

public agenda

Regular Meeting of the Board of Trustees

January 26, 2021
12:00 p.m.

Microsoft Teams,
Calgary, AB

R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Results 2: Academic Success Annual Monitoring – Part 2 (Indicator 4)	C. Usih		Page 4-1 (Jan. 12/21)
	5 Operational Expectations			
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-3	
8.1 Consideration of Closure of Rosscarrock School		OE-2,3,7,8,9	Page 8-1	
8.2 Consideration of Closure of Discovering Choices II (Marlborough) for the Purpose of Relocation		OE-2,3,7,8,9	Page 8-180	



Time	Topic	Who	Policy Ref	Attachment
	9 Consent Agenda	Board	GC-2.6	Page 5-17-A (Jan. 12/21)
	9.1 Items Provided for Board Decision			
	9.1.1 OE-3: Instructional Program – Annual Monitoring Report <i>(THAT the Board approves that the Chief Superintendent is in compliance with the provisions of OE-3)</i>			
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |
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For questions or concerns, please contact:
 Office of the Corporate Secretary at corpsec@cbe.ab.ca.

results monitoring report

Monitoring report for the
school year 2019-20

Report date:
Jan. 12, 2021

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception(s) (as noted).
Exception(s): results for Students Self-Identified as Indigenous
- Not making reasonable progress.



Signed: _____

Date: January 4, 2021

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustee



Executive Summary |

Analysis |

The data have indicated that:

- for the All Students cohort overall the results are good, though there are opportunities for improvement;
- English Language Learners achievement is close to that of All Students;
- there is a significant gap between Students who Self-Identify as Indigenous and All Students; and
- Students with Identified Special Needs have a mix of areas of strength and areas of need.

Alberta Education did not release an October 2020 update of the Accountability Pillar Results to school authorities. The May 2020 Accountability Pillar Results report includes N/A for Provincial Achievement Test (PAT) and Diploma Exam data to reflect the cancellation of June PATs and April & June Diploma Examinations in 2019-20.

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2019-20 and whether they were met or not.

Note | Since June 2020 Provincial Achievement Tests and Diploma Examinations were cancelled, some of the data are not available.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Target	Met	Not Met
4-year rate: Is at or above 80 percentage for All Students	<input type="checkbox"/>	
5-year rate: Is at or above 83 percentage for All Students	<input type="checkbox"/>	
3-year rate: The Achievement Measure increases one level to <i>Low</i> for Students who Self-Identify as Indigenous		<input type="checkbox"/>
3-year rate: The Achievement Measure is <i>Intermediate</i> for Students with Identified Special Education Needs		<input type="checkbox"/>
3-year rate: The Achievement Measure is <i>High</i> for All Students	<input type="checkbox"/>	
3-year rate: The Improvement Measure is <i>Improved</i> for All Students	<input type="checkbox"/>	

2. Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Target	Met	Not Met
English Language Arts: Division 1 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	
English Language Arts: Division 1, 2, 3 and 4 results for English Language Learners will improve.	<input type="checkbox"/>	
Mathematics: Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

4. Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Target	Met	Not Met
Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will Identified Special Education Needs will improve.	<input type="checkbox"/>	
Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	
Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.	<input type="checkbox"/>	

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

Glossary of Terms |

- All Students: the entire set of students included in the data set for a specific indicator.
- Board: Board of Trustees
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.
 - Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
 - *Improved Significantly*, chi-square result ≥ 3.84 (current result $>$ previous 3-year average)
 - *Improved*, $1.00 \leq$ chi-square result < 3.84 (current result $>$ previous 3-year average)
 - *Maintained*, chi-square result < 1.00
 - *Declined*, $1.00 \leq$ chi-square result < 3.84 (current result $<$ previous 3-year average)
 - *Declined Significantly*, chi-square result ≥ 3.84 (current result $<$ previous 3-year average)
 - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent*, *Good*, *Acceptable*, *Issue* and *Concern*.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.

- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for "Students who Self-Identify as Indigenous".
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.



Policy |

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - 1.1 All Students
 - 1.2 English Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 English Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 3.1 All Students
 - 3.2 English Language Learners
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 English Language Learners
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - 5.1 All Students
 - 5.2 English Language Learners
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs



Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2019-20 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”¹.

Note | the 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

¹ Refer to Attachment I for the criteria of the categories for High School Completion.

1.1 All Students

Rate	Compare	2018-19	2019-20
3-year	CBE	77.4	78.3
	Prov	79.1	79.7
4-year	CBE	81.0	82.9
	Prov	82.7	83.5
5-year	CBE	84.5	83.9
	Prov	84.8	84.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement		
	Improvement		
	Overall		
Prov	Achievement		
	Improvement		
	Overall		

- Analysis of Cohort

For All Students, the 4-year result had the lowest gap between the provincial results and CBE in the 2019-20 school year. CBE and the Province reported results in the same range across all 3-year completion rate Measure Evaluations for two consecutive years, with both seeing the Improvement Measure of *Improved Significantly* when comparing the current year results to the previous three-year average.

From 2018-19 to 2019-20, CBE saw a greater increase of the 3-year and 4-year high school completion rates in 2019-20 than the Province saw. For these two rates, we are closing the gap between CBE and the Province. There was a 0.6 percentage point decrease in the CBE 5-year rate. Based on a Chi-Squared comparison to the 2018-19 result, the decline was not significant and it matched the previous three-year average 5-year rate. The CBE cohort of All Students in 2019-20 represents about 8600 students.

1.2 English Language Learners

Rate	Compare	2018-19*	2019-20
3-year	CBE	65.6	65.5
	Prov	74.4	73.3
4-year	CBE	71.8	79.0
	Prov	82.6	82.7
5-year	CBE	79.4	75.1
	Prov	85.8	84.9

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	Yellow	Yellow
	Improvement	Green	Yellow
	Overall	Green	Yellow
Prov	Achievement	Green	Yellow
	Improvement	Blue	Yellow
	Overall	Green	Yellow

* The data have been revised based on the May 2020 Accountability Pillar Results.

- Analysis of Cohort

For English Language Learners, the gaps between the Province and CBE narrowed for two out of the three rates. The only widened gap was the 5-year result, with a gap increase of 3.4 percentage points. CBE maintained the same 3-year rate in the Achievement Measure level while the Province declined in the same measure. Both CBE and the Province showed declined performances in the Improvement Measure with the CBE dropping one level while the Province dropped two levels.

Decreases were observed in the 3-year and 5-year rates for both CBE and the Province, however, comparing to the provincial results, CBE showed a smaller decline in the 3-year rate and a larger decline in the 5-year rate. Based on Chi-Squared comparisons to the 2018-19 results, CBE decreases were not statistically significant. Additionally, the CBE 4-year rate improved significantly over time with an increase of 7.2 percentage points while the provincial result increased by 0.1 percentage points. English Language Learners in CBE represent about 670 students.

1.3 Students who Self-Identify as Indigenous

Rate	Compare	2018-19	2019-20
3-year	CBE	40.0	38.8
	Prov	56.6	55.8
4-year	CBE	45.2	46.9
	Prov	60.8	64.0
5-year	CBE	51.2	50.1
	Prov	64.4	64.9

3-year	Measure Evaluation	2018-19	2019-20
CBE	Achievement	Red	Red
	Improvement	Green	Yellow
	Overall	Orange	Red
Prov	Achievement	Red	Red
	Improvement	Blue	Green
	Overall	Yellow	Orange

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the gaps between the provincial results and CBE's widened in all three rates with CBE being around 17 percentage points below the province at both 3-year and 4-year rates. Both CBE and the Province dropped one level in their 3-year rate Improvement Measures with both having *Very Low Achievement Measures*. CBE's 3-year rate did improve as compared to the previous three-year average.

The CBE 3-year and 5-year rates both saw a decrease around 1.1 percentage points in 2019-20 compared to the 2018-19 school year. Based on a Chi-Squared comparison, the improvement measure would be *Maintained*. The province showed the same Chi-Squared test results as CBE for both rates. Both CBE and the Province had increases in their 4-year rates while only the provincial increase was significant by test. The CBE cohort of Students who Self-Identify as Indigenous represents about 360 students.

1.4 Students with Identified Special Education Needs

Rate	Compare	2018-19*	2019-20
3-year	CBE	60.0	60.7
	Prov	62.3	61.8
4-year	CBE	64.7	69.4
	Prov	67.7	70.3
5-year	CBE	67.8	70.1
	Prov	71.0	71.8

3-year	Measure Evaluation	2018-19*	2019-20
CBE	Achievement	Orange	Orange
	Improvement	Blue	Blue
	Overall	Green	Green
Prov	Achievement	Orange	Orange
	Improvement	Blue	Green
	Overall	Green	Yellow

* The data have been revised based on the May 2020 Accountability Pillar Results.

- Analysis of Cohort

For Students with Identified Special Education Needs, CBE and the Province both maintained levels in their Achievement Measures. The Province saw a drop in their Improvement Measure, when comparing the current year results to the previous three-year average, while CBE maintained their *Improved Significantly* level.

Compared to the Province, CBE reported greater increases in 2019-20 in all three results as compared to their 2018-19 results. The 4.7 percentage point rise in the 4-year rate was statistically significant by test. Moreover, while CBE increased by 0.7 percentage points in the 3-year rate, the Province decreased by 0.5 percentage points in 2019-20. When comparing the previous three-year averages to the current year results, statistically significant increases were seen for all three CBE results and two out of the three provincial results (except for 3-year rate). The CBE cohort of Students with Identified Special Education Needs represents about 1800 students.

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

3 Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
	Achievement	Green	Green	Yellow	Yellow	Red	Red	Orange	Orange
	Improvement	Blue	Blue	Yellow	Yellow	Yellow	Green	Blue	Green
	Overall	Green	Green	Yellow	Yellow	Red	Orange	Green	Yellow

- Targets for 2019-20

Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

- 4-year rate: Is at or above 80 percentage for All Students
- 5-year rate: Is at or above 83 percentage for All Students
- 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
- 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
- 3-year rate: The Achievement Measure is *High* for All Students
- 3-year rate: The Improvement Measure is *Improved* for All Students

- Analysis

When comparing the high school completion rates between CBE's All Students and CBE's English Language Learners, the gap between the results of the 5-year rate for 2019-20 is lower than that of the 3-year rate. However, the gap is still significant. Among all three sub cohorts of students, the English Language Learners results were the closest to the All Students results for two consecutive years.

As compared to CBE's All Students results, the results for CBE's Students who Self-Identify as Indigenous show a significant gap and continue to indicate a need for improvement.

In considering CBE's Students with Identified Special Education Needs cohort against CBE's All Students cohort in 2019-20, the gap between the 5-year rates is smaller than the 3-year rate, which indicates improvement. However, the gap is still significant.

- Interpretation

In the percentage of students completing high school within three, four or five years of starting grade 10, as measured by the Provincial Accountability Pillar, CBE met four of the six targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

The CBE All Students cohort demonstrated results in the same range as the Province and significant improvement over the previous 3-year average. CBE's All Students cohort also improved in the percentage of students completing high school within three and four years, and although a slight decline was noted for high school completion within five years, this was not statistically significant. CBE reported greater percentages of improvement in the 3-year and 4-year high school completion rates in 2019-20 than the Province.

When comparing the previous three-year averages to the current year results, Students with Identified Special Needs in CBE had statistically significant increases for all three high school completion results.

English Language Learners and Students with Identified Special Needs in CBE are continuing to complete high school within three, four or five years at levels more closely related to the provincial results for these cohorts than Students who Self-Identify as Indigenous. A continued focus in CBE to support Students who Self-Identify as Indigenous to complete high school within three, four or five years is a noted area for capacity building as the gap between CBE and the province did not reduce in 2019-20. As stated in the analysis above, CBE Students who Self-Identify as Indigenous represent about 360 students of the All Students cohort so are susceptible to changes in composition of the cohort.

The two target areas in this indicator that were not met present as areas for continued focused improvement.

- 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous. In 2019-20, CBE results were *Very Low* in this target. The Province also achieved results in the *Very Low* range.
- 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs. In 2019-20, CBE results were *Low* for this target. The Province also achieved results in the *Low* range.

When considering all four cohorts and all three years, while the CBE results are lower than the Province results, the gap between the CBE and Province is narrowed in eight of the 12 measures. We are moving in the right direction.

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students

Create and employ professional learning focused on:

- building school administrator capacity with data by providing Data and the SDP Professional Learning sessions; and
- Career & Technology Foundations (CTF) and Career & Technology Studies (CTS) teachers designing tasks that are explored by students in CTF, which are then built upon and strengthened in CTS.

Structures & Processes

- Use *Dialogue Framework* with High School Engagement process.
- Continuation of school visits by Education Directors with guiding questions where the Education Director will review use of evidence for all as well as identified cohorts, and align actions based on evidence.
- Expand the relationship between CTF and CTS with the goal of transitions between Middle/Junior/High Schools and post-secondary.
- Promote asynchronous dual credit delivery to remove challenges through scheduling conflicts and to increase accessibility.
- Develop online dual credit strategies that leverage the use of technology in learning environments to meet the needs of diverse learners and increased equity.

Resources

- Create a robust School Development Planning Toolkit inclusive of data tools, templates, exemplars and a School Development Plan Companion Guide.
- Increase Brightspace and Bongo Virtual Classroom usage.
- The Unique Pathways Team will develop a broader scope of pathways that are accessible to a diverse demographic.

- English Language Learners

Structures & Processes

- Gather and analyze baseline Language Proficiency (LP) data to inform instructional strategies within the School Development Plan with the support of Education Directors, English Language Learner (ELL) Strategists & System Principals.
- Evaluate and adjust current expectations of ELL Benchmark Assessment and Reporting with a continued focus on strong programming.
- Collaborate with other system portfolios to create a systematic approach to building supportive and Inclusive Learning Environments.

Resources

- ELL Strategists will be assigned to specific schools based on the equity factor scores and ELL language proficiency data, with a focus on leveraging background and expertise in Elementary, Middle/Junior, and Senior High School.
- Create exemplars of ELL SDP goals, strategies and measures at all divisions.

- Students who Self-Identify as Indigenous

Professional Learning

Create and employ professional learning focused on:

- collaboration offered by the Indigenous Team to build foundational knowledge - Friday afternoon professional learning offerings, Elder teaching days, and land-based learning series, system professional learning days, leadership cohorts, service units.

Structures & Processes

- Design, share and support the implementation of a holistic collaborative response to supporting Indigenous student achievement and well-being for all schools.
- Holistically track grade 10 Indigenous students in all high schools using area data templates.
- Design and implement a transition process for Indigenous students moving from grade 9 to 10.
- Through Monthly Leadership Meetings: Principals will now model the application of Truth and Reconciliation Commission actions specifically in the area of acknowledging the Land and land based learning.

Resources

- The Indigenous Education Team is comprised of a system principal and three specialists situated at Niitsitapi Learning Centre along with strategists (16) and Indigenous Diversity & Learning Support Advisors (7) in each area. The 15 school-based Indigenous Education Strategists and one Indigenous Well-Being Strategist will support 17 targeted K-12 schools as well as system work.

- Students with Identified Special Education Needs

Structures & Processes

- Develop a system approach to support the completion of Student Program Reviews, including documentation, timelines and connection to Individual Program Plans.
- Gather data through observations, conversation and quantifiable information to ensure students are receiving appropriate instruction within specialized classes to address both mental health and academic strengths and challenges in a timely manner.
- Create clear pathways for accessing system supports.
- Create common processes and procedures for specialized classes – intake, discharge and transition.

Resources

- Area Learning Team processes will continue to determine areas for greatest student need and support.
- Shift to expanded practices for small group psychological interventions to increase direct service.

Context for the Results of Indicators 2 to 5

On March 15, 2020, Alberta's Minister of Education informed school divisions that due to the COVID-19 pandemic, in-school classes were cancelled and that teacher-directed learning would continue.

The following is an excerpt from the Alberta Education News Release:

Continuity of student learning and content delivery

For all kindergarten to Grade 12 students, school authorities will offer at-home learning opportunities, either through online means or through other accommodations, such as course packages and telephone check-ins. Government expects that every student, regardless of their geographic location or socioeconomic status, will continue to learn while in-school classes across the province are cancelled. This includes students in public, separate, Francophone, charter and independent schools, and Indigenous students attending provincial schools.

To identify what content needs to be delivered, teachers will evaluate curricular outcomes that have not yet been covered, prioritize remaining outcomes based on what is manageable for students working from home, and will plan specific tasks and projects for students.

Content delivery for each grade is broken down as follows:

- Kindergarten – Grade 3
 - Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 4-6
 - Education content will continue to focus on language/literacy and mathematics/numeracy outcomes, and there will be opportunity to incorporate science and social studies outcomes through cross-curricular learning.
 - Teachers will assign an average of five hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 7-9
 - Education content will focus on core mathematics, language/literacy, science and social studies curriculum outcomes.
 - Teachers will assign an average of 10 hours of work per student per week, and will be expected to work with their students and parents on the delivery of these materials.
- Grades 10-12
 - Education content will focus on specified and core courses required for high school graduation requirements, including language (English, French and French language arts), social studies, mathematics, biology, chemistry and physics.
 - Content from other courses will be delivered where possible, and accommodations for students unable to complete courses are in place.

Grade progression and report cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits. If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression.

High school diploma criteria

Students on track to receive 100 or more credits will still be eligible to graduate and receive a high school diploma. Principals have the ability to award up to 15 credits to students in Grade 12 whose program has been negatively impacted by class cancellations. For any courses that are started, schools will complete them with the student to the best of their ability, provide a final mark and award credits.

If the student is unable to complete a course that would have led them to achieving a high school diploma, such as a work experience or a career and technology studies course, principals have the ability to award credits to ensure the student graduates.

Provincial assessments

All Grade 6 and 9 provincial achievement tests and Grade 12 diploma exams are cancelled. Under special circumstances, students can request to write a diploma exam. Students wishing to do so should speak to their teacher and school administrator.

– Alberta Ministry of Education | News Release | March 20, 2020

Further guidance was provided by the ministry in regards to final course marks. The following is an example of what was provided by CBE as a result of this guidance.

Key Understandings

- At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different. At the point we are able to return to instructional and assessment methods where these barriers are not at the forefront, we will need to work together to address the learning needs and gaps of students based on their varied experiences.
- The temporary change in instructional setting limits teachers' capacity to determine whether assessments have been completed independently or with support (e.g., collaborating with others, using additional resources). This impacts the validity and accuracy of grades. Whenever possible, the emphasis should be on formative assessment strategies that improve learning.

- CBE will adhere to Alberta Education guidelines that all students, Kindergarten to Grade 12, will receive final grades and a report card. To ensure students and families receive the most accurate and meaningful communication about the student's learning, teachers will determine interim report card grades that summarize achievement up until the cancellation of classes on March 15. Course grades as of March 15 can be identified as final. Grades may be improved upon, but must not be decreased based on the assessment between now and the end of the course.

– Guidelines | Assessment and Reporting for Ongoing Learning in CBE

We asked our staff to understand the challenges of remote teaching and come from a place of generosity when working with students.

- Situation of students and families: At this time, students and families are coping with a variety of situations that may include but are not limited to: fear and worry about their own health and the health of loved ones; difficulty sleeping or concentrating; coping with illness; unexpected unemployment; challenges to finding essential food and household items; working from home; loss of child care; elective or mandatory quarantine; and/or social distancing.
- Access to learning and resources: School environments provide students equitable access to learning and learning resources. When learning occurs remotely, each student's environment, capacity and access to learning resources are different.
- Lack of face-to-face instruction: Student's schedules are not as structured as when they were in school, making regular classes difficult. Parents may require support outside of normal teaching hours.

Early research is indicating that the gaps that existed between low socioeconomic status students and medium to high socioeconomic status students have gone from bad to worse with the pandemic. Compounding this is the difference in access to digital devices and reliable internet, necessary for online learning.

What does this mean for Results monitoring using indicators 2 to 5?

Even though the report card results are higher following emergency remote teaching, our data analysis will still be able to surface key areas of focus for identified cohorts.

There will be no data for indicators 3 & 5 due to the cancellation of Provincial Achievement Tests and Diploma Examinations.

While not explicit in any of the indicators, the instructional actions stated in school development plans determine the expected improvements in student learning (key outcomes), which in turn inform the report card indicators (K-9) and marks (Gr. 10-12). To that end, we will provide the percentage of key outcomes that showed improvement broken out by goal type (Literacy, Well-Being for Learning) and school type (e.g., elementary, middle, senior).

For other examples of how learning gaps will be addressed and monitored, refer to Appendix I.

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3 (Indicators 1-4)
- Division 2 – Grades 4 to 6 (Indicators 1-4)
- Division 3 – Grades 7 to 9 (Indicators 1-4)
- Division 4 – Grades 10 to 12 (Percentage)

2.1 All Students

- A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.70	2.84
2	2.80	2.90
3	2.86	2.91
4	69.7	71.2

- B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.78	2.97
2	2.82	2.96
3	2.83	2.88
4	72.1	74.9

- Analysis of Cohort

For All Students, among Division 1 to Division 3, Division 3 achieved the highest results in English Language Arts for both school years as well as the highest Mathematics results in 2018-19 with Division 1 being the highest in Mathematics in 2019-20.

Year-over-year improvements can be observed across different divisions in both subject areas. Except for the notable increases in Division 4, Division 1 students consistently had the greatest year-over-year improvements among the remaining three divisions in both subjects. Moreover, based on the Chi-Squared comparison to the corresponding 2018-19 result, Division 1 and Division 4 students improved significantly in both English Language Arts and Mathematics.

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.61	2.75
2	2.68	2.79
3	2.66	2.73
4	65.2	67.5

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.67	2.87
2	2.79	2.91
3	2.74	2.78
4	70.9	73.8

■ Analysis of Cohort

For English Language Learners, Division 2 consistently had the highest results in both English Language Arts and Mathematics over the two years among Division 1 to Division 3 students.

Similar to All Students, universal improvements can be seen across different Divisions and except for Division 4, Division 1 students achieved the greatest improvements among other Divisions in both English Language Arts and Mathematics. Moreover, Division 4 had significant increases in both subjects.

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.09	2.23
2	2.27	2.42
3	2.33	2.42
4	62.7	62.9

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.16	2.35
2	2.16	2.39
3	2.14	2.28
4	64.0	65.1

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the specific division that achieved the highest results over time among Division 1 to Division 3 was different for different subjects. Division 2 had the highest average result in Mathematics while Division 3 achieved the highest performance in English Language Arts.

Year-over-year improvements can also be observed across different divisions in English Language Arts and Mathematics. And unlike other cohorts of students, among Division 1 to Division 3, Division 2 had the highest improvements in both subjects.

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts: Division

Division	2018-19	2019-20
1	2.24	2.40
2	2.41	2.57
3	2.48	2.55
4	65.2	66.3

B. Student report card results as a mean within Mathematics: Division

Division	2018-19	2019-20
1	2.29	2.51
2	2.39	2.61
3	2.37	2.47
4	66.1	68.9

- Analysis of Cohort

For Students with Identified Special Education Needs, division comparison results were quite distinct for different subjects. Among Division 1 to Division 3, Division 3 had the highest English Language Arts result in 2018-19 while Division 2 being the highest in 2019-20. In Mathematics, Division 2 students achieved the highest average scores in both years.

Moreover, performances were consistently improved and different from other cohorts of students, Division 1 and Division 2 achieved the same improvements and based on the Chi-Squared comparisons to the 2018-19 results, Division 4 improved significantly in Mathematics.

2.5 Summary

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

- Targets for 2019-20

Students results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- English Language Arts:
 - Division 1 results for Students who Self-Identify as Indigenous will improve.
 - Division 1, 2, 3 and 4 results for English Language Learners will improve.
- Mathematics:
 - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20. The first paragraph provides results that had consistency over two years, while the second includes divisions with the highest results in 2019-20. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort.

The next comparison in the analysis is between the two subjects: English Language Arts and Mathematics. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20, though the caution was exercised given the differences in context between the years.

The appendix offers additional data regarding English Language Arts and Mathematics results by stem for grades 1-9, and by course for high school. A brief review of stem and course data for each subject is provided to conclude the analysis in this section.

When considering the three sub cohorts against the All Students cohort, the relative performances of the three sub cohorts in 2019-20 across all four divisions for both English Language Arts and Mathematics remained equal or improved in 17 of 24 results. The improvements were more noticeable for Students with Identified Special Education Needs among all three sub cohorts in both subjects.

For Students who Self-Identify as Indigenous, the improvements as compared to the All Students cohort were mainly focused on Division 2 and 3 students in both subjects. For English Language Learners, the results were different for different subjects. Generally speaking, sub cohort students had more improvements in Mathematics than in English Language Arts.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects. The following sub cohort results are the ones whose gaps with the All Students cohort widened from 2018-19 to 2019-20:

- Division 1 for Students who Self-Identify as Indigenous in Mathematics.
- Division 2 and 3 for English Language Learners in Mathematics;
- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;

In addition, student results were generally higher in Mathematics as compared to English Language Arts for both years. In 2019-20, the specific cases where higher English Language Arts results were reported were similar to those in 2018-19 and they were mainly focused on Division 3 students:

- Division 2 for Students who Self-Identify as Indigenous.
- Division 3 for All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education;

The only notable change over time was the results of Division 2 Students with Identified Special Education Needs cohort where the English Language Arts result was higher than the Mathematics result in 2018-19 but lower in 2019-20.

It is notable that English Language Learners performed better in Mathematics as compared to English Language Arts across different divisions and their results were the closest to the All Student results for both subjects in two consecutive years.

Additional analysis regarding appendix data: Within 2019-20, the lowest percentage of 3s and 4s across all grades was on the stem 'Writes to develop, organize and express information and ideas'. The next lowest was 'Manages and evaluates information and ideas' for grades 3-7,9 and 'Reads to explore, construct and extend

understanding' for grades 1,2,8. In high school students in dash 2 and 4 courses saw the lowest percentage of students achieving a mark of at least 65%.

Except for the 'Writes to develop, organize and express information and ideas' stem, year-over-year, Grade 9 students had declined percentages of good or excellent achievement across all remaining stems. The declines were more notable for the stem 'Constructs meaning and makes connections through speaking' with a 7.0 percentage point decrease and for the stem 'Manages and evaluates information and ideas' with a 3.5 percentage point decrease. English Language Arts 30-4 saw a decline of 3.1 percentage points in students achieving a mark of at least 65%.

Within 2019-20 the lowest percentage of 3s and 4s was for the stem 'Develops number sense and applies strategies for computation and estimation' for grades 1-3,7,9 and 'Uses algebraic reasoning to represent patterns and relationships' for grades 4-6,8.

Like English Language Arts, in high school Mathematics courses students in dash 2, 3 and 4 courses did not achieve at least a 65% at a rate far below those in dash 1 courses.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

CBE achieved all targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

A notable point of progress in this indicator is the following: when compared to the All Students cohort, the relative performances of English Language Learners, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs were generally improved in 2019-20 across all four divisions for both English Language Arts and Mathematics.

Improvements were more noticeable for Students with Identified Special Education Needs compared to the All Students cohort among all three sub cohorts in both subjects. For Students who Self-Identify as Indigenous, the improvements were mainly focused on Division 2 and 3 students in both subjects.

Of the Students who Self-Identify as Indigenous cohort, those in Division 4 had the most evident decrease of relative performances against the All Students cohort in both subjects.

The specific groups below demonstrated widened differences from the All Students cohort results in 2019-20, and are offered as possible areas of focus for Building Capacity:

- Division 4 for Students who Self-Identify as Indigenous in English Language Arts and Mathematics;
- Division 4 for Students with Identified Special Education in English Language Arts;
- Division 2 and 3 for English Language Learners in Mathematics;
- Division 1 for Students who Self-Identify as Indigenous in Mathematics.

The examination of within year lows and year-over-year declines combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners: Mathematics
 - Division 2 - Uses algebraic reasoning to represent patterns and relationships
 - Division 3 - Develops number sense and applies strategies for computation and estimation.
- Students who Self-Identify as Indigenous: Mathematics
 - Division 1 - Develops number sense and applies strategies for computation and estimation.
 - Division 4 - achievement in dash 2, 3 and 4 courses
- Students who Self-Identify as Indigenous: English Language Arts
 - Division 4 - achievement in dash 2 and 4 courses
- Students with Identified Special Education Needs: English Language Arts
 - Division 4 - achievement in dash 2 and 4 courses
- Building Capacity

The following is the list of next steps based on the analysis:

- All Students
 - **Professional Learning**
Create and employ professional learning focused on:
 - the pilot implementation of the Reading Readiness Screening Tool (RRST) in kindergarten and grade one classrooms in selected schools across CBE;
 - Speech Language Services, the Early Learning Team and the Literacy Team will develop the K-Grade 1 Early Literacy Framework focused on evidence-based practices; speech language pathologists (SLP) to support teachers' understanding and implementation of strategies including oral language and phonological/phonemic development;
 - *Understanding Grade Level Reading* and *Understanding Grade Level Writing* facilitated by the literacy specialists. These documents outline the reading and writing skills a student should have repeated opportunities to practice and master by the end of June;
 - shifting mindsets in Early Learning from using resources to diagnose and code, to using resources allocated to intervene and support;
 - the pilot of the MathUP Classroom, a teacher-facing resource that provides the support needed for teachers to plan, teach and assess to meet the needs of learners in grades 1-8;
 - integrating technology, assessment, numeracy and literacy;
 - increasing online and blended instructional practices that are combined with literacy, assessment and reporting, and numeracy strategies;

- concept-based learning facilitated by Julie Stern focused on teaching for conceptual understanding, with the goal of sharing resources and high-quality teaching and learning strategies to prepare for implementation of the new provincial curriculum; and
- teaching combined grades in divisions 1 & 2.

Structures & Processes

- Early Learning and Literacy Teams co-develop a strategic plan to use a universal early literacy screening tool in all schools.
- Employ a new model to review the Early Years Evaluation data at the school level towards the goal of building school capacity in programming for individual student and school needs.
- Establish Assessment and Reporting Champion representation from each school. These teachers and leaders participate in monthly professional learning about best practices for assessment and the use of PowerTeacher Pro gradebook.

Resources

- Create and implement a Scope and Sequence for Curriculum in Grades 1-9 to support teachers and teams in engaging in collaborative planning for instruction and to ensure alignment between Hub Learning and in-class programming, offering smooth transitions following potential staff/student absence.
 - Equitable allocation of Literacy kits to specialized classes through the Loan Pool via Inclusive Education Strategists to ensure maximum engagement, implementation and use.
 - Develop system guidelines to increase learning opportunities via recording lessons and setting direction on live synchronous sessions for students in Hub or at-home learning.
 - Create and implement resources to support teachers and teams in engaging in offering combined grades in divisions 1 & 2.
- English Language Learners

Professional Learning

Create and employ professional learning focused on:

- intentional and explicit planning for English language development instruction with a focus on function, forms and academic vocabulary with increased opportunities for fluency.

Structures & Processes

- Build a systematic approach to surfacing the English language across all disciplines.
 - Create a process and develop a screening tool to support the placement of students who are new to Canada and have complex needs.
 - Build a partnership with Immigrant Services Calgary to increase efficiencies within student assessment.
- Students who Self-Identify as Indigenous

Professional Learning

Create and employ professional learning focused on:

- supporting Indigenous student academic achievement/well-being and incorporating Indigenous knowledge into teaching and learning within the 17 K-12 core schools identified by the Indigenous Education Team.

Resources

- Establish Indigenous Education Team (4 system staff and 23 school-based).
- Maintain the Elder Advisory Council.

- Students with Identified Special Education Needs

Professional Learning

Create and employ professional learning focused on:

- practical language strategies (K-4), facilitate by SLPs;
- developing resource teachers repertoire of inclusionary practices so that can in turn build staff capacity in this area;
- supporting students with autism and behaviour/mental health in inclusive classrooms through mentorship and communities of practice;
- implementing *Collaborative Planning Guide* in Adapted Learning Class (ALP), Attitude, Community Competence, Elements of Academic Curriculum, Social Skills Class (ACCESS), Communication, Sensory, Social Interaction Class (CSSI), Enhanced Educational Support (EES) and Teaching Attitude, Social Skills and Communication Class (TASC) classes;
- support of programming for students with hearing loss, facilitated by the Deaf and Hard of Hearing (DHH) Team; and
- functional behaviour assessments, for all staff in Inclusive Education and Leading Inclusion.

Structures & Processes

- Reorganize Early Development Centres to increase efficiency aligned to the new funding framework and maintain programming for our most vulnerable special needs early learners.
- Create collaboration opportunities for school Resource Teachers to promote inclusive philosophy within schools as per Alberta Education mandate (Resource Teacher's Network).
- Creation of EES Learning Series Committee to continue developing professional learning supports.
- Create new Placement Process for Specialized classes (development of guiding principles, screening process, participant feedback, student rubrics to support decision-making).
- Inclusive Education Learning Leaders and Complex Needs Strategists - monthly data collection to measure impact and identify priority areas of school support (e.g., number of student visits, goal areas for teachers and students).
- Inclusive Education will develop process for accessing learning environment supports from the Loan Pool and collecting data on the impact of these resources.
- Use of Functional Behavior Assessment to develop Student Support Plans.
- Develop Level B testing processes.
- Review criteria for specialized assessments and reassessments.
- Identify and allocate psychologists with specialized skills.
- DHH Team analysis of data to ensure equity of access to a DHH Strategist, supports and services.
- Develop a referral method for schools to use when referring students with Augmentative and Alternative Communication (AAC) needs; develop an intake and triage process for those referrals.
- Ongoing systematic review of braille support needs for students who use braille and deployment of Braille assistants and Education Assistant – Braille.
- Ongoing review of vision team supports to ensure they are reflective of system needs and access to strategists, supports and services.

Resources

- Develop an Early Learning Speech Language Services Guide for schools; development of processes to support speech-language work and decision-making.

- Speech Language Services development of resources for universal supports: additional online parent articulation sessions, fluency resources and videos, and language strategy videos for parents and teachers.
 - Implement multi-disciplinary team at Area learning team level.
 - DHH Team update the unilateral hearing loss protocol to include Area Learning Team pathways of access – enhancing transparency and opportunity for collaboration, reducing service duplication and ensuring wrap around supports.
 - Vision Team to develop a Brightspace by D2L shell for school based staff to access resources that will enhance and support the learning needs of students with a visual impairment.
 - Revision of Specialized Classes Expanded Readings to support task design and assessment of learning for students receiving modified programming.
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3
- Division 2 – Grades 4 to 6
- Division 3 – Grades 7 to 9
- Division 4 – Grades 10 to 12

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4.1 All Students

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	3.03	3.05
	3 (CTF)	2.99	3.08
	4 (CTS)	82.1	83.7
Fine and Performing Arts	1	2.86	2.98
	2	2.94	3.06
	3	3.02	3.09
	4	82.5	84.3
French Language Arts	1	2.91	3.03
	2	2.91	3.01
	3	2.99	3.04
	4	75.7	79.3
Languages	1	2.73	2.97
	2	2.82	2.91
	3	2.94	3.09
	4	85.0	87.0
Physical Education	1	2.93	3.07
	2	3.04	3.15
	3	3.05	3.08
	4	82.0	83.5
Science	1	2.79	2.91
	2	2.81	2.90
	3	2.80	2.86
	4	73.8	76.7
Social Studies	1	2.74	2.87
	2	2.78	2.87
	3	2.81	2.88
	4	71.6	73.7

- Analysis of Cohort

For All Students, Division 3 students maintained the highest results for both years in Arts, French, Languages and Social Studies while different divisions emerged in other subjects over time:

- CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
- Physical Education: Division 3 in 2018-19 and Division 2 in 2019-20;
- Science: Division 2 in 2018-19 and Division 1 in 2019-20.

Improved year-over-year performances were reported for all subjects across different divisions and based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 improved significantly in all subjects and Division 1 and Division 2 achieved significant increases in Arts.

Moreover, except for the increases in Division 4, reported in a different scale, Division 1 had the largest increases for all subjects (excluding CTF/CTS). In CTF/CTS, Division 3 students achieved the greater increase between the rest two divisions.



4.2 English Language Learners

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.90	2.96
	3 (CTF)	2.85	2.95
	4 (CTS)	79.6	81.3
Fine and Performing Arts	1	2.75	2.86
	2	2.86	2.97
	3	2.85	2.92
	4	78.7	79.7
French Language Arts	1	2.80	2.95
	2	2.87	2.93
	3	2.92	2.95
	4	73.2	72.6
Languages	1	2.82	2.98
	2	2.78	2.89
	3	2.85	2.99
	4	85.6	86.2
Physical Education	1	2.80	2.94
	2	2.95	3.06
	3	2.94	2.96
	4	78.3	80.7
Science	1	2.62	2.77
	2	2.70	2.81
	3	2.65	2.72
	4	70.4	73.7
Social Studies	1	2.59	2.74
	2	2.68	2.77
	3	2.64	2.72
	4	68.0	69.8

- Analysis of Cohort

For English Language Learners, the highest-achieving division remained the same for two consecutive years in all subjects:

- Division 2 in CTF/CTS, Arts, Physical Education, Science and Social Studies;
- Division 3 in French and Languages.

While improved year-over-year performances can be observed for most of the subjects across different divisions. Division 4 students showed declined average score in 2019-20. According to Chi-Squared comparison to the 2018-19 result, the decrease was not statistically significant. In CTF/CTS, similar to All Students, Division 3 students achieved the greater increase between Division 2 and Division 3 while for other subjects, Division 1 generally had the most notable improvements among Division 1 to Division 3. The only exception where Division 1 did not achieve the largest improvement was in Arts where Division 2 students reported the most noticeable increase.

