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Enrolment at Rosscarrock School January 9, 2019 Meeting with Parents

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Introductions

Dany Breton, Superintendent, FES

Calvin Davies, Director, Area 7

Brian Unterschultz, System Principal, Area 7

Carrie Edwards, Director, Property, Planning & Transportation

Anne Trombley, Manager of Planning

Karen Drummond, Manager, Employee and Community Engagement

Brenna Fraser, Principal, Rosscarrock School

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Thank you for staying this afternoon to hear about enrolment at the school and what that means for the future. This is not an easy conversation to have but it's an important one as we consider what decisions can best support student learning.

We have some CBE staff joining us this afternoon:

- Dany Breton, Superintendent, FES
- Brian Unterschultz, System Principal, Area 7
- Carrie Edwards, Director, Property, Planning & Transportation
- Anne Trombley, Manager (Planning)
- Karen Drummond, Manager, Employees and Community Engagement
- And most of you know Brenna, the principal here at the school

Agenda

- Presentation
- Question and Answer
- Group Discussions
- Next Steps

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We will start with a presentation that reviews some of the presentation from December and provides some additional detail as well as answers to a questions from the December 6 meeting that required some follow-up by CBE staff.

As a show of hands – please indicate if you were at the December meeting – if everyone here tonight was at the December meeting there may be opportunities to move though some of the presentation faster by not reviewing information that was already shared .

After the presentation there will be an opportunity to ask questions and then we will move into table discussions to gather feedback on two proposed options for students in the future.

We will end today's meeting by talking about the next steps.

Principles of Participation

- Respect above all else
- Staff and participants will feel safe
- Speak one at a time
- We balance air time fairly

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Before we begin the presentation proper, I just want to share our principles of participation.

Why are we here?

The student population at the school will be quite low. What will happen to the school?

Student enrolment is projected to range from 125-150 students over the next five years. The capacity of the school is 450. Enrolment will be monitored and further discussions may be required. You will have an opportunity to participate in discussions about next steps prior to decisions being made.

Letter to families of Rosscarrock School – April 5, 2018

This September, enrolment at the school was lower than projected.

- Projected enrolment was 176 students
 - 165 in Regular program
 - 11 in Paced Learning Program (PLP)
- September 30 enrolment was 122 students
 - 109 in Regular program
 - 13 in Paced Learning Program (PLP)
- January 8 enrolment has declined further to 118 students
 - 106 in Regular program
 - 12 in Paced Learning Program (PLP)

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As part of the System Student Accommodation Plan process within the CBE, enrolment in schools is monitored when there are significant increases in schools which may lead to over capacity or when there are declines in enrolment where student programming may be impacted. Rosscarrock School is in the situation of low and declining enrolment.

The words on the screen are from the decision letter sent to Rosscarrock families at the end of the Area 6 and 7 impacted schools engagement process. It acknowledges low enrolment and indicates that enrolment will be monitored.

We have continued to monitor enrolment and this year enrolment was even lower than projected last winter and has declined further since September 30.

Further information about enrolment at the school will be shared later in the presentation.

Low Enrolment Affects Student Learning

What we heard from staff – the positives

- Sense of community
 - Close connection between staff, students and families
 - Students accept each other
 - More accountability for student behaviour
- Class sizes
- There is a lot of space
- Scheduling of gym time is easier

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At a meeting with Rosscarrock staff on December 4 feedback was gathered about how low enrolment has affected their work. We heard there were positive things about low enrolment and also a number of challenges.

There are a lot of really good things at Rosscarrock School...

- Sense of community
 - Close connection between staff, students and families
 - Students accept each other
 - More accountability for student behaviour
- Class sizes
- There is a lot of space
- Scheduling gym time is easier

Low Enrolment Affects Student Learning

What we heard from staff – the challenges

- Limited support services (ELL, specialists, resource teachers, education assistants)
- Less financial resources for materials
- No assistant principal
- Lack of opportunity for team teaching and grade group planning can be isolating
- Multi-aged classrooms make it hard to cover curriculum, particularly for math and science and in higher grades
- No opportunity for regrouping for behaviour or learning
- Small number of parent volunteers

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We also heard about a number of challenges from the small number of students at the school

- Limited support services (ELL, specialists, resource teachers, education assistants)
- Less financial resources for materials
- No assistant principal
- Lack of opportunity for team teaching and grade group planning can be isolating
- Multi-aged classrooms make it hard to cover curriculum, particularly for math and science and in higher grades
- No opportunity for regrouping for behaviour or learning
- Small number of parent volunteers

These challenges can affect student learning. That is why we are here today.

Much of the rest of this presentation will share details about Rosscarrock School and surrounding communities and schools, and look at options we've considered. First, I will pass it over to Karen who will spend a few minutes to look back at the Area 6 and 7 impacted schools engagement.

(pass to Karen)

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Area 6 and 7 Impacted Schools Engagement

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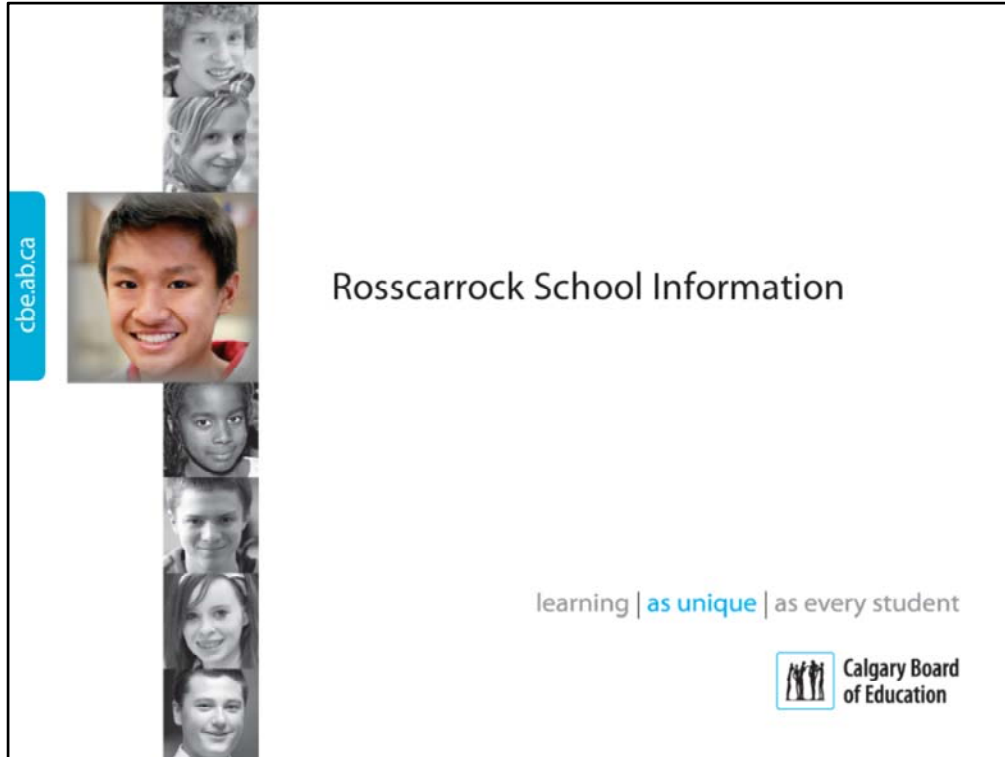


Area 6 and 7 Impacted Schools Engagement – What We Heard

- Concerns that enrolment at Rosscarrock School would be low
- Overall support within Group A for the idea that Cougar Ridge students should be able to attend school closer to home (86% of online survey respondents expressed support for this)

Area 6 and 7 Impacted Schools Engagement – What We Heard

- Suggestions to add an alternative or complex learning needs program to Rosscarrock School (e.g., Science, TLC, GATE)
 - There was no unmet need for GATE identified
 - Adding an alternative program at an elementary school level without middle/junior high school space is a challenge
 - The space is not suitable for a middle/junior high
 - Adding a program to the school would not impact the decline in enrolment for the K-6 regular program at the school




The slide features a vertical strip on the left side containing the text 'cbe.ab.ca' and a collage of seven diverse student portraits. The main title 'Rosscarrock School Information' is centered in the upper half. Below the title, the slogan 'learning | as unique | as every student' is displayed, followed by the Calgary Board of Education logo and name.

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Rosscarrock School Information

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At this point in the presentation I am going to go over some information about Rosscarrock School as well as the community in general. There were also a few questions and follow-up from the December meeting and I will share that information was well.

Background

- Cougar Ridge was designated to Rosscarrock School for the regular program from 2014-2017.
- The alternative programs of French Immersion and Spanish bilingual occupied space in the school between 2015-2017.
- Regular Program enrolment from the home attendance area has remained low and has fluctuated over the past 10 years.
- Lowest enrolment in 2018.

As some historical context for Rosscarrock School, from 2014-2017 the school accommodated students from both the community of Rosscarrock as well as students from the community of Cougar Ridge. While there was anticipation that some students from Cougar Ridge might remain at Rosscarrock School this year, the re-designation of the Cougar Ridge to West Springs and the space available at West Springs resulted in all students from the community being accommodated at that school closer to home.

In 2015-16 , in addition to the students from the community just mentioned, and due to enrolment pressures at Westgate School, Rosscarrock School, accommodated Spanish bilingual and French Immersion students in K.

In 2016 the school accommodated K and GR1 Spanish Bilingual

students but no longer accommodated French Immersion students. This expanded to GR2 for the 2017-2018 school year.

As a result of the opening of the Spanish Bilingual Program at Glenmeadows School, the Spanish bilingual students from Rosscarrock School moved into this new site for September 2018 along with GR3-5 Spanish students who were at Westgate School. Now all French Immersion students are being accommodated at Westgate School and all Spanish Bilingual Students are being accommodated at Glenmeadows School.

This year, regular program students remaining at Rosscarrock School primarily live in the community of Rosscarrock. The number of these students represents the lowest enrolment level at the school in the past 10 years.

Regular Program Enrolment at Rosscarrock School - History

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
2008	21	20	21	7	23	21	22	135
2009	20	23	22	23	14	23	21	146
2010	25	17	26	21	26	18	20	153
2011	26	24	20	20	23	26	23	162
2012	22	24	20	18	18	20	23	145
2013	23	21	20	22	21	16	23	146
2014	43	31	20	27	30	26	24	201
2015	26	39	28	22	30	28	30	203
2016	35	22	36	27	28	26	27	201
2017	20	33	16	31	32	23	23	178
2018	17	8	16	15	19	29	18	122

Source: School Enrolment Reports (Sept. 30). Reported enrolment includes all students in the school in both regular and complex learning needs classes.

Firstly, you will notice the highlighted lines in the chart. These numbers represent the years in which the community of Cougar Ridge were designated to the school for the Regular program. These are also the years in which French Immersion and Spanish Bilingual programs were attending the school – although the number of students is not included as this table only provides data on the Regular Program.

This chart shows enrolment in both the regular program and complex learning needs classes. The 2018 values are as of September 30.

The Paced learning Program (PLP) at the school is a specialized program for students with complex learning needs and enrolment in this program is included in the regular program enrolment in the table. These students attend the school from

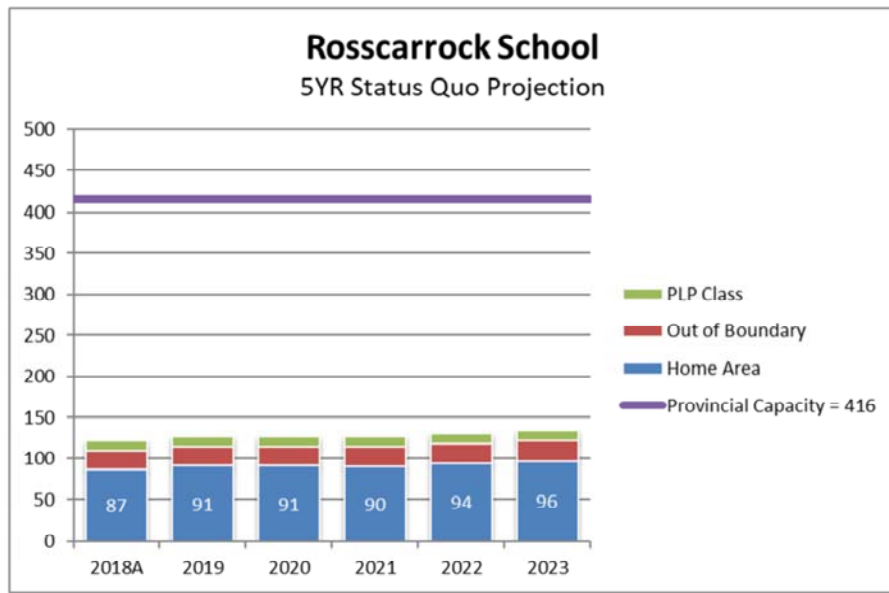
many different communities. PLP students are in GR4 to GR6 and can accommodate a maximum of 14 students.

As you can see from the chart, over the past 10 years, enrolment has fluctuated between 130 to 200 students with September 30 enrolment this year of 122 (109 in the Regular Program and 13 in the PLP program). Enrolment this year is the lowest over the past 10 years.

Since September 30, 2018, a handful of regular program students have moved from the school, making enrolment numbers even smaller.

One other school in the CBE has a similar enrolment level (Colonel Walker School). The difference is that Colonel Walker School has two programs operating in the building. As you will see in the next slide, Rosscarrock School enrolment is low in comparison to school capacity.

Rosscarrock School Projection



In this graph, students attending the school who reside in the designated area for the school are the “Home Area students”. These are students who live in the community of Rosscarrock and account for fewer than 100 students in the school.

Out of boundary students make up around 20% of the school population.

The PLP class is the Paced Learning Program for students with complex learning needs who may participate in aspect of the regular program but for the purpose of this graph have been reported separately.

What CBE Programs Do K-6 Students Who Live in Rosscarrock Choose?

What CBE programs do K-6 students living in Rosscarrock Attend?
September 30, 2018

CBE Program	K	GR1	GR2	GR3	GR4	GR5	GR6	Total	%
French Immersion	4	4	2	3		1	1	15	10%
All Boys School		1						1	1%
Montessori	1	1	4	2		2		10	7%
Regular Program	14	7	19	14	17	22	14	107	72%
Spanish Bilingual	2	3	1	3		2	1	12	8%
Traditional Learning Centre			1	2			1	4	3%
Total	57	75	74	94	90	115	91	149	100%

This chart shows the program choices K-6 students living in the community of Rosscarrock made this year.

The two most subscribed programs are the regular program and Spanish Bilingual program

By a large majority (72%) students are choosing the regular program. Within that 72% there are 81% of attending Rosscarrock School.

In total, there were 149 students from the community of Rosscarrock attending CBE schools for K-GR6 this year.



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Neighbouring Communities

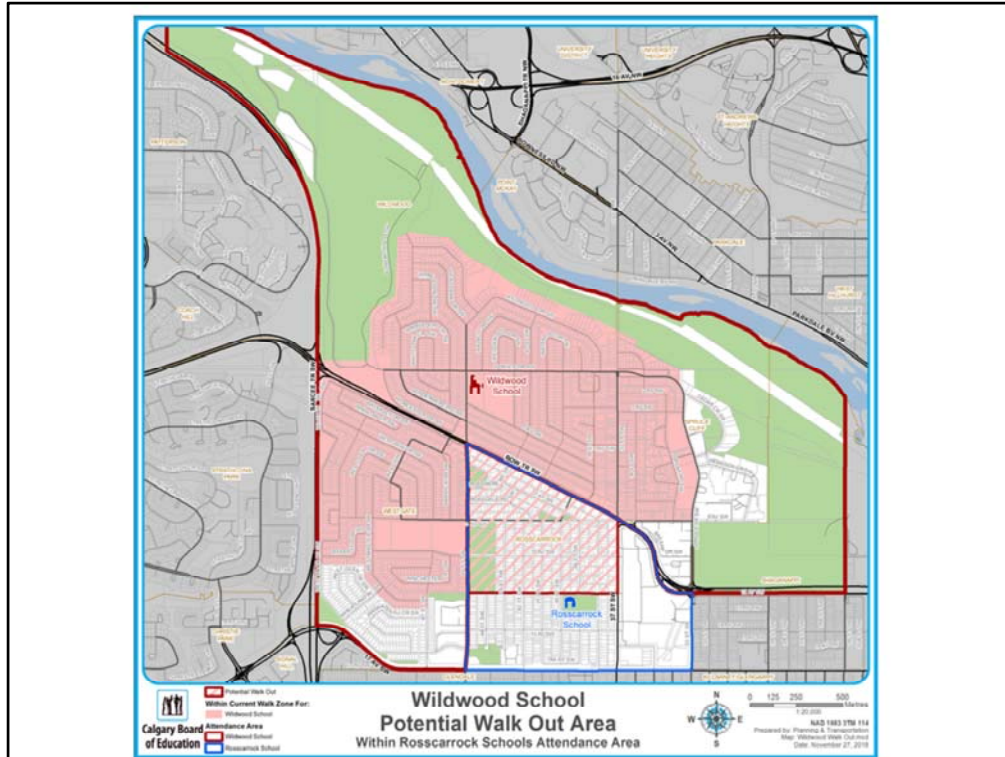
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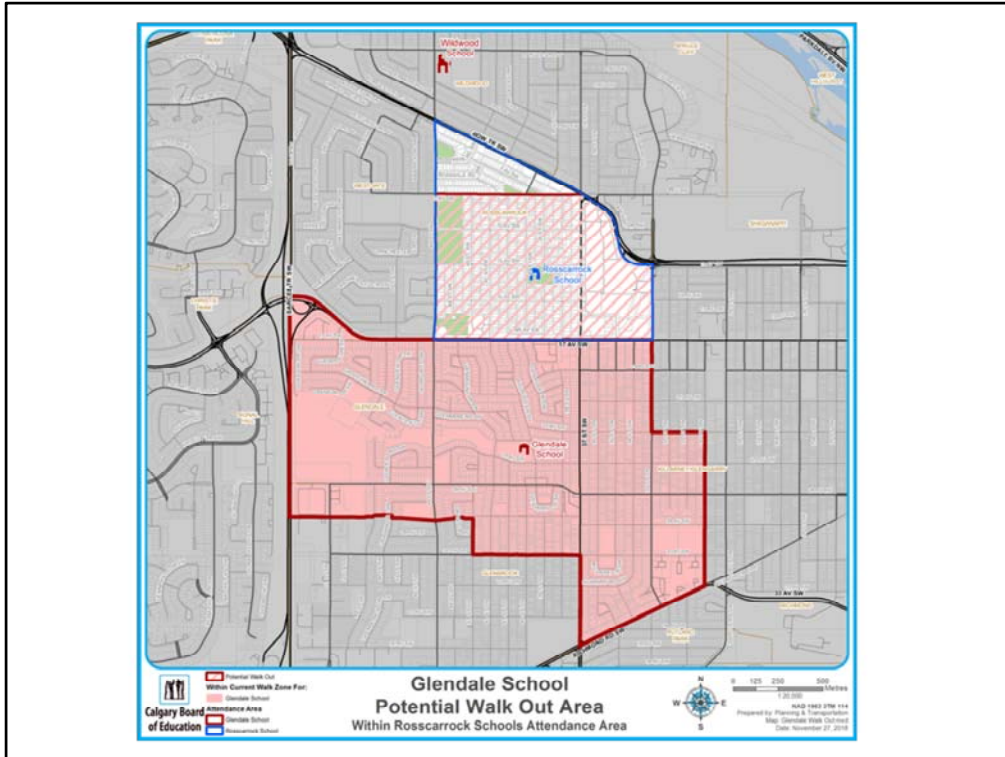
There are several schools within closed proximity to Rosscarrock School.



This map shows the community of Rosscarrock and neighbouring communities Westgate and Wildwood.

There are approximately 20 students whose families live in the attendance area for Rosscarrock School, and who choose to attend a school other than Rosscarrock.

For 6 of these students, the first choice is Wildwood School. You can see that some families living in the far north western section of the community may actually be closer to that school than Rosscarrock School.



This map shows the community of Rosscarrock and neighbouring communities of Glendale & Killarney/Glengarry.

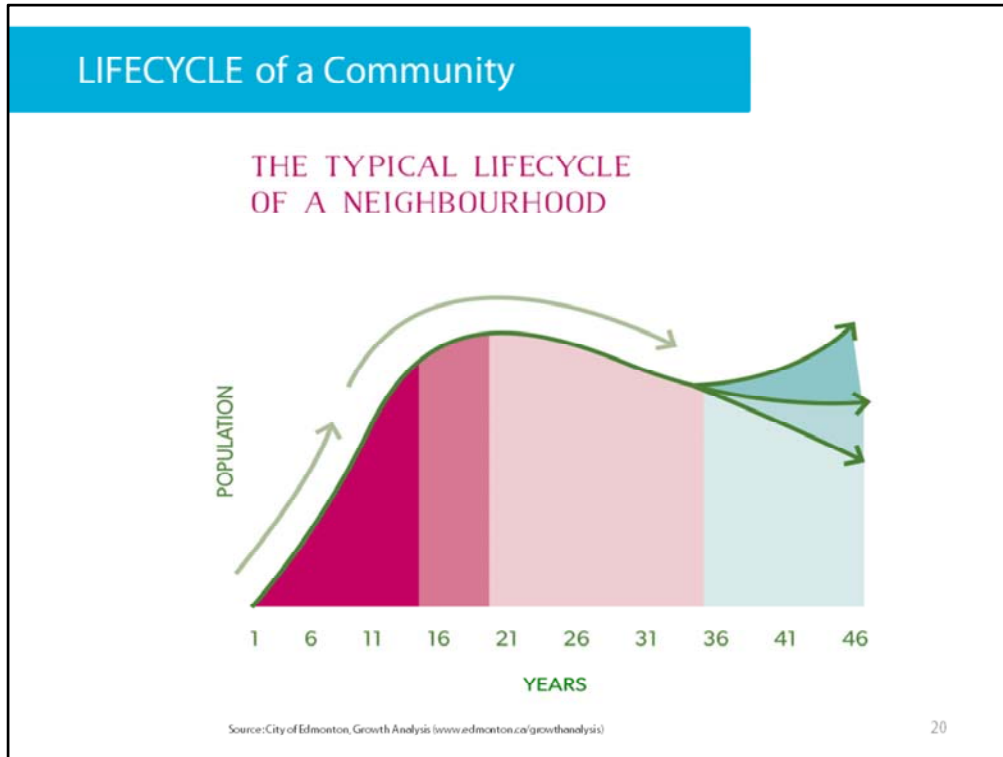
Of the 20 students who live in the community but attend a school other than Rosscarrock, 4 choose to attend Glendale School

LIFECYCLE of a Community

Rosscarrock was established in 1954

Population approximately 3,600 residents

When planning for new schools in developing communities, CBE is eligible for one elementary school site for approximately 10,000 residents. The total population of the Rosscarrock community in the 2018 Civic Census was approximately 3,600 residents. This is well below the threshold of 10,000 residents needed for a new community to qualify for a school site today.



You can't talk about the lifecycle of a school without mentioning the lifecycle of a neighbourhood, which schools are built to serve.

All neighbourhoods change as they go through a typical lifecycle process.

When they are first building out, new neighbourhoods experience rapid population expansion as the community develops, new households are formed and household size grows.

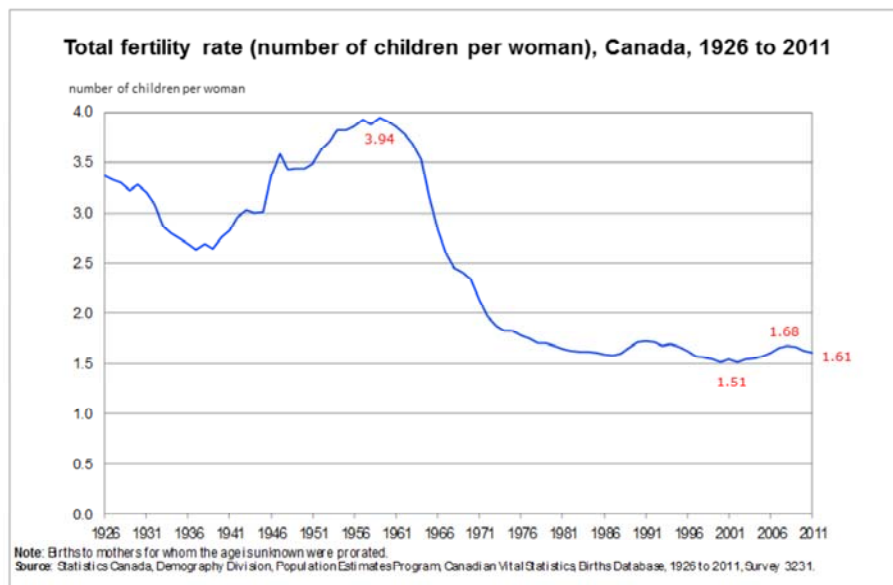
They then tend to stabilize for a period of time, which is followed by population decline as children grow up and leave home.

Neighbourhoods can then experience a number of different outcomes over time.

- They may continue to decline as the population ages and household size shrinks
- They may decline slightly and then become steady as new generations move in and have children
- They may increase as new infill developments occur in the neighbourhood increasing the population

Which way the neighbourhood grows will impact local schools.

LIFE CYCLE of a Community



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As mentioned in the previous slide neighbourhoods can grow again as new families move in, however they will not reach the peak of the first generation that was there.

This graph shows fertility rates in Canada from 1926 to 2011.

The fertility rate in Canada reached its peak in 1959 at 3.94 children per woman. This was part of the post war baby boom period that was from 1946-1965.

Since this peak, fertility rates have been declining in Canada, and for more than 40 years now the fertility rate has been below the replacement level of 2.1 children per woman. This means that, on average, couples are no longer having enough children to replace them.

The total fertility rate decreased in subsequent years to a low of 1.51 children per woman in 2002.

It then increased slightly to 1.68 in 2008, before falling again to 1.61 children per woman in 2011.

Schools, in what are now considered developed communities, were built in the 50s to early 70s when this large baby boom cohort was moving through the system, which explains why older communities have a larger number of schools than newer ones.

Options for Use of Space

The options below have been used in the past to address excess space in a school. For Rosscarrock School, the feasibility of these options is limited.

- Add an Alternative Program or Complex Learning Needs Program
 - Challenges with middle/junior high space
 - Would not impact the decline in enrolment in the regular program
- Administrative use
 - No unmet need
 - Would not impact the decline in enrolment in the regular program
- Designate a community / Change boundaries
 - Most of the schools in the surrounding area have excess space.

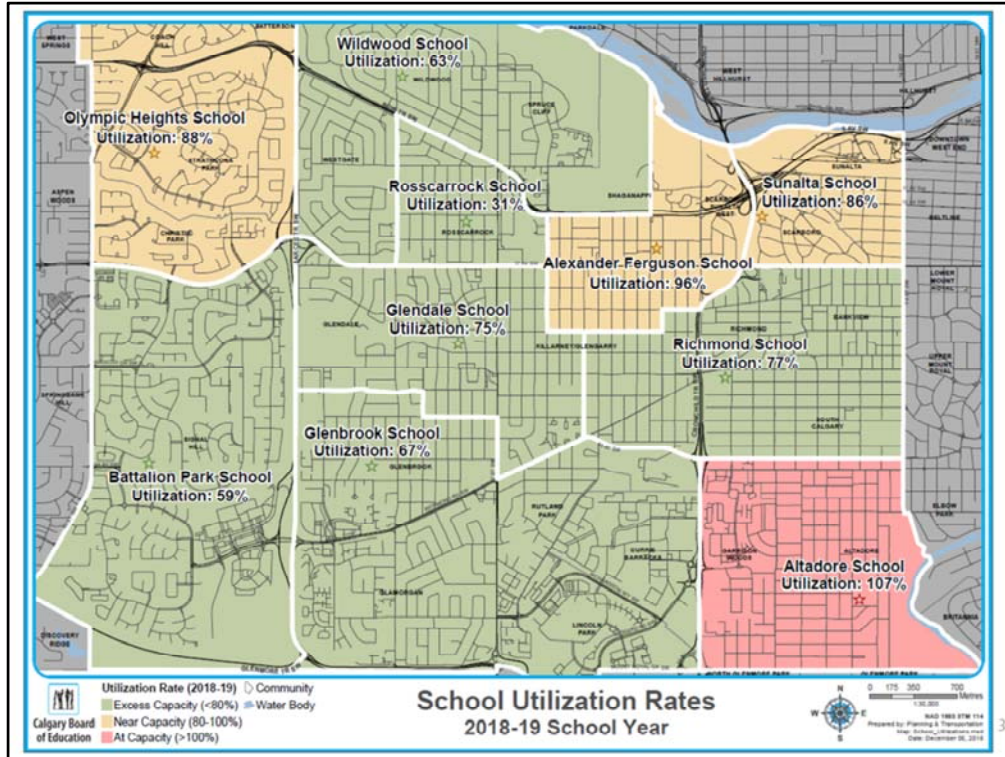
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When schools experience a decline in enrolment, there are options to increase the use of space in the school. In the past, we have an alternative program to the school or the excess space may be designated for administrative use. We've also used excess space to support programs and classes for students with complex learning needs.

As mentioned earlier, these options were considered in the Area 6 and 7 impacted school engagement and were not pursued.

It is also important to note that while these options may increase the use of the space at a school, they do not address enrolment in the regular program which will continue to remain low and can present long term challenges in supporting student learning in the regular program.

Another option that is sometimes considered in schools with declining enrolment is to redesignate a community (as was previously the case with Cougar Ridge) or change the boundary/attendance area for the school. CBE looked at this possibility and most schools in the surrounding area have excess space. The next slide shows this in a little more detail.



This map shows the capacity of elementary schools in Rosscarrock School as well as the nearest surrounding elementary schools.

The shaded green areas indicate that CBE schools in these communities that have excess space available – that is to say that the enrolment in the school is below the capacity of the school. These schools shown in green have a utilization rate of less than 80%. The current utilization rate at Rosscarrock School is 31%

The yellow shaded areas indicate schools that have a utilization rate of between 80-100%. These schools are near capacity but still have some room to accommodate student growth.

The red shaded area indicates a school that is at or over capacity.

When we look at the area surrounding Rosscarrock School, most schools in this area of the city have excess space.

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Questions/Additional information from Previous Meeting

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Question: What are the plans for future development at Westbrook Station?



Figure 1: Westbrook Station Development Site



Figure 2: Adjacent Property Ownership Map

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Westbrook Station is within the community of Rosscarrock adjacent to an underground LRT station and part of the City of Calgary's Westbrook Village Redevelopment Plan

The images are provided for context. The first one is a satellite image of the area with the Westbrook Station development outlined in red

The second image shows the ownership of the land parcels within the development area

The next slide has information about the size and type of development as well as the anticipated number of CBE students that could be generated by this development in the future.

Question: What are the plans for future development at Westbrook Station?

- Any development will take several years to occur.
- The most recent proposal is based on 1,153 units. The number of units may change once Outline Plans are submitted.
- Anticipated to be primarily multi units (e.g. Townhouses and Apartments).
- Potential to generate 74 K-9 CBE students in total
 - approximately 7 students/grade
- Not all students will choose their designated regular program school (Rosscarrock)
 - Based on the student choice information shared previously 4 students/grade could be anticipated
- The proposal for the indoor soccer field was cancelled by the developer.

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Development on the Westbrook Station lands has not started. It will take several years for this development to begin generating any residents/students.

Based on the information we have, approximately 25 to 30 students could be anticipated to attend Rosscarrock School in the future from this redevelopment as it is proposed at this time.

CBE student enrolment in areas with increased density in proximity to C Train stations								
Grade	K	1	2	3	4	5	6	Total
London Towers (in Haysboro)	5	4		3		4	2	18
Chinese (Mandarin) Bilingual							1	1
French Immersion						1		1
Montessori	1							1
Regular Program	3	2		3		1	1	10
Acadia School				1			1	2
Chinook Park School				2				2
Citadel Park School	1							1
Haysboro School	2	2				1		5
Traditional Learning Centre	1	2				2		5
University City (in Brentwood)	10	12	6	10	6	6	8	58
Chinese (Mandarin) Bilingual						2		2
French Immersion	4						2	6
Regular Program	2	6	6	6	6	2	6	34
Brentwood School			2					2
Captain John Palliser School	2	6	4	4	6	2	6	30
Mount View School				2				2
Traditional Learning Centre	4	6		4		2		16
Westbrook (in Spruce Cliff)	2	7	4	6	3	2	5	29
Early French Immersion		2			1	1		4
Montessori		1		1				2
Regular Program	1	3	4	3	2	1	5	19
Jennie Elliott School							1	1
Olympic Heights School				1				1
Snalta School		1	1					2
University School		1					1	2
Wildwood School	1	1	3	2	2	1	3	13
Spanish Bilingual		1		1				2
Traditional Learning Centre	1			1				2
Grand Total	17	23	10	19	9	12	15	105

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This table provides information on the number of K-6 students currently attending CBE from three multi unit developments that have already occurred around C Train stations – including the three towers on the North side of Bow trail across from Westbrook Mall. .

Question: Did CBE consider designating students from Alexander Ferguson to Rosscarrock since it is full?

- Alexander Ferguson School has a utilization rate of 96% this year
- Alexander Ferguson is a small School
 - Provincial Capacity is 255
 - September 30 enrolment was 237 students
- Designating students from the Alexander Ferguson school boundary to Rosscarrock School would not significantly increase enrolment at Rosscarrock School

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Even though a school has a high utilization rate, it doesn't necessarily mean that the school is accommodating a large number of students. Alexander Ferguson School is an example of a small building. Even with the school being at capacity, there are only 25 to 30 students per grade on average.

Enrolment at Wildwood and Glendale Schools

WILDWOOD SCHOOL

Provincial Capacity = 628

Enrolment as at September 30, 2018

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	43	37	64	48	52	62	53	359

Note: Wildwood School enrolment includes students in LEAD and SKILL complex learning classes

GLENDALE SCHOOL

Provincial Capacity = 304

Enrolment as at September 30, 2018

	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Total	18	37	31	32	35	37	31	221

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Information about Consideration of Closure and Timeline

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Consideration of Closure

- A recommendation of consideration for school closure is bound by the School Act and related regulations:
 - CBE administration submits a recommendation for consideration of closure to the Board of Trustees
 - If approved by the Board of Trustees, the closure process would begin and include more opportunity for staff, parents and others to share their perspectives about closure
 - A final decision would be made only after the regulated consultation requirements are fulfilled.

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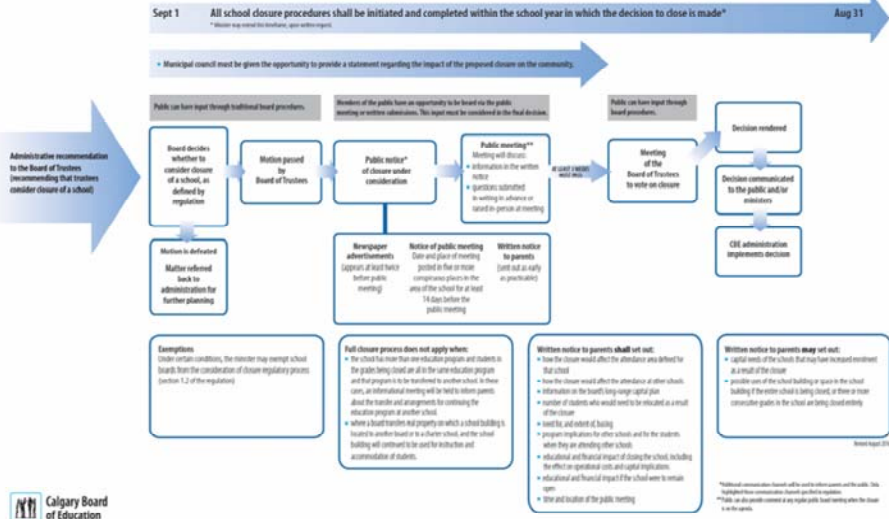
As outlined, CBE has explored options to increase the use of space at Rosscarrock School and none of the options effectively address the declining regular program enrolment and its effect on programming at the school.

For this reason CBE administration has decided to recommend consideration of closure.

The school closure process is bound by the School Act and related regulations.

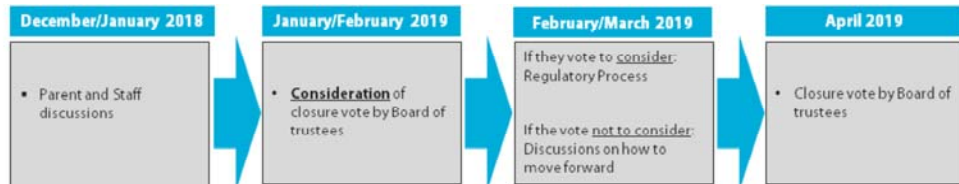
Regulatory Process

Provincial Closure of Schools Regulatory Process Closure of Schools Regulation, Alberta Regulation 238/1997



This flow chart that captures the school act closure process.

Consideration of Closure Timeline



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This is a high level look at the timeline for the recommended consideration of closure for Rosscarrock School.

What this graphic shows is we are at the beginning of a process that will take several months and will include more opportunities for stakeholders to provide feedback.

Preliminary dates for Consideration of Closure of Rosscarrock School

- Recommendation to the Board of Trustees - February 5 and 12
- Consideration of Closure public meeting at Rosscarrock School - March
 - Notice of date and time of the Public Meeting is posted in five or more conspicuous places in the area of the school for fourteen days prior to the meeting.
 - Notice of date and time is advertised in a newspaper circulating within the area on at least two occasions.
- Final decision – April
 - Occurs after the Public Meeting and written submissions are received
 - Made at a public meeting of the Board of Trustees
 - Subject to three week wait period after the public closure meeting

CBE Administration anticipates bringing a recommendation to consider closer forward to our Board of trustees on February 5, 2019. It is anticipated that the Board of Trustees will make a decision about whether to consider closing the school at their meeting on Tuesday February 12, 2019.

Feedback Opportunities

- Stakeholder Report to the Board of Trustees
 - An opportunity for stakeholder groups or the public to verbally address the Board for 3 minutes on any educational issue, to a maximum of 5 reports per meeting.
 - Advise the Corporate Secretary by noon the day before the meeting if you wish to do a stakeholder presentation via email to corpsec@cbe.ab.ca
 - Full description of procedures for stakeholder reports can be found on CBE website at <https://www.cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>
- Participate in the public meeting convened under regarding the consideration of closure
- Provide written submission
 - Dialogue@cbe.ab.ca

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The decision to close Rosscarrock school has not been made. Even with CBE administration recommending consideration of closure there are still many steps in the regulatory process and opportunities for stakeholders to be involved and continue to provide feedback prior to a final decision.

Two Options for Regular program K-GR6 students living in the Rosscarrock community

- Option 1 - designate students to a school within walking distance – Wildwood School and Glendale School
 - Some students are within walking distance to Glendale school and some are in walking distance to Wildwood School
 - Keeps students closer to home
 - Splits the current cohort of students
- Option 2 – designate all students to the same location - Wildwood School
 - Not all students are within the walking distance
 - Currently has busing for students outside the school walk zone
 - Some students would attend school farther from home
 - Keeps current students together

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As seen previously in the presentation, there are several schools in communities surrounding Rosscarrock that offer a regular program and have excess capacity. The two closest schools meeting this criteria are Glendale School and Wildwood School.

We would like to gather feedback from you tonight about your thoughts on future student designation if Rosscarrock School were to close.

There is an option to keep all students together – Wildwood School and there is also an option to have students attend a school they could walk to – some students would be designated to Wildwood and some students would be designated to Glendale.

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Questions

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Table Group Discussion

- Take about 10 minutes to discuss the options for student designation
- We ask that one person at each table take notes of the thoughts and questions shared at the table
- After 10 minutes, each table group will share highlights from their conversation

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We would ask that you take about 10 minutes at your table to discuss the two options for students – Wildwood School or Glendale School. Staff will be around to ask any clarifying questions.

After about 10 minutes we will gather back as a large group and ask for a member of your table to highlight points of the discussion. We will collect all the sheets and stickies at the end of the session

PASS to CALVIN for Next steps and closing remarks – ask people to complete evaluations

Next Steps

- Share all information presented tonight on the Rosscarrock School website
- Online survey regarding the two options for students
- If you have additional comments to share, email them to dialogue@cbe.ab.ca

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Thank you for your time today, and for sharing your perspectives and questions with us. We will be sharing this presentation on the school website so others have the opportunity to learn about the recommendation to consider closure.

There will be an online survey over the next week to gather feedback about the same two options for students we had you comment on tonight.

If you have comments you were unable to share today, please email CBE dialogue at the email address on the screen



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Closing remarks