includes maintenance and custodial staff, utilities and maintenance and repairs.

Proximity of Receiving Schools and the need for busing

Glendale and Wildwood are within proximity to Rosscarrock School. Glendale is approximately 1,190 metres from Rosscarrock School and Wildwood, about 1,390 metres away. There would be no impact on transportation as students will be re-designated to these schools within walking distance from their residences.

Implementation Consequences

If the decision is made to close the school, all students would be re-designated to either Wildwood School or Glendale School beginning in the 2021-2022 school year.

School staff, both certificated staff and support staff, will be redeployed within the CBE as follows:

- Teachers would be transferred to different schools through 'the teacher transfer process', in accordance with the CBE's current staffing processes.
- Support staff would be identified for transfer/layoff and considered for placement and recall in accordance with the Calgary Board of Education and Staff Association Collective Agreement and current staffing processes.

In light of the over abundance of classroom space at the elementary and middle school levels projected into the future, the CBE will likely dispose of the Rosscarrock School building should the decision be made to close the school.

Covid Precautionary Measures

The CBE has implemented precautionary measures that align with Alberta Health Services (AHS) and Alberta Education (AB Ed) direction to reduce the risk posed by COVID-19 in schools. There is plenty of space to safely accommodate students with utilization rate of 67% at Glendale and 71% Wildwood school.

Consideration of possible alternative educational or community uses for all or part of the school building

The creation of an alternative educational program within Rosscarrock was not pursued. As per the Ten Year Student Accommodation and Facilities Strategy, the CBE must significantly reduce the total elementary school capacity over the next ten years to account for decreased enrolment that is projected. Accordingly, the creation of an alternative program would only serve to further reduce elementary school capacity across other CBE schools offering similar programs.

Additionally, students from that portion of the city primarily attend the regular program. Other programs include French Immersion, Spanish Immersion, Montessori and Traditional Learning Centre programs and there is sufficient capacity in the system to accommodate students within pre-existing programs at no extra cost to the CBE. There are currently 55 students in the community of Rosscarrock that have selected a variety of alternative programs. Even if all of these students were to select a single alternative program created at Rosscarrock, they would be insufficient to materially improve utilization rates at Rosscarrock School. Moreover, the lack of capacity to create additional alternative program space at the 7-9 level would mean that these students would not have the opportunity afforded to all other CBE students in these programs to continue until the end of middle school in their chosen alternative program.

Lastly, creating an alternative program would still require the closure of the regular program.

Commencing in 2019, both the City of Calgary and the Community Association (CA) have been notified of the possible availability of Rosscarrock School. The City and the CA were again notified in September 2020; neither party has identified other potential community uses for the building.