According to the Chi-Squared tests, the significant increases were predominantly focused on Division 4 students. For English Language Learners, Division 4 students achieved statistically significant improvements in CTF/CTS, Physical Education and Science.

4.3 Students who Self-Identify as Indigenous

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.85	2.74
	3 (CTF)	2.60	2.71
	4 (CTS)	76.6	78.4
Fine and Performing Arts	1	2.56	2.68
	2	2.66	2.76
	3	2.72	2.80
	4	72.6	74.7
French Language Arts	1	2.74	2.93
	2	2.84	2.89
	3	2.78	2.63
	4	72.7	73.8
Languages	1	2.36	2.60
	2	2.53	2.57
	3	2.53	2.50
	4	75.4	78.5
Physical Education	1	2.64	2.70
	2	2.68	2.78
	3	2.67	2.68
	4	71.1	71.6
Science	1	2.32	2.41
	2	2.30	2.39
	3	2.20	2.28
	4	65.1	68.1
Social Studies	1	2.29	2.40
	2	2.30	2.38
	3	2.26	2.31
	4	61.5	63.9

- Analysis of Cohort

For Students who Self-Identify as Indigenous, the specific division that achieved the consecutively highest results in both years was different for different subjects:

- Science: Division 1;
- CTF/CTS and Physical Education: Division 2;
- Arts: Division 3.

For the remaining subjects (French, Languages and Social Studies), the highest-achieving divisions were Division 2 in 2018-19 and Division 1 in 2019-20.

Comparing to other cohorts of students, a small number of declined average scores were observed for Students who Self-Identify as Indigenous.

- CTF/CTS: Division 2;
- French: Division 3;
- Languages: Division 3.

According to Chi-Squared comparisons to the 2018-19 results, the decreases above are not statistically significant.

Similar to English Language Learners, except for CTF/CTS, there was only one exception where Division 1 did not report the largest improvement among Division 1 to Division 3 students: Division 2 in Physical Education. Moreover, based on the Chi-Squared tests, Division 4 achieved significant improvement in CTF/CTS.

4.4 Students with Identified Special Education Needs

Student report card results as a mean			
Subject	Division	2018-19	2019-20
CTF/CTS	1	n/a	n/a
	2 (CTF)	2.80	2.82
	3 (CTF)	2.70	2.83
	4 (CTS)	78.2	80.2
Fine and Performing Arts	1	2.50	2.63
	2	2.64	2.79
	3	2.75	2.88
	4	77.3	79.5
French Language Arts	1	2.43	2.60
	2	2.49	2.67
	3	2.72	2.77
	4	70.0	74.8
Languages	1	2.28	2.53
	2	2.47	2.57
	3	2.57	2.73
	4	78.6	80.0
Physical Education	1	2.57	2.73
	2	2.77	2.91
	3	2.79	2.84
	4	76.8	78.4
Science	1	2.41	2.49
	2	2.43	2.54
	3	2.39	2.46
	4	67.7	70.7
Social Studies	1	2.33	2.44
	2	2.37	2.50
	3	2.40	2.48
	4	65.7	68.0

- Analysis of Cohort

Similar to the All Students cohort, for Students with Identified Special Education Needs, Division 3 students had the highest results in Arts, French and Languages. In Science, Division 2 students achieved the highest average score. Change was observed in the highest-achieving divisions for other subjects between 2018-19 and 2019-20:

- CTF/CTS: Division 2 in 2018-19 and Division 3 in 2019-20;
- Physical Education and Social Studies: Division 3 in 2018-19 and Division 2 in 2019-20.

In considering the year-over-year performances, improved results were reported for all subjects across different divisions and the statistically significant increases were consistently from Division 4 students. Based on the Chi-Squared comparisons to the corresponding 2018-19 results, Division 4 achieved significant increases in CTF/CTS, Arts, Science and Social Studies.

Except for the increases in Division 4, unlike other cohorts of students, Division 2 generally achieved the greatest increases across subjects (excluding CTF/CTS). The only two courses where Division 1 accomplished greater improvements were Language and Physical Education. In CTF/CTS, similar to other cohorts, Division 3 students reported the greater increase between the two divisions.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

- Targets for 2019-20

Students results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

- Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will Identified Special Education Needs will improve.
 - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
 - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.

- Analysis

This analysis begins with a comparison of results between divisions in 2019-20 and among the cohorts of students. The analysis continues with a discussion of year-over-year improvement. This is followed by comparison of cohort groups, including review of the results from English Language Learners, Students who Self-Identify as Indigenous, and Students with Identified Special Education Needs as compared to the All Students cohort. The next comparison in the analysis is between the seven subjects in this indicator. This subject review provides information by division, cohort group and comparison between 2018-19 and 2019-20. The final section in this analysis is a review of the within this indicator based on additional data available in the appendix. The analysis includes a range of comparisons for CTF/CTS, subjects applicable to grades 1-9 and subjects in high school.

With regards to the compared performances of the three sub cohorts against the All Students cohort, the results in 2019-20 were mainly improved from 2018-19 for English Language Learners and Students with Identified Special Education Needs. Comparatively, widened gaps were mainly observed for Students who Self-Identify as Indigenous cohort. Generally speaking, there was no apparent uniform pattern with respect to the relative performances in different subjects across sub cohorts and the comparison results were distinct for different divisions across subjects.

Students with Identified Special Education Needs presented the most improved performances as compared to the All Students cohort among all three subgroups. In Arts, French and Physical Education, narrowed or maintained gaps were observed for all four divisions in 2019-20. In Science and Social Studies, all but Division 1 showed improved results. Similarly, the only division that did not achieve better relative performance in CTF/CTS and Languages was Division 2 and Division 4, respectively.

For English Language Learners, all divisions showed decreased gaps against All Students in CTF/CTS and Science. However, in French, Languages and Arts, only one division achieved smaller or equal difference against All Student results in 2019-20. To be more specific, only Division 1 showed improved performance as compared to All Students in French while only Division 2 achieved better relative performance in Languages. In Arts, only Division 3 students maintained the same difference comparing to All Student result while the other three divisions showed widened differences in 2019-20. It is notable that Division 2 students had a maintained gap when comparing All Students in both Physical Education and Social Studies. While Division 4 presented the only narrowed gap in Physical Education, Division 1 and 3 students achieved the same narrowed differences in Social Studies. Moreover, the English Language Learner results were the closest to the All Students results among all three sub cohorts for two consecutive years except for their Division 4 French scores in 2019-20. The Division 1 Languages result for English Language Learners continued to exceed the corresponding All Students Languages result in 2019-20. Additionally, in 2018-19, results for English Language Learners were higher than the All Students cohort in Division 4 Languages, while in 2019-20 the All Students cohort was higher than English Language Learners.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:

- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

In addition, the comparison results for different subjects were remarkably distinct across different cohorts and divisions in two years. However, the following contrast results were identical for all four cohorts and different divisions over time:

- CTF/CTS results were higher than Science results;
- CTF/CTS results were higher than Social Studies results;
- Arts results were higher than Science results;
- Arts results were higher than Social Studies results;
- French results were higher than Social Studies results;
- Physical Education results were higher than Science results;
- Physical Education results were higher than Social Studies results.

Additional analysis regarding CTF/CTS appendix data: Grade 5 students achieved the highest percentage of good or excellent achievements of grade level expectations for both years while Grade 9 students showed the greatest improvement in 2019-20. Among the five high school CTS clusters, HRH (Health, Recreation & Human Services) presented the highest percentage of students who achieved a mark that is above 65% in two consecutive years while the most notable year-over-year improvement was TMT (Trades, Manufacturing & Transportation). Moreover, the only cluster that showed a declined performance in 2019-20 was NAT (Natural Resources).

Additional analysis regarding other subject Grades 1-9 data found in Appendix I: In Arts and Physical Education, Division 2 continued to have the highest results with respect to good or excellent achievement percentages for both years. In Languages, Division 3 continued to show the highest percentage. However, the highest results in other subjects were not consistent over time:

- French: Division 3 in 2018-19 and Division 2 in 2019-20;
- Science: Division 2 in 2018-19 and Division 1 in 2019-20;
- Social Studies: Division 3 in 2018-19 and Division 1 in 2019-20.

In addition, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects. There were only two decreased performance results in 2019-20: Grade 8 French and Grade 9 Social Studies.

Additional analysis regarding other subject high school data found in Appendix I: In Arts, high school students consistently achieved the highest percentage of marks within 65-100% in the 30-level courses while the largest improvement in the percentage was observed in the 10-level courses with an increase around 4.0 percentage points. The 20-level and 30-level course results were also increased by about 2.0 percentage points in 2019-20 school year.

In French, with respect to mark percentages within 65-100%, while 20-level courses continued to have the highest results, French 20-1 was the highest course in 2019-20 and French 20-2 was the highest course in 2018-19. Moreover, French 20-1 showed the greatest increase in the percentage by around 10.0 percentage points from 2018-19 while French 20-2 decreased the most by around 21.0 percentage points. Decreases were also observed in French 30-1 and French 30-2 with a level around 1.0 percentage points and 12.0 percentage points, respectively.

Similar to the results in Arts, Languages 30-level courses were the ones that had the highest percentages of marks within 65-100%, over time among the three levels, while 10-level courses presented the greatest improvement of 2.5 percentage points in 2019-20. The percentage of the marks within 65-100% increased by 0.9 percentage points in 30-level courses and by 0.1 percentage points in 20-level courses.

Opposite to the results in Arts and Languages, 10-level Physical Education courses had the highest mark percentage within 65-100% for both years while the most noticeable year-over-year increase in the percentage was seen in 30-level Physical Education courses. Additionally, 10-level Physical Education courses showed an increase of around 1.0 percentage point while 20-level course results decreased by around 1.0 percentage point in 2019-20.

Among the Science high school courses, Physics 30 continued to have the highest percentage of marks within 65-100% in 2019-20 while Science 10-4 improved the most with an increase around 18.0 percentage points. The only decrease in the percentage was observed in Science 20-4. For most high school Science courses, students achieved better results in 2019-20 regarding mark percentage within 65-100%:

- increased by around 5.0 percentage points in Biology 20, Chemistry 20, Chemistry 30 and Physics 30;
- increased by around 6.0 percentage points in Science 20 and Biology 30;
- increased by around 8.0 percentage points in Physics 20 and Science 24;
- increased by around 9.0 percentage points in Science 10 and Science 30;
- increased by around 10.0 percentage points in Science 14;
- decreased by around 4.0 percentage points in Science 20-4.

The relative achievement results of Social Studies high school courses were similar to those in 2018-19 school year. Among all the courses, Social Studies 20-1 had the highest mark percentage within 65-100% for both years. The largest increase was in Social Studies 20-4. In addition, the rest of the Social Studies courses consistently showed higher results in the percentage of marks 65-100% in 2019-20:

- increased by around 3.0 percentage points in SS 10-1 and SS 20-1;
- increased by around 4.0 percentage points in SS 30-1;
- increased by around 5.0 percentage points in SS 10-2;
- increased by around 7.0 percentage points in SS 20-2;
- increased by around 8.0 percentage points in SS 30-2;
- increased by around 9.0 percentage points in SS 10-4.

- Interpretation

This is the second year of data with respect to report card achievement. Due to the interruption of in-person learning, and the move to remote learning for mid-March through June 2020, caution should be exercised when stating trends over time. While not directly comparable, year-over-year results have been examined with consideration given to context.

This indicator includes a set of courses that are required programs of study in particular grades as well as courses that are optional in particular grades. The Guide to Education describes the requirements and flexibilities in organization and instructional time that school authorities may use to meet the learning needs of students in these courses.

CBE met each of the three targets in this indicator. The interpretation below highlights notable strengths and offers considerations for capacity building.

In considering the year-over-year performances for All Students and Students with Identified Special Education Needs, improved results were reported for all subjects across different divisions. English Language Learner results were generally the closest to the All Students results among all three sub cohorts for two consecutive years.

While year-over-year increases were mainly observed across different divisions, subjects and cohorts of students, statistically significant increases were predominantly focused on Division 4 students. The significantly increasing results are as follows:

- All Students: Division 4 in all subjects and Division 1&2 in Arts;
- English Language Learners: Division 4 in CTF/CTS, Physical Education and Science;
- Students who Self-Identify as Indigenous: Division 4 in CTF/CTS;
- Students with Identified Special Education Needs: Division 4 in CTF/CTS, Arts, Science and Social Studies.

These results may reflect an increased opportunity for students in exploratory courses.

For Students who Self-Identify as Indigenous, Physical Education was the only subject that no division showed a declined difference as compared to the All Students cohort in 2019-20. Meanwhile, in both CTF/CTS and Arts, all divisions except for Division 2 students performed better or the same relative results in 2019-20 school year. The results for other subjects where gaps narrowed were observed are the following:

- Division 1 in French;
- Division 1&4 in Languages;
- Division 3&4 in Science;
- Division 4 in Social Studies.

For all four cohorts and different divisions over time: CTF/CTS, Arts and Physical Education results were higher than Science and Social Studies results.

From data regarding other subjects Grades 1-9, the largest increase in good or excellent achievement percentages was from Division 1 across all subjects.

Additional analysis of high school course data is brief and provided in the analysis above.

The examination of within year lows and year-over-year declines in Science and Social Studies combined with the widening of gaps in specific cohorts, indicates a need to focus on:

- English Language Learners:
 - Division 1 - Science and Social Studies
 - Division 3 - Science and Social Studies
 - Division 4 - Science
- Students who Self-Identify as Indigenous:
 - Division 1 - Science and Social Studies
 - Division 3 - Science and Social Studies
 - Division 4 - Science and Social Studies
- Students with Identified Special Education Needs:
 - Division 1 - Science and Social Studies
 - Division 2 - Social Studies
 - Division 3 - Science
 - Division 4 - Science and Social Studies

- Building Capacity

The following is the list of next steps based on the analysis:

- All Students

Professional Learning

Create and employ professional learning focused on:

- task design and assessment;
- access to teacher training in regard to specific occupational areas through an online or modified learning environment;
- community partnership events (e.g., Welding Rodeo, Construction Expo, Skills Alberta and Skills Canada);
- connecting design thinking to instructional and task design, assessment and leadership in CTF and CTS;
- CTF and CTS occupational areas;
- collaboration with Arts partners and educators to design multiple offerings to support task design for teachers (both Hub and in-person) integrating art, drama and music. (Oct 30, Apr 26);
- developing a shared understanding of the Fine and Performing Arts (FPA) program of studies, task design, assessment and calibration;
- Speech Language Services and the Early Learning Strategists supporting a community of practice for French Immersion teachers on enhancing French oral language acquisition through play and exploration in the Kindergarten classroom;
- French immersion common professional learning (Oct 30, The Neurolinguistics Approach, Integration of Technology Resources and Combined Grades. April 26, University of Calgary Multilingualism Virtual Conference);
- maintain Languages community of practice.
- further understanding the line between CTS and unique pathways (dual credit and exploratory), Registered Apprenticeship Program (RAP) and other off-campus learning opportunities; and
- physical and outdoor education and wellness.

Structures & Processes

- Develop a process to request tools and materials for CTF.
- Develop system definition of career and technology, as it exists on the complementary curriculum continuum. Calibrate between CTF and CTS teachers to support student transition.
- Establish working group to investigate Instrumental music 5-9.
- System articulation of program design for FPA K-9 in alignment with Assessment and Reporting Guide.
- Articulate a vision for Arts Integration in CBE.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.
- Include a language goal in the School Development Plan (SDP) of each of the 42 immersion and bilingual schools.
- Establish a baseline using system-created calibration tools (rubrics and exemplars) for oral language proficiency (French and Spanish).
- Pilot the integration of media and technology platforms (e.g., Idélo and Odilo) in French as a Second Language, French Immersion and bilingual programs.
- Develop Scope and Sequence for French Language Arts K-9 and Spanish K-9.
- Partner with ACPI (Association Canadien des Professeur d'Immersion) in the development of online resources.
- Lead working group on French Language Arts (FLA) written proficiency for grade 9.
- Work with organizations like Education Matters to support identified equity schools to access new or updated equipment to support their existing CTF and CTS programs.
- Develop a process for inducting new CTF/CTS teachers.
- Connecting partners to Elementary and Junior High PLCs.
- Education Director for Languages Program meet with Human Resources to review recruiting practices for leadership in French Immersion and Chinese, German and Spanish Bilingual Programs.

Resources

- Community partnership events e.g., Beakerhead.
- Amplify! Project with Timepoint Ensemble courtesy of Mobility Quotient Grant Funds. The project supports video and audio recording and editing for the purposes of virtual production/ performance combined with a focus on musical composition for open ensembles.
- Continue work with assessment in Elementary Music working group to establish key learning progressions of synthesized outcomes.
- Continue work with the Instrument Resource working group, a collaborative multi-department group working on streamlined processes for equity in access to instruments in CBE.
- Artists in Schools Guiding Documents to help facilitate the continued collaboration with the Arts community in support of Arts Education.
- Global Learning Team will provide opportunities and experiences for students and staff to gain cross-cultural experiences and understandings.
- Support teachers to gain the required certifications to teach CTS courses.
- System Loose Parts Play initiative
- Revision of Canadian Climber Guidelines to include large loose parts and naturalized play. Seek mentorship opportunity with Ever Active Schools for Hub teachers.

- “Making Headway” concussion course through the Coaching Association of Canada. All courses will then be transferred over to the National Coaching Certification Program (NCCP) “Locker”.

- English Language Learners
 - Professional Learning**
 - Create and employ professional learning focused on:
 - building teacher capacity to utilize the Alberta English Language Benchmark to create effective language and content instruction that is personalized (differentiated) according to language proficiency.

- Students who Self-Identify as Indigenous
 - Professional Learning**
 - Create and employ professional learning focused on:
 - further developing leaders and teachers to understand and connect to the importance of the Acknowledgement of Land while meeting the Leadership and Teaching Quality Standards Competency 5; and
 - Indigenous games and land-based play.
 - Structures & Processes**
 - Establish a Truth & Reconciliation Circle to advise on CBE efforts to meet Calls to Action related to education for reconciliation.
 - Design and create resources for Aboriginal Studies 10, 20, 30.
 - Resources**
 - Indigenous games and land-based play – kits have been made and the Indigenous Design team are storing them at Niitsitapi Learning Centre.
 - Completion of a new Locally Developed Course, Indigenous Studies 5-9.

- Students with Identified Special Education Needs
 - Professional Learning**
 - Create and employ professional learning focused on:
 - increasing understanding of Response to Intervention (RTI) model (including multidisciplinary meetings);
 - RTI interventions, i.e., executive functioning, emotion regulation;
 - counselling processes and procedures; and
 - orientation & mobility for vision students in indoor and outdoor environments by the Vision Team.
 - Structures & Processes**
 - Develop a regulation presentation that will be used by all Inclusive team members reflecting best practise; share with psychology team for alignment and consistent messaging.
 - Update School Guide for Occupational Therapy and Physiotherapy in K-6 Schools.
 - Expand working Group with Inclusive Education and Facilities to include the perspective of teachers of the blind/visually impaired.
 - Create a Master List of all students seen by the Multi-Disciplinary Team (MDT) to inform and support collaboration and an integrated service delivery model; in addition to the MDT team, the master list reflects strategist, DHH and Vision support.
 - Create a document that supports teachers in EES classes in understanding the roles of Occupational Therapy, Physiotherapy, Speech-Language Pathology and Psychology.

Resources

- The Vision Team will provide options for different schools in creating accessible pathways and tactual, visible sanitization stations for students with a visual impairment, both for mild/moderate (56) vision loss to severe vision loss/blindness (46).
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.

Due to the cancellation of June PATs and April & June Diploma Examinations in 2019-20 by Alberta Education, there are no data for this indicator.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Alberta's Ministry of Education has left the decision of participating in Provincial Achievement Tests (PATs) to the discretion of individual school divisions. CBE, like many school divisions, have opted out of participating in PATs this year. As well, participation of students in diploma examinations for the 2020-21 school year can be decided by student and families.

The ongoing COVID-19 pandemic and the interruptions to continuity of learning experienced to date, means that the work to improve student learning may not be significantly reflected in the particular Results 2 indicators for the 2020-21 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans, and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2020-21 in this report.

APPENDIX

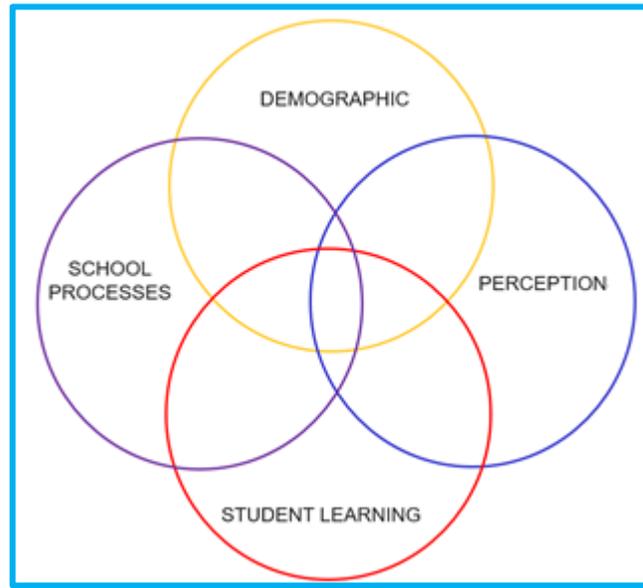
- Appendix I: Responding to COVID-19 | Monitoring and Addressing Learning Gaps
- Appendix II: Summary Tables Indicators 1, 2, 4
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

ATTACHMENT

- Attachment I: Criteria for High School Completion Categories
- Attachment II: Strategies

appendix

I. Responding to COVID-19 | Monitoring and Addressing Learning Gaps



School data fall into four categories.

- Demographic Data: establish the characteristics of the school population.
- School Processes Data: are the actions taken to achieve the purpose of the school.
- Perception Data: tell us what students, staff, parents are thinking about the learning organization.
- Student Learning Data: provide evidence of student achievement against learning outcomes.

As illustrated in the figure above, the four types of data overlap and by examining results across multiple types of data allows schools to identify “what they are doing to get the results they are getting now, what is working, what is not working and how data elements relate to each other to impact results.” (Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.)

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. This year, each of our schools have developed a three-year school development plan (SDP) that must include both a Literacy and Well-Being for Learning goal. SDPs include data informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year’s data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about

considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Exemplars have been created to guide different literacy and well-being for learning goals. In addition, exemplars have been created for other areas of focus which, while may not be on the SDP formally, continue to support priorities within schools based on their student context.

Despite the pandemic, schools continue to monitor student progress in each of our classrooms. Multiple measures of student achievement, including actions and processes, provide us with information needed to improve teaching and learning for all students. Processes implemented across our system ensure the actions administrators and teachers take identify gaps and improve student learning and achievement.

System Guiding Documents

The new CBE developed and updated K-10 English Language Arts and Mathematics Assessment and Reporting Guides and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, are being used by teachers to assess student understanding based on high impact teaching strategies. These measures support teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they review student work and set new targets.

Professional Learning Communities

At a school level, the professional learning community (PLC) meeting occurs regularly and is the context in which teachers identify learning gaps and plan instruction in learning cycles (sprints) to address the identified gaps. This is a common school process outlined in the SDP. Notes from these PLC meetings become evidence used to track each team's progress towards results. In these meetings, teachers analyse student work based on the programs of study in order to determine student performance. Teachers bring student work samples and assessment tools (e.g., pre- and post-assessments, screening tools such as Mathematics Intervention/Programming Instrument, mathematics and reading running records, teacher created quizzes and tests, common writing tasks and other performance tasks that include success criteria).

Team Meetings

Team meetings are a school process where teachers plan tasks collaboratively, with a focus on content that may or may not be included in the SDP. Teachers meet to review learning outcomes, teaching strategies and assessment tools that will identify the extent to which students are learning the outcomes in the programs of study.

School-Based Professional Learning

Schools also engage in professional learning to build teacher capacity in implementing high impact strategies and assessment practices that will close gaps and result in continuous improvement. Opportunities such as learning from colleagues to improve the collective wisdom of the teams, teacher mentoring, reading articles, exploring webinars and text resources, working with the system specialists, and learning from the Assessment and Reporting champion at each school all contribute to continuous improvement.

Early Years Evaluation – Teacher Assessment (EYE-TA)

The EYE assessment is a system process based on a local measure used to assess all kindergarten students across the system. Each kindergarten teacher completes an early year's evaluation (EYE) assessment in October. Following the assessment, schools meet with the area strategist to review each student's results in order to identify gaps and plan strategies to address these gaps. This may include providing additional support from speech and language, occupational and physical therapists, and psychologists.

English Language Learning (ELL) Proficiency Benchmarks

Multiple times a year, teachers use Alberta Education's K-12 ESL Proficiency Benchmarks to determine language proficiency levels for our ELL learners. These data, which include indicators in reading, writing, speaking and listening, inform the school, area and system on the need for intentional supports and effective instruction for language acquisition

Attendance Tracking

Tracking attendance is another important school process that ensures the gap in student achievement does not widen. When schools identify concerns with attendance, they contact CBE's Attendance team, who work collaboratively with schools and families positively influence student's attendance.

School Learning Team

When students are not demonstrating success, the next step is for teachers to bring the students forward to the school learning team. Schools may assign members of the school learning team such as the principal, assistant principal, resource teacher, team teachers and learning leaders. The school learning team meets to review student strengths and areas for growth, the effectiveness of strategies implemented and then plan actions that will support students. After a period of implementation, the school learning team reviews the actions to determine next steps in addressing gaps.

Response to Intervention (RTI)

RTI is a multi-tier approach to assist in early identification of students who require targeted supports for continued intellectual, social and emotional development, and is informed by multiple perspectives and continuous data collection.

Area Learning Team

Students who, after intentional support and intervention are still struggling are brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, meet to plan interventions and action plans.

Each area has a team that supports schools. Access to the area learning team requires schools to share their school learning team process and includes a continuum of supports, starting at what we would see as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that can be accessed by a referral to the area learning team include: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School

Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and children's' services.

II. Summary Tables Indicators 1, 2, 4

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
3 Year	78.3	79.7	65.5	73.3	38.8	55.8	60.7	61.8
4 Year	82.9	83.5	79.0	82.7	46.9	64.0	69.4	70.3
5 Year	83.9	84.9	75.1	84.9	50.1	64.9	70.1	71.8

3 Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE Sp Ed	Prov Sp Ed
	Achievement								
	Improvement								
	Overall								

Indicator 2

ELA	All Students	ELL	Indigenous	Special Ed
Division 1	2.84	2.75	2.23	2.40
Division 2	2.90	2.79	2.42	2.57
Division 3	2.91	2.73	2.42	2.55
Division 4	71.2	67.5	62.9	66.3

Math	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.87	2.35	2.51
Division 2	2.96	2.91	2.39	2.61
Division 3	2.88	2.78	2.28	2.47
Division 4	74.9	73.8	65.1	68.9

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.05	2.96	2.74	2.82
Division 3	3.08	2.95	2.71	2.83
Division 4	83.7	81.3	78.4	80.2

Arts	All Students	ELL	Indigenous	Special Ed
Division 1	2.98	2.86	2.68	2.63
Division 2	3.06	2.97	2.76	2.79
Division 3	3.09	2.92	2.80	2.88
Division 4	84.3	79.7	74.7	79.5

French	All Students	ELL	Indigenous	Special Ed
Division 1	3.03	2.95	2.93	2.60
Division 2	3.01	2.93	2.89	2.67
Division 3	3.04	2.95	2.63	2.77
Division 4	79.3	72.6	73.8	74.8

Languages	All Students	ELL	Indigenous	Special Ed
Division 1	2.97	2.98	2.60	2.53
Division 2	2.91	2.89	2.57	2.57
Division 3	3.09	2.99	2.50	2.73
Division 4	87.0	86.2	78.5	80.0

Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.07	2.94	2.70	2.73
Division 2	3.15	3.06	2.78	2.91
Division 3	3.08	2.96	2.68	2.84
Division 4	83.5	80.7	71.6	78.4

Science	All Students	ELL	Indigenous	Special Ed
Division 1	2.91	2.77	2.41	2.49
Division 2	2.90	2.81	2.39	2.54
Division 3	2.86	2.72	2.28	2.46
Division 4	76.7	73.7	68.1	70.7

Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.87	2.74	2.40	2.44
Division 2	2.87	2.77	2.38	2.50
Division 3	2.88	2.72	2.31	2.48
Division 4	73.7	69.8	63.9	68.0

III. Additional Data by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.

Number of students within each completion category

Note | see Appendix II for the criteria for each completion category.

Rate	Compare	2018-19	2019-20
3-year	High School Diploma	6241	6235
	High School Equivalency Diploma	0	0
	Certificate of High School Achievement	76	82
	Post-Secondary Attendance	21	22
	Apprenticeship	1	2
	Academic Standing	106	112
4-year	High School Diploma	6423	6737
	High School Equivalency Diploma	2	2
	Certificate of High School Achievement	94	89
	Post-Secondary Attendance	68	79
	Apprenticeship	9	12
	Academic Standing	37	39
5-year	High School Diploma	6836	6643
	High School Equivalency Diploma	9	12
	Certificate of High School Achievement	100	101
	Post-Secondary Attendance	109	102
	Apprenticeship	24	14
	Academic Standing	25	19

Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

- A. Students results by level of achievement within English Language Arts as measured by student report card stems 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations.

2 - The student has demonstrated basic achievement of grade level expectations.

1 - The student is not meeting grade level expectations.

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reads to explore, construct and extend understanding							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	24.4	27.0	22.2	12.0	11.7	2.8
2	2019-20	28.1	30.1	18.8	10.8	8.1	4.1
3	2019-20	28.0	34.3	19.2	7.6	5.3	5.7
4	2019-20	27.8	38.3	18.9	4.3	4.2	6.4
5	2019-20	23.1	42.1	21.3	3.5	3.4	6.6
6	2019-20	24.0	42.2	22.0	2.8	3.2	5.8
7	2019-20	24.0	43.4	25.1	1.9	2.4	3.2
8	2019-20	24.0	42.0	26.4	2.7	2.1	2.7
9	2019-20	24.0	41.4	27.4	3.2	2.1	1.9

Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.0	34.6	27.3	9.0	10.9	3.0
2	2019-20	13.5	37.9	29.1	7.3	7.8	4.4
3	2019-20	13.9	38.2	30.3	5.7	5.3	6.7
4	2019-20	15.5	40.2	28.5	3.8	4.1	7.9
5	2019-20	15.0	41.3	28.9	3.2	3.5	8.2
6	2019-20	16.3	41.5	29.0	2.9	3.1	7.2
7	2019-20	18.4	42.9	29.8	2.5	2.5	3.9
8	2019-20	19.7	41.9	30.0	2.9	2.0	3.4
9	2019-20	20.1	40.7	31.5	3.3	2.0	2.3

Stem 3: Manages and evaluates information and ideas							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.3	43.6	29.0	3.1	7.0	2.0
2	2019-20	16.9	45.4	28.3	2.7	4.5	2.2
3	2019-20	17.7	44.3	29.0	2.7	3.4	2.9
4	2019-20	18.0	45.2	28.3	2.4	2.5	3.6
5	2019-20	17.8	45.5	28.9	2.0	1.9	3.9
6	2019-20	20.1	43.6	27.9	2.6	1.9	3.8
7	2019-20	21.8	44.7	27.7	2.7	1.5	1.6
8	2019-20	22.2	44.6	27.7	2.6	1.3	1.6
9	2019-20	23.5	41.3	29.6	3.0	1.4	1.2

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.0	44.6	25.0	0.9	6.6	3.8
2	2019-20	20.8	47.2	23.7	1.1	4.1	3.0
3	2019-20	21.2	47.8	24.9	0.8	2.8	2.5
4	2019-20	21.9	49.1	23.6	1.0	2.5	2.0
5	2019-20	20.0	50.1	24.7	0.8	2.0	2.4
6	2019-20	22.2	46.1	26.9	1.3	2.0	1.6
7	2019-20	21.5	49.4	25.4	1.2	1.7	0.8
8	2019-20	21.8	47.4	26.9	1.8	1.5	0.7
9	2019-20	23.4	46.4	25.9	1.9	1.6	0.7

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.3	45.1	25.7	1.4	6.3	2.3
2	2019-20	21.4	47.8	23.9	1.3	3.7	1.8
3	2019-20	22.8	46.8	25.0	1.2	2.4	1.8
4	2019-20	23.6	48.1	23.3	1.1	2.3	1.6
5	2019-20	22.6	47.4	25.0	1.0	1.8	2.2
6	2019-20	25.4	46.1	24.1	1.3	1.7	1.4
7	2019-20	24.0	48.9	23.8	1.2	1.5	0.6
8	2019-20	27.0	43.5	25.0	2.5	1.4	0.6
9	2019-20	28.6	44.1	23.7	1.8	1.5	0.5

Stem 6: Represents ideas and creates understanding through a variety of media							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	15.2	48.0	29.3	1.9	4.4	1.2
2	2019-20	16.0	51.4	27.0	1.8	2.8	1.1
3	2019-20	17.4	48.9	28.3	1.6	2.1	1.7
4	2019-20	19.1	50.8	25.2	1.5	1.7	1.8
5	2019-20	20.0	50.2	25.2	1.1	1.3	2.1
6	2019-20	21.6	47.6	26.8	1.4	1.2	1.4
7	2019-20	23.2	47.8	25.4	1.9	0.9	0.6
8	2019-20	24.7	46.5	24.8	2.3	1.0	0.7
9	2019-20	27.0	43.4	24.9	3.1	1.1	0.6

B. Students results by level of achievement within Mathematics as measured by student report card stems 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	29.3	41.5	21.7	4.9	1.5	1.1
2	2019-20	29.7	39.9	22.9	5.0	0.9	1.5
3	2019-20	29.0	41.0	22.4	4.5	0.6	2.5
4	2019-20	29.9	40.8	21.3	4.0	0.4	3.7
5	2019-20	28.8	39.7	22.7	4.3	0.4	4.1
6	2019-20	28.4	38.5	24.1	4.1	0.4	4.4
7	2019-20	24.4	41.5	27.1	4.0	0.5	2.4
8	2019-20	27.3	38.7	26.4	5.0	0.4	2.2
9	2019-20	23.7	37.3	30.3	6.5	0.3	1.9

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	27.1	47.0	21.3	2.5	1.3	0.7
2	2019-20	27.8	46.0	22.4	2.2	0.9	0.7
3	2019-20	25.5	44.9	23.9	3.4	0.8	1.7
4	2019-20	25.7	45.0	23.3	3.1	0.7	2.4
5	2019-20	23.3	44.1	26.0	2.9	0.5	3.3
6	2019-20	25.6	41.0	26.7	3.1	0.4	3.1
7	2019-20	27.4	39.9	26.5	3.3	0.5	2.5
8	2019-20	27.1	38.5	26.4	5.4	0.6	2.0
9	2019-20	25.4	37.1	28.2	7.2	0.5	1.6

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	24.6	47.9	23.1	2.0	1.7	0.6
2	2019-20	24.5	50.3	21.5	2.1	1.0	0.6
3	2019-20	24.5	46.2	24.4	2.8	0.8	1.3
4	2019-20	24.4	46.5	23.9	3.0	0.5	1.7
5	2019-20	24.1	45.3	24.6	2.9	0.6	2.4
6	2019-20	27.2	41.4	25.9	2.6	0.5	2.4
7	2019-20	26.2	41.2	26.9	3.5	0.5	1.7
8	2019-20	26.6	39.0	27.1	5.0	0.5	1.7
9	2019-20	24.6	38.4	28.3	6.5	0.5	1.7

Stem 4: Uses data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	24.6	48.7	22.6	2.2	1.1	0.9
3	2019-20	23.4	46.8	24.4	3.0	0.9	1.5
4	2019-20	22.3	48.3	24.1	2.5	0.5	2.2
5	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
6	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
7	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
8	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
9	2019-20	n/a	n/a	n/a	n/a	n/a	n/a

Stem 5: Uses probability and data to make predictions and answer questions							
Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
2	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
3	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
4	2019-20	n/a	n/a	n/a	n/a	n/a	n/a
5	2019-20	26.3	47.4	22.4	1.3	0.5	2.1
6	2019-20	24.8	43.2	26.9	2.2	0.4	2.5
7	2019-20	25.4	41.6	26.4	4.2	0.6	1.8
8	2019-20	25.2	40.8	28.0	3.9	0.6	1.5
9	2019-20	27.0	38.3	28.9	3.3	0.9	1.7

C. Students results by level of achievement within English Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	40.0	40.8	17.6	1.6
10-2	2019-20	14.6	33.8	41.2	10.4
10-4	2019-20	15.4	29.9	44.7	10.0
20-1	2019-20	42.3	39.1	17.1	1.5
20-2	2019-20	15.7	35.6	40.6	8.1
20-4	2019-20	13.6	39.1	37.2	10.1
30-1	2019-20	35.9	42.1	18.7	3.3
30-2	2019-20	13.5	43.5	37.1	5.9
30-4	2019-20	17.3	35.2	38.5	8.9

D. Students results by level of achievement within Mathematics as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10C	2019-20	51.4	24.1	19.9	4.6
10-3	2019-20	27.6	29.0	33.8	9.6
10-4	2019-20	33.8	28.5	31.8	5.9
20-1	2019-20	53.9	25.2	16.0	4.9
20-2	2019-20	20.6	35.1	37.0	7.3
20-3	2019-20	29.0	29.8	34.8	6.4
20-4	2019-20	38.1	28.0	26.7	7.2
30-1	2019-20	58.3	24.5	13.3	3.9
30-2	2019-20	32.4	33.7	27.6	6.3
30-3	2019-20	22.4	33.7	37.0	7.0
31	2019-20	83.7	11.8	3.8	0.6

Indicator 4: Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

A. Students results by level of achievement within Career & Technology Foundations as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
5	2019-20	28.2	55.5	14.7	0.3	1.0	0.4
6	2019-20	25.9	50.6	21.8	1.5	0.1	0.1
7	2019-20	29.9	50.8	18.0	1.0	0.2	0.1
8	2019-20	30.0	47.8	19.9	2.0	0.1	0.1
9	2019-20	31.8	46.9	19.0	2.0	0.2	0.2

B. Students results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2019-20: high school courses

Legend | The CTS Programs of Study are organized into five clusters:

- BIT – Business, Administration, Finance & Information Technology.
- HRH – Health, Recreation & Human Services
- MDC – Media, Design & Communication Arts
- NAT – Natural Resources
- TMT – Trades, Manufacturing & Transportation

Cluster	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
BIT	2019-20	71.5	17.1	11.4	0.1
HRH	2019-20	72.6	17.6	9.8	0.0
MDC	2019-20	65.1	21.1	13.8	0.1
NAT	2019-20	63.1	23.9	12.3	0.7
TMT	2019-20	67.1	22.5	10.4	0.0

C. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	18.2	56.5	23.2	0.8	0.8	0.5
2	2019-20	21.5	57.2	20.0	0.6	0.4	0.2
3	2019-20	21.2	57.2	20.6	0.4	0.3	0.2
4	2019-20	23.8	56.2	19.0	0.6	0.2	0.2
5	2019-20	25.0	55.3	18.8	0.5	0.2	0.2
6	2019-20	29.5	50.6	18.4	1.2	0.1	0.1
7	2019-20	29.2	50.0	19.1	1.5	0.2	0.1
8	2019-20	32.3	46.6	18.9	1.9	0.1	0.2
9	2019-20	34.6	43.9	19.0	2.2	0.2	0.2

D. Students results by level of achievement within Fine and Performing Arts as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	70.6	18.1	8.8	2.5
20	2019-20	79.0	13.5	6.3	1.2
30	2019-20	83.6	10.9	4.6	0.9

E. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	34.4	41.6	21.4	2.1	0.0	0.5
2	2019-20	30.4	41.0	22.2	4.8	0.0	1.6
3	2019-20	29.1	43.1	23.9	2.5	0.0	1.4
4	2019-20	23.8	46.7	24.8	2.0	0.0	2.7
5	2019-20	27.7	50.2	19.2	0.5	0.0	2.4
6	2019-20	23.5	53.1	21.7	0.6	0.0	1.2
7	2019-20	31.0	44.3	22.1	2.3	0.0	0.2
8	2019-20	29.4	42.1	25.7	2.6	0.0	0.3
9	2019-20	33.2	44.7	20.7	1.2	0.0	0.2

F. Students results by level of achievement within French Language Arts as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	52.0	38.0	9.8	0.2
10-2	2019-20	0.0	0.0	0.0	0.0
20-1	2019-20	57.7	35.5	6.6	0.2
20-2	2019-20	27.6	51.7	20.7	0.0
30-1	2019-20	55.8	35.3	8.7	0.3
30-2	2019-20	57.8	18.3	20.2	3.7

G. Students results by level of achievement within Languages as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	27.6	46.3	23.4	2.1	0.1	0.5
2	2019-20	24.8	48.0	24.5	2.0	0.1	0.5
3	2019-20	23.1	47.5	26.2	1.7	0.4	1.1
4	2019-20	17.8	52.9	26.8	1.1	0.7	0.8
5	2019-20	19.0	54.3	24.3	1.2	0.7	0.6
6	2019-20	19.4	51.4	26.6	1.2	0.9	0.6
7	2019-20	29.4	48.3	20.7	1.2	0.0	0.4
8	2019-20	32.5	46.0	19.8	1.6	0.0	0.2
9	2019-20	35.1	44.8	17.8	1.9	0.3	0.1

H. Students results by level of achievement within Languages as measured by student report cards 2019-20: high school courses

Level	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	76.7	14.7	6.1	2.5
20	2019-20	80.1	13.2	5.3	1.3
30	2019-20	86.2	9.9	3.5	0.3

- I. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	21.4	59.6	17.5	0.8	0.1	0.5
2	2019-20	24.8	59.0	15.1	0.6	0.0	0.4
3	2019-20	25.4	59.6	14.2	0.5	0.0	0.3
4	2019-20	28.2	57.6	13.5	0.4	0.0	0.3
5	2019-20	29.1	57.1	12.8	0.4	0.3	0.4
6	2019-20	30.3	55.0	13.9	0.6	0.0	0.1
7	2019-20	27.2	56.0	15.5	1.0	0.2	0.1
8	2019-20	26.2	55.2	16.9	1.5	0.0	0.2
9	2019-20	29.1	51.3	17.5	1.7	0.2	0.2

- J. Students results by level of achievement within Physical Education as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10	2019-20	75.5	15.2	7.2	2.2
20	2019-20	70.2	17.4	9.6	2.8
30	2019-20	76.2	13.5	7.5	2.7

K. Students results by level of achievement within Science as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	19.3	50.1	24.1	1.4	4.0	1.1
2	2019-20	19.2	52.3	23.7	1.2	2.7	0.9
3	2019-20	18.4	49.8	26.7	1.6	2.2	1.3
4	2019-20	21.1	50.5	24.1	1.6	1.6	1.2
5	2019-20	20.3	48.1	27.2	1.9	1.3	1.2
6	2019-20	21.2	46.0	28.0	2.5	1.2	1.0
7	2019-20	19.9	45.5	29.6	3.1	1.0	0.9
8	2019-20	22.8	42.7	28.9	3.8	0.9	0.9
9	2019-20	25.1	41.0	28.1	4.1	1.1	0.6

L. Students results by level of achievement within Science as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
Science 10	2019-20	49.1	27.0	19.2	4.6
Science 14	2019-20	31.2	29.1	33.0	6.7
Science 10-4	2019-20	27.8	29.8	32.2	10.2
Biology 20	2019-20	54.1	26.9	16.4	2.6
Chemistry 20	2019-20	57.4	23.3	15.4	3.9
Physics 20	2019-20	58.3	22.2	15.5	4.0
Science 20	2019-20	23.4	36.9	34.8	4.8
Science 24	2019-20	33.6	32.5	29.8	4.1
Science 20-4	2019-20	21.2	30.1	34.2	14.4
Biology 30	2019-20	58.9	24.7	13.4	3.0
Chemistry 30	2019-20	61.0	24.5	11.6	2.9
Physics 30	2019-20	68.3	19.8	9.1	2.9
Science 30	2019-20	44.2	31.6	20.6	3.7

M. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: Grades 1-9

Legend |

4 - The student has demonstrated excellent achievement of grade level expectations.

3 - The student has demonstrated good achievement of grade level expectations

2 - The student has demonstrated basic achievement of grade level expectations

1 - The student is not meeting grade level expectations

ELL - The student's language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP - Achievement of this report card outcome is reported through the student's Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	4	3	2	1	ELL	IPP
1	2019-20	16.9	50.2	25.4	1.4	4.9	1.3
2	2019-20	17.0	51.3	26.0	1.4	3.2	1.1
3	2019-20	17.3	49.4	27.6	1.8	2.5	1.4
4	2019-20	18.8	49.2	26.7	1.9	1.9	1.6
5	2019-20	18.9	47.7	28.1	1.9	1.5	1.8
6	2019-20	20.6	44.9	29.0	2.2	1.7	1.7
7	2019-20	21.2	44.7	28.8	2.9	1.4	1.1
8	2019-20	24.2	42.6	27.4	3.4	1.3	1.2
9	2019-20	23.6	41.4	29.1	3.5	1.5	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2019-20: high school courses

Course	Year	80 - 100%	65 - 79%	50 - 64%	0 - 49%
10-1	2019-20	51.8	34.2	13.1	0.9
10-2	2019-20	16.6	32.3	40.7	10.4
10-4	2019-20	14.5	35.7	42.0	7.8
20-1	2019-20	54.4	33.5	11.1	1.0
20-2	2019-20	21.0	34.0	38.3	6.8
20-4	2019-20	19.6	35.4	39.2	5.8
30-1	2019-20	51.1	34.3	13.4	1.1
30-2	2019-20	30.5	35.7	29.2	4.6

appendix

IV. Distribution of Codes

Grades 1-12: 116 787 students

Code										N
301 - English as a Second Language - Foreign Born										14 730
LP1	7.2%	LP2	16.7%	LP3	27.0%	LP4	30.8%	LP5	18.4%	
302 - English as a Second Language - Non-funded										1122
LP1	3.7%	LP2	14.6%	LP3	28.7%	LP4	34.3%	LP5	18.7%	
303 - English as a Second Language - Canadian Born										14 175
LP1	2.7%	LP2	12.8%	LP3	29.8%	LP4	34.0%	LP5	20.7%	

Total 30 027
Percent of the Students in Grades 1-12 25.7

Code	N
331 - Aboriginal Student - Status First Nations	2586
332 - Aboriginal Student - Non-Status First Nations	1014
333 - Aboriginal Student - Métis	1266
334 - Aboriginal Student - Inuit	59

Total 4925
Percent of the Students in Grades 1-12 4.2

Code	N
41 - Severe Cognitive Disability	25
42 - Severe Emotional/Behavioural Disability	3309
43 - Severe Multiple Disability	266
44 - Severe Physical or Medical Disability	3207
45 - Deafness	82
46 - Blindness	30
51 - Mild Cognitive Disability	709
52 - Moderate Cognitive Disability	90
53 - Emotional/Behavioural Disability	1029
54 - Learning Disability	5317
55 - Hearing Disability	130
56 - Visual Disability	25
57 - Communication Disability	1640
58 - Physical/Medical Disability	4679
59 - Multiple Disability	1592
80 - Gifted and Talented	2562

Total 23 998
Percent of the Students in Grades 1-12 20.5

attachment

I. Alberta's Criteria for High School Completion Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

- A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 107

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)
- Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science – 20-level[○] (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)[○]
- Career and Life Management (3 credits)[○]
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine and Performing Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)[○] These courses may include:
 - 30-level locally developed courses
 - advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience courses[○]
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses
 - Special Projects 30

- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course—Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 110

There are two options for achieving a High School Equivalency Diploma.

- Option 1 - A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English language arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21–24 (inclusive) 5 credits
 - age 25–29 (inclusive) 10 credits
 - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- Option 2 - A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2020-2021](#) p. 107

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits[○] including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 CREDITS)[○]
- Career and Life Management (3 CREDITS)[○]
- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses,[○] or
 - 30-level locally developed course with an occupational focus

AND

5 credits in:

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course,[○] or
- 30-level Green Certificate course,[○] or
- Special Projects 30

OR

5 credits in a 30-level Registered Apprenticeship Program (RAP) course[○]

- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
- ❺ Refer to the Off-campus Education Handbook for additional information.
- ❻ Refer to the Alberta Education website for additional Green Certificate information.

- 7 Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

report to Board of Trustees

Consideration of Closure of Rosscarrock School

Date	January 26, 2021
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Joanne Pitman, Superintendent of School Improvement Kelly Ann Fenney, General Counsel Keith Johnson, Acting Director, Planning Lori Cooper, Education Director, Area 7 Trish Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Minutes of the Public Input Meetings of December 2, 2020, and January 6, 2021, Attachment I to this report, are approved by the Board of Trustees.
- THAT the Board of Trustees approves the closure of Rosscarrock School and all programs contained therein, effective June 30, 2021.



2 | Issue

The *Education Act* together with Board of Trustees' policy GC-3E: Closure of Schools Procedures identifies a formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary for a school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On, October 27, 2020 the Board of Trustees passed a motion to commence the public input process to consider the closure of Rosscarrock School.

Attachment III to this report provides a compliance chart that identifies the timelines and actions taken in compliance with the Board Policy GC-3E: Closure of Schools Procedure.

4 | Financial Impact

Should the recommendation to close Rosscarrock School be approved by the Board and the students directed to enrol at alternate schools, the Calgary Board of Education (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 repairs.

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 the Rosscarrock School building should the decision be made to close the school.

5 | Conclusion

The CBE has complied with the requirement of the *Education Act* and Board Policy GC-3E: Closure of Schools Procedures. The Board of Trustees is now in a position to deliberate and to decide whether to close the Rosscarrock School.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Minutes of the Public Input Meeting of December 2, 2020 & January 6, 2021 (draft)
Attachment II:	Recommendation to Commence Public Input to Consider Closure of Rosscarrock School
Attachment III:	GC-3 Closure of Schools Procedure Compliance Chart
Attachment IV:	Letter to Parents/Guardian of Rosscarrock School
Attachment V:	Letters to Other Persons Significantly Affected by the Decision
Attachment VI:	Letter to His Worship Mayor Nenshi
Attachment VII:	Rationale and Pertinent Facts Available on CBE Public Website
Attachment VIII:	December 2, 2020 & January 6, 2021 Public Input Meeting Presentation
Attachment IX:	Written Submissions from the Public (Trustees Only)

GLOSSARY –

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure of Rosscarrock School, held virtually through Microsoft Teams, on Wednesday, December 2, 2020 at 7:00 p.m.

ATTENDANCE (Virtual)

Board of Trustees:

Ms. M. Dennis, Board Chair, Trustee - Wards 5 & 10
 Ms. T. Hurdman, Trustee - Wards 1 & 2
 Ms. A. Adams, Board Vice-Chair, Trustee - Wards 3 & 4
 Mr. R. Hehr, Trustee - Wards 8 & 9
 Ms. J. Hrdlicka, Trustee - Wards 11 & 13
 Mr. M. Bradshaw, Trustee - Wards 12 & 14

Administration:

Mr. C. Usih, Chief Superintendent of Schools
 Mr. D. Breton, Superintendent, Facilities and Environmental Services
 Ms. J. Pitman, Superintendent, School Improvement
 Ms. K. Fenney, General Counsel and Procedural Advisor to the Board
 Ms. L. Campbell-Walters, Director, Planning
 Mr. C. McGreish, Planning Analyst
 Ms. B. Fraser, Principal, Rosscarrock School
 Ms. E. Rae, Principal, Wildwood School
 Ms. K. Dahl, Principal, Glendale School
 Ms. L. Cooper, Education Director, Area 7
 Mr. E. Sutlic, Director, Corporate Finance
 Ms. T. Minor, Corporate Secretary
 Ms. M. Geyer, Communications Advisor
 Ms. M. Broda, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Board Chair M. Dennis called the meeting to order at 7:00 p.m. and noted she would Chair the Meeting. She noted that to ensure the CBE is complying with COVID-19 related health measures announced on November 24, this meeting has been changed from in-person to virtual. Chair Dennis acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair also welcomed CBE teachers, staff, members of the public and Nabil Akl, an interpreter who is available to support parents and public wishing to speak.

Chair Dennis stated that the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

Chair Dennis reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

OPENING REMARKS

Chair Dennis spoke to the role of the Board of Trustees in the closure consideration process. She noted that the Board of Trustees has the sole responsibility and authority to make closure decisions, and she clarified that no decision has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, October 27, 2020, the Board passed a motion to commence the public input process to consider the closure of Rosscarrock School. This was a decision to initiate the consideration of closure process - not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and Rosscarrock School website. This information is one part of the information that has been, and will be, reviewed and considered by Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, including:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Following this meeting, additional public comments or concerns may be provided in writing by Wednesday, January 20 2021. The details for written submissions are set out in the parent letter sent through School Messenger on October 28, 2020 and the details for submissions are also available on the CBE public website. Trustees are here to listen to your comments and questions as your input will inform the Board's decision-making on this matter. Throughout tonight's discussion and the entire consideration of closure process, Trustees will be paying close attention to what the public have to say.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions, on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents and other members of the community.

The attendance of CBE administration is to assist the Board with the presentation, to respond to the public's questions, and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Dennis thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Dennis noted the purpose of the meeting is two-fold: firstly, it is for Administration to outline the rationale for the proposed closure, and share information about the timing of the proposed closure and the accommodation plan for students affected; secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure with the Board.

The agenda has been arranged to ensure that everyone will have ample opportunity to ask questions and make any comments they may have. The public's comments and questions at this meeting will form part of the formal material that the Board of Trustees will consider, as they review this matter and ultimately reach a decision.

MEETING GUIDELINES

Chair Dennis asked everyone to observe the meeting guidelines, which included:

- muting microphones except when called on to speak;
- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

CBE Planning Principles

Administration shared the factors considered when planning for student accommodation, as outlined in the CBE Administrative Regulation 1090. These principles include:

- Allow students to attend school close to home
- Provide equitable access for all students to quality learning environments and choice of programs
- Use space and resources effectively
- Provide long term sustainability

Rationale for the Proposed Closure

Administration provided an overview of the following factors considered in bringing a recommendation to the Board of Trustees to commence the public input process to consider the closure of Rosscarrock School:

- Persistent low enrolment and excess capacity for several years
- Continuous low enrolment has a harmful impact on student learning

Background

Rosscarrock School was built in 1960. The school was first identified on the Three-Year System Student Accommodation Plan (SSAP) in 2009 as having low enrolment and excess capacity. Currently, city planning guidelines state one elementary school be built per 10,000 residents. This equates to only one elementary school being built in the Rosscarrock area versus the three that are currently there.

Enrolment remained stable in 2010, with around 150 students. Between 2014 and 2016, enrolment increased due to the fact that it was an overflow school from the West Springs community, the temporary addition of Spanish and Bilingual programs, and students attending from the Cougar Ridge community. Enrolment numbers started declining again in 2017 when students were designated back to Westgate School. This was followed by students from Cougar Ridge being re-designated to West Springs.

In the 2018-2019 school year, the Spanish Bilingual program moved to Glenmeadows School. Also during the 2018-2019 school year, Rosscarrock School was brought forward for consideration of school closure. The Board voted against closure. Following this decision, the CBE implemented strategies to help to increase enrolment in the school. Actions taken were: the addition of an Early Development Centre; the Area Office supplementing the school budget to enhance student learning opportunities; and reaching out to the community association and others in order to generate greater awareness and interest in the school. This did not help to increase enrolment. In April 2020, due to low registration, Kindergarten students were re-designated to Wildwood and Glendale Schools for the 2020-2021 school year.

Current Student Enrolment

As of September 30, 2020, there were 72 students enrolled in the school. Currently, due to family movement, the school only has 65 students enrolled and 4 additional students in HUB online learning. Utilization rate of the school, as of September 30, 2020, was 18%.

Kindergarten is not being offered this school year due to low registration. Only 8 students were registered and were directed to schools within walking distance (Wildwood or Glendale).

Projected Enrolment for Rosscarrock School

Enrolment in the program is expected to decline slightly over the next five years – a decline from 69 to 64. These projections assume that the Kindergarten students that were designated to other schools would return to Rosscarrock for Grade 1.

Education and Programming Impacts of Persistent Low Enrolment

The persistent low enrolment at Rosscarrock School is impacting equitable access to a quality learning environment for students and is proving challenging in providing consistent educational programming.

With fewer than 3 teachers at the school, along with one principal and one learning leader providing instructional leadership, this translates into only 3 homeroom classrooms: grades 1 / 2 combined, grades 3 / 4 combined and grades 5 / 6 combined. A part time specialist also provides music support to the students. The principal teaches for part of the day and supports in lunch room supervision everyday. This impacts the students as there is a lack of flexibility. An example of this is the difficulty to reorganize students to provide targeted learning supports, such as separating students experiencing conflict or to reorganize students for learning such as regrouping English Language Learners or Special Education Students for more targeted learning support outside what is offered in their homerooms. There is also the inability to separate siblings in different grades as the classes are multi-aged due to the low enrolment at the school.

There has been an inability to operate a School Council or Advisory Council without enough parents to form quorum, which impacts parental voice in the school. Without parent involvement, fundraising opportunities such as the Casino are also at risk. The YMCA Kids In Motion School Program recently backed out due to low enrolment, as did Big Brothers/ Big Sisters.

The persistent low enrolment has also had an impact on staff feeling isolated and being the only teacher teaching two grades. Due to the small staff numbers there is diminished opportunities for team teaching and collaboration. Because the principal teaches a portion of the day, there is a lack of support available for students with complex behavioural needs and limits the ability of the principal to address emergent student safety concerns throughout the building. Other specialist areas like physical education and fine arts are also taught by the homeroom teachers.

Proposed Student Accommodation Plan

Should the Board of Trustees decide to close Rosscarrock School, all Kindergarten to Grade 6 students will be accommodated at a school within walking distance of their homes, either Glendale School or Wildwood School, effective September 2021.

This accommodation plan was informed by engagement sessions held in 2018-2019 and the online survey conducted. There is space at both Glendale and Wildwood to accommodate students attending the regular program from Rosscarrock School in a safe way.

Glendale and Wildwood School – Capacity, Learning Opportunities, and Transition Plan

Both Glendale and Wildwood Schools have enough capacity to accommodate students from Rosscarrock School, with the projected 2021 utilization rate at both schools being at 80%. With the increased utilization rate, there is some additional Operation & Maintenance funding that would be received by each school from the government. Both schools will still have lots of space for future growth within the communities. The students from Rosscarrock School will still be able to walk to the newly designated schools.

Glendale and Wildwood Schools offer more support and resources for students which include: physical education specialists; outdoor classrooms and naturalized gardens; and residencies such as Calgary Opera, Aussie Rules, and Engineering for Kids. Both schools also have diverse populations with families from across the globe and a larger compliment of staff, both of which would be able to provide additional opportunities and support to students. Glendale and Wildwood schools offer frequent extra-curricular activities such as hand-bells, choir, cross-country running, gardening, robotics, and soccer clubs. Each school currently has before and after school care programs on site as well. The schools have strong and welcoming school councils that support and enhance the student learning.

Should the Board decide to close Rosscarrock School, a thorough transition plan was proposed which takes into consideration the academic, social and emotional, and community transition of the students.

In support of the academic transition of the students, the CBE proposed a number of actions including: holding transition meeting between students and future teachers; meetings between current and future teachers; meetings with future administration; and dividing the educational resources between the receiving schools.

To support the social and emotional transition, the CBE proposed: tours of the new school; practicing walking or biking to the new school which would include continuing Rosscarrock School's Bike to School program; continuing to develop students' self advocacy skills; and communicating frequently with parents which could include family transition meetings.

In order to support the community transition, the CBE identified continued communication with parents and stakeholders as key. Other actions included the principal from Rosscarrock meeting with the school councils at both Wildwood and Glendale to discuss culture building activities and needs, and to ensure the funds from the School Society at Rosscarrock follow the students. There will also be meetings held with the receiving school councils for the parents from Rosscarrock.

Financial Impacts

For the 2019/2020 school year, operating costs to the CBE were \$1.4 million, which includes a combination of staffing costs, supplies for delivering the program, and miscellaneous operating costs. For the 2020/2021 school year, the Resource Allocation Method (RAM) total is approximately \$896,000. The allocation for the 2020-2021 year is about \$900,000 less due to lower amounts from changes in Early Development Centre funding.

If the school were to close, the CBE's cost would be reduced by approximately \$420,000 to \$450,000 per year. These costs include \$280,000 in school administration, and \$150,000 to \$170,000 in building operating and maintenance costs. The remaining RAM funding would be provided to Wildwood and Glendale Schools with students in the amount of about \$19,000 total.

CBE Capital Plan Impacts

A decision to close the Rosscarrock School would advance the CBE's Ten-Year Student Accommodation and Facility Strategy, which projects the need to close approximately 16 elementary schools between now and 2029 to maintain utilization rates within the mid-to-high 80%. If closure is decided, overall Elementary School utilization is projected to be at 70%. Ten-Year Students Accommodation and Facility Strategy, informed by City census and CBE data, has seen fewer elementary school students enrolled since 2015. City census data projects 9,500 fewer students in elementary schools between 2020 and 2029.

A decision to close Rosscarrock School does not impact the Three Year School Capital Plan.

Future Use of Facility

If a decision to close Rosscarrock School is made, the school and site would likely be returned to the City of Calgary for \$1. This is the mechanism that is in place for school boards.

Proposed Timeline for Implementation

The proposed timeline for implementation, should the decision be made to close the school, was reviewed:

- Public input meetings scheduled for December 2, 2020 and January 6, 2021
- Board of Trustees' public meeting, decision for Rosscarrock School on January 26, 2021
- If the Board of Trustees' decision is to close Rosscarrock School, transition planning for students will be initiated between February and June 2021
- Implementation for students re-designated to Wildwood School and Glendale School September 2021/2022

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Dennis reiterated the Trustees were present to hear public input and that they will ultimately be the sole decision makers regarding the status of Rosscarrock School. She pointed out it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to

engage in debate. She asked that questions or comments be indicated in the chat box, and as the meeting Chair she would direct the question to an appropriate CBE staff member for response. She asked the public to state their first and last name and spell it for the record, and identify their interest or relationship to Rosscarrock School. She also reminded participants that Mr. Nabil Akl, an interpreter, was available to support anybody in voicing their comments and asking questions of the Board.

Chair Dennis opened the meeting to questions or comments from the public.

Muhammed Qureshi, parent of a student attending Rosscarrock School, asked if families would be able to choose which of the two designated schools their child attends if Rosscarrock is closed.

Superintendent Breton stated that the student would be designated to the school in their boundary area and if they choose to attend a different school, there is already a process in place to apply to attend an out of boundary area school. Education Director Cooper provided more details about the process.

Garrett Baki, parent of two students attending Rosscarrock School and member of parent council for the last few years, shared his opinion that the community has been fighting to keep school interest high and the school open, but there has been a lack of help from anybody in putting up signs and advertising and he thinks that parents have been scared away by the potential school closure again. He also expressed concerns with having kids cross busy streets (17th avenue or Bow trail).

Superintendent Breton spoke about the efforts the CBE has undertaken to increase enrolment at the school. Some of the actions noted were: the introduction of the early development center; the area office injecting additional funding to the school to enhance learning opportunities; signage in the community to increase awareness; and outreach by the principal to be more visible in the community. Superintendent Breton also stated, that across the city, many students cross major roads in order to get to their designated schools.

Aurelie Maerten, community member and board member of Rosscarrock Community Association, asked when the community would learn the future use of the facility after a decision was made.

Superintendent Breton spoke about the likelihood of a proposal by CBE Administration to sell the building back to the City if a decision was made to close Rosscarrock School. He provided details of the processes when notifying the government of the closure of a school and the disposal of land.

Mohammad Alhaddad, parent of two students attending Rosscarrock School, shared his concerns about small kids crossing main roads and asked about alternative options for the school instead of closing it.

Superintendent Breton spoke about the students from Wildwood Elementary already crossing Bow Trail. He stated that there were limited alternative options as the census data shows fewer children being born in Calgary. With 10,000 fewer children anticipated in the next 10 years, there is far fewer elementary students coming into the school system. Superintendent Breton spoke to the slide on common questions received as they related to alternative uses and alternative

programs at the school. He stated that there are currently 55 students from the community that attend an alternative program elsewhere so even if the kids were brought back to Rosscarrock, the utilization rate is still very low. If students are brought to Rosscarrock from other schools, then the other schools in the system will have lower enrolment and may need to be considered for closure. Rosscarrock School has two community schools in very close proximity which is great.

Garrett Baki, parent of two students attending Rosscarrock School, expressed his opinion that it felt like the decision had already been made and thanked the school, teachers, and everyone in the community. He appreciated the opportunity to provide input.

Mohammad Alhaddad, parent of two students attending Rosscarrock School, questioned if the main reason for the consideration of school closure was the high cost to run the school or the low enrolment rate.

Superintendent Breton spoke about dropping enrolment triggering when schools are monitored on the Three-Year System School Accommodation Plan. He spoke about the many factors considered when thinking about initiating a school closure process such as grade configurations, other community schools, and solutions available. He stated that, in this case, the impact on learning is a huge factor, with grades being combined, which ultimately reduces the ability and flexibility the teacher has available to support and challenge students who need it.

CLOSING REMARKS

Chair Dennis reiterated that following this public input meeting the public has until Wednesday, January 20, 2021 to provide further written submissions for the Trustees regarding this closure consideration, to the following:

Attention: Lori Cooper
CBE
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca

Chair Dennis thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this school closure consideration on or about Tuesday, January 26, 2021 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Dennis declared the meeting closed at 8:21 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure of Rosscarrock School, held virtually through Microsoft Teams on Wednesday, December 2, 2020 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

DRAFT

The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure of Rosscarrock School, held virtually through Microsoft Teams, on Wednesday, January 6, 2021 at 7:00 p.m.

ATTENDANCE (Virtual)

Board of Trustees:

Ms. M. Dennis, Board Chair, Trustee - Wards 5 & 10
Ms. T. Hurdman, Trustee - Wards 1 & 2
Ms. A. Adams, Board Vice-Chair, Trustee - Wards 3 & 4
Mr. R. Hehr, Trustee - Wards 8 & 9
Ms. J. Hrdlicka, Trustee - Wards 11 & 13
Mr. M. Bradshaw, Trustee - Wards 12 & 14

Administration:

Mr. C. Usih, Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Pitman, Superintendent, School Improvement
Ms. K. Fenney, General Counsel and Procedural Advisor to the Board
Mr. K. Johnson, Acting Director, Planning
Mr. C. McGreish, Planning Analyst
Ms. B. Fraser, Principal, Rosscarrock School
Ms. E. Rae, Principal, Wildwood School
Ms. K. Dahl, Principal, Glendale School
Ms. L. Cooper, Education Director, Area 7
Mr. E. Sutlic, Director, Corporate Finance
Ms. T. Minor, Corporate Secretary
Ms. M. Geyer, Communications Advisor
Ms. M. Broda, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Board Chair M. Dennis called the meeting to order at 7:00 p.m. and noted she would Chair the Meeting. She noted that to ensure the CBE is complying with COVID-19 related health measures announced on November 24, this meeting is being held virtually. Chair Dennis acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair also welcomed CBE teachers, staff, and members of the public.

Chair Dennis stated that the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on

the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

Chair Dennis reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

OPENING REMARKS

Chair Dennis spoke to the role of the Board of Trustees in the closure consideration process. She noted that the Board of Trustees has the sole responsibility and authority to make closure decisions, and she clarified that no decision has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, October 27, 2020, the Board passed a motion to commence the public input process to consider the closure of Rosscarrock School. This was a decision to initiate the consideration of closure process - not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and Rosscarrock School website. This information is one part of the information that has been, and will be, reviewed and considered by Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, including:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Following this meeting, additional public comments or concerns may be provided in writing by Wednesday, January 20 2021. The details for written submissions are set out in the parent letter sent through School Messenger on October 28, 2020 and the details for submissions are also available on the CBE public website. Trustees are here to listen to your comments and questions as your input will inform the Board's decision-making on this matter. Throughout tonight's discussion and the entire consideration of closure process, Trustees will be paying close attention to what the public have to say.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions, on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents and other members of the community.

The attendance of CBE administration is to assist the Board with the presentation, to respond to the public's questions, and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Dennis thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Dennis noted the purpose of the meeting is two-fold: firstly, it is for Administration to outline the rationale for the proposed closure, and share information about the timing of the proposed closure and the accommodation plan for students affected; secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure with the Board.

The agenda has been arranged to ensure that everyone will have ample opportunity to ask questions and make any comments they may have. The public's comments and questions at this meeting will form part of the formal material that the Board of Trustees will consider, as they review this matter and ultimately reach a decision.

MEETING GUIDELINES

Chair Dennis asked everyone to observe the meeting guidelines, which included:

- muting microphones except when called on to speak;
- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

CBE Planning Principles

Administration shared the factors considered when planning for student accommodation, as outlined in the CBE Administrative Regulation 1090. These principles include:

- Allow students to attend school close to home
- Provide equitable access for all students to quality learning environments and choice of programs
- Use space and resources effectively
- Provide long term sustainability

Rationale for the Proposed Closure

Administration provided an overview of the following factors considered in bringing a recommendation to the Board of Trustees to commence the public input process to consider the closure of Rosscarrock School:

- Persistent low enrolment and excess capacity for several years
- Continuous low enrolment has a harmful impact on student learning

Background

Rosscarrock School was built in 1960. The school was first identified on the Three-Year System Student Accommodation Plan (SSAP) in 2009 as having low enrolment and excess capacity. Currently, city planning guidelines state one elementary school be built per 10,000 residents. This equates to only one elementary school being built in the Rosscarrock area versus the three that are currently there.

Enrolment remained stable in 2010, with around 150 students. Between 2014 and 2016, enrolment increased due to the fact that it was an overflow school from the West Springs community, the temporary addition of Spanish and Bilingual programs, and students attending from the Cougar Ridge community. Enrolment numbers started declining again in 2017 when students were designated back to Westgate School. This was followed by students from Cougar Ridge being re-designated to West Springs.

In the 2018-2019 school year, the Spanish Bilingual program moved to Glenmeadows School. Also during the 2018-2019 school year, Rosscarrock School was brought forward for consideration of school closure. The Board voted against closure. Following this decision, the CBE implemented strategies to help to increase enrolment in the school. Actions taken were: the addition of an Early Development Centre; the Area Office supplementing the school budget to enhance student learning opportunities; and reaching out to the community association and others in order to generate greater awareness and interest in the school. This did not help to increase enrolment. In April 2020, due to low registration, Kindergarten students were re-designated to Wildwood and Glendale Schools for the 2020-2021 school year.

Current Student Enrolment

As of September 30, 2020, there were 72 students enrolled in the school. Currently, due to family movement, the school only has 65 students enrolled and 4 additional students in HUB online learning. Utilization rate of the school, as of September 30, 2020, was 18%.

Kindergarten is not being offered this school year due to low registration. Only 8 students were registered, and were directed to schools within walking distance (Wildwood or Glendale).

Projected Enrolment for Rosscarrock School

Enrolment in the program is expected to decline slightly over the next five years – a decline from 69 to 64. These projections assume that the Kindergarten students that were designated to other schools, would return to Rosscarrock for Grade 1.

Education and Programming Impacts of Persistent Low Enrolment

The persistent low enrolment at Rosscarrock School is impacting equitable access to a quality learning environment for students and is proving challenging in providing consistent educational programming.

With fewer than 3 teachers at the school, along with one principal and one learning leader providing instructional leadership, this translates into only 3 homeroom classrooms: grades 1 / 2 combined, grades 3 / 4 combined and grades 5 / 6 combined. A part time specialist also provides music support to the students. The principal teaches for part of the day and supports in lunch room supervision everyday. This impacts the students as there is a lack of flexibility. An example of this is the difficulty to reorganize students to provide targeted learning supports, such as separating students experiencing conflict or to reorganize students for learning such as regrouping English Language Learners or Special Education Students for more targeted learning support outside what is offered in their homerooms. There is also the inability to separate siblings in different grades as the classes are multi-aged due to the low enrolment at the school.

There has been an inability to operate a School Council or Advisory Council without enough parents to form quorum, which impacts parental voice in the school. Without parent involvement fundraising opportunities such as the Casino are also at risk. The YMCA Kids In Motion School Program recently backed out due to low enrolment, as did Big Brothers/ Big Sisters.

The persistent low enrolment has also had an impact on staff feeling isolated and being the only teacher teaching two grades. Due to the small staff numbers there is diminished opportunities for team teaching and collaboration. Because the principal teaches a portion of the day, there is a lack of support available for students with complex behavioural needs and limits the ability if the principal to address emergent student safety concerns throughout the building. Other specialist areas like physical education and fine arts are also taught by the homeroom teachers.

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This accommodation plan was informed by engagement sessions held in 2018-2019 and the online survey conducted. There is space at both Glendale and Wildwood to accommodate students attending the regular program from Rosscarrock School in a safe way.

Glendale and Wildwood School – Capacity, Learning Opportunities, and Transition Plan

Both Glendale and Wildwood Schools have enough capacity to accommodate students from Rosscarrock School, with the projected 2021 utilization rate at both schools being at 80%. With the increased utilization rate, there is some additional Operation & Maintenance funding that would be received by each school from the government. Both schools will still have lots of space for future growth within the communities. The students from Rosscarrock School will still be able to walk to the newly designated schools.

The safety of students is recognized as a primary concern as students would have to cross major roadways. The CBE has a Safe Student Travel Advisory group which consists of CBE staff, the City of Calgary, the Alberta Motor Association, Calgary Parking Authority, Calgary Police Services, Alberta Transportation, Alberta Infrastructure, and service providers. This group looks into concerns/issues at intersections and roadways and offers advice.

Glendale and Wildwood Schools offer more support and resources for students which include: physical education specialists; outdoor classrooms and naturalized gardens; and residencies such as Calgary Opera, Aussie Rules, and Engineering for Kids. Both schools also have diverse populations with families from across the globe and a larger compliment of staff, both of which would be able to provide additional opportunities and support to students. Glendale and Wildwood schools offer frequent extra-curricular activities such as hand-bells, choir, cross-country running, gardening, robotics, and soccer clubs. Each school currently has before and after school care programs on site as well. The schools also have strong and welcoming school councils that support and enhance the student learning.

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In support of the academic transition of the students, the CBE proposed a number of actions including: holding transition meeting between students and future teachers; meetings between current and future teachers; meetings with future administration; and dividing the educational resources between the receiving schools.

To support the social and emotional transition, the CBE proposed: tours of the new school; practicing walking or biking to the new school which would include continuing Rosscarrock School's Bike to School program; continuing to develop students' self advocacy skills; and communicating frequently with parents which could include family transition meetings.

In order to support the community transition, the CBE identified continued communication with parents and stakeholders as key. Other actions included the principal from Rosscarrock meeting with the school councils at both Wildwood and Glendale to discuss culture building activities and needs, and to ensure the funds from the School Society at Rosscarrock follow the students. There will also be meetings held with the receiving school councils for the parents from Rosscarrock.

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A decision to close Rosscarrock School does not impact the Three Year School Capital Plan.

Future Use of Facility

If a decision to close Rosscarrock School is made, the school and site would likely be returned to the City of Calgary for \$1. This is the mechanism that is in place for school boards.

Proposed Timeline for Implementation

The proposed timeline for implementation, should the decision be made to close the school, was reviewed:

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- Implementation for students re-designated to Wildwood School and Glendale School September 2021/2022

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Superintendent Breton spoke to the slide on common questions received as they related to alternative uses and alternative programs at the school. He stated that there are currently 55 students from the community that attend an alternative program elsewhere so even if the kids

were brought back to Rosscarrock, the utilization rate is still very low. If students are brought to Rosscarrock from other schools, then the other schools in the system will have lower enrolment and may need to be considered for closure. Rosscarrock School has two community schools in very close proximity which is great.

Chair Dennis reiterated the Trustees were present to hear public input and that they will ultimately be the sole decision makers regarding the status of Rosscarrock School. She pointed out it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She asked that questions or comments be indicated in the chat box, and as the meeting Chair she would direct the question to an appropriate CBE staff member for response. She asked the public to state their first and last name and spell it for the record, and identify their interest or relationship to Rosscarrock School.

Chair Dennis opened the meeting to questions or comments from the public.

Matthew Littel, community member and teacher, questioned that if the building went back to the City in a sale, would there be a way the community could be involved in the decision on what use the school site is used for.

Superintendent Breton stated that the community could continue to be involved in the future use of the site, but it would be through the City of Calgary and using the processes they have in place.

Gennaro Costa, community member, asked for clarification of the enrolment projections and how they relate to the most recent City of Calgary neighborhoods scan numbers.

Superintendent Breton spoke about city densification efforts, stating that the impact on student enrolment had been minimal. Mr. C. McGreish, Planning Analyst, provided more details, stating the CBE uses the city census data, and birth rate to project enrolment, both of which are very accurate. Historically densification, in this case specifically high density housing, brings in fewer children and does not correlate to increased school enrolment.

Kerri Bowser, parent of student attending Rosscarrock School, wished to thank the school teachers and staff. She really appreciated the staff doing the lunch program in March during the initial COVID-19 shutdown.

CLOSING REMARKS

Chair Dennis reiterated that following this public input meeting the public has until Wednesday, January 20, 2021 to provide further written submissions for the Trustees regarding this closure consideration, to the following:

Attention: Lori Cooper
CBE
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca



Email directly to BoardofTrustees@cbe.ab.ca

Chair Dennis thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this school closure consideration on or about Tuesday, January 26, 2021 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Dennis declared the meeting closed at 8:06 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure of Rosscarrock School, held virtually through Microsoft Teams on Wednesday, January 6, 2021 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

DRAFT



**report to
Board of Trustees**

**Recommendation to Commence Public Input to
Consider Closure of Rosscarrock School**

Date	October 27, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton Superintendent Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Joanne Pitman, Superintendent, School Improvement Latosia Campbell-Walters, Director, Planning Lori Cooper, Education Director, Area 7 Kelly-Ann Fenney, General Counsel Brenna Fraser, Principal, Rosscarrock School Tanya Scanga, Manager Corporate Planning and Reporting

1 | Recommendation

It is recommended:

THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

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.

On September 30, 2020, 72 students were registered in the 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. For 2020-21, there are only eight (8) kindergarten students registered. These students were redirected towards another school within walking distance. Continuous low enrolment has a deleterious impact on student learning.

3 | Background

The 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 416 student spaces with a floor plan that includes 18 classrooms.

Historical Enrolment

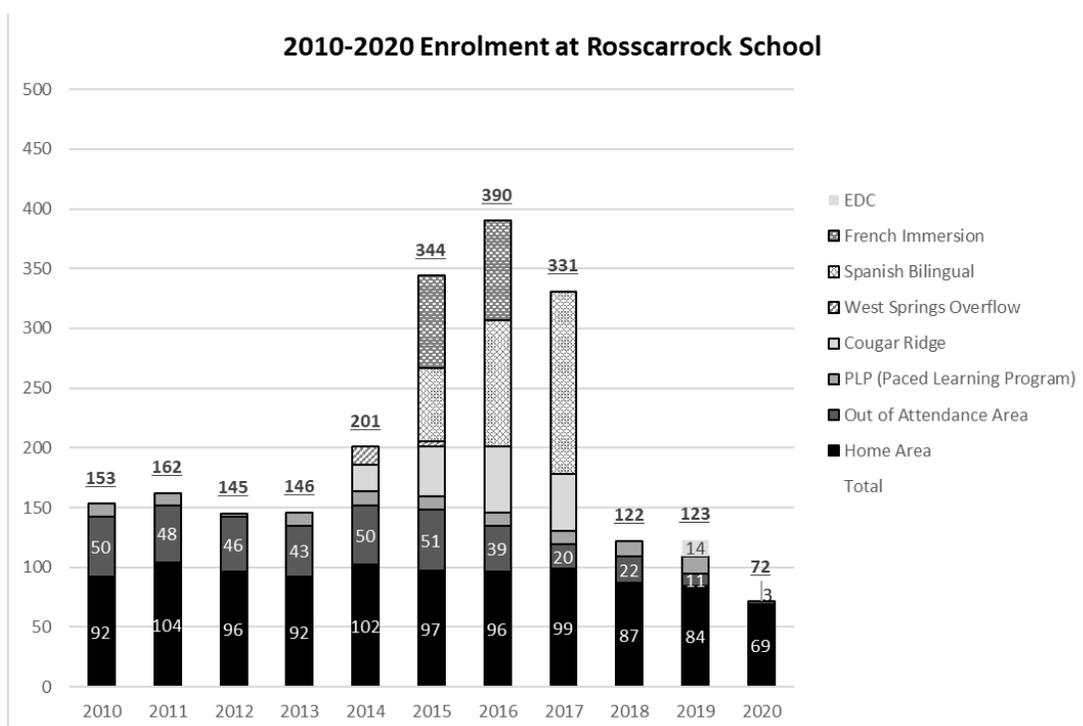
The school has been on the CBE Three-Year System Student Accommodation Plan (3 Yr SSAP) since 2009 due to low enrolment and excess capacity. Below is a graph showing the September 30 enrolment trends over the past ten (10) years.

From 2008 to 2013, the school experienced a stable enrolment of approximately 150 students per year in total. 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.

Graph 1: Enrolment in Rosscarrock School 2010-2020



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 over ten (10) years. There has been a slight decline in enrolment since March 2020, and as of September 2020, 21 students withdrew from the school with only 12 new students registering. There are 5 students registered for the Hub online 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

Community engagement

Rosscarrock School was part of Area 6 & 7 Impacted Schools Engagement that occurred in 2017-2018. The school was identified as one that will continue to see declining enrolment due to the anticipated opening of Glenmeadows School and the space available for Cougar Ridge students to attend West Springs School closer to home.

With the school still remaining on the 3 Yr SSAP that was presented to the Board of Trustees in June 2018 as having low enrollment relative to capacity, communication regarding student enrolment began in November of the same year. Two meetings were held in December 2018; one for staff and one for parents and community members. The staff meeting was held on December 4, 2018, and the meeting with parents and community was held on December 6, 2018. The purpose of the meetings was to discuss the declining enrolment and inform of the possibility of the recommendation of school closure. Stakeholders were presented with enrolment data and had the opportunity to ask questions and provide written feedback regarding opportunities and challenges of low enrolment (Attachments I&II).

A second opportunity was provided to staff and parents on January 9, 2019. Updated information at this meeting included more details regarding enrolment and capacity of surrounding elementary schools, including Wildwood, Glendale and Alexander Ferguson. Both Glendale and Wildwood Schools are in communities adjacent to Rosscarrock and are within walking distance for students living in Rosscarrock, but neither school is within walking distance for all students residing in the Rosscarrock community. The current attendance area is shown in Map 1.

CBE staff also shared the City of Calgary proposed development plans for the Westbrook LRT and surrounding area. Further detail on the process regarding the recommendation to consider school closure was also provided to inform the timelines and opportunities for public feedback regarding the process (Attachment III).

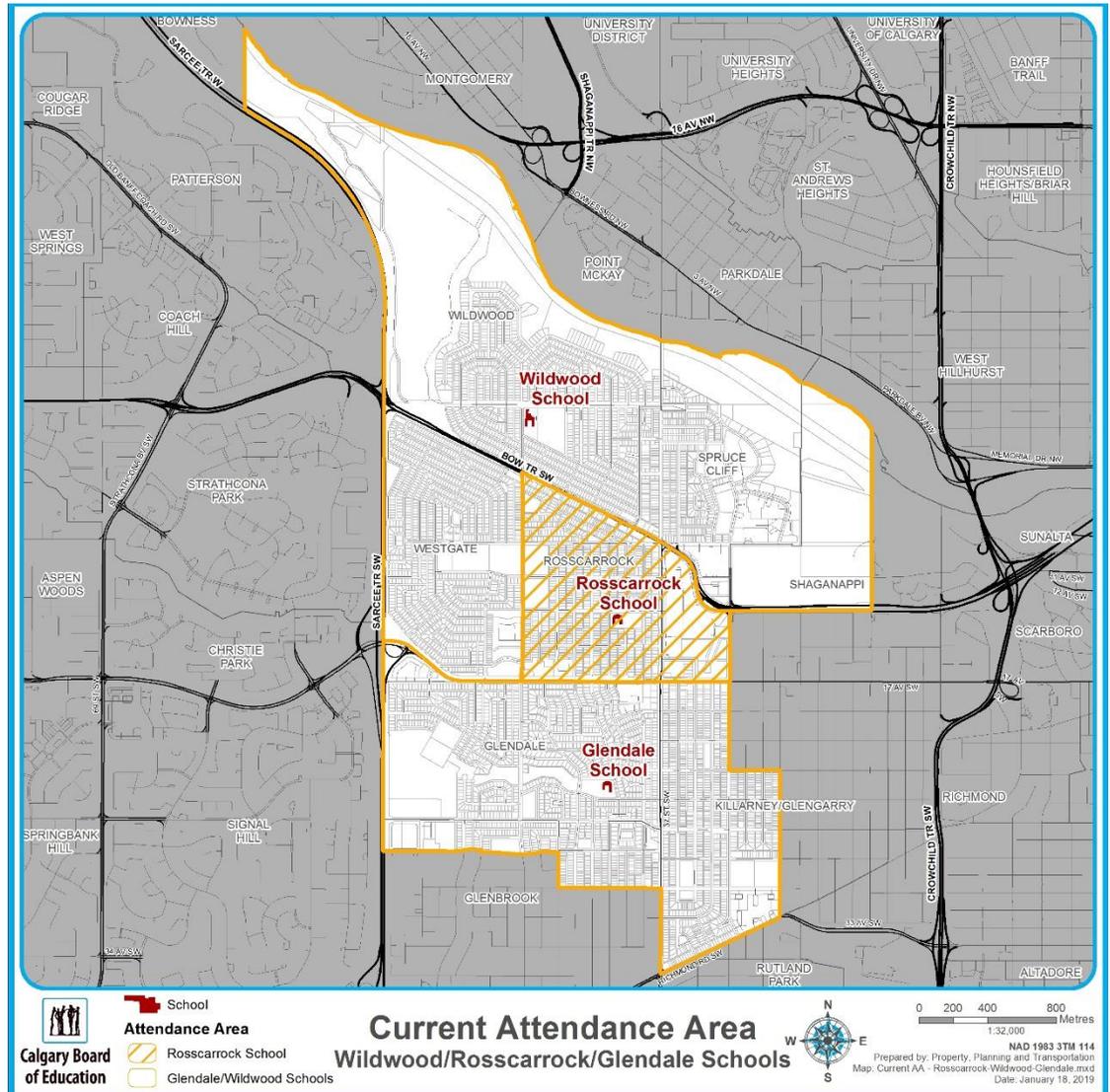
At the January 9, 2019 meeting, stakeholders were asked to provide feedback on two options for designating students if Rosscarrock School was closed. An online opportunity was also provided for stakeholders to provide feedback on these two options from January 11 to 17, 2019 (Attachment IV).

These options were evaluated against CBE's Planning Principles and were as follows:

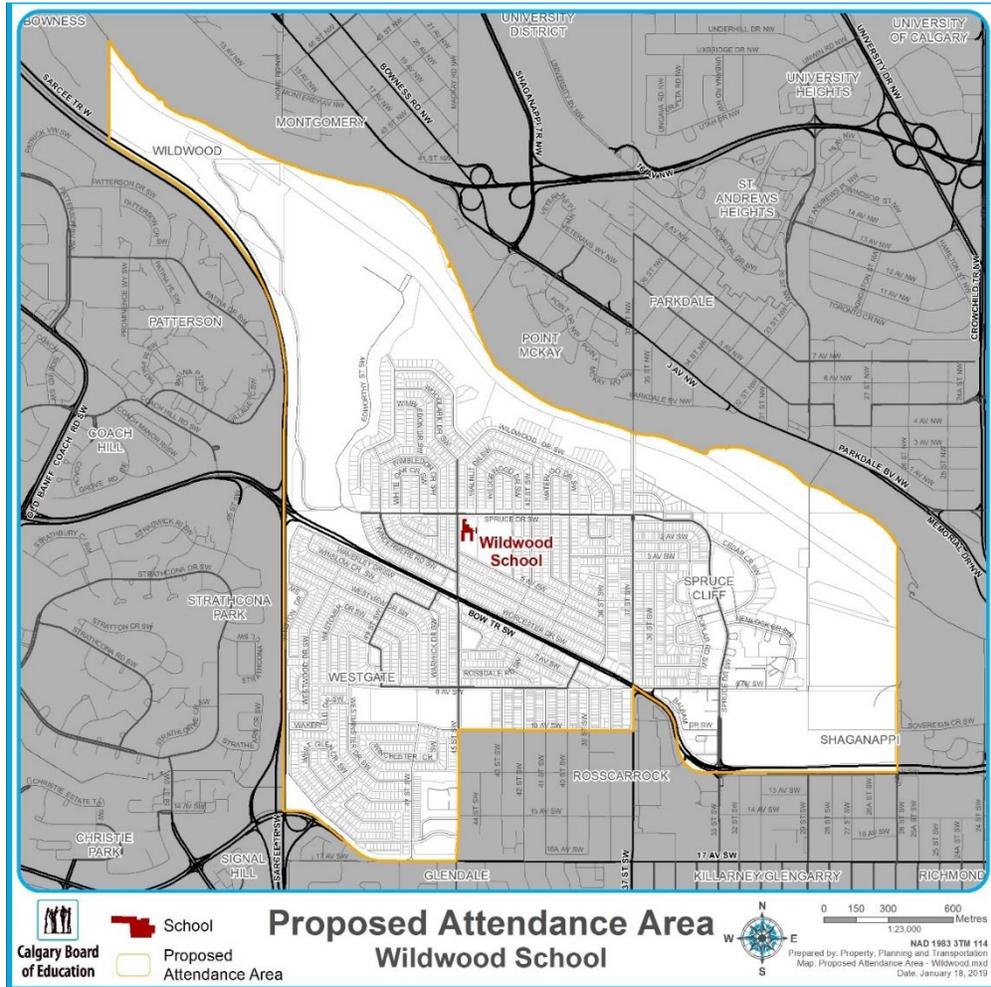
- To designate all students to a school within walking distance. Students would be designated to either Wildwood or Glendale School (see Maps 2 and 3). This option keeps students close to home but involves splitting the current cohort of students.

- To designate all students to Wildwood School. This school currently has transportation services for some students who live beyond the walk zone for the school. This bus route has space for students in the Rosscarrock community who would be beyond a walkable distance to the school. This option would designate the current cohort of students to the same location, but some students would attend school farther from home.

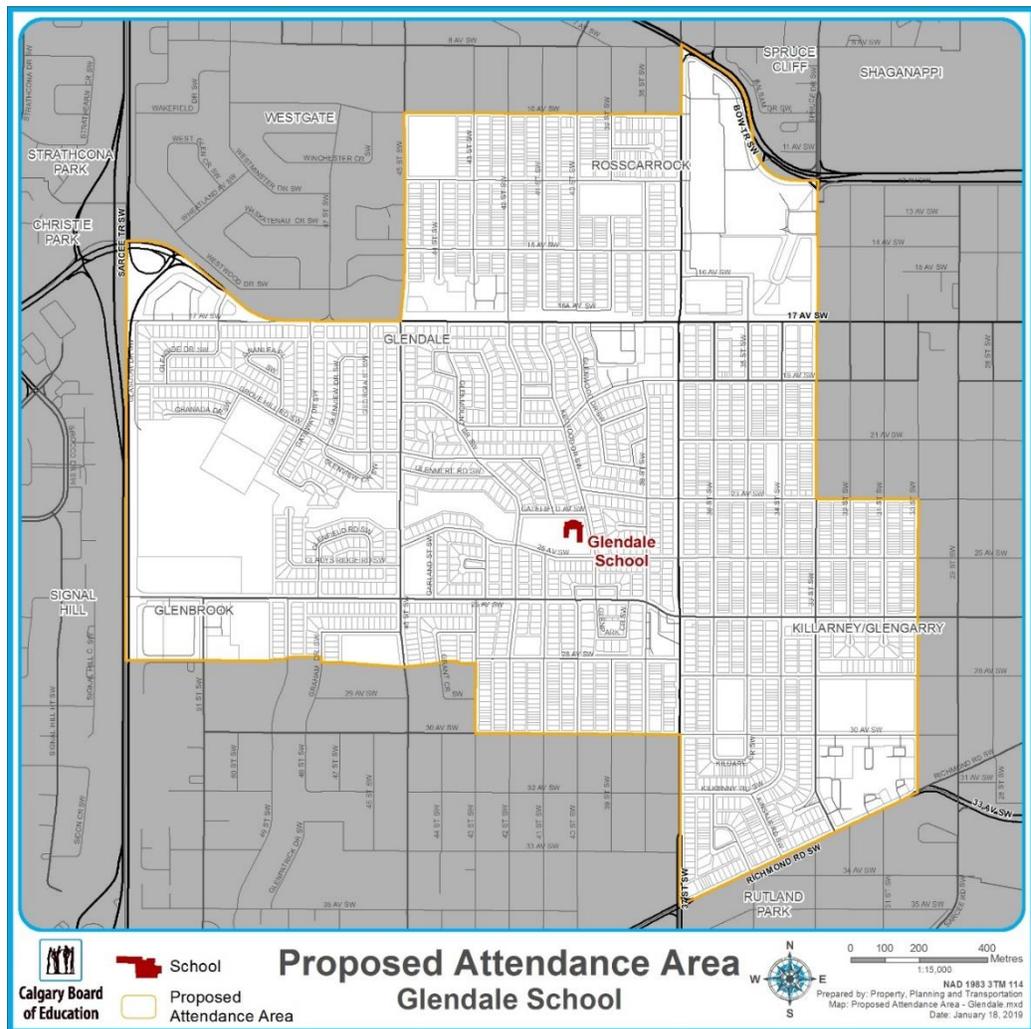
Map 1: Current Attendance Area for Rosscarrock, Glendale and Wildwood schools



Map 2: Proposed Attendance Area for Wildwood School



Map 3: Proposed Attendance Area for Glendale School



On February 5, 2019, the Board of Trustees passed a motion to consider the closure of Rosscarrock School. After deliberating on the information and public input received following this decision, the board elected against school closure on April 9, 2019.

Following this decision, the CBE implemented strategies to help to increase enrolment at the school. An Early Development Centre (EDC) was added to attract and retain kindergarten students. The EDC centre was removed from the school in spring 2020 due to system reorganization of the centres. The Area Office also supplemented the school budget to enhance student learning opportunities. Additionally, the school reached out to the community association and others to generate greater awareness and interest in the school.

On April 30, 2020, parents were notified that due to low registration in the regular program at Rosscarrock School, kindergarten students were redesignated to Wildwood or Glendale Schools for the 2020-2021 school year.

There was no further engagement with the community due to COVID-related restrictions. On September 25, 2020, a letter was sent to parents and students that on October 27, 2020, the Board of Trustees would receive a recommendation to

commence the public input process to consider closure of the school at the end of 2020-2021 school year.

4 | Analysis

There are several reasons for recommending commencement of the public input process to consider closure of Rosscarrock School for the 2021-2022 school year.

Projected Enrolment

There are concerns that enrolment at the school is declining and this trend is projected to continue for the next few years, affecting the quality of education at the school (See graph 2).

Graph 2: Enrolment (2010-2020) and Projection (2021) for Rosscarrock School

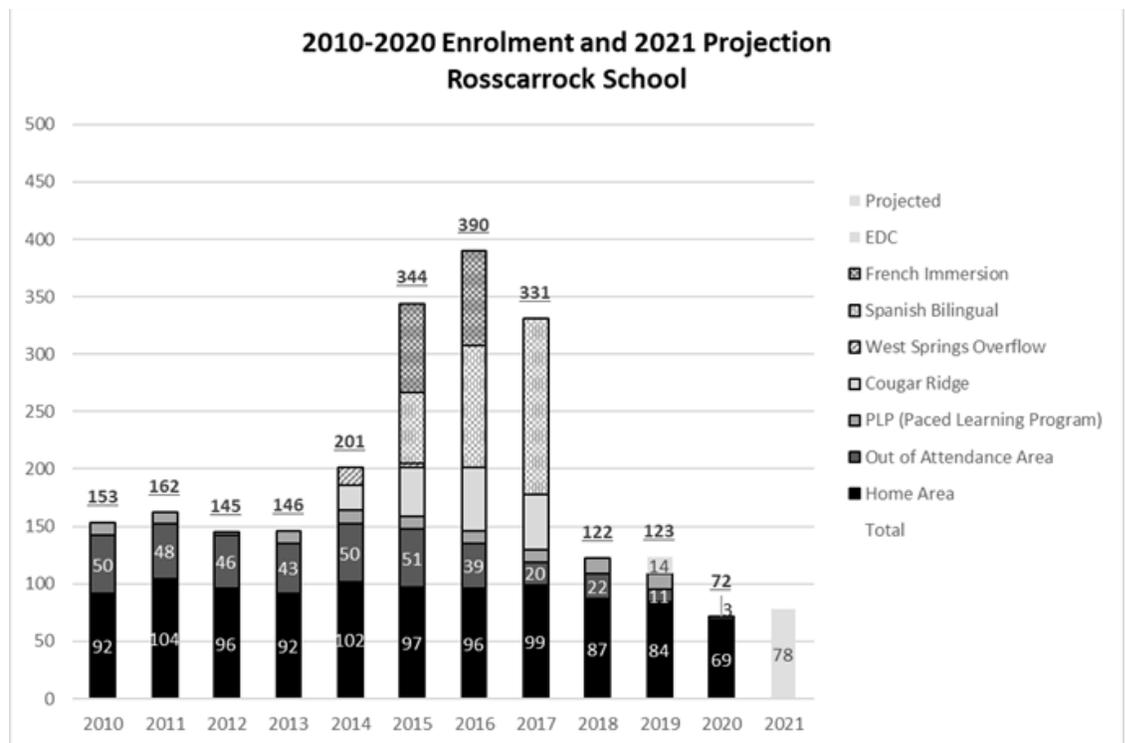


Table 2 shows the 2021 projection numbers for the school. The majority of the students will continue to be from the community, with only two from outside the attendance area. The utilization rate of 20% is way below the provincial rate of 85%

Table 2: Enrolment projection for September 2021

ROSSCARROCK SCHOOL

Provincial Capacity = 426

Estimated 2021 Utilization Rate = 20%

Projection for September 2021		Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	Total
Community										
Rosscarrock			7	9	7	14	10	17	12	76
Out-of-Arrendance Area			0	0	1	0	0	0	1	2
Total			7	9	8	14	10	17	13	78

Long Term Planning Impacts

The Students Accommodation and facilities strategy (2016-2026) projects the need to reduce elementary spaces by approximately 16 schools to maintain utilization rates within the mid-to-high 80% 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.

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 inter-personal 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 (for example, when multiple students escalate aggressive behaviours at the same time);
- 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); and

Learning Opportunities

If students had the opportunity to attend a larger school, 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 Student Accommodation Plan

After a review of the feedback from the engagement sessions held in 2018-2019 and the online survey (Attachment IV), it was determined that the accommodation plan for students, should the Board of Trustees decide to close Rosscarrock School, is to:

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

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 3 and 4 below indicate the projected enrolment at these two schools, with the recommended accommodation plan considered.

Table 3: 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 4: 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

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. With a utilization rate of 67% at Glendale and 71% at Wildwood schools, students from Rosscarrock can be safely accommodated in either school.

Moreover by 2021/2022 school year, there is the possibility of a vaccine or additional health measures that may further reduce the risks presented by the virus.

The Transition Plan

The transition plan for the school includes academic, social/emotional and community consideration 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;
- Official student records are up to date with all current information;
- Administration teams meet to discuss learning supports (ongoing Student Learning teams, ongoing psychological assessments, Occupational Therapy, and Physical Therapy) 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; and
- 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; and
- Connect all three schools to develop common language in relation to transitions and welcoming environments.

Community Transitions:

- Funds from School Society will follow students;
- Provide a “Buddy Bench” as a legacy piece from Rosscarrock to receiving schools; and
- 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).

5 | Financial Impact

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.

There would be no impact on transportation costs as per the proposed accommodation plan as students will be re-designated to schools within walking distance from their residences.

6 | Implementation Consequences

Without a significant increase in student enrolment in the regular program at Rosscarrock School, continued quality educational programming is not possible in the future. Moreover, the continued decline in enrolment is proving challenging for consistent educational programming. For these reasons, it is recommended that the Board consider closing the school effective June 30, 2021

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 the Rosscarrock School building should the decision be made to close the school.

7 | Conclusion

Rosscarrock School is declining in enrolment. Programming for student learning needs will become increasingly challenging in the years ahead.

It is recommended that the Board of Trustees approves the motion to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Community Engagement Summary
Attachment II:	Stakeholder Feedback
Attachment III:	Presentation to Stakeholders (January 9, 2019)
Attachment IV:	Survey Feedback

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.



dialogue)))

Community Engagement Summary

Communications

- Nov. 23
 - Principal sent email (pdf attached)
 - Eventbrite event set up for registrations
- Nov. 26
 - Principal sent printed letter home
 - Banner story added to Rosscarrock School website, event added to 'Dates to Remember' on school website
- Dec. 3 – principal sent reminder email
- Dec. 4 – second reminder sent by SchoolMessenger, message includes translation sidebar (pdf attached)
- Dec. 19
 - Invitation to Jan. 9, 2019 meeting sent by SchoolMessenger, message includes translation sidebar for ESL families (pdf attached)
 - Banner and news story added to Rosscarrock School website, event added to 'Dates to Remember' on school website (pdf and screenshots attached)
 - Eventbrite event set up for registrations
- Dec. 20 – Notice in media outlook
- Dec. 21 – President of the Rosscarrock Community Association president posted the news story on the community association website (pdf attached)
- Jan. 11
 - SchoolMessenger to Rosscarrock School families regarding the online survey for possible student re-designation options (pdf attached)
 - SchoolMessenger to families at Wildwood and Glendale school families regarding possible changes at these schools (pdf attached)
 - Messaging for Rosscarrock School kindergarten registrations provided to the principal (pdf attached)
- Jan. 16 – SchoolMessenger to Rosscarrock School families reminding of the online survey (pdf attached)

Staff and Parent Sessions

- Dec. 4, 2018 – Staff session (evaluation summary attached)
- Dec. 6, 2018 – Parent session (evaluation summary attached)
- Jan. 9, 2019
 - Staff meeting
 - Parent session
- Jan. 11-17, 2019 – Online survey



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重要通知: 请找人为您翻译这版文件。

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Thông báo quan trọng. Xin quý vị vui lòng hãy tìm người phiên dịch văn kiện này.

सद्वर्ती सूचना। निरवध करवरे
दिसरुँ अफहो लयी विसे रें
अनुवाद करवरा लरे

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Важное замечание:
Пожалуйста, попросите кого-то чтобы Вам это перевел.

ملاحظة هامة: الرجاء
ترجمة هذه المعلومات.

reminder | Please plan to attend this important meeting

As many of you know, student enrolment at Rosscarrock School is low and continues to decline. The Calgary Board of Education (CBE) has been monitoring enrolment at the school since 2013. This year, our school has fewer than 105 students in our K-6 regular program, with only eight students enrolled in Grade 1. Low and declining enrolment affects programming at the school in support of student learning. Decisions need to be made about the future for Rosscarrock School.

Please plan to attend an important meeting at the school Dec. 6 from 5:30 to 7 p.m. to discuss the impact of declining enrolment on the future for Rosscarrock School, including the possibility of a recommendation to consider closure of the school.

The meeting will include a short presentation followed by an opportunity to have your questions answered by CBE staff. The presentation and a summary of the questions and answers will be posted on the school website by Dec. 21.

We encourage you to join us for this very important meeting as we begin the conversation about the future for Rosscarrock School. Please [register](#) to help us plan appropriately for the meeting. Additional opportunities to learn about plans for the school will be available the new year.



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ਇਸਨੂੰ ਅਪਣੇ ਕੋਈ ਕਿਸੇ ਤੋਂ
ਅਨੁਵਾਦ ਕਰਵਾ ਲਵੋ

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ملاحظه هامه: الرجاء ترجمه هذه المعلومات.

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At the time, Rosscarrock School had 105 students in the K-6 regular program, with only eight students enrolled in Grade 1. Since the parent meeting, enrolment at the school has declined even more.

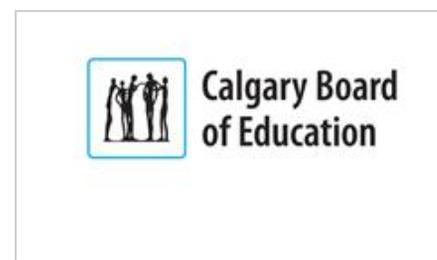
CBE administration has decided to submit a recommendation for consideration of closure of Rosscarrock School to the Board of Trustees of the CBE in February. If the Board of Trustees approves the recommendation, the formal closure process as defined by the School Act and related regulations would begin.

We are holding a second parent meeting Jan. 9 from 5:30 to 7 pm to answer some of the questions we heard at the December parent meeting and to talk more about what the closure process would like over the next few months. We also want to hear from you about what is important to your family as we begin to consider where students could attend school in the future.

We encourage you to join us for this very important meeting. Please [register](#) so we have a sense of how many people will be attending.



Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School



On Dec. 6, 2018, 21 parents attended a meeting at Rosscarrock School to hear about low enrolment at the school and what that might mean for the future, including the possibility of a recommendation for consideration of closure of the school. A presentation from Calgary Board of Education (CBE) staff was followed by an opportunity for discussion and to ask questions.

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We are holding a second parent meeting Jan. 9 from 5:30 to 7 pm to answer some of the questions we heard at the December parent meeting and to talk more about what the closure process would look like over the next few months. We also want to hear from you about what is important to your family as we begin to consider where students could attend school in the future.

We encourage you to join us for this very important meeting. Please register so we have a sense of how many people will be attending.

Last modified on Thu., Dec. 20, 2018 at 11:13 AM

Rosscarrock Community Association

A Community of Choice in SW Calgary

Rosscarrock School Closure

Posted on [December 21, 2018](#) by [Rosscarrock Community Association](#)

On Dec. 6, 2018, 21 parents attended a meeting at Rosscarrock School to hear about low enrollment at the school and what that might mean for the future, including the possibility of a recommendation for consideration of closure of the school. A [presentation](#) from Calgary Board of Education (CBE) staff was followed by an opportunity for discussion and to ask questions.

At the time, Rosscarrock School had 105 students in the K-6 regular program, with only eight students enrolled in Grade 1. Since the parent meeting, enrollment at the school has declined even more.

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We encourage you to join us for this very important meeting. Please [register](#) so we have a sense of how many people will be attending

Posted in [Uncategorized](#) | [Leave a comment](#)

Christmas Party! Dec 15 1-3:30 pm

Posted on [December 6, 2018](#) by [Rosscarrock Community Association](#)



Rosscarrock
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Event Details

Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School

Meeting

For more information, please view [our story](#).

Start Time: Jan. 09, 2019 05:30 PM

End Time: Jan. 09, 2019 07:00 PM

All Day Event: No

For scho
2018-19

There are multiple events going on monthly. Take a look at what's happening around our community.

All Events

To begin your search, use the options below or the 30 day calendar to choose a specific day.

Search by Keyword:

Search by Category:

- All Events
- Administration
- Academic
- Athletics
- No Classes
- Clubs & Activities

Start Date:

End Date:

Filter Results

Calendar View

Showing: All Events

Wednesday, Jan. 2, 2019

< JANUARY 2019 >

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Select a day on the calendar to jump into events and activities.



Rosscarrock School

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Calgary Board of Education

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Parent Meeting About Recommendation for [...]
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Kindergarten Registration Starts on January 14, 2019 at all CBE Schools
[Read More >](#)

CBE Flames Fundraiser
[Read More >](#)

Parent Meeting About Recommendation for Consideration of Closure of Rosscarrock School



[More News](#)

Dear Parents,

As many of you know, student enrolment at Rosscarrock School is low and continues to decline. The Calgary Board of Education (CBE) has been monitoring enrolment at the school since 2013. This year, our school has fewer than 105 students in our K-6 regular program, with only eight students enrolled in Grade 1. Low and declining enrolment affects programming at the school in support of student learning. Decisions need to be made about the future for Rosscarrock School.

Please plan to attend an important meeting at the school Dec. 6 from 5:30 to 7 p.m. to discuss the impact of declining enrolment on the future for Rosscarrock School, including the possibility of a recommendation to consider closure of the school.

The meeting will include a short presentation followed by an opportunity to have your questions answered by CBE staff. The presentation and a summary of the questions and answers will be posted on the school website by Dec. 21.

We encourage you to join us for this very important meeting as we begin the conversation about the future for Rosscarrock School. Please [register](#) to help us plan appropriately for the meeting. Additional opportunities to learn about plans for the school will be available the new year.



dialogue)))

Rosscarrock School Enrolment Staff Meeting, Dec. 4, 2018

1. How does low enrolment at Rosscarrock School affect your work with students?

Pros

- We know all the students; students know all the teachers too
- Low class size numbers
- More space outside for kids to plan
- You can be more specialized
- Scheduling is easier (music/gym)
- Single classes for gym
- Advantage of space
- Close-knit staff
- Developed relationships with students and families
- Smaller class sizes
- Know students by name in the school, even if not in your class
- Lots of break-out space
- Daily phys ed in the gym as your own class ☺
- Acceptance of all students and their various needs
- Less conflicts between peers
- Smaller class sizes
- Lots of space
- Easier to know most of students and families. Connection
- Community students accept one another
- Staff very supportive due to familiarity
- Very familiar, secure, safe, friendly atmosphere
- Peers kinder to each other (kids)
- Stronger accountability of students "We know everyone"
- Close connection with families
- Gained inter-relationships amongst staff
- Lots of space
- Easier to support student individual needs
- PLP students have a sense of belonging
- Looping of split grades

Cons

- No teaming opportunities
- Limited options for student placement in class
- Lack of diversity (behaviours, role models, friendships)
- Limited communication/planning for classes
- PLC/PD smaller; limited sharing
- Low parent engagement
- Covering curriculum with multi-grade classes
- No regrouping opportunities
- Limited teaching assignments for teachers
- Resources were moved elsewhere
- Single admin challenges
- Limited financial resources for materials, staff, etc.



dialogue)))

- Long range planning difficult
- Grade group planning is impacted/limited
- PLC is difficult as staff size small
- Forced split classes
- Difficult to cover curriculum
- Hard to split up behaviours, IPPs
- Difficult to have student support services (ELL, specialist, resource, AP, etc.)
- Space utilization is not ideal (library in own space, 2 teachers in separate wing)
- Multi-aged classes with no possibility of regrouping poses challenges (especially with math)
- No ELL or Ed. Assistant support due to low numbers → NO RESOURCE TEACHER
- Lack of parent support
- Less teachers to share the workload (no P.E. specialist, Art Specialist, etc.)
- Only having a principal makes it:
 - More difficult to get assistance in classroom
 - More difficult to get assistance with teacher needs
- We need to pull from staff within each classroom to help each other
- Split grade can be challenging to cover curriculum with a transient community
- Heavier load on a few volunteers
- Heavy load on principal

2. What additional questions do you have about the information you heard at today's meeting?

- What would be the impact to the PLP classroom? Is there an idea for another school location?
- Are there any specific plans being put in place to help engage low engagement parents?
- Could a part of the school be rented out?
- Would students need to cross 17 Ave. or Bow Trail (busy roads)?
- How will students be supported if they have to move?



dialogue)))

Parent Meeting at Rosscarrock School – Meeting Evaluation Summary, Dec. 6, 2018

Participants in attendance: 21

Evaluations completed: 10

1. This meeting provided me with useful information.

2 Strongly agree 8 Agree 0 Disagree 0 Strongly disagree

2. My questions were answered at this meeting.

2 Strongly agree 8 Agree 0 Disagree 0 Strongly disagree

3. Information was presented in a clear and appropriate format.

2 Strongly agree 7 Agree 0 Disagree 0 Strongly disagree

One not answered

4. Other comments

Comment: 2 No Comment: 8

- Doesn't make sense from a taxpayer point of view to keep a school open with such low enrollment. I appreciate the small classes but I do not like the fact that most are split between 2 different grades. Schools should be efficiently utilized in order to function with today's economy. We need to stretch our tax dollars, not toss them out the window.
- Olympic Heights is over-full – could Rosscarrock be the overflow school for Olympic Heights or Sunalta?

Is the cost of maintenance/repairs a factor in considering the closure of Rosscarrock?

We live out of area, and have chosen year after year to keep our child here because of the culture of the school, small class sizes and relationships with staff. In a system that is struggling with over full schools and the related stress for kids and staff, it seems counterintuitive to close this school.



Enrolment at Rosscarrock School

January 9, 2019 Meeting with Parents

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**Calgary Board
of Education**

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

- Presentation
- Question and Answer
- Group Discussions
- 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

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)

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

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



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)

- 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



Rosscarrock School Information

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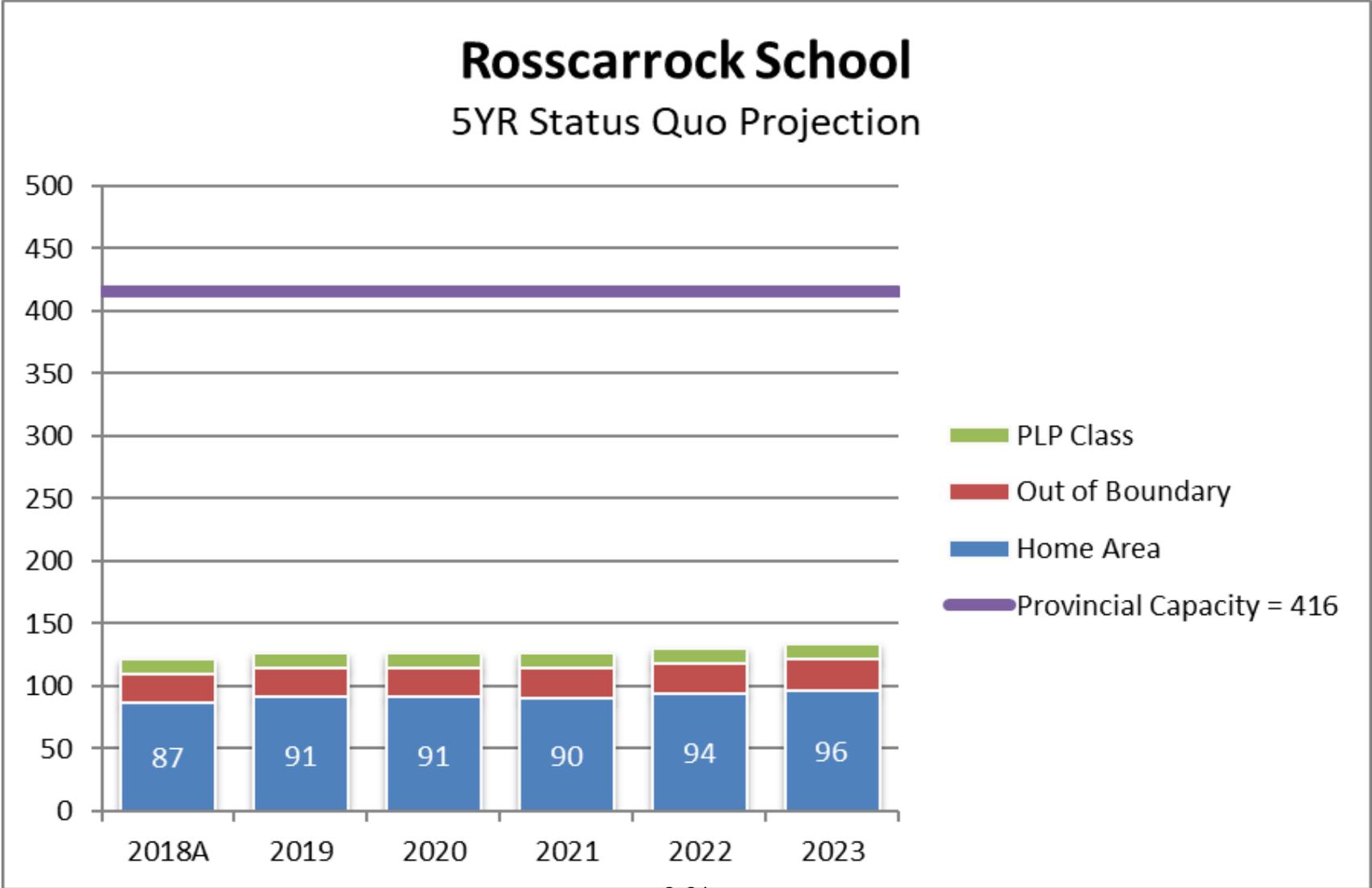
- Cougar Ridge was designated to Rosscarrock School for the regular program from 2014-2017.
- The alternative programs of French Immersion and Spanish bilingual occupied space in the school between 2015-2017.
- Regular Program enrolment from the home attendance area has remained low and has fluctuated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

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.

Rosscarrock School Projection



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%

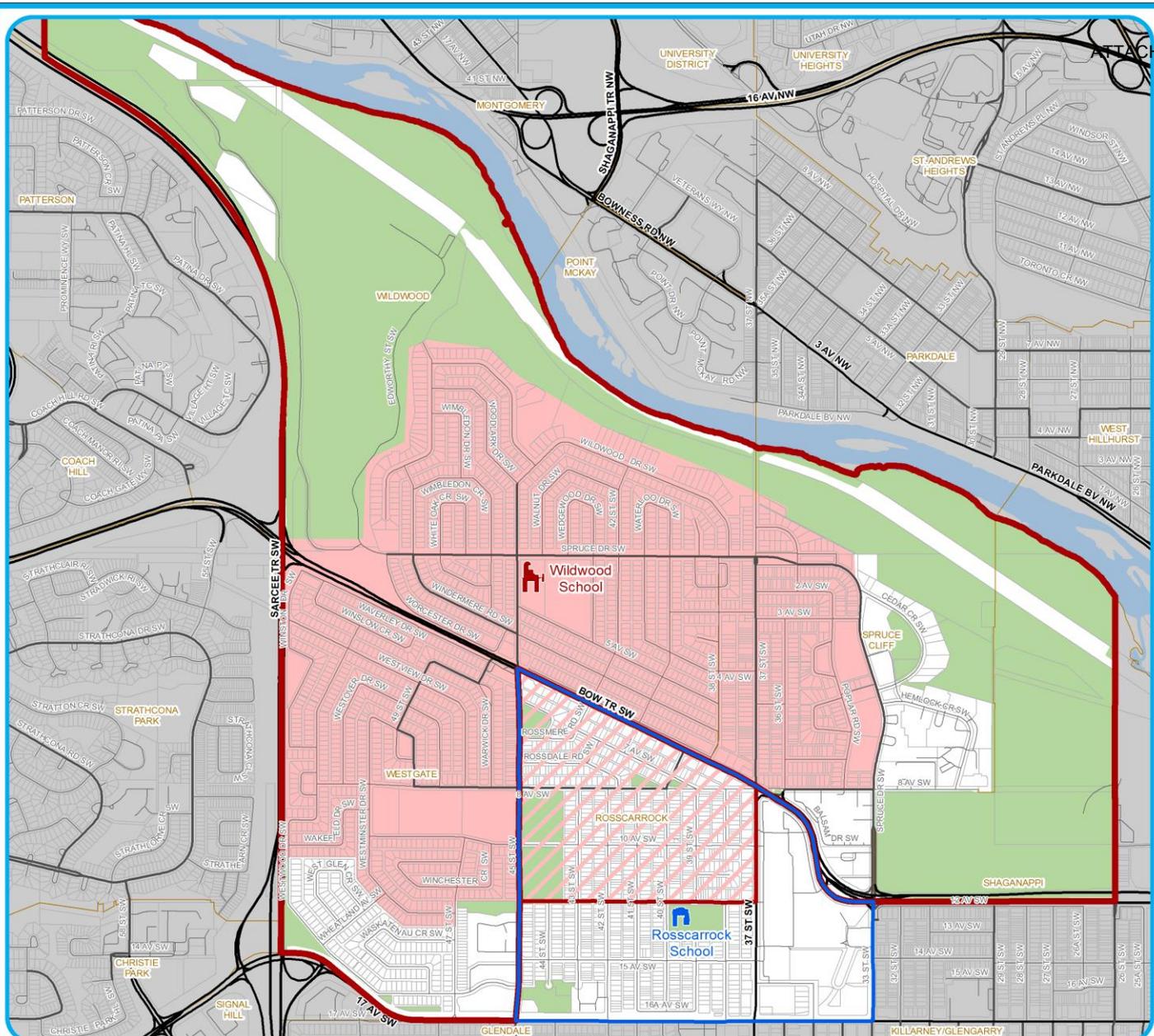


Neighbouring Communities

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of Education**



Calgary Board of Education

- Potential Walk Out
- Within Current Walk Zone For: Wildwood School
- Attendance Area: Rosscarrock School
- Wildwood School
- Rosscarrock School

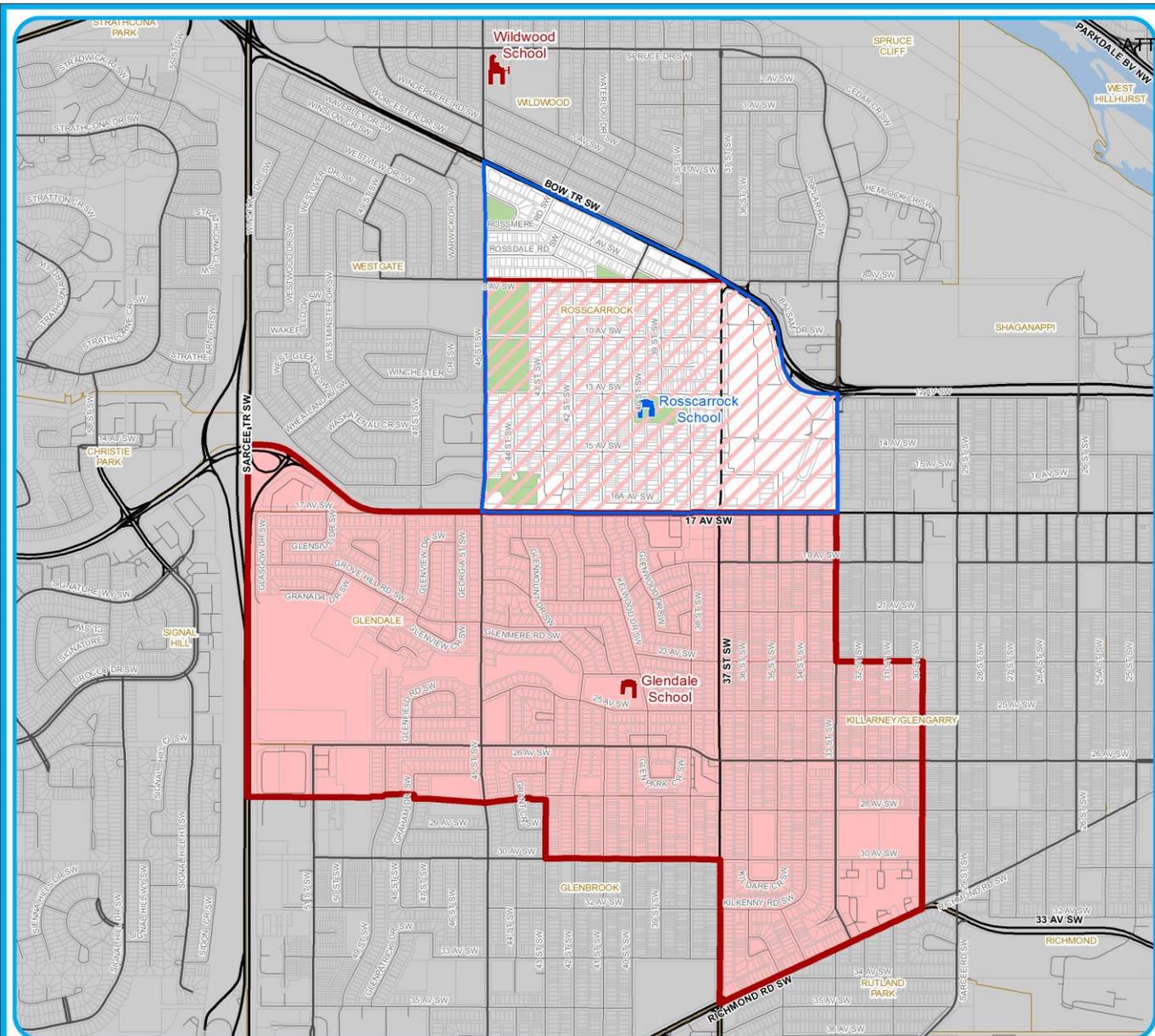
Wildwood School

Potential Walk Out Area

8-64

Within Rosscarrock Schools Attendance Area

0 125 250 500 Metres
 1:20,000
 NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: Wildwood Walk Out.mxd
 Date: November 27, 2018



Calgary Board of Education

- Potential Walk Out
- Within Current Walk Zone For: Glendale School
- Attendance Area: Rosscarrock School

Glendale School Potential Walk Out Area

8-65
Within Rosscarrock Schools Attendance Area

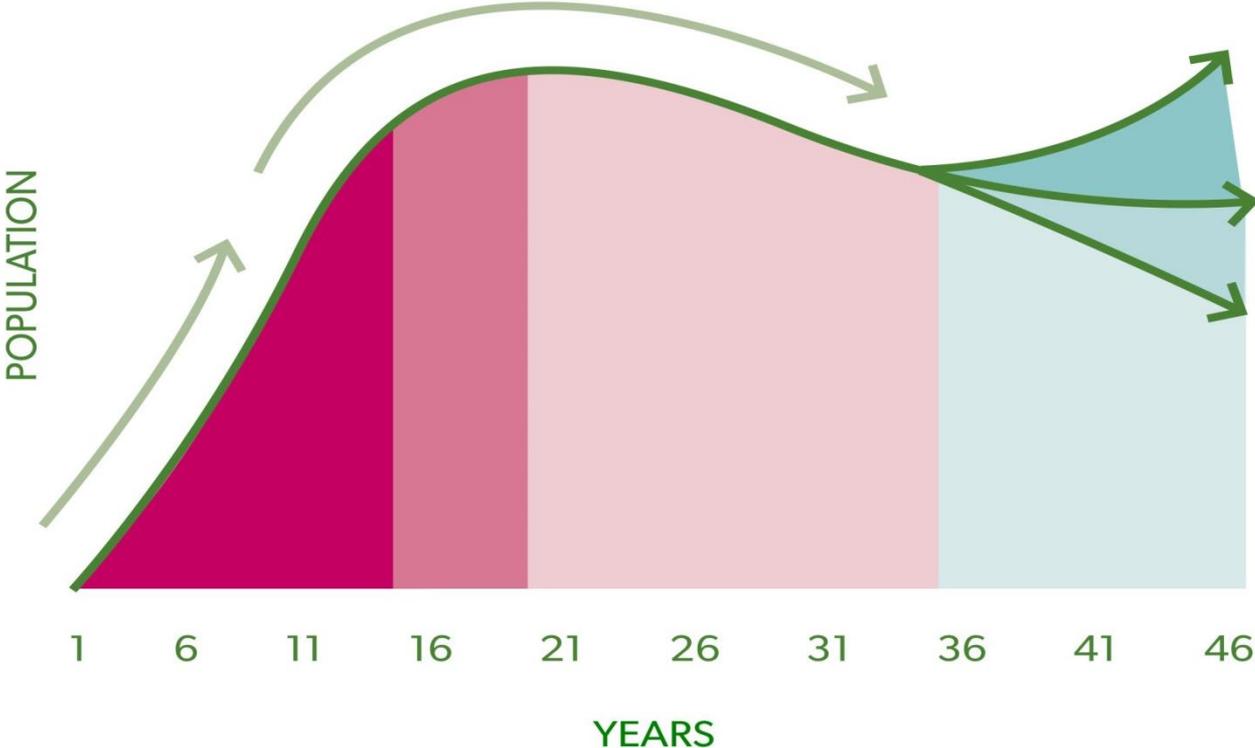
0 125 250 500 Metres
 1:20,000
 NAD 1983 3TM 114
 Prepared by: Planning & Transportation
 Map: Glendale Walk Out.mxd
 Date: November 27, 2018

LIFECYCLE of a Community

Rosscarrock was established in 1954

Population approximately 3,600 residents

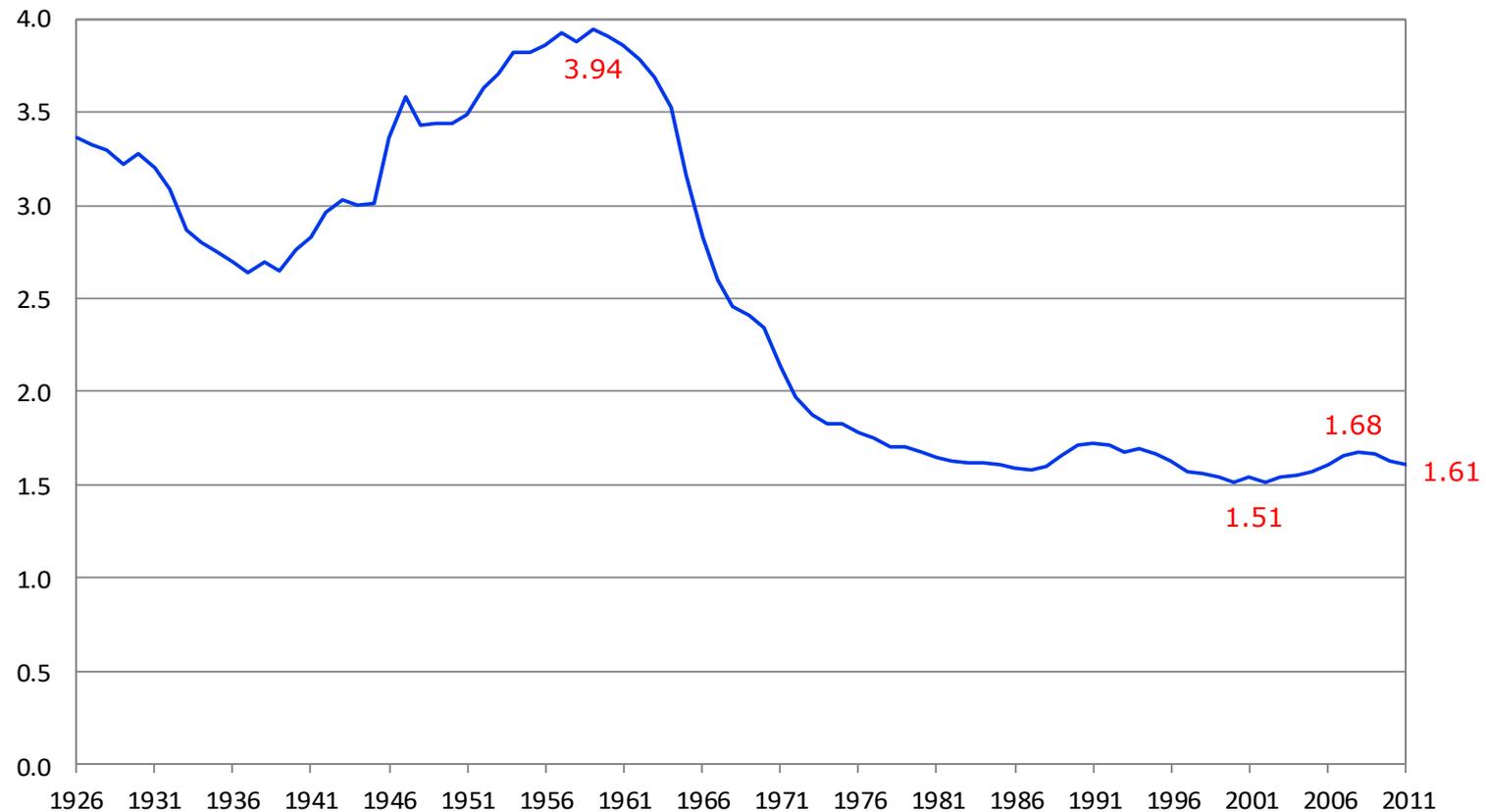
THE TYPICAL LIFECYCLE OF A NEIGHBOURHOOD



LIFE CYCLE of a Community

Total fertility rate (number of children per woman), Canada, 1926 to 2011

number of children per woman



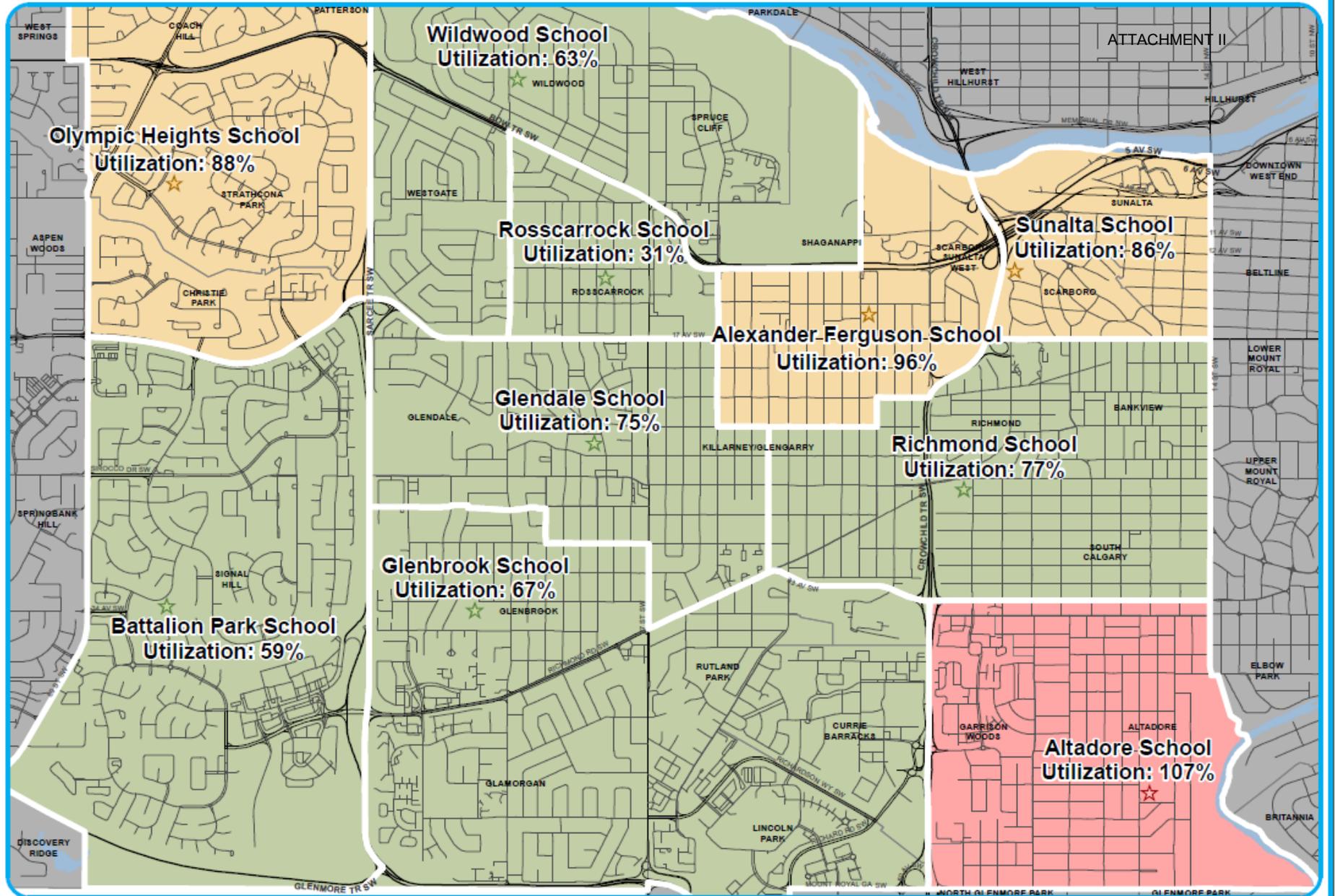
Note: Births to mothers for whom the age is unknown were prorated.

Source: Statistics Canada, Demography Division, Population Estimates Program, Canadian Vital Statistics, Births Database, 1926 to 2011, Survey 3231.

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.




Utilization Rate (2018-19)

- Excess Capacity (<80%)
- Near Capacity (80-100%)
- At Capacity (>100%)

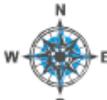
 Community
 Water Body

School Utilization Rates

2018-19 School Year

8-70

0 175 350 700 Metres
 1:30,000



NAD 1983 STM 114
 Prepared by: Planning & Transportation
 Map: School_Utilizations.mxd
 Date: December 05, 2018



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

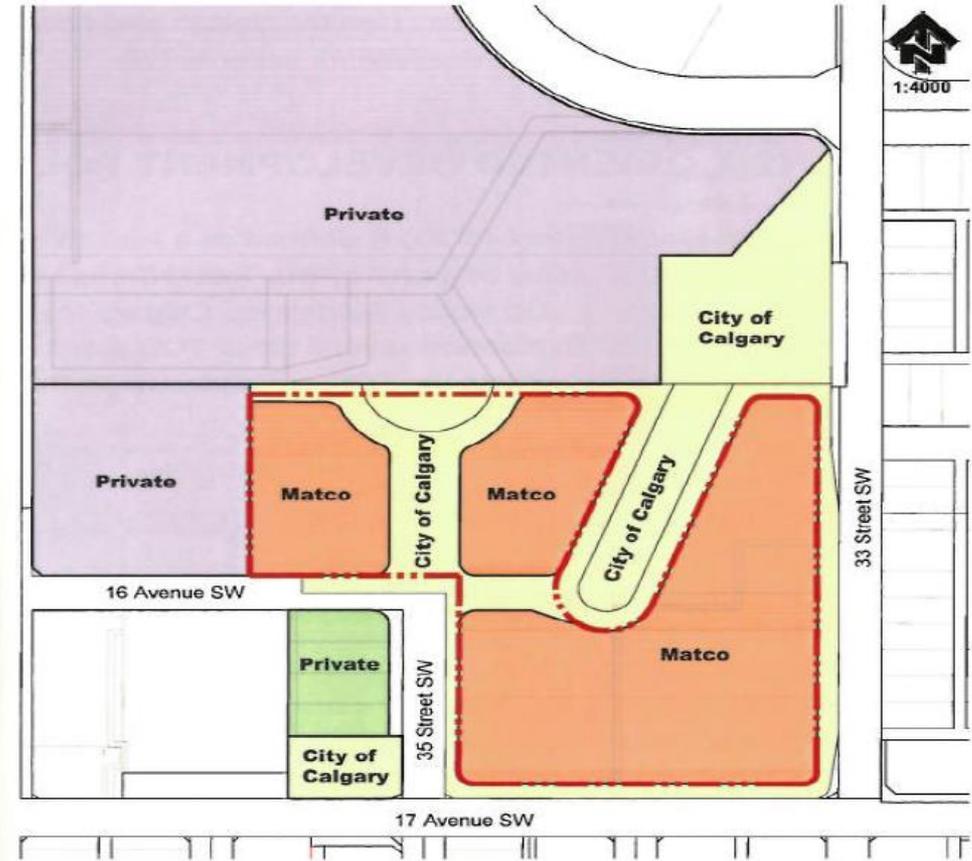


Figure 2: Adjacent Property Ownership Map

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.

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
Sunalta 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		8-74	1				2
Grand Total	17	23	10	19	9	12	15	105

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

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



Information about Consideration of Closure and Timeline

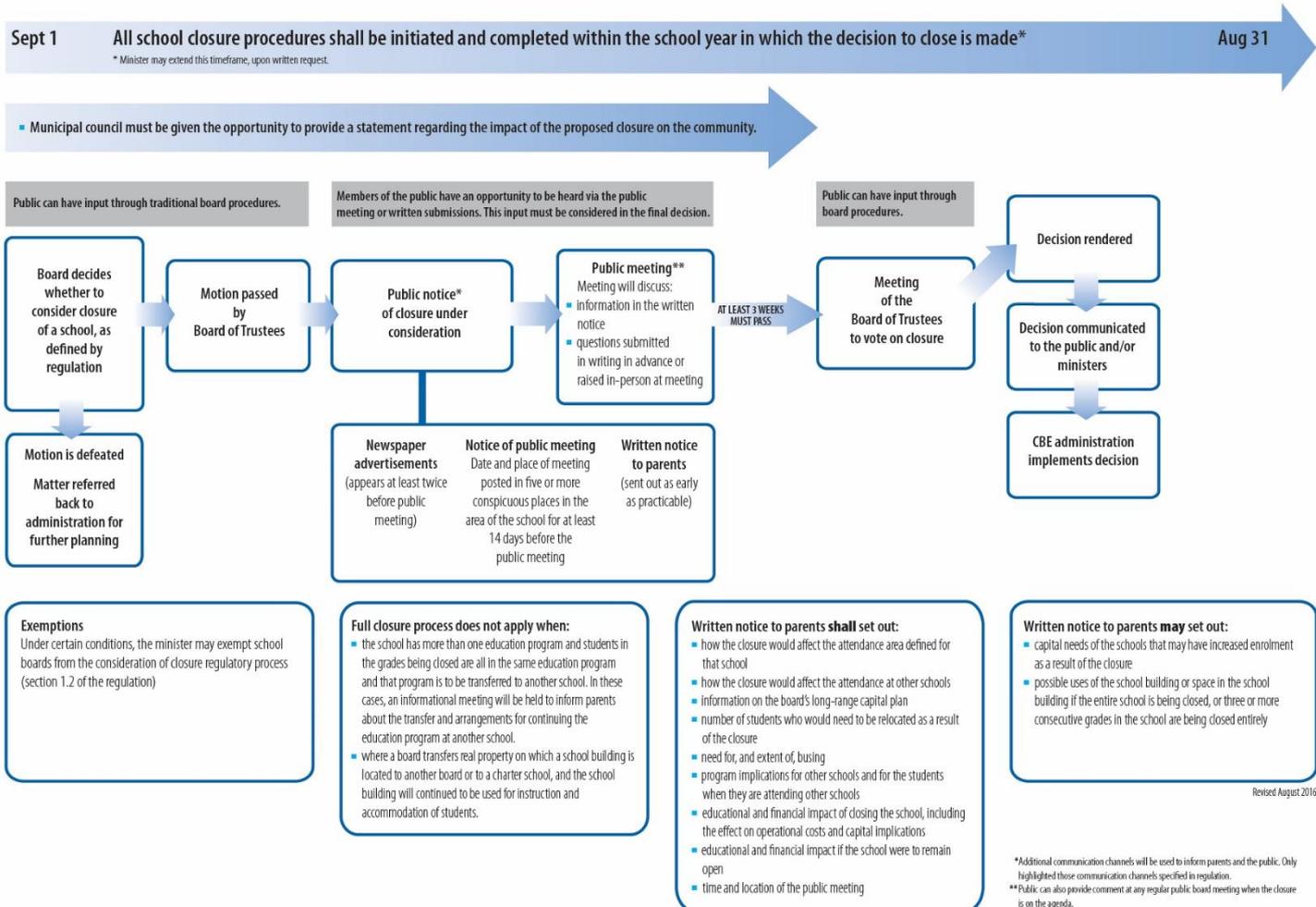
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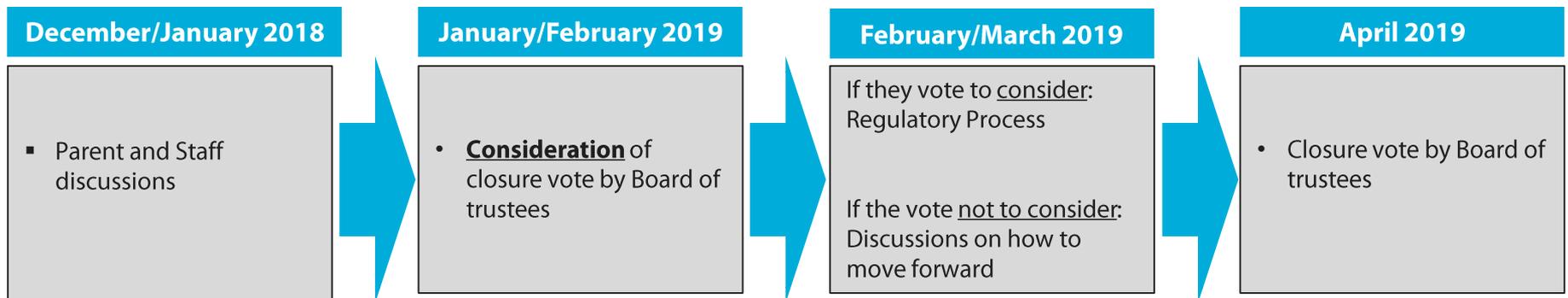
- A recommendation of consideration for school closure is bound by the School Act and related regulations:
 - CBE administration submits a recommendation for consideration of closure to the Board of Trustees
 - If approved by the Board of Trustees, the closure process would begin and include more opportunity 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.

Regulatory Process

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



Consideration of Closure Timeline



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

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

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



Questions

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**Calgary Board
of Education**

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

- 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



Calgary Board of Education

Rosscarrock School Survey Report

Jan. 18, 2019

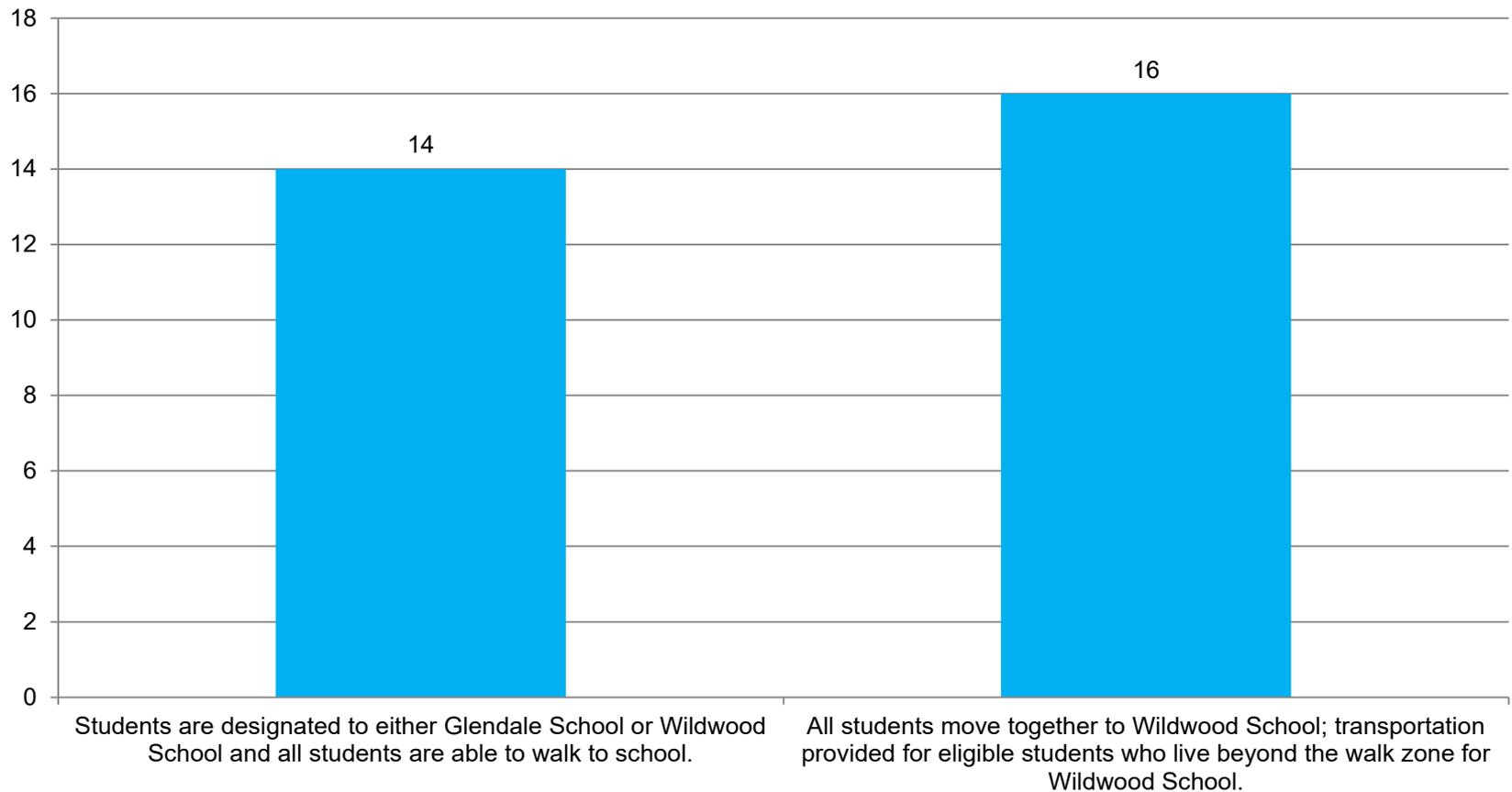
Prepared by:
CBE Communication & Engagement Services



**Calgary Board
of Education**

Q1 | If closure of Rosscarrock School is approved by the Board of Trustees, which option for re-designating students do you prefer?

Answered: 30



Q2 | Please share any additional comments you have below.

Answered: 9

- Disgusted the CBE couldn't just wait until June and let students finish the year.
- Please move all students from Rosscarrock school over in to Wildwood school as one group. To start the new school year together for 2019/20
- To say that I am less than pleased with the suggestion to close the school would be a huge understatement. One of our main reasons for choosing this area to live in, opposed to the area closer to Wildwood or Glendale was the fact that the school is really close. We are a block away, a 6 minute walk...
- It does not make sense for students to walk to either school. Both schools require that the children cross a major intersection (17th Ave or Bow Trail). I hope that either option will provide transportation for Rosscarrock children.
- What happens to students PLP program? What other schools offer this PLP program?
- Moving all kids to wildwood school is a great idea!
- Neither, I would register my child to Westgate School
- Why bus kids when there is a school within walking distance. This shouldn't even be an issue.
- Would prefer Glendale as it is within walking distance.

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>10. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board</p>	<p>At the October 27, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School, Attachment II to this report, as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:</p> <ul style="list-style-type: none"> ▪ THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.
<p>13. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:</p> <p>(a) the date and time of the public meeting set for the purposes of allowing public input into the decision;</p> <p>(b) where parents can access information about the proposed school closure;</p> <p>(c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;</p> <p>(d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and</p> <p>(e) any other information that the Board believes is relevant in the circumstances.</p>	<p>October 28, 2020 the Board of Trustees sent a letter to all parents/guardians of Rosscarrock School, Attachment IV to this report, containing the following information on the proposed closure of Rosscarrock School:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the October 27, 2020 regular meeting of the Board of Trustees; ▪ Date, time and location of the public meetings being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website: <ul style="list-style-type: none"> https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx https://school.cbe.ab.ca/school/rosscarrock/Pages/default.aspx ▪ The process for parent/guardian to provide written submission and questions to the Board of Trustees was outlined. The public was given until Wednesday, January 20, 2021 to provide written submissions to the Board on the proposed closure;

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<ul style="list-style-type: none"> ▪ The Board advised parents/guardians that it will decide whether to close Rosscarrock School on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.
<p>14. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.</p>	<p>October 16, 2020 letters were sent to the Creative Discoveries daycare and the City of Calgary, Attachments V and VI to this report, containing the following information on the proposed closure of Rosscarrock School:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the October 27, 2020 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meeting being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website: <p>https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx</p> <p>https://school.cbe.ab.ca/school/rosscarrock/Pages/default.aspx</p> <ul style="list-style-type: none"> ▪ The process for the public to provide written submission and questions to the Board of Trustees was outlined. The public was given until Wednesday, January 20, 2021 to provide written submissions on the proposed closure; ▪ The Board advised that it will decide whether to close Rosscarrock School on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.
<p>15. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:</p> <p>(a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;</p>	<p>October 28, 2020 the CBE posted the following information on the Managing Space for Students – Rosscarrock School webpage, Attachment VII to this report:</p> <ul style="list-style-type: none"> ▪ October 27, 2020 motions passed by the Board of Trustees ▪ Notification letter to parents/guardians regarding consideration of closure ▪ Background Information including:

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>(b) Future growth or decline in student enrolment;</p> <p>(c) Use of and availability of space at receiving schools;</p> <p>(d) Proximity of the receiving schools and the need for busing;</p> <p>(e) Educational and program impacts for the affected students;</p> <p>(f) Financial considerations including cost savings and future disposition;</p> <p>(g) Consideration of possible alternative educational or community uses for all or part the school building;</p> <p>(h) Impact, if any, on the CBE's long-term capital plans.</p>	<ul style="list-style-type: none"> ○ Enrolment at school ○ Education and program impacts ○ Long term planning impacts ○ Accommodation plan ○ Learning opportunities ○ Transition plan ○ Financial impacts ○ Implementation consequences ▪ Public Input meeting date, location and RSVP information ▪ The process for the public to provide written submission and questions to the Board of Trustees is outlined ▪ Powerpoint presentation from the December 2, 2020 and the January 6, 2021 public input meetings ▪ That the Board will decide whether to close Rosscarrock School on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.
<p>16. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.</p> <p>17. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.</p>	<p>On December 2, 2020 and January 6, 2021 public input meetings were held virtually to allow CBE Administration to outline the rational for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input on the proposed closure and to ask questions.</p> <p>At the conclusion of the public input meetings the process to provide written submissions to the Board was reviewed.</p> <p>All six trustees attended the December 6, 2020 and January 6, 2021 public input meetings.</p>
<p>18. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are</p>	<p>The details on the public input meeting were posted as follows:</p> <p><u>Posters advertising the public input meetings</u> On November 10, 2020 poster size notices indicating the date, time and RSVP information for the December 2, 2020 public input meeting</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>likely to bring the matter to the attention of affected persons or groups.</p>	<p>regarding the consideration of closure of Rosscarrock School were posted at:</p> <ul style="list-style-type: none"> ▪ Rosscarrock School Front Door ▪ Rosscarrock School East Door (Creative Discoveries Door) ▪ Rosscarrock School South Door ▪ Vincent Massey School-Front Office (feeder school) ▪ Safeway Westbrook Mall ▪ Nicholls Family Library ▪ Rosscarrock Community Hall <p>On December 17, 2020 poster size notices indicating the date, time and RSVP information for the January 6, 2021 public input meeting regarding the consideration of closure of Rosscarrock School were posted at:</p> <ul style="list-style-type: none"> ▪ Rosscarrock School Front Door ▪ Rosscarrock School East Door (Creative Discoveries Door) ▪ Rosscarrock School South Door ▪ Safeway Westbrook Mall ▪ Rosscarrock Community Hall <p><u>Bold signs</u></p> <p>On November 11, 2020 three bold signs were assembled to inform the public of the December 2, 2020 public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ Rosscarrock School - 1406 40 St SW ▪ Glendale School 2145 Kelwood Dr SW ▪ Wildwood School 120-45 Street SW ▪ East side of Spruce Drive, North of Bow Trail SW ▪ North side of 17 Avenue, East of 45 Street SW <p>On December 23, 2020 three bold signs were assembled to inform the public of the January 6, 2021 public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ Rosscarrock School - 1406 40 St SW ▪ Glendale School 2145 Kelwood Dr SW ▪ Wildwood School 120-45 Street SW ▪ East side of Spruce Drive, North of Bow Trail SW ▪ North side of 17 Avenue, East of 45 Street SW

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<p><u>CBE Website</u> October 28, 2020 Rosscarrock School webpage linked to Managing Space for Students – Rosscarrock School webpage which contained the date, time and RSVP information for the public input meeting.</p>
<p>19. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.</p>	<p>October 28, 2020 the Board of Trustees sent a letter to all parents/ guardians of Rosscarrock School indicating the date, time and RSVP information for the December 2, 2020 and January 6, 2021 public input meetings.</p>
<p>20. The public meeting will include:</p> <p>(a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and</p> <p>(b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and</p> <p>(c) a means for the attendees to offer comment and questions.</p>	<p>On December 2, 2020 and January 6, 2021 public input meetings were held virtually to allow CBE Administration to outline the rationale for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p> <p>Powerpoint presentations from the December 2, 2020 and January 6, 2021 public input meetings were posted to the CBE’s website - Managing Space for Students – Rosscarrock School webpage, Attachment VIII to this report.</p> <p>The meetings were recorded audio/visually for internal administration purposes.</p>
<p>21. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE’s public website.</p>	<p>Minutes of the December 2, 2020 and January 6, 2021 public input meetings were prepared, Attachment I to this report.</p>
<p>22. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.</p> <p>23. The Board will provide directions and information on how to submit written input including timelines for submissions.</p>	<p>The October 28, 2020 letter to all parents/ guardians of Rosscarrock School, and the October 29 letters to affected persons contained details on how to provide written submission and questions to the Board of Trustees. The public was given until Wednesday, January 20, 2021 to provide written submissions to the Board of Trustees on the proposed closure.</p> <p>The CBE’s Managing Space for Students – Rosscarrock School webpage contains the process for the public to provide written submission and questions to the Board of Trustees.</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	At the conclusion of the December 2, 2020 and January 6, 2021 public input meetings the process to provide written submissions to the Board was reviewed.
<p>25. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.</p> <p>26. The Board will publish, on CBE’s public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.</p>	<p>The October 28, 2020 letter to all parents/ guardians of Rosscarrock School, and the October 29 letters to affected persons stated the Board will decide whether to close Rosscarrock School on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.</p> <p>The CBE’s Managing Space for Students – Rosscarrock School webpage indicated the Board will decide whether to close Rosscarrock School on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.</p> <p>At the commencement and conclusion of the December 2, 2020 and January 6, 2021 public input meetings the public was informed that the Board will make a decision regarding the closure of Rosscarrock School on or about Tuesday, January 26, 2021, at a public board meeting.</p>


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 28, 2020

To: Parents/Guardians of Rosscarrock School

This letter is to advise you that at the October 27, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close this school. This includes providing notice to parents and students who are affected by the decision.

Public Meeting

The Board of Trustees will hold two public meetings to hear from parents, students and other persons on the proposed closure. At the meetings CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meetings will be held as follows:

Date: Wednesday, December 2, 2020

Time: 7:00 p.m.

Location: Rosscarrock School Gymnasium

Due to COVID-19 and related health measures this meeting will have a maximum attendance capacity of 100 people including the public, Board of Trustees and CBE Administration. To participate in this in-person meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, December 1, 2020**.

Date: Wednesday, January 6, 2021
 Time: 7:00 p.m.
 Location: Microsoft Teams Virtual Meeting

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, January 5, 2021**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend one of the meetings to hear more about the proposed closure and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx>

<https://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: Lori Cooper
 Calgary Board of Education
 3445 – 37 Street SW
 Calgary AB T3E 3C2
 t | 403-777-8750
 e | Area7@cbe.ab.ca

Please note all written submissions must be received by **Wednesday, January 20, 2021** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of Rosscarrock School may be submitted in writing to Area7@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Rosscarrock School. The meeting will be held on:

Date: Tuesday, January 26, 2021

Time: 12:00 p.m.

Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the January 26th Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
L. Campbell-Walters, Director, Planning
L. Cooper, Education Director, Area 7
B. Fraser, Principal, Rosscarrock School



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

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Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 29, 2020

Creative Discoveries
c/o Rosscarrock School

Attention: Ms. Christine Reynolds

This letter is to advise you that at the October 27, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedures (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close this school. This includes providing notice to other persons who, in the opinion of the Board, may be significantly affected by the decision.

Public Meeting

The Board of Trustees will hold two public meetings to hear from parents, students and other persons on the proposed closure. At the meetings CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meetings will be held as follows:

Date: Wednesday, December 2, 2020
Time: 7:00 p.m.
Location: Rosscarrock School Gymnasium

Due to COVID-19 and related health measures this meeting will have a maximum attendance capacity of 100 people including the public, Board of Trustees and CBE Administration. To participate in this in-person meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, December 1, 2020**.

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Date: Wednesday, January 6, 2021
Time: 7:00 p.m.
Location: Microsoft Teams Virtual Meeting

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, January 5, 2021**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend one of the meetings to hear more about the proposed closure and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx>

<https://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: Lori Cooper
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Please note all written submissions must be received by **Wednesday, January 20, 2021** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of Rosscarrock School may be submitted in writing to Area7@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Rosscarrock School. The meeting will be held on:

Date: Tuesday, January 26, 2021

Time: 12:00 p.m.

Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the January 26th Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
L. Campbell-Walters, Director, Planning
L. Cooper, Education Director, Area 7
B. Fraser, Principal, Rosscarrock School


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
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Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

October 29, 2020

 The City of Calgary Council
 c/o His Worship, Mayor Naheed Nenshi
 P.O. Box 2100 Station M
 Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

On behalf of the Board of Trustees of The Calgary of Education (CBE), I am writing to advise you that at the October 27, 2020 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

It is expected a decision will be made by the Board of Trustees on Tuesday, January 26, 2021 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of Rosscarrock School, the *Education Act* states:

62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...

(b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

The Board of Trustees will hold two public meetings on Wednesday, December 2, 2020 and January 6, 2021 to hear from parents, students and other persons on the proposed closure. At the meetings, CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things).

Due to COVID-19 and related health measures the December 2 in person meeting will be limited to 100 attendees and the January 2 meeting will be hosted virtually to minimize in person contact. The details of the meetings will be advertised and available on the CBE corporate website.

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Following the January 26 Board meeting, the Board of Trustees will communicate its final decision and the effective date.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: David Duckworth, City Manager, The City of Calgary
Christopher Usih, Chief Superintendent of Schools



[CBE Home](#) > [Schools](#) > [Managing Space For Students](#) > Rosscarrock School

Managing Space For Students

Rosscarrock School

November 26, 2020

In light of the Alberta Government's COVID-19 mandatory measures announced on November 24, 2020 and to support the health and safety of our parents and CBE staff, the Board of Trustees has made the decision to hold the December 2, 2020 public input meeting regarding the consideration of closure of Rosscarrock School virtually using Microsoft Teams.

To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca (mailto:BoardofTrustees@cbe.ab.ca) by Tuesday, December 1, 2020. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meetings to hear more about the proposed closure and to share your viewpoints.

October 28, 2020

To: Parents/Guardians of Rosscarrock School

This letter is to advise you that at the October 27, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School as set out in its [Board Policy GC-3E – Closure of Schools Procedure](http://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf) (http://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf) . The Board passed the following motion:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close this school. This includes providing notice to parents and students who are affected by the decision.

Public Meeting

The Board of Trustees will hold two public meetings to hear from parents, students and other persons on the proposed closure. At the meetings CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meetings will be held as follows:

Date: Wednesday, December 2, 2020

Time: 7:00 p.m.

Location: Rosscarrock School Gymnasium

Due to COVID-19 and related health measures this meeting will have a maximum attendance capacity of 100 people including the public, Board of Trustees and CBE Administration. To participate in this in-person meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca (mailto:BoardofTrustees@cbe.ab.ca) by Tuesday, December 1, 2020.

Date: Wednesday, January 6, 2021

Time: 7:00 p.m.

Location: Microsoft Teams Virtual Meeting

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca (mailto:BoardofTrustees@cbe.ab.ca) by Tuesday, January 5, 2021. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend one of the meetings to hear more about the proposed closure and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the [CBE public website](https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx) (https://www.cbe.ab.ca/schools/managing-space-students/Pages/rosscarrock-school.aspx) and the [school website](https://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx)

(https://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx) . We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: Lori Cooper
 Calgary Board of Education
 3445 – 37 Street SW
 Calgary AB T3E 3C2
 t | 403-777-8750
 e | Area7@cbe.ab.ca

Please note all written submissions must be received by Wednesday, January 20, 2021 for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of Rosscarrock School may be submitted in writing to Area7@cbe.ab.ca (<mailto:Area7@cbe.ab.ca>). There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Rosscarrock School. The meeting will be held on:

Date: Tuesday, January 26, 2021

Time: 12:00 p.m.

Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the [Board Meeting Procedures](https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf) (<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>).

Following the January 26 Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,

Marilyn Dennis
 Chair, Board of Trustees
 Calgary Board of Education
 Cc: C. Usih, Chief Superintendent of Schools
 D. Breton, Superintendent, Facilities & Environmental Services
 L. Campbell-Walters, Director, Planning
 L. Cooper, Education Director, Area 7
 B. Fraser, Principal, Rosscarrock School

Oct. 27, 2020

At the Oct. 27, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Rosscarrock School as set out in its Board Policy [GC-3E – Closure of Schools Procedure](http://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf) (<http://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf>). The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Rosscarrock School in accordance with GC-3E Closure of Schools Procedure.

September 25, 2020

Notice Regarding Rosscarrock School

Dear Students and Parents/Guardians,

The Calgary Board of Education (CBE) would like to inform you that CBE administration will be presenting a recommendation to consider commencement of the public input process regarding the possible closure of Rosscarrock School to the Board of Trustees on Oct 27, 2020.

In 2018-2019, CBE administration shared concerns about the school's persistent low enrolment and heard community feedback around the options that could be considered. In considering public feedback in April 2019, the Board of Trustees made the decision not to close Rosscarrock School.

Unfortunately, enrolment at Rosscarrock School continues to decline. To avoid impacting learning opportunities available to students, at a regular Public Meeting of the Board of Trustees scheduled Oct 27, 2020, the Board will consider starting the public input process regarding a possible school closure effective June 30, 2021. This meeting will be live-streamed, and a link will be available on the CBE website.

If the Board approves the commencement of the public input process to consider the closure of Rosscarrock School, you will be notified of the opportunities that will be provided for you to provide feedback this fall.

More information will be available on the [Rosscarrock School website](http://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx). (http://school.cbe.ab.ca/school/Rosscarrock/Pages/default.aspx) The report recommending commencement of the public input process regarding the consideration to close Rosscarrock School will be available on the CBE website on Friday, Oct. 23, 2020.

Sincerely,

Lori Cooper
Director, Area 7

Latosia Campbell-Walters
Director, Planning

Supporting Documents

- **Rosscarrock Public Meeting Presentation | Jan. 6, 2021**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20210106-Rosscarrock-Public-Meeting-Presentation-Jan-6%202021.pdf)

- **Rosscarrock Public Meeting Minutes | Dec. 2, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201202-Rosscarrock-Public-Input-Meeting-Minutes.pdf)

- **Rosscarrock Public Meeting Presentation | Dec. 2, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201202-Rosscarrock-Public-Input-Meeting-Presentation.pdf)

- **Notification Letter to Parents Re: Rosscarrock Consideration of Closure | Oct. 28, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201028-Notification-Letter-to-Parents-re-Rosscarrock-Consideration-of-Closure.pdf)

- **Background Information | Oct. 28, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201028-Rosscarrock-Background-Information.pdf)

- **Notice Regarding Rosscarrock School | Sept. 25, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20200925-Notice-Regarding-Rosscarrock-School.pdf)

Related Links

- **Rosscarrock School Website**

(https://school.cbe.ab.ca/school/rosscarrock/Pages/default.aspx)

Last modified: 1/11/2021 2:04 PM

Website feedback: [Webmaster](#)



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Rosscarrock School

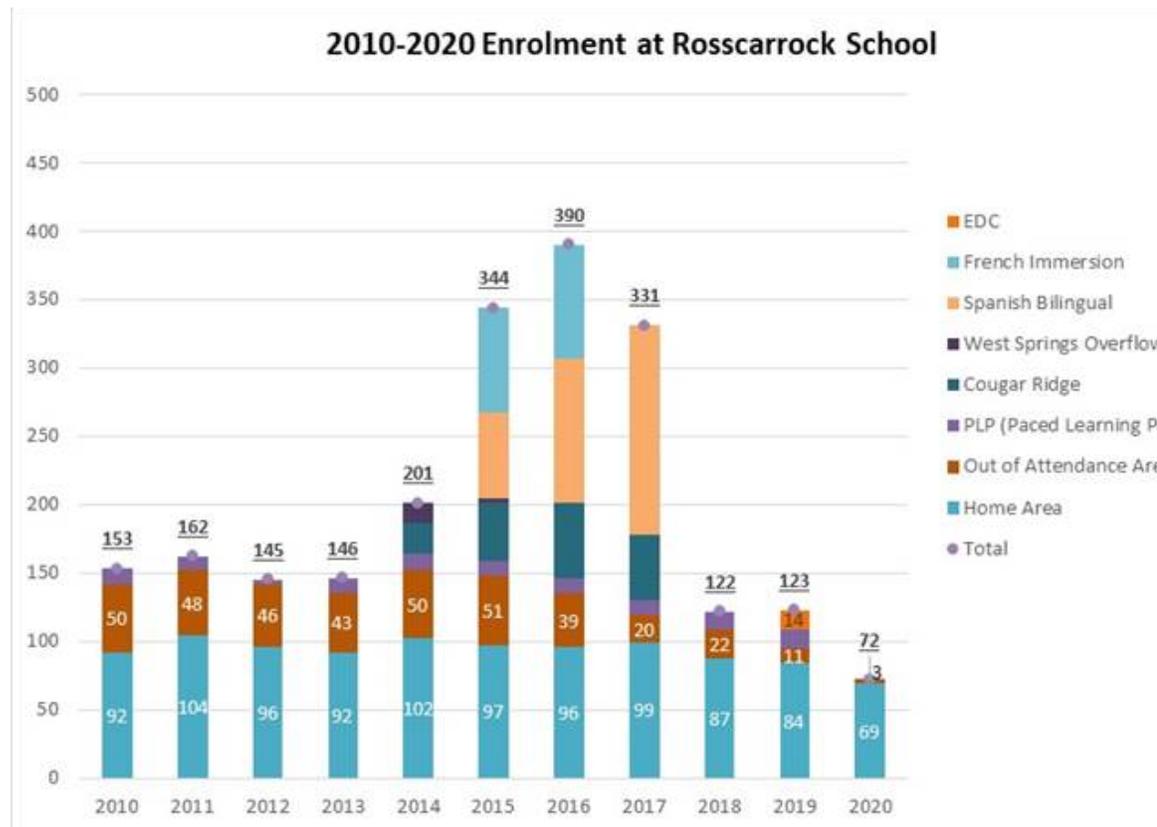
Date:
Oct. 28, 2020

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%

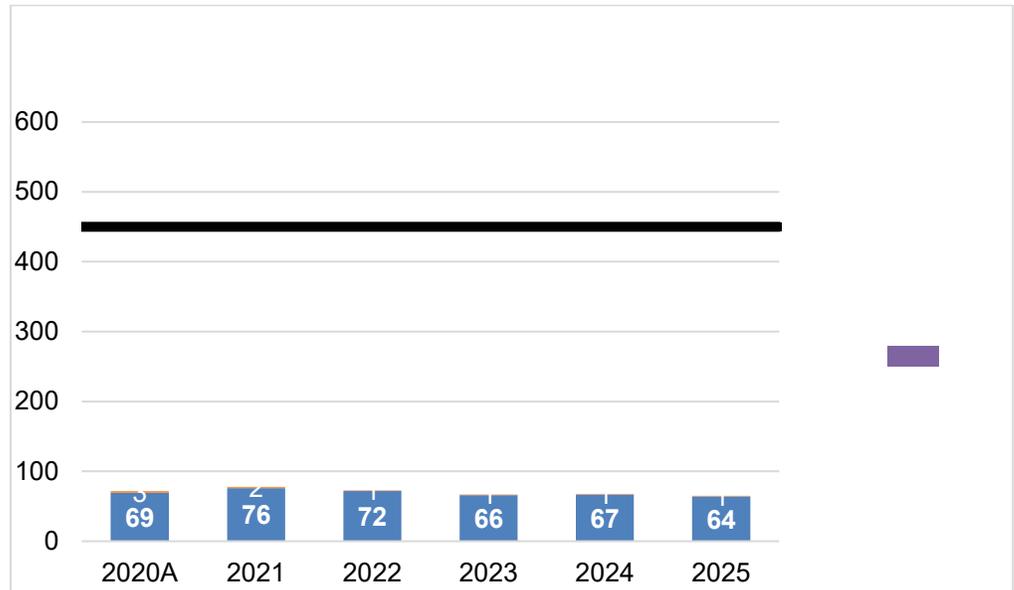
Enrolment as at September 30, 2020

	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

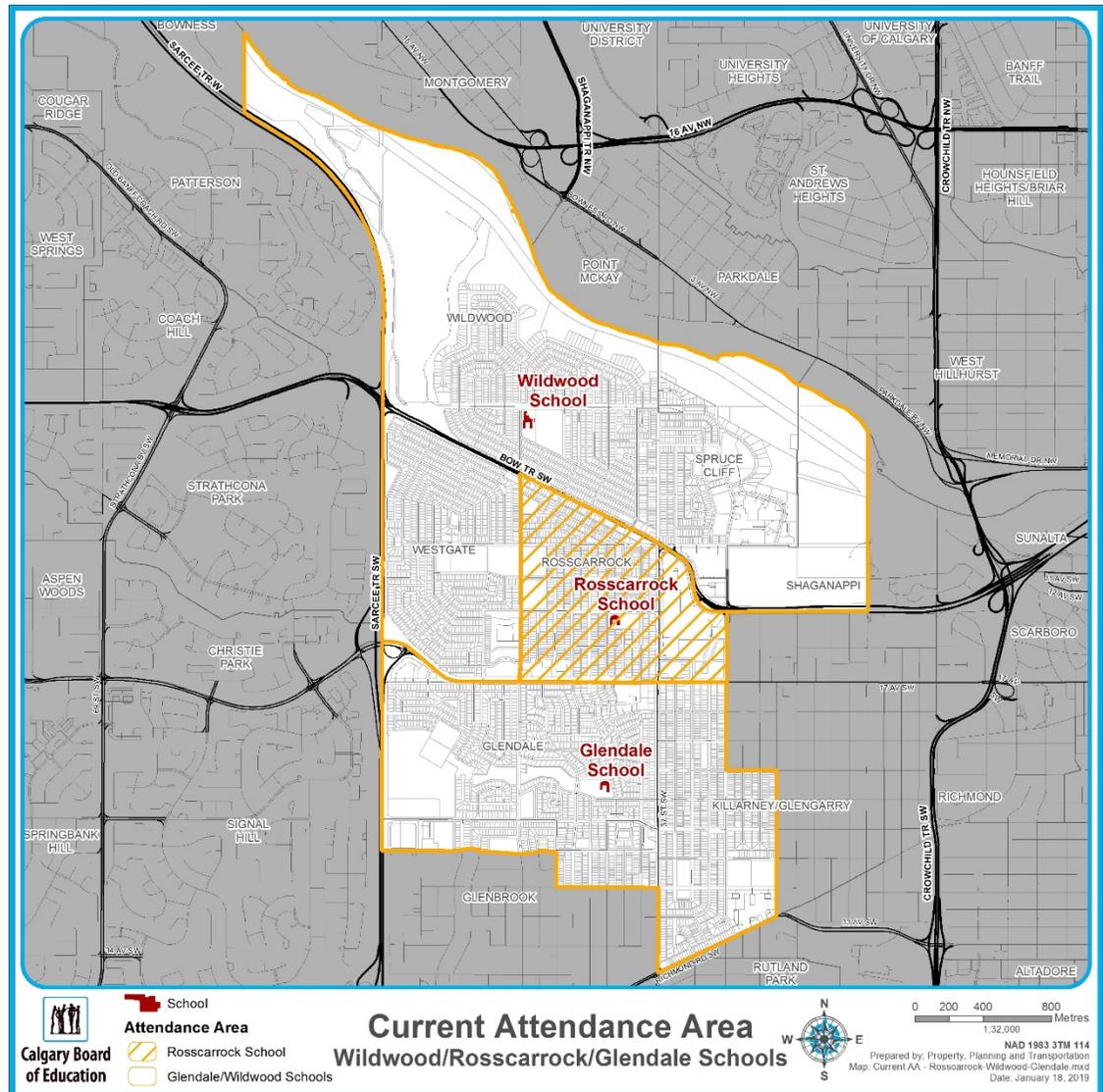
The [Student Accommodation and Facilities Strategy \(2019-2029\)](#) projects the need to reduce elementary spaces by approximately 16 schools to maintain utilization rates within the mid-to-high 80 per cent to maximize funding under the revised framework. With the persistent low enrolment and utilization 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.



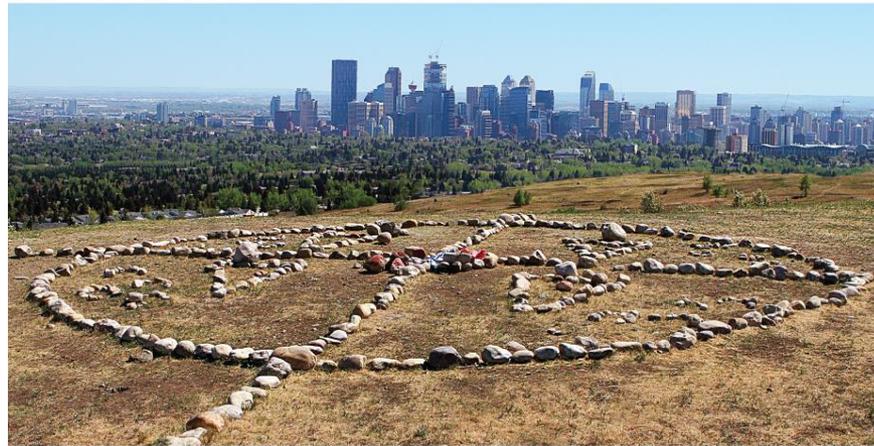
Consideration of Closure – (Rosscarrock School)

Virtual Public Input Meeting
Wednesday, December 2, 2020
Time: 7:00 – 9:30 pm



**Calgary Board
of Education**

Acknowledging the land where we gather



We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

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Welcome and Introductions – CBE Board of Trustees

ATTACHMENT VIII



Trina Hurdman
Wards 1 & 2

Board of Trustees
Wards 6 & 7

Richard Hehr
Wards 8 & 9

Julie Hrdlicka
Wards 11 & 13



Althea Adams
Wards 3 & 4

Marilyn Dennis
Wards 5 & 10

Mike Bradshaw
Wards 12 & 14

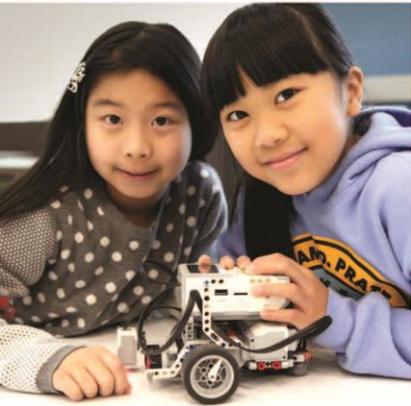
Calgary

Administration



- Christopher Usih, Chief Superintendent of Schools
- Dany Breton, Superintendent, Facilities & Environmental Services
- Joanne Pitman, Superintendent, School Improvement
- Kelly-Ann Fenney, General Counsel & Procedural Advisor
- Lori Cooper, Education Director, Area 7
- Brenna Fraser, Principal, Rosscarrock School
- Erica Rae, Principal, Wildwood School
- Kristin Dahl, Principal Glendale School
- Latosia Campbell-Walters, Director Planning
- Conor McGreish, Planning Analyst
- Ed Sutlic, Director Corporate Finance
- Trish Minor, Corporate Secretary
- Megan Geyer, Communications Advisor

Agenda (7:00 pm-9:30 pm)



1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

Opening Remarks



- Chair - Board of Trustees, Marilyn Dennis

Meeting Purpose and Outline



- Outline the rationale for the proposed closure
- Share relevant information
- Provide the opportunity for questions and comments on the proposed closure

Meeting Guidelines



- Please mute your microphone except when you are called on to speak
- Comments and questions will be addressed following the presentation portion of the meeting
- Please limit your question or comments to five minutes
- Respect differing opinions and everyone's right to speak

CBE Planning Principles



- Allow students to attend school close to home
- Provide equitable access for all students to quality learning environments and choice of programs
- Use space and resources effectively
- Provide long term sustainability

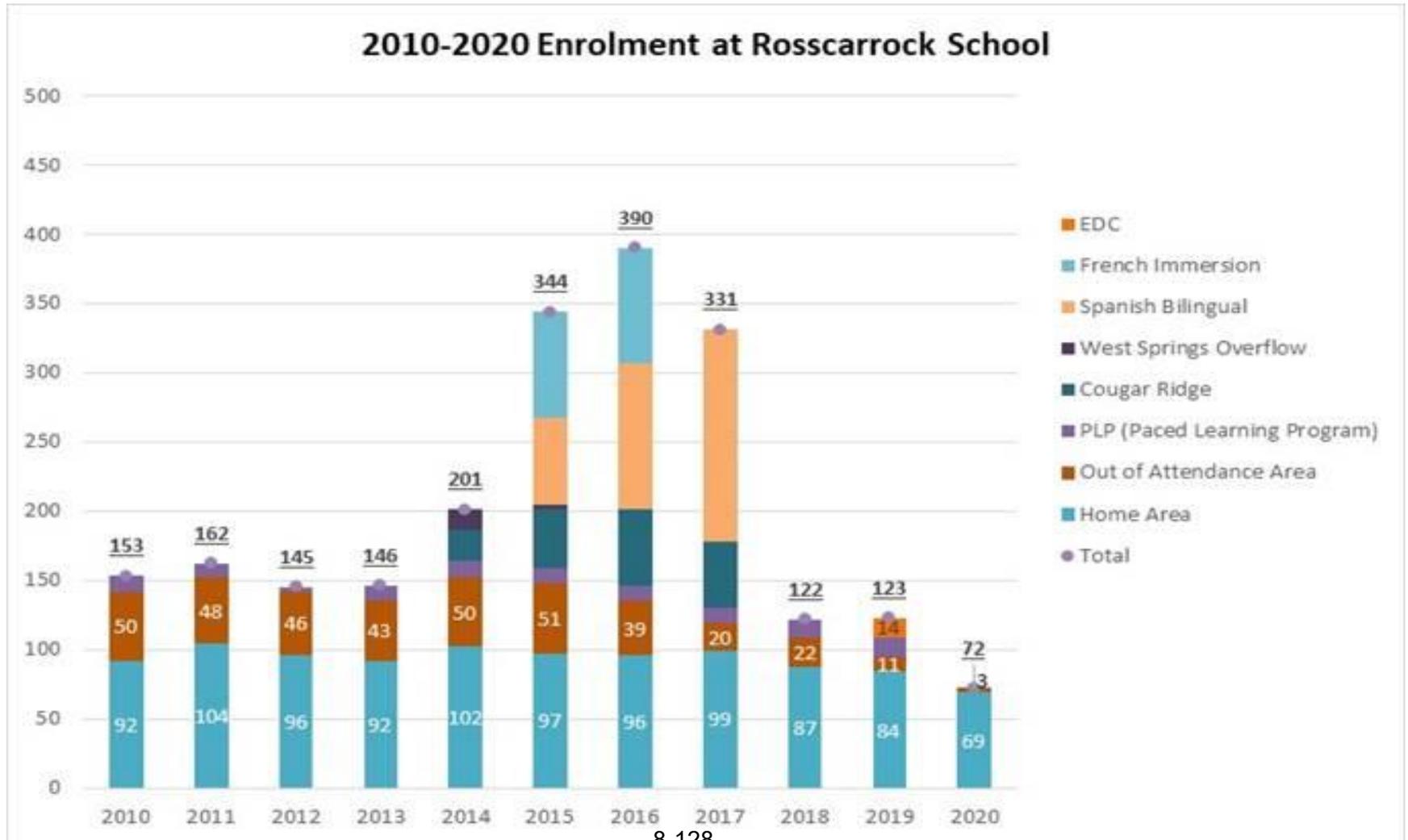
AR 1090 Student Accommodation Planning Process

Rationale for the Proposed Closure



- Persistent low enrolment and excess capacity for several years
- Currently, there are 65 students registered in grades 1-6 (and 4 in Hub)
- Continuous low enrolment has a harmful impact on student learning

Rosscarrock Enrolment (2010-2020)



Current Student Enrolment

ROSSCARROCK SCHOOL

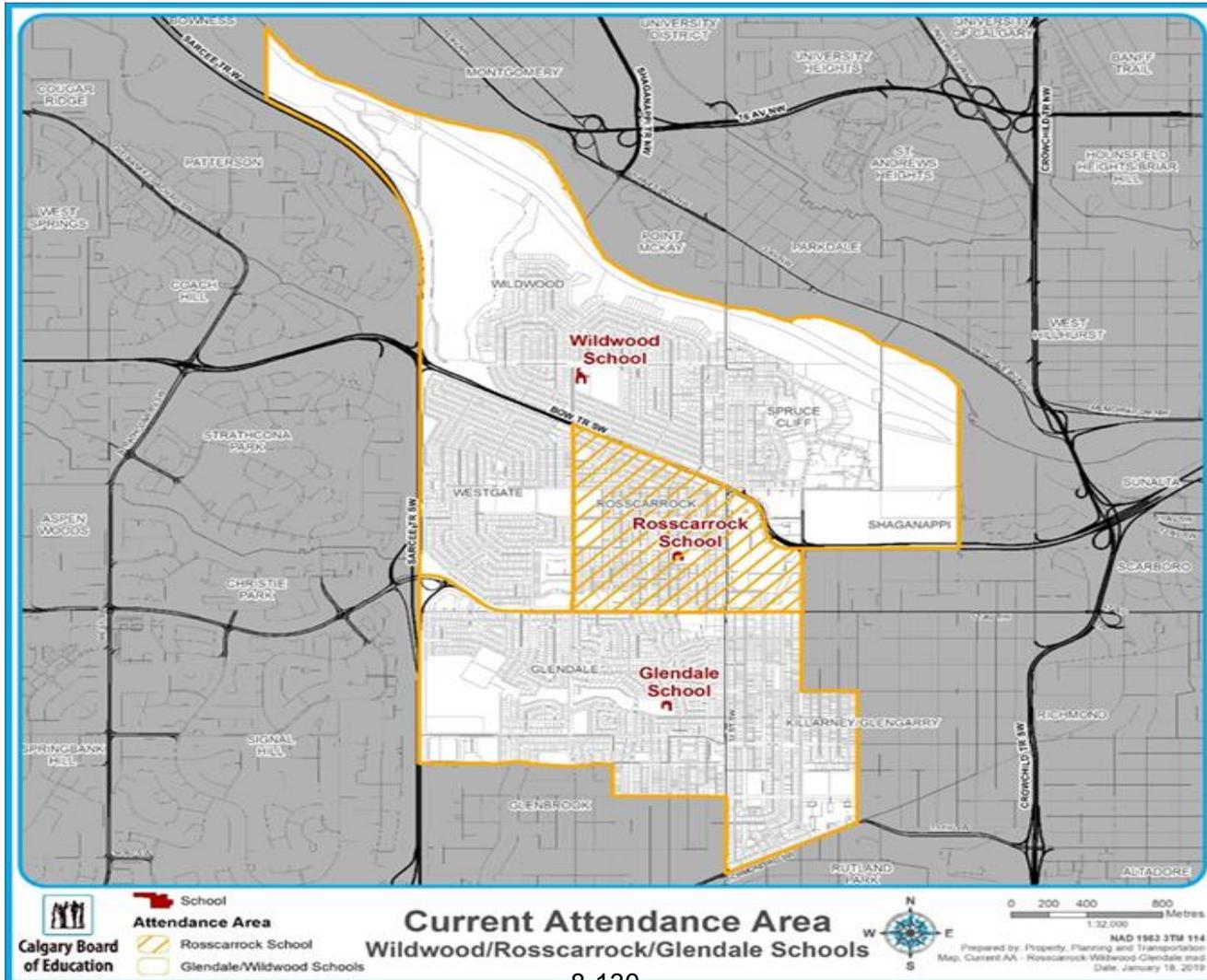
Provincial Capacity = 426

September 30, 2020 Utilization Rate = 18%

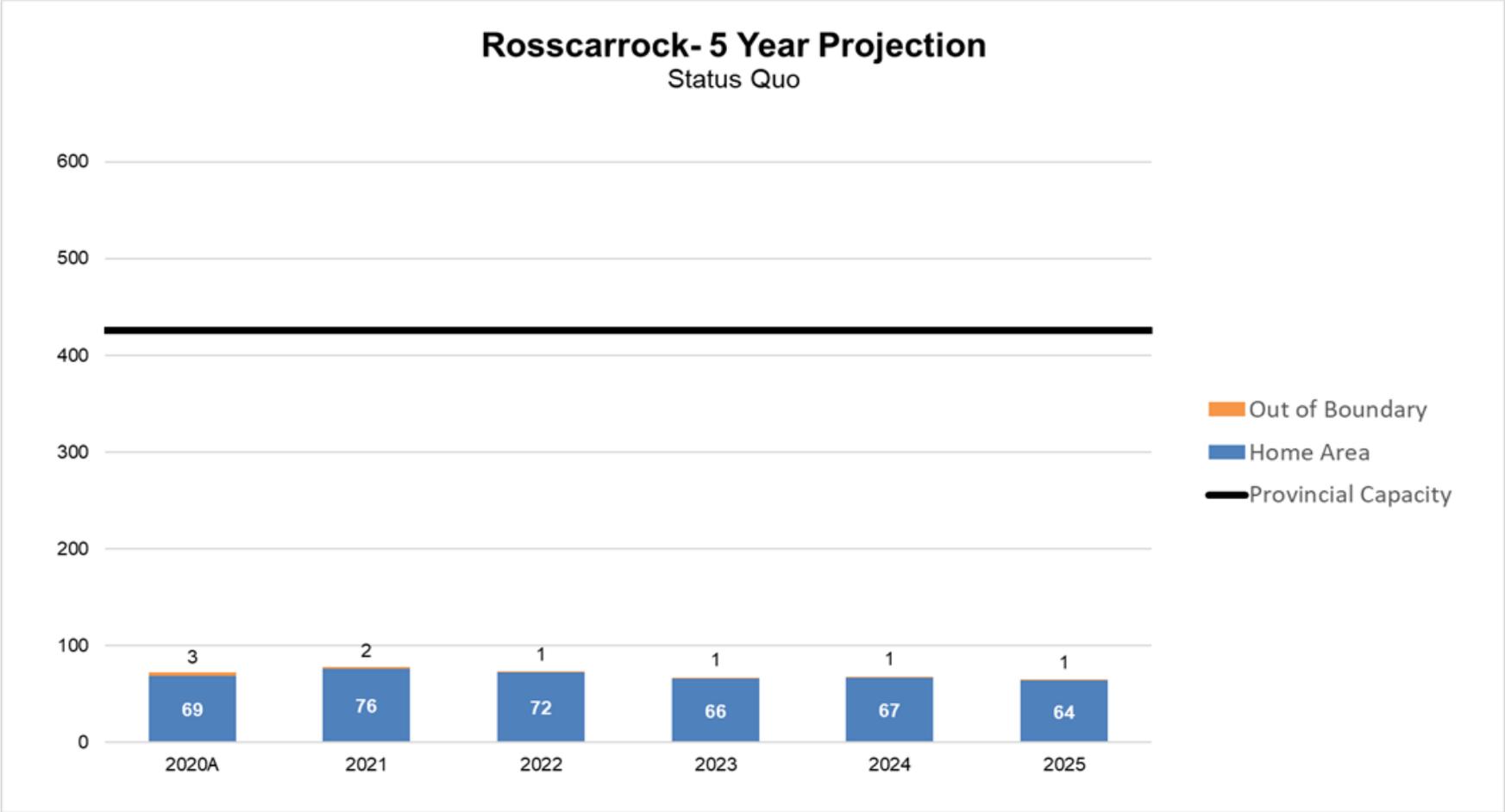
Enrolment as at September 30, 2020

	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

Rosscarrock Attendance Area



Rosscarrock Projected Enrolment (2020-2025)-Status Quo



Educational and Programming Impacts of Persistent Low Enrolment

ATTACHMENT VIII



- Student Impacts
- Parent Impacts
- Community Impacts
- Staff Impacts

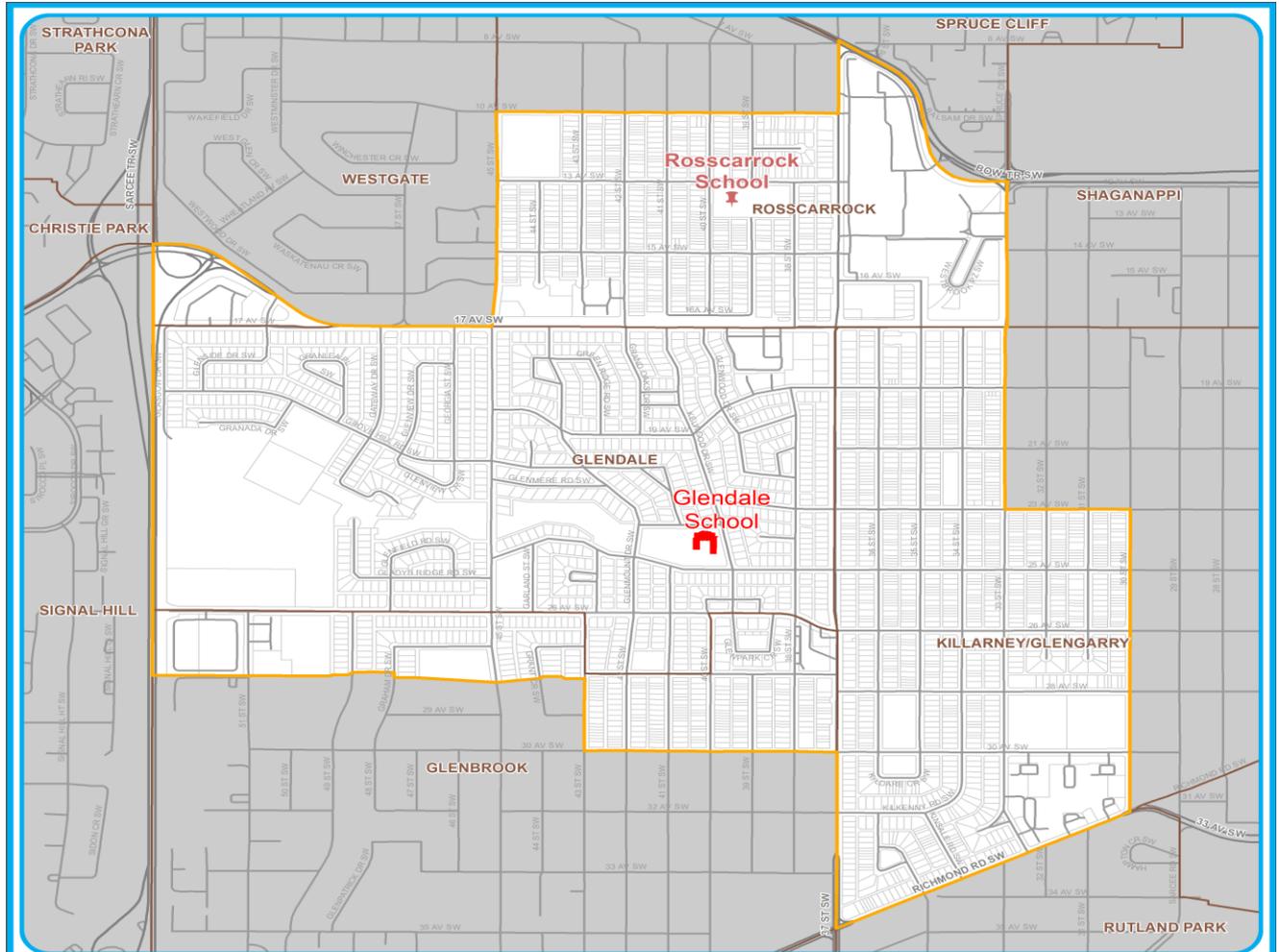
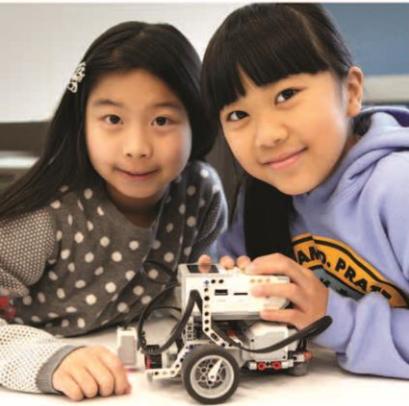
Proposed Student Accommodation Plan



Should the decision be made to close the school, the proposed Accommodation Plan is as follows:

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

Proposed Attendance Area - Glendale School



-  School
-  Proposed Attendance Area

Proposed Attendance Area Glendale School




 1:15,000
 NAD 1983 3TM 114
 Prepared by: Property, Planning and Transportation
 Map: Proposed Attendance Area - Glendale.mxd
 Date: November 27, 2020

Current and Project Enrolment- Glendale School

ATTACHMENT VIII



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
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Total	22	29	21	34	30	32	28	196

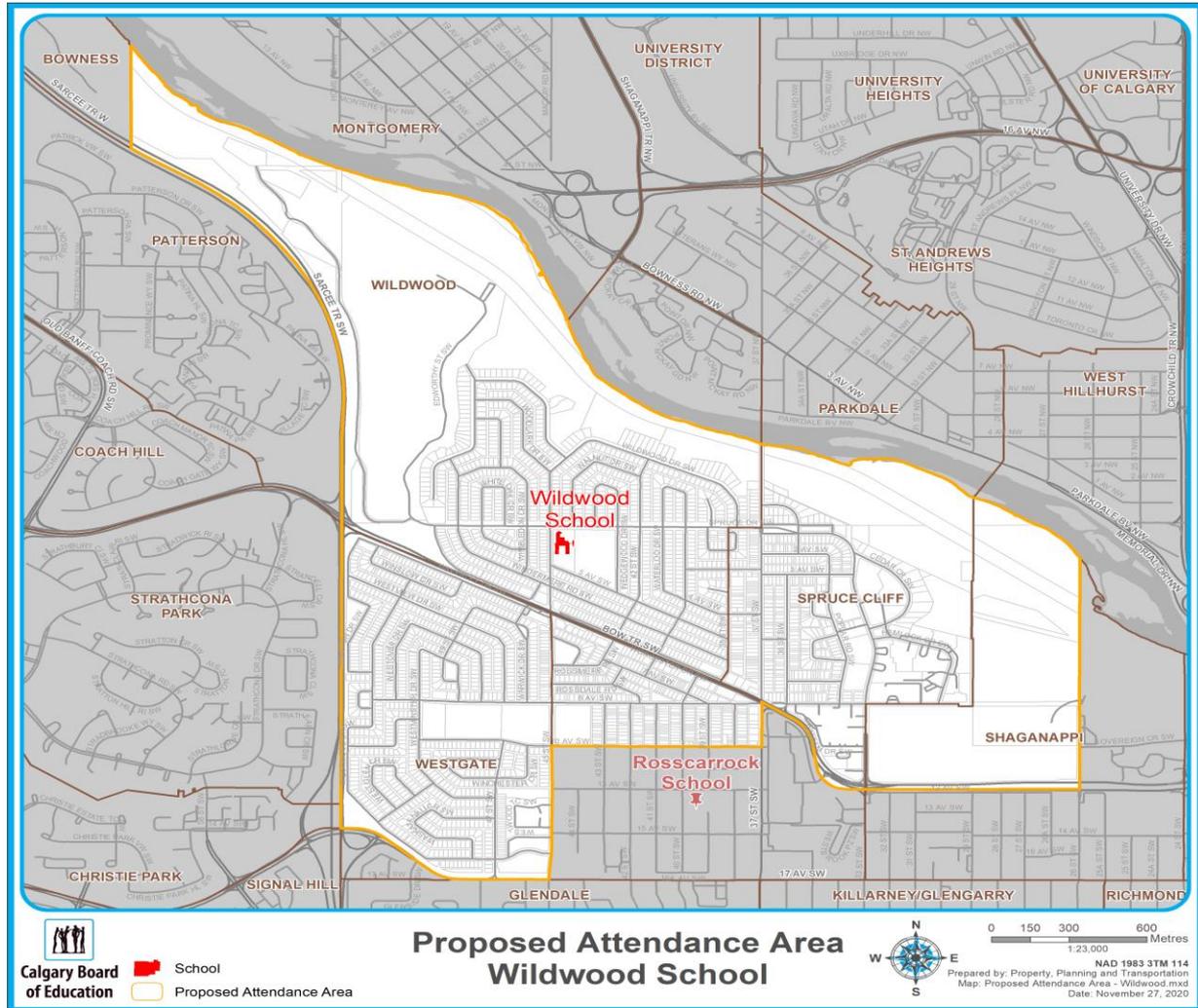
Projection for September 2021

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

Proposed Attendance Area- Wildwood School

ATTACHMENT VIII



Current and Project Enrolment- Wildwood School

ATTACHMENT VIII



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



Both Glendale and Wildwood schools offer more support and resources. These include but are not limited to:

- Physical Education specialists, outdoor classrooms, residences such as Calgary Opera , Aussie Rules and Visual arts.
- The strength of having a diverse population and a larger compliment of staff to provide additional opportunities to every student
- Strong School Councils to support and enhance learning

The Proposed Transition Plan



The Transition Plan for the school considers the following:

- Academic transition
- Social and Emotional transition
- Community transition

Financial Impacts

	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

CBE Capital Plans Impacts



- Advances the Ten-Year Student Accommodation and Facility Strategy
- No impact on the Three Year School Capital Plan

Future Use of Facility



Future use of the facility will reviewed in alignment with:

- The Three-Year Capital Plan,
- Three-year System Student Accommodation Plan and
- Ten-Year System Accommodation and Facilities Strategy

Past examples of uses of closed buildings include:

- Return building and land to the City (for \$1)
- CBE alternative program
- Lease of building (i.e. Charter School)
- CBE administrative use
- Temporary accommodation of students

Proposed Timeline for Implementation



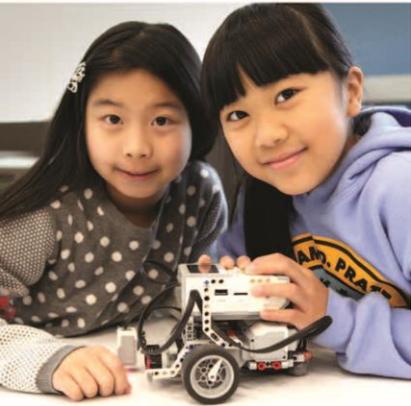
Common Questions

ATTACHMENT VIII

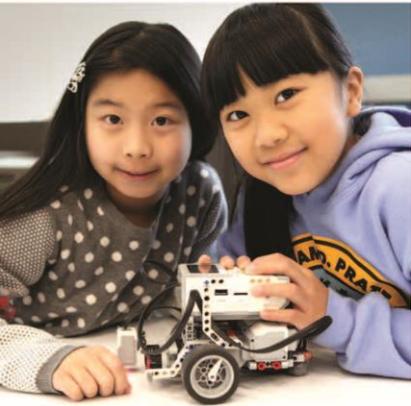


- Are there any other alternatives on the table Re: Rosscarrock School?
 - No other alternative use of the facility identified.
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 - Fewer elementary school students are expected.
 - Student accommodation enrolment bubble in middle and high school.

Common Questions ATTACHMENT VIII



- If the School closes, what happens to the building and the green space around it?
 - The City will determine future building and land use.



Questions and Comments

Written Submissions

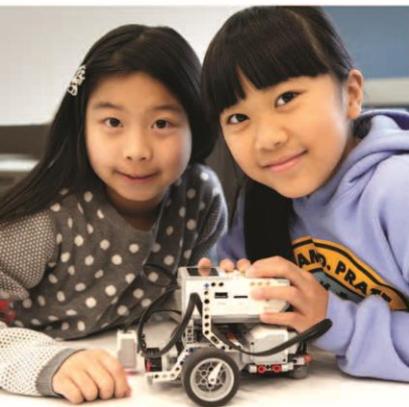


Attention: Lori Cooper
Calgary Board of Education
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing
By Wednesday, January 20, 2021



Closing Remarks



Consideration of Closure – (Rosscarrock School)

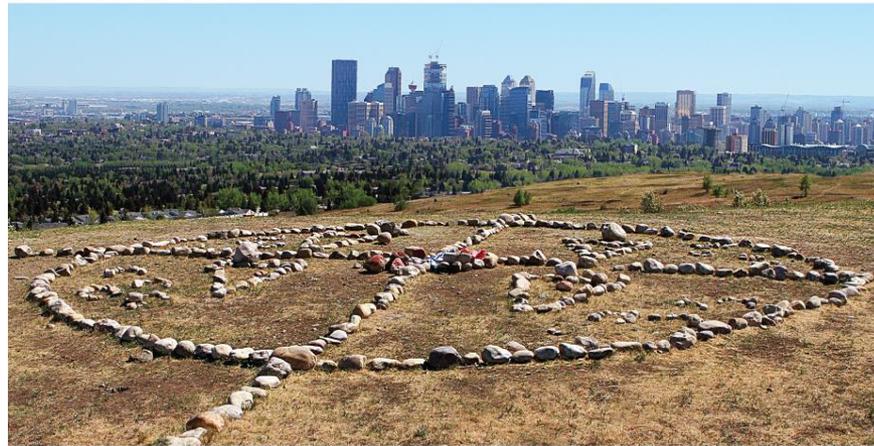
Virtual Public Input Meeting
Wednesday, January 6, 2021
Time: 7:00 – 9:30 pm



**Calgary Board
of Education**

Acknowledging the land where we gather

ATTACHMENT VIII



We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

learning | [as unique](#) | as every student



Welcome and Introductions – CBE Board of Trustees

ATTACHMENT VIII

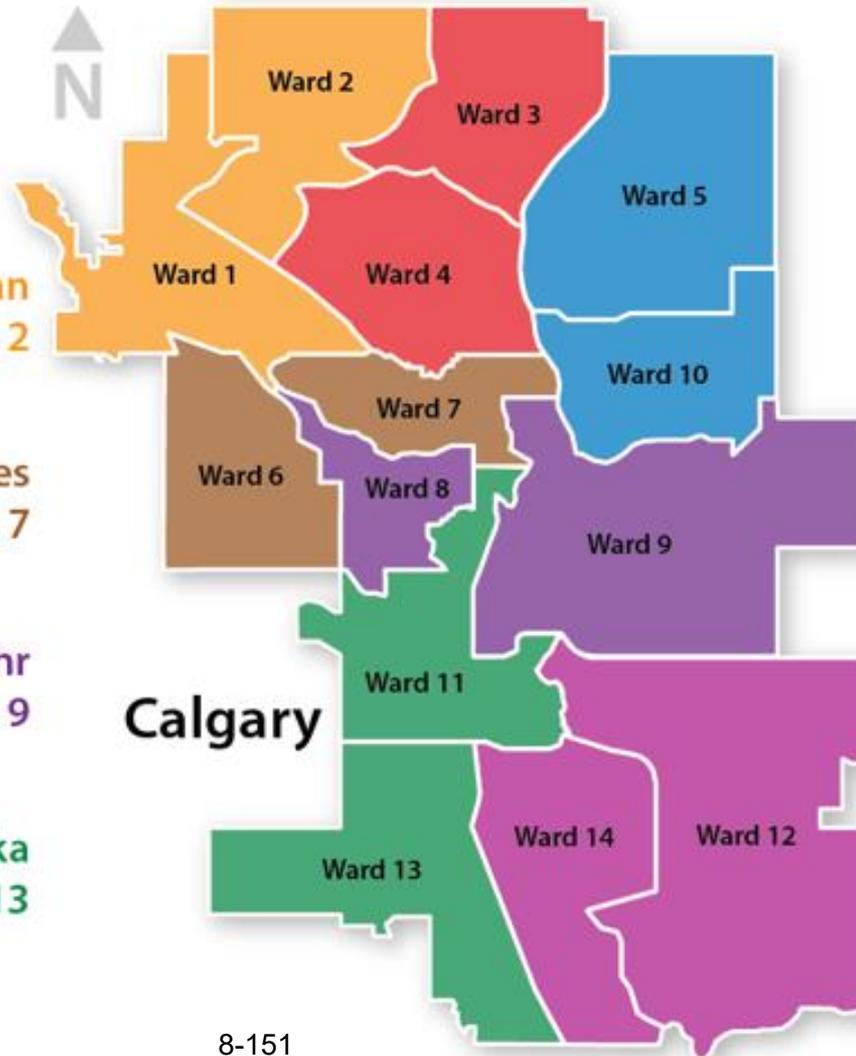


Trina Hurdman
Wards 1 & 2

Board of Trustees
Wards 6 & 7

Richard Hehr
Wards 8 & 9

Julie Hrdlicka
Wards 11 & 13



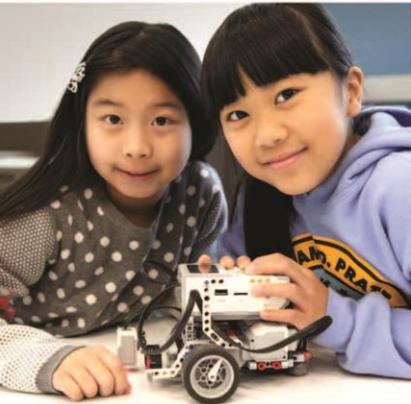
Althea Adams
Wards 3 & 4

Marilyn Dennis
Wards 5 & 10

Mike Bradshaw
Wards 12 & 14

Calgary

Administration



- Christopher Usih, Chief Superintendent of Schools
- Dany Breton, Superintendent, Facilities & Environmental Services
- Joanne Pitman, Superintendent, School Improvement
- Kelly-Ann Fenney, General Counsel & Procedural Advisor
- Lori Cooper, Education Director, Area 7
- Brenna Fraser, Principal, Rosscarrock School
- Erica Rae, Principal, Wildwood School
- Kristin Dahl, Principal Glendale School
- Keith Johnson, Acting Director Planning
- Conor McGreish, Planning Analyst
- Ed Sutlic, Director Corporate Finance
- Trish Minor, Corporate Secretary
- Megan Geyer, Communications Advisor

Agenda (7:00 pm-9:30 pm)



1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

Opening Remarks



- Chair - Board of Trustees, Marilyn Dennis

Meeting Purpose and Outline



- Outline the rationale for the proposed closure
- Share relevant information
- Provide the opportunity for questions and comments on the proposed closure

Meeting Guidelines



- Please mute your microphone except when you are called on to speak
- Comments and questions will be addressed following the presentation portion of the meeting
- Please limit your question or comments to five minutes
- Respect differing opinions and everyone's right to speak

CBE Planning Principles



- Allow students to attend school close to home
- Provide equitable access for all students to quality learning environments and choice of programs
- Use space and resources effectively
- Provide long term sustainability

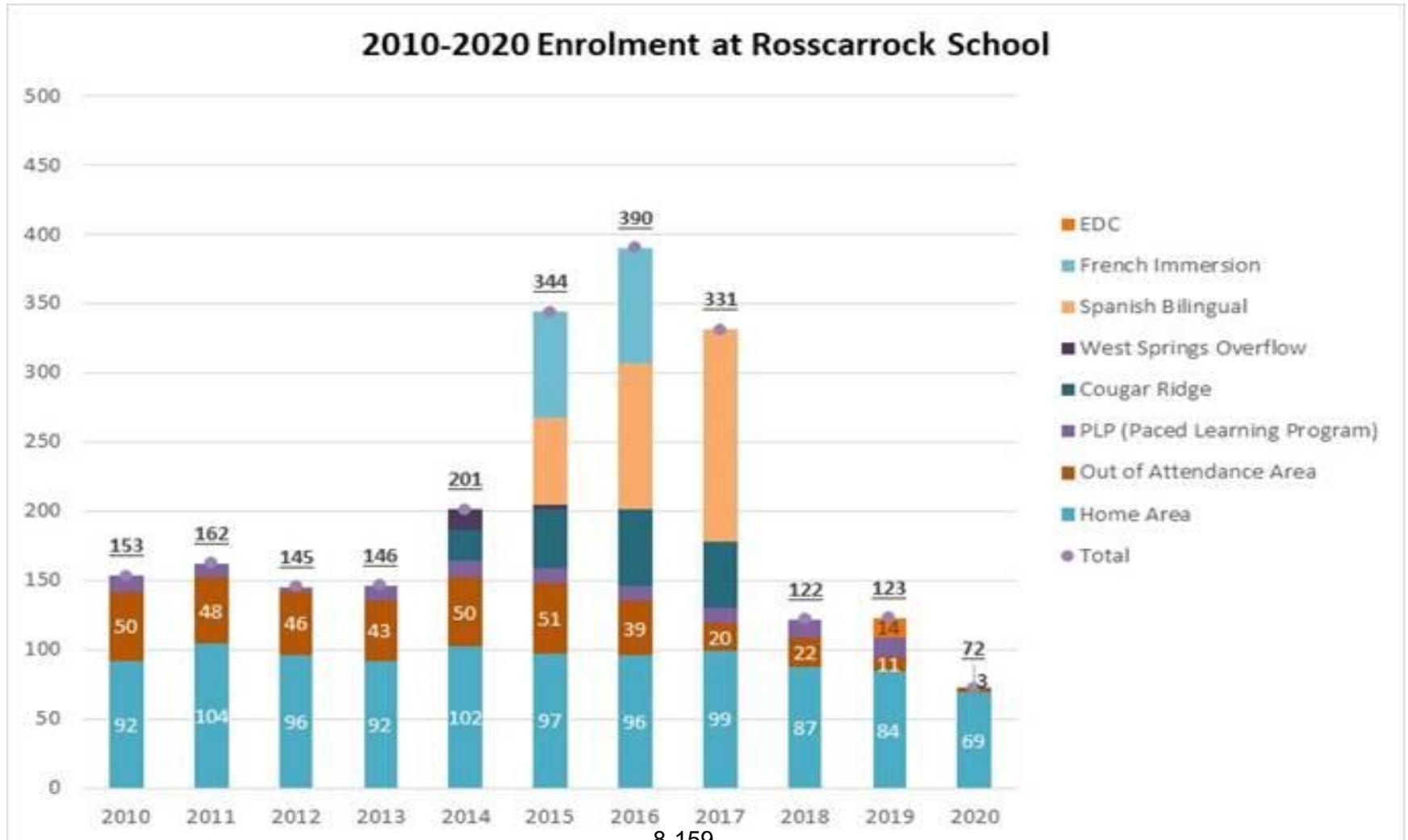
AR 1090 Student Accommodation Planning Process

Rationale for the Proposed Closure



- Persistent low enrolment and excess capacity for several years
- Currently, there are 65 students registered in grades 1-6 (and 4 in Hub)
- Continuous low enrolment has a harmful impact on student learning

Rosscarrock Enrolment (2010-2020)



Current Student Enrolment

ROSSCARROCK SCHOOL

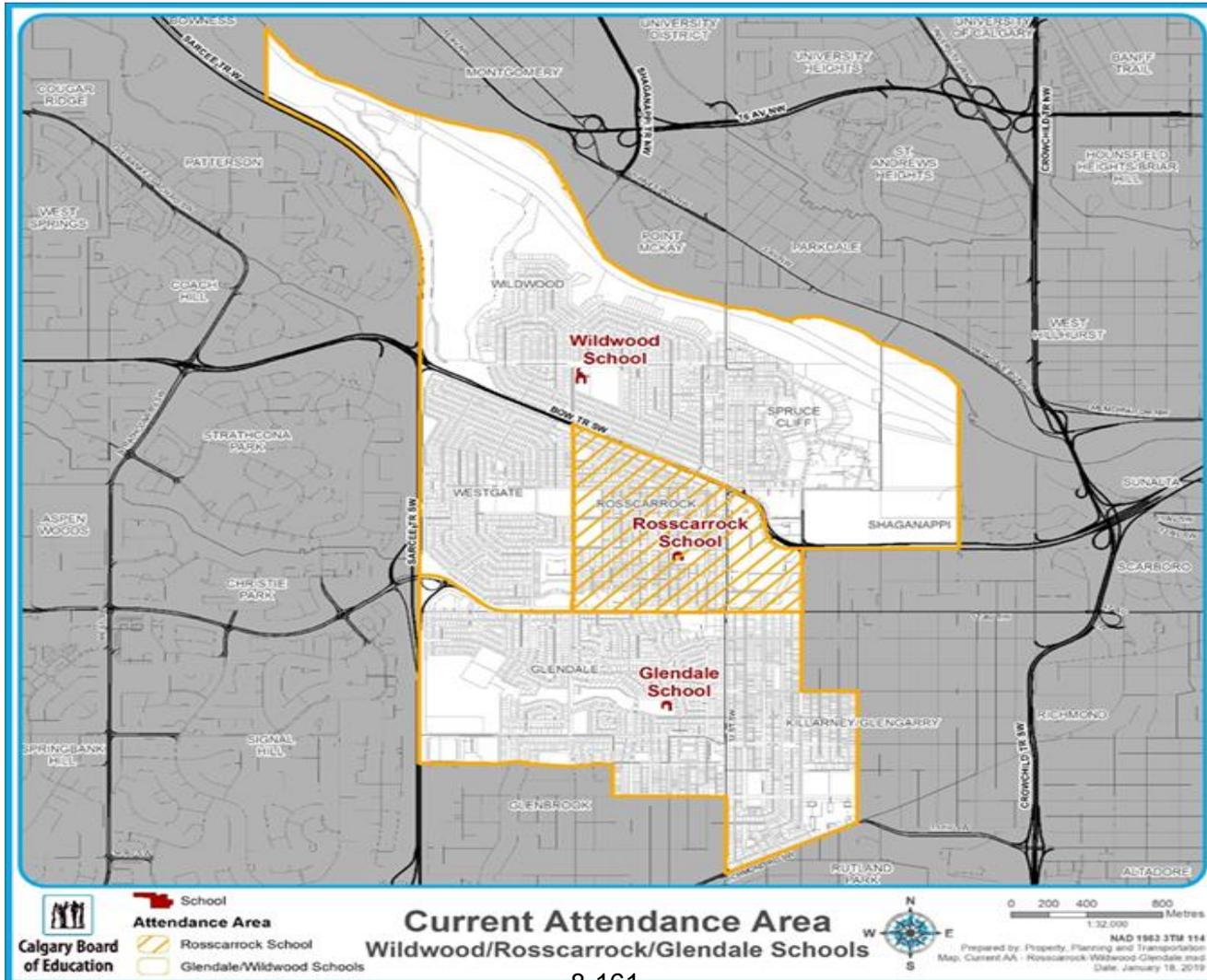
Provincial Capacity = 426

September 30, 2020 Utilization Rate = 18%

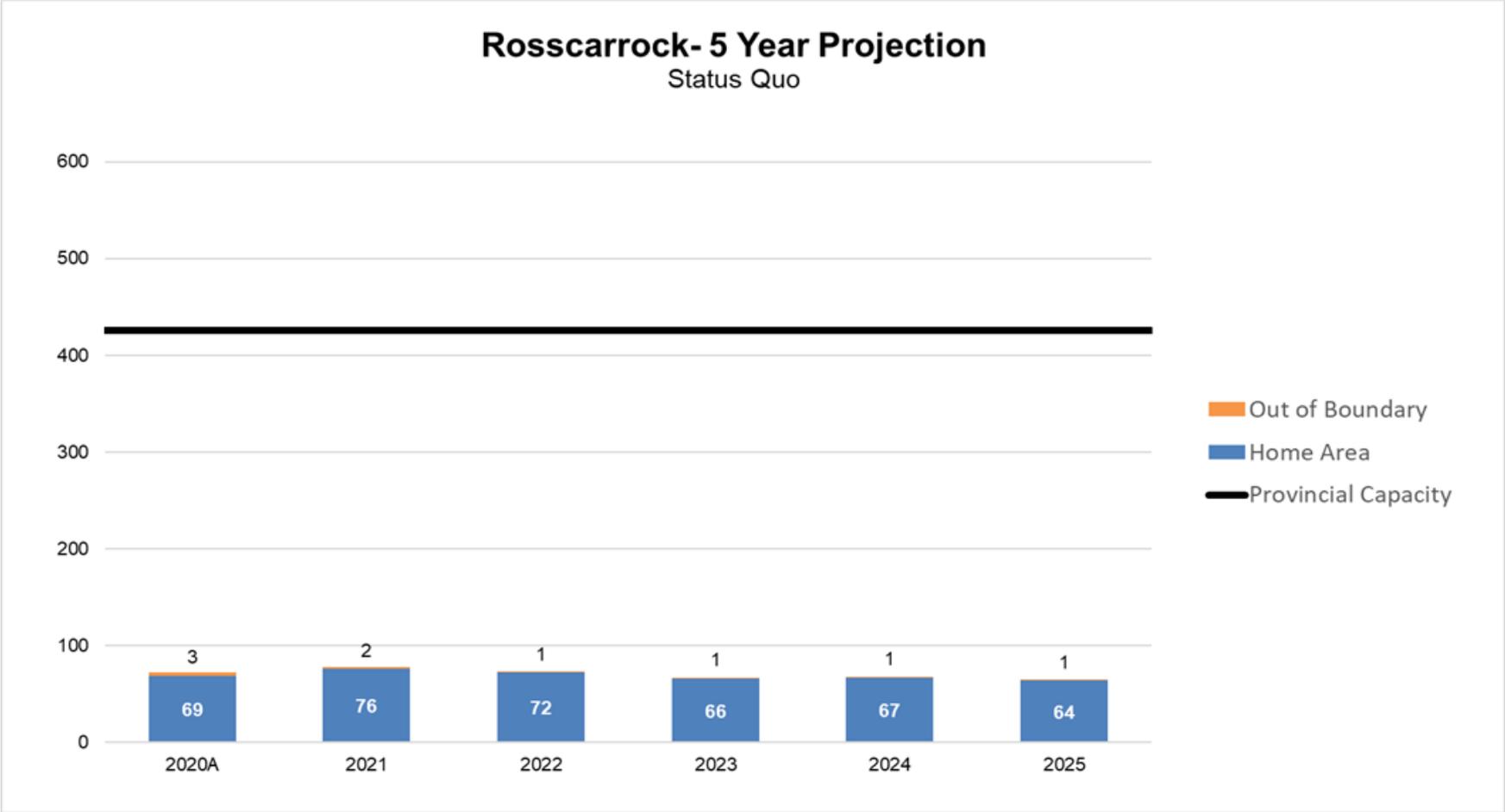
Enrolment as at September 30, 2020

	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

Rosscarrock Attendance Area



Rosscarrock Projected Enrolment (2020-2025)-Status Quo



Educational and Programming Impacts of Persistent Low Enrolment

ATTACHMENT VIII



- Student Impacts
- Parent Impacts
- Community Impacts
- Staff Impacts

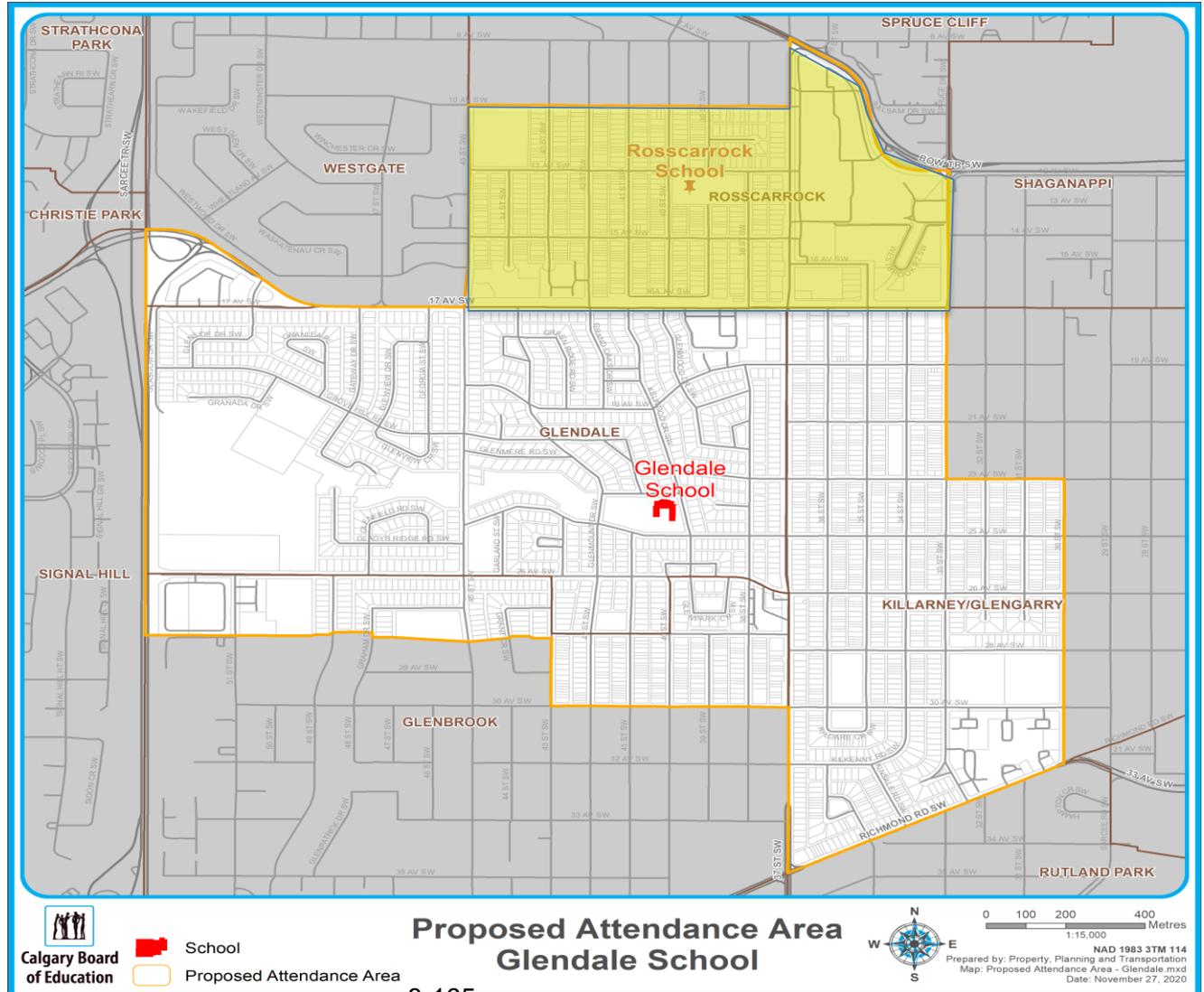
Proposed Student Accommodation Plan



Should the decision be made to close the school, the proposed Accommodation Plan is as follows:

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

Proposed Attendance Area - Glendale School



Current and Project Enrolment- Glendale School

ATTACHMENT VIII



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

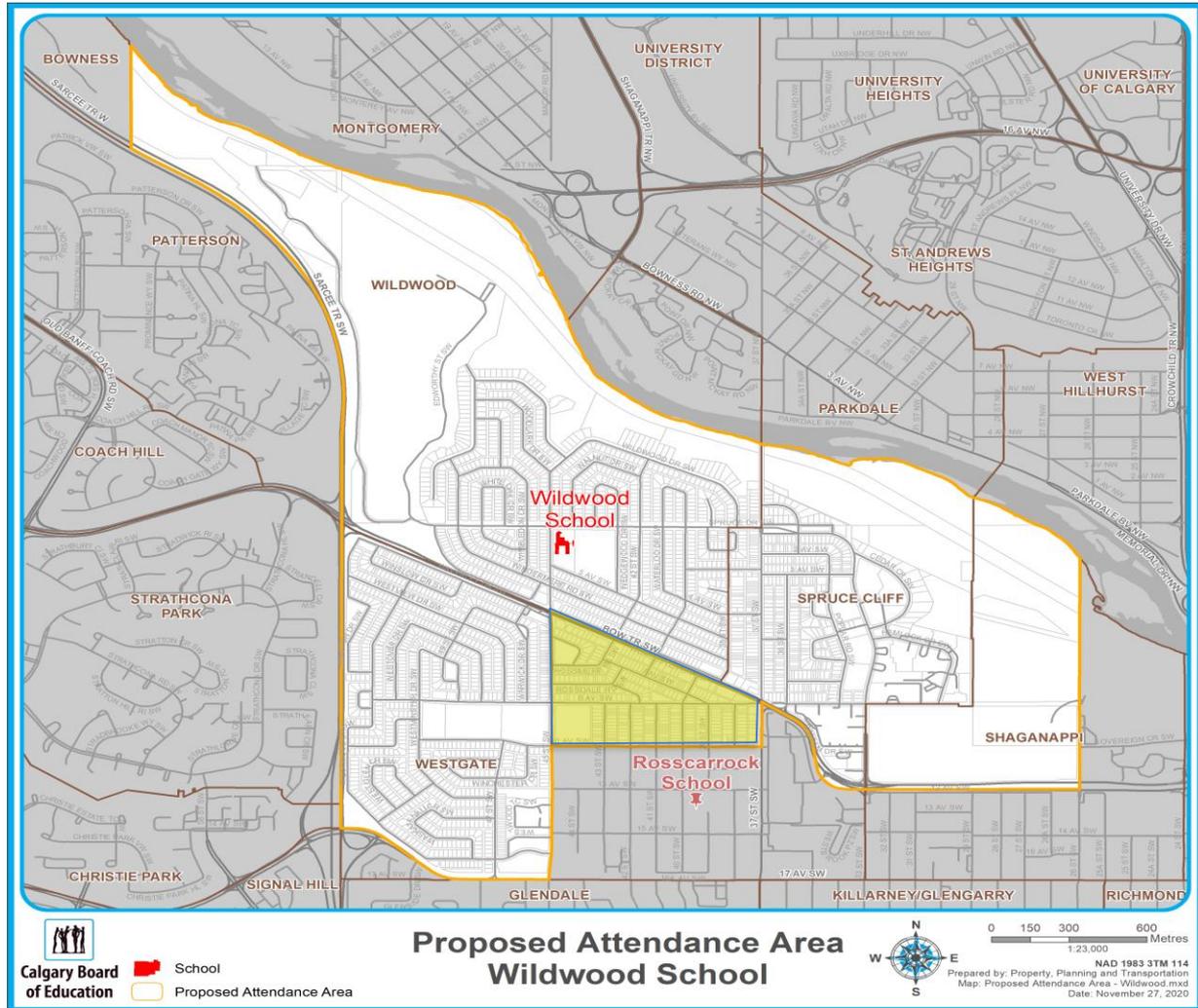
Projection for September 2021

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

Proposed Attendance Area- Wildwood School

ATTACHMENT VIII



Current and Project Enrolment- Wildwood School

ATTACHMENT VIII



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
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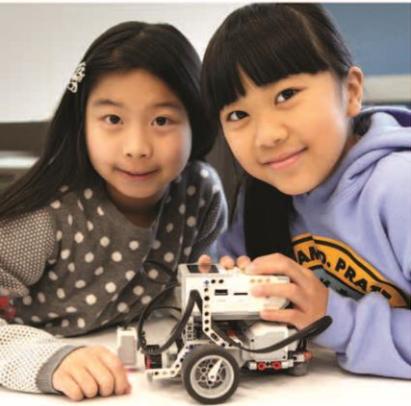
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The Transition Plan for the school considers the following:

- Academic transition
- Social and Emotional transition
- Community transition

Financial Impacts

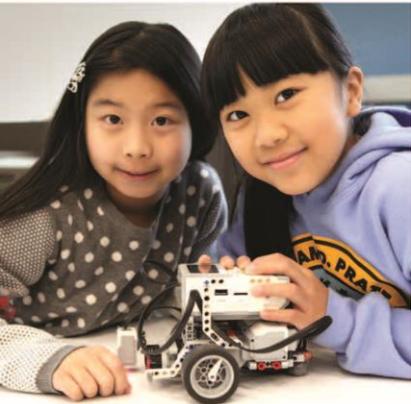
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Learning Leader (1 FTE)	\$ 103,991
Teachers (5.82 FTE)	\$ 588,402
Lunch Supervisor (0.9785 FTE)	\$ 39,236
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Total	\$ 1,442,374 to \$1, 462,374

CBE Capital Plans Impacts



- Advances the Ten-Year Student Accommodation and Facility Strategy
- No impact on the Three Year School Capital Plan

Future Use of Facility



Future use of the facility will reviewed in alignment with:

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- Three-year System Student Accommodation Plan and
- Ten-Year System Accommodation and Facilities Strategy

Past examples of uses of closed buildings include:

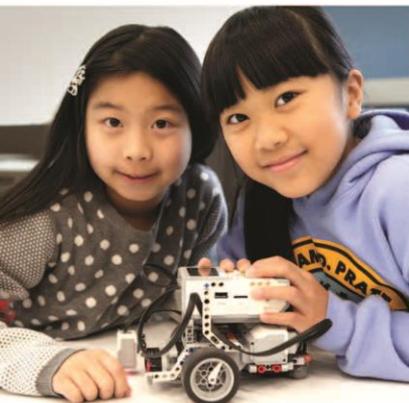
- Return building and land to the City (for \$1)
- CBE alternative program
- Lease of building (i.e. Charter School)
- CBE administrative use
- Temporary accommodation of students

Proposed Timeline for Implementation



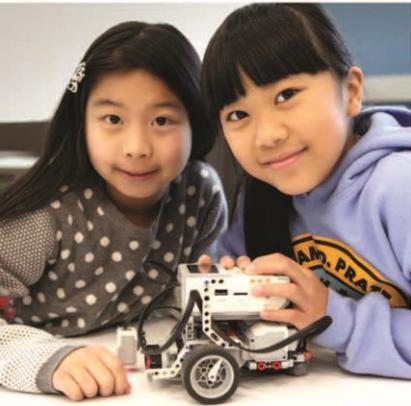
Common Questions

ATTACHMENT VIII



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 - Student accommodation enrolment bubble in middle and high school.

Common Questions ATTACHMENT VIII



- If the School closes, what happens to the building and the green space around it?
 - The City will determine future building and land use.



Questions and Comments

Written Submissions



Attention: Lori Cooper
Calgary Board of Education
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing
By Wednesday, January 20, 2021



Closing Remarks

report to
Board of Trustees

Consideration of Relocation of the Marlborough Discovering Choices II Program

Date January 26, 2021

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Christopher Usih
Chief Superintendent of Schools

Purpose Decision

Originator Dany Breton, Superintendent, Facilities & Environmental Services

Governance Policy Reference Governance Policies
GC-3E: Closure of Schools Procedure

Operational Expectations
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-7: Communication With and Support for the Board
OE-8: Communicating and Engaging With the Public
OE-9: Facilities

Resource Person(s) Kelly Ann Fenney, General Counsel
Darlene Unruh, Acting Superintendent, School Improvement
Prem Randawa, Education Director, Area 1
Sherri Lambourne, Manager, Real Estate & Leasing Services
Kris Reinhardt, Principal, Outreach School
Trish Minor, Corporate Secretary

1 | Recommendation

- THAT the Minutes of the Public Input Meeting on January 13, 2021, Attachment I to this report, are approved by the Board of Trustees.



- THAT the Board of Trustees approves the closure of the Marlborough Discovering Choices II program effective June 30, 2021 for the purpose of relocation.

2 | Issue

The *Education Act* together with Board of Trustees' policy GC-3E – Closure of Schools Procedures identifies a formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary for a school closure have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On, December 8, 2020 the Board of Trustees passed a motion to commence the public input process to consider the closure and relocation of Marlborough Discovering Choices II School.

Attachment III to this report provides a compliance chart that identifies the timelines and actions taken in compliance with the Board Policy GC-3 – Closure of Schools Procedure.

4 | Financial Impact

Should the recommendation to close the Marlborough Discovering Choices II School for the purpose of relocation be approved by the Board, and students were to be relocated to the proposed future lease premises at Northgate Mall, there will be an increase in annual lease costs of \$1000 for the first five years and \$12,000 for the following five years. There will also be the requirement for a one-time expenditure of \$400,000 within the 2020-2021 school year to prepare the new location.

Given the expanded size of the proposed relocation space, there is potential for growth of the program through new enrolments, which will in turn increase Alberta Education funding related to enrolment.

Finally, the CBE has no plans for the use of the current premises occupied by Discovering Choices II. Once the lease agreement with Marlborough Mall (20 Vic Management) comes to an end on August 31, 2021, the space will be vacated and returned to the landlord.

5 | Conclusion

The Calgary Board of Education has complied with the requirement of the Education Act and Board Policy GC-3E Closure of Schools Procedures. The Board of Trustees is now in a position to deliberate and to decide whether to close Marlborough Discovering Choices II for the purpose of relocation.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS:

Attachment I:	Minutes of the Public Input Meeting of January 13, 2021 (draft)
Attachment II:	Recommendation to Commence Public Input to Consider Relocation of Marlborough Discovering Choices II
Attachment III:	GC-3 Closure of Schools Procedure Compliance Chart
Attachment IV:	Letter to Parents/Guardian and Students of Marlborough Discovering Choices II
Attachment V:	Letters to Other Persons Significantly Affected by the Decision
Attachment VI:	Letter to His Worship Mayor Nenshi
Attachment VII:	Rationale and Pertinent Facts Available on CBE Public Website
Attachment VIII:	January 13, 2021 Public Input Meeting Presentation
Attachment IX:	Written Submissions from the Public (Trustees Only)

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance

The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation – Discovering Choices II (Marlborough) held virtually through Microsoft Teams, on Wednesday, January 13, 2021 at 7:00 p.m.

ATTENDANCE (Virtual)

Board of Trustees:

Ms. M. Dennis, Board Chair, Trustee - Wards 5 & 10
 Ms. T. Hurdman, Trustee - Wards 1 & 2
 Ms. A. Adams, Board Vice-Chair, Trustee - Wards 3 & 4
 Mr. R. Hehr, Trustee - Wards 8 & 9
 Ms. J. Hrdlicka, Trustee - Wards 11 & 13
 Mr. M. Bradshaw, Trustee - Wards 12 & 14 (arrived at 7:21 p.m.)

Administration:

Mr. C. Usih, Chief Superintendent of Schools
 Mr. D. Breton, Superintendent, Facilities and Environmental Services
 Ms. D. Unruh, Acting Superintendent, School Improvement
 Ms. K. Fenney, General Counsel and Procedural Advisor to the Board
 Ms. P. Randhawa, Education Director, Area 1
 Mr. K. Reinhardt, Principal, Discovering Choices
 Mr. E. Sutlic, Director, Corporate Finance
 Ms. T. Minor, Corporate Secretary
 Ms. J. Anderson, Communications Advisor
 Mr. C. McGreish, Planning Analyst
 Ms. D. Perrier, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Board Chair M. Dennis called the meeting to order at 7:00 p.m. and noted she would Chair the Meeting. She noted that to ensure the CBE is complying with COVID-19 related health measures announced in December 2020, this meeting is being held virtually. Chair Dennis acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair also welcomed CBE teachers, staff and members of the public.

Chair Dennis stated that the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

Chair Dennis reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

OPENING REMARKS

Chair Dennis spoke to the role of the Board of Trustees in the closure consideration process. She noted that the Board of Trustees has the sole responsibility and authority to make closure decisions, and she clarified that no decision has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, December 8, 2020, the Board passed a motion to commence the public input process to consider the closure of Discovering Choices II Marlborough for the purpose of relocation. This was a decision to initiate the consideration of closure process - not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and Discovering Choices II (Marlborough) website. This information is one part of the information that has been, and will be, reviewed and considered by Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, including:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Additional public comments or concerns may be provided in writing by Tuesday, January 19, 2021. The details for written submissions were set out in the parent letter sent through School Messenger on December 9, 2020 and the details are available on the CBE public website. Trustees were present to listen to comments and questions as the public's input will inform the Board's decision-making on this matter.

All of the information collected during the consideration of closure process will be weighed very carefully by Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.

The Board's ongoing commitment is to provide educational programs and services in suitable facilities throughout Calgary. To honour that commitment, the Board needs to take into consideration many factors including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents and other members of the community.

The attendance of CBE administration was to assist the Board with the presentation, to respond to the public's questions and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Dennis thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Dennis noted the purpose of the meeting is two-fold. Firstly, it is for Administration to outline the rationale for the proposed closure and relocation, and to share information about the timing of the proposed closure and the accommodation plan for students affected. Secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure for relocation with the Board.

The agenda as arranged was to ensure that everyone had plenty of opportunity to ask questions and make any comments. The public's comments and questions will form part of the formal material that the Board of Trustees will consider as they review this matter and ultimately reach a decision.

MEETING GUIDELINES

Chair Dennis asked everyone to observe the meeting guidelines, which included:

- muting microphones except when called on to speak;
- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

CBE Planning Principles

Administration shared the factors considered when planning for student accommodation, as outlined in the CBE Administrative Regulation 1090. The principles that apply to this consideration of closure process include:

- use space and resources effectively;

- provide long term sustainability; and
- provide equitable access for all students to quality learning environments and choice of programs.

Rationale for the Proposed Closure

Administration explained why the relocation of a school requires the undertaking of a “school closure” process, in accordance with Board policy GC-3E Closure of Schools Procedure. Outreach sites like this one are unique, and operating a school out of a leased facility is something of an oddity. However, GC-3E does not distinguish between a school-owned building versus a leased site within a commercial mall. As a result, this is why this public input meeting is taking place – to discuss a school closure for the purpose of relocation of said school approximately 500 meters.

The current lease expires at the end of August 2021. This school is the second largest, in terms of student population and out of the four Outreach programs operated by the CBE. The fact that high schools in the northeast sector of the City are already too full to accommodate this program, a decision made was to continue to operate the Outreach program in the northeast of Calgary. Additionally, the current landlord has confirmed that there are no opportunities within the Marlborough Mall to expand the school size to improve the quality of the learning environment provided to students who are currently crowded into the existing site. The current landlord has also made it clear that they are not interested in negotiating a lower lease rate.

As the CBE explored options available to address the upcoming end to the existing lease and the student accommodation pressures experienced at this site, a space that is nearly twice the size of the existing site has been identified literally across the road within the Northgate Village Shopping Centre. For comparison, the existing school occupies 3,026 square feet of space within the Marlborough Mall, whereas the proposed space within the Northgate Village will offer 5,700 square feet. In regards to financial sustainability, the Northgate Village is offering a lease rate for this larger site that is almost the same in total cost as for the smaller Marlborough Mall site. Specifically, the existing Marlborough site currently costs the CBE \$113K per year. For comparison, the Northgate Village site will initially cost \$114K, or only \$1K more per year, for the first five years.

Background

Administration provided a brief history of the Discovering Choices II (Marlborough) program. Alberta Education provides funding for Outreach programs to help boards support the success of students for whom the more traditional high school setting did not meet their needs. Between 2000 and 2008, the program offered was in collaboration with the Boys and Girls Club within Marlborough Mall and one day per week. In 2004, the program was given on two mornings per week. In 2008, the CBE took over rent of the Boys and Girls Club space, added additional space, and since 2015, the program has been offered five days per week.

Past and Projected Enrolment

On September 30, 2020 there were 291 students enrolled in the program. September 30 is an important date for a school jurisdiction as it is the “official” enrolment count recognized by Alberta Education in relation to school board funding. For Outreach programs, it is important to note that a significant number of students can and do join the school later in the year. Information of past and projected enrolment was shared and it was noted that the number typically stays within the 400s due to space limitations of the Marlborough Mall site. The numbers shown for the 2020-21 school year are slightly lower than in past years, which is an anomaly and a reflection of the impact of the COVID-19 pandemic, as similar student enrolment declines were seen in school jurisdictions across the province. Student enrolment projections, if the site were to remain constrained within the same space, would be for student enrolment to return to the low-to-mid 400s for the foreseeable future.

Financial Impacts

The operating costs for 2019/20 were broken down to show the costs shared amongst all four Outreach sites and the costs directly attributed to Discovering Choices II (Marlborough). The 2020/2021 school budget for all four sites is approximately \$7.488 million. Costs offset by Alberta Education amount to \$150,000 for all four sites. The current Marlborough Mall site lease costs are \$113,188 per year for 3,026 square feet. The proposed Northgate Village site lease costs are \$114,114 per year for 5,700 square feet. The new location will require an initial investment of \$400,000 to build out new space.

Proposed Student Accommodation Plan

There are no opportunities for expansion of the program in its current location. Suitable space is not available and the landlord is unwilling to negotiate on their higher than average lease rates. All students who currently attend the Discovering Choices II (Marlborough) location will be accommodated at the Northgate Village location.

No other schools would be directly impacted as this decision only affects students attending the Discovering Choices II (Marlborough).

Capacity, Access and Space

Student enrolment at Discovering Choices II (Marlborough) has steadily increased over the years, with the exception of the effects from COVID-19. The program regularly services over 400 students from a 3,026 square foot leased space and the new proposed space is 5,700 square feet. The Northgate Village option is substantially less expensive on a square foot rental basis, which would allow the CBE to double its current instructional area for roughly the same rental cost.

In order to accommodate relocation of the program for September 2021, the CBE will need to execute a lease agreement prior to January 30, 2021.

This proposed student accommodation plan would keep the program in an area of high demand and a community already familiar to students, which is 500 meters across the street from the

current location. This location also provides improved accessibility with street front access, free off-street parking and close walking distance to an LRT station.

The lease space in the Northgate Village is unfinished and the CBE has the ability to create a design plan optimally suited for program needs, which would include three classrooms, a kitchen, washrooms as well as three offices and a meeting room all within the 5,700 square foot floorplan. The floor plan size is suitable to meet current enrolment needs and can accommodate projected enrolment growth for the term of the lease.

The Northgate Village facility will offer students all of the same benefits as the current location, plus additional functional spaces that can be used for instructional options not provided for in the current space. Further, this is one contiguous space for all students in the same location and the kitchen can double as CT space. Optimal private meeting areas are limited and the proposed space at Northgate Village will have the private meeting spaces needed to support students.

There will be greater opportunities for CTS classes as additional space will provide flexibility to accommodate these options. Larger spaces will also allow students and staff opportunities to collaborate and create additional breakout spaces for small group or one to one instruction. The additional space will also create functional space that can be used to access technology, such as Smartboards.

Capital Plans Impacts

This proposal does not impact the CBE's long term capital plans, namely the Ten-Year Student Accommodation and Facilities Strategy and the Three-Year School Capital Plan.

A one-time investment of \$400,000 will be required at the Northgate Village facility to configure the space into a format that best allows for teaching and learning. Due to the time required to enter into the lease agreement with the new landlord and then renovate the space to meet the program needs, a decision is required by the end of this month.

The CBE has no plans for the existing lease space within Marlborough Mall – it will be returned to the landlord.

Proposed Timeline for Implementation

The proposed timeline for implementation is as follows:

- Board of Trustees' public meeting, decision for Discovering Choices II (Marlborough) on January 26, 2021.
- If the Board of Trustees' decision is to close Discovering Choices II (Marlborough) for the purpose of relocation, between February and August 2021 a lease will be secured, building out will commence and transition planning will occur.
- Students will begin the program in the new location in September 2021.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Dennis reiterated the Trustees were present to hear public input and that they will ultimately be the sole decision makers regarding the status of Discovering Choices II (Marlborough)/ She pointed out it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She asked that questions or comments be indicated in the chat box, and as the meeting Chair she would direct the question to an appropriate CBE staff member for response. She asked the public to state their first and last name and spell it for the record, and identify their interest or relationship to Discovering Choices II (Marlborough).

Chair Dennis opened the meeting to questions or comments from the public. There were no questions or comments from the public.

CLOSING REMARKS

Chair Dennis reiterated that following this public input meeting the public has until Tuesday, January 19, 2021 to provide further written submissions for the Trustees regarding this closure consideration for the purpose of relocation, to the following:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
t | 403-777-8710
e | Area1@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca

She also noted that with respect to further written submissions, information is available to the public on the CBE website and the school website. This presentation will also be available on the websites on Thursday, January 14, 2021. If the public requires any support regarding this information, they may contact Mr. K. Reinhardt, Principal, Discovering Choices.

Chair Dennis thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding this closure consideration for the purpose of relocation on or about Tuesday, January 26, 2021 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Dennis declared the meeting closed at 7:38 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure for the Purpose of Relocation - Discovering Choices II (Marlborough), held virtually through Microsoft Teams on Wednesday, January 13, 2021 at 7:00 p.m. include the major points of discussion - they are not a verbatim transcript of the meeting.

**report to
Board of Trustees**

Recommendation to Commence Public Input to Consider the Relocation of the Marlborough Discovering Choices II Program

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Governance Policies GC-3E: Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Transportation, Property & Noon Supervision Prem Randawa, Director, Area 1 Sherri Lambourne, Manager, Real Estate & Leasing Services Kris Reinhardt, Principal, Outreach School

1 | Recommendation

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Discovering Choices II

for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.

- THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

The Discovering Choices II outreach school program has outgrown its leased premises. A larger location is required to meet growing student demand. Move of the program to another location will require a formal closure process in accordance with CBE governance policy GC-3E.

3 | Background

Discovering Choices is the CBE's outreach high school program. There are four Discovering Choices locations throughout the city, each situated in leased premises. September 30, 2020 enrolment for the program was over 1,200 students.

The "Discovering Choices II" program is located in NE Calgary, operating from storefront space within Marlborough Mall. The program has been in its current location for over 15 years, and is the second largest CBE outreach program in terms of number of students. Enrolment at this location has continued to increase over the years. The program has been running at maximum capacity for several years, resulting in overcrowded classrooms and students being turned away due to a lack of instructional space.

With the lease at Marlborough Mall set to end in August of 2021, a lease opportunity has been identified at Northgate Village Shopping Centre, a strip mall location across the street from the current Discovering Choices II location (Appendix I).

The Northgate option is substantially less expensive on a per square foot rental basis, which would allow the CBE to double its current instructional area for roughly the same rental costs. This would both ease enrolment pressures and provide an opportunity for the program to create functional program spaces that are not possible in the current location. The Northgate option would keep the program in an area of high demand and within a community already familiar to students. This location also provides improved accessibility, with street front access, free off-street parking and close walking distance to a LRT station.

The challenge with this option is that the space is currently unfinished, requiring an initial investment from the CBE to build out the space for its use. Aside from the financial investment, this option will require a 6-month lead-time for construction and fit-up, as well as a longer lease commitment.

In order to accommodate relocation of the program for September 2021, the CBE will need to execute a lease agreement prior to January 30, 2021. Once the lease is signed, construction on the unit can begin, and the CBE will be fully committed to the financial terms of the lease agreement.

Although the Discovering Choices program is not located in a school building, move of the program is considered a closure in accordance with CBE policies, thereby requiring a public input process. Given that the program would only be moving a distance of 600 meters, and would also result in expanded space better suited to meet student instructional needs, an accelerated timeline for the consideration of closure process is proposed.

The lease agreement for the existing Marlborough Mall location has been extended until August 31, 2021, which allows the CBE to consider relocation of the program without impacts to the instructional calendar.

4 | Analysis

Student enrolment at Discovering Choices II has steadily increased over the years. The program currently serves over 290 students from a 3,026 square foot leased space. This location has been operating above capacity for several years. With just 1.5 classrooms, staff and other common spaces have been converted to student spaces in an attempt to meet enrolment demand. A program that is often considered a “last chance” for students at risk of not graduating, the program consistently has to turn students away due to lack of available instructional space.

There are no opportunities for expansion of the program in its current location. Suitable contiguous space is not available, and the Landlord is unwilling to negotiate on their higher than average lease rates.

Moving the program to an existing CBE high school was not considered. Capacity pressures at CBE high schools across the system limit available space, and the ability to remain in the high demand NE quadrant of the city would be unlikely within a CBE high school facility. Experience has also shown that outreach students will avoid attending programs within a traditional high school setting.

Until very recently, Alberta Education did not permit outreach programs to operate within a traditional CBE school building, as the purpose of an outreach program is to “reach out” and bring the school to the students, in areas where the need is greatest and with a unique format separate from traditional high schools. Since outreach schools are likely to exist in leased facilities, Alberta Education provides school boards with a fixed grant amount to help offset facility lease costs.

Lease options for the Discovering Choices II program are impacted by the budgetary limitations of the CBE, as well as location specifications to best meet student demand, and by municipal land use zoning, in that many retail, office, and industrial spaces are not often zoned to allow for a school type use. Although there are several lease vacancies in the Marlborough area, only a handful of these properties have the requisite land use zoning. The Northgate Village lease option represents the best value in terms of cost, location, and space suitability.

Because the lease space in Northgate Village mall is unfinished, the CBE has the ability to create a design plan optimally suited for their needs, which would include three classrooms, a kitchen, washrooms, as well as three offices and a meeting room all within a 5,700 square foot floor plan. This floor plan size is suitable to meet current enrolment needs and can accommodate projected enrolment growth for the term of the lease. The Northgate facility will offer students all of the same benefits as the current location, plus additional functional spaces that can be used for instructional options not provided for in the current space.

Construction requirements would be carried out by the Northgate landlord on behalf of the CBE. In order to secure a return on this investment, the landlord will require a lease commitment of 10 years, but will allow the CBE the option to terminate after 5 years so long as the costs to build out the CBE lease space have been repaid in full. The standard lease term for a Discovering Choices lease space is 5 years.

Escalating capacity pressures at Discovering Choices II have forced a pivotal decision point, as the current facility is no longer functioning to meet student instructional needs. Consideration for closure of the current Discovering Choices II program in order to relocate to a larger facility is recommended. Due to the lead time required to ready the new lease space for student occupation, the closure process must conclude before January 30, 2021.

Accordingly, the recommendation to abbreviate the 60 day public input period to 49 days is being made for two reasons. First, it is anticipated that the relocation will be supported by the community in light of how it will enhance the school's offerings, increase the number of students that can be supported and is accessible via the same means of transportation as the current site. Secondly, bringing this matter for decision at the regularly scheduled Board meeting of January 26, 2021 maximizes the opportunity for public input while still allowing for adequate time to fit-up the proposed new site should the Board decide to close the current site for the purpose of relocation effective September 1, 2021.

5 | Financial Impact

Based on the CBE's projected space needs, buildout costs for the Northgate Village lease option are anticipated to be \$400,000. The CBE has the ability to pay this amount incrementally over the term of the lease as part of its lease rate, or as a one-time, up-front payment.

Discovering Choices administration has the funds to cover the buildout costs as an up-front payment. This one-time payment to prepare a new lease space will not impact funding for the other Discovering Choices locations. In paying this amount up-front, the CBE can keep lease rates low for the term of the lease, which allows the program to expand its instructional area without dramatically impacting yearly program costs.

While the per square foot operating costs for the proposed location are expected to be approximately the same as the current location, the per square foot base rent rate for the new location would be substantially lower than the current lease space, allowing the program to occupy a larger area without increasing overall

lease costs. Table I below compares the CBE’s current lease area and lease costs with the proposed lease option.

Table I: Lease Details – Current Vs. Proposed

	Lease Area (Sq. Feet)	Annual Lease Fee (includes base rent & operating costs)
Marlborough Mall (Current Location)	3,026	\$113,188/year
Northgate Village Shopping Centre (Proposed Location)	5,700	\$114,114/year (years 1-5) \$125,514/year (years 6-10)

Because outreach programs are typically located in leased facilities, Alberta Education provides annual funding to school boards to help offset lease costs. This funding was previously provided on a per location basis, but effective in the 2020-2021 school year, outreach programs will now receive lump sum funding in the amount \$150,000 per year, regardless of the number of outreach sites. Additional costs incurred in the provision of an outreach program are paid from the school’s RAM funding. Discovering Choices administration has completed projected budgets based on the lease terms for the proposed location, and is confident funding will be in place to manage the lease commitments.

6 | Implementation Consequences

Completion of a Consideration for Closure process (for the purpose of relocation) prior to January 30, 2021 will enable the CBE to negotiate a lease agreement for a new lease space and prepare the new space for occupation in September 2021. This timing will allow for the move of students during a natural program break, and secure a lease location which meets the program’s enrolment needs for the long term.

Execution of the lease agreement makes the lease option binding, meaning the CBE will be committed to payment of lease costs for a minimum of 5 years, as well as full repayment of buildout costs to the landlord.

7 | Conclusion

The Discovering Choices II program requires a larger facility to meet student enrolment needs. An alternate site has been identified, but relocation of the program is considered a closure in accordance with CBE governance policy GC-3E.

An important consideration is that GC-3E requires that the Board provide a minimum of 60 calendar days for the public input before making a final decision. Accordingly, should the Board decide to proceed with the public input process, it

is recommended that the Board consider shortening the timeframe from 60 calendar days to 49.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Current and Proposed Locations

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

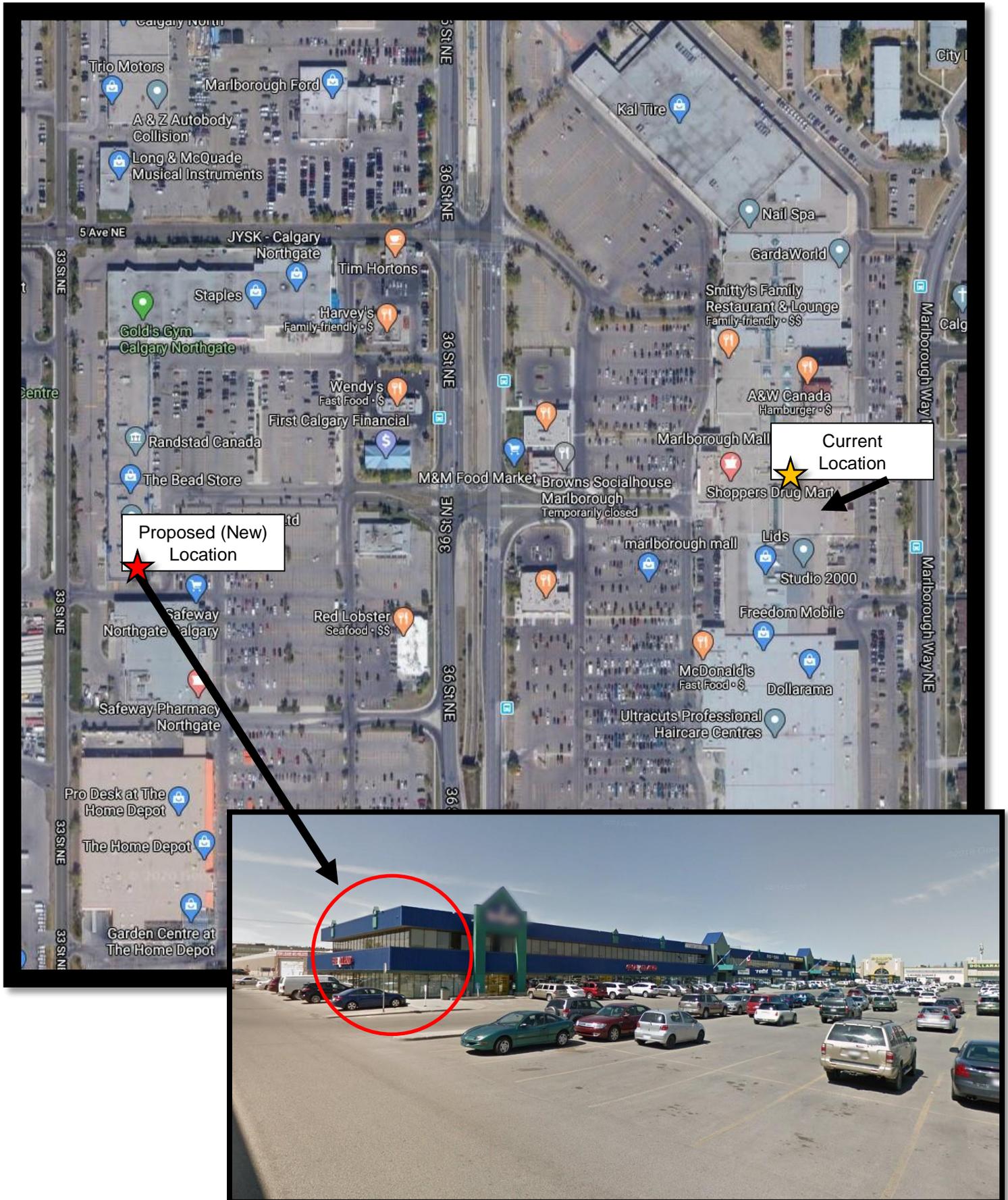
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance

Discovering Choices II: Current and Proposed Locations



Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>10. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board</p>	<p>At the December 8, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation, Attachment II to this report, as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions</p> <ul style="list-style-type: none"> ▪ THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Discovering Choices II for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure. ▪ THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.
<p>13. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:</p> <p>(a) the date and time of the public meeting set for the purposes of allowing public input into the decision;</p> <p>(b) where parents can access information about the proposed school closure;</p> <p>(c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;</p>	<p>December 9, 2020 the Board of Trustees sent a letter to all parents/guardians and students of Discovering Choices II (Marlborough), Attachment IV to this report, containing the following information on the proposed closure of Discovering Choices II (Marlborough) for the purpose of relocation:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the December 8, 2020 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meeting being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website: <p>https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-marlborough.aspx</p> <p>https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>(d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and</p> <p>(e) any other information that the Board believes is relevant in the circumstances.</p>	<ul style="list-style-type: none"> ▪ The process for parent/guardian and students to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, January 19, 2021 to provide written submissions on the proposed closure; ▪ The Board advised the parents/guardians that it will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.
<p>14. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.</p>	<p>December 10, 2020 letters were sent to Marlborough Mall, All in for Youth, Trellis and the City of Calgary, Attachments V and VI to this report, containing the following information on the proposed closure of Discovering Choices II (Marlborough) for the purpose of relocation:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the December 8, 2020 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meeting being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to the parents and the public on the CBE public website and the school website: <p>https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-marlborough.aspx</p> <p>https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx</p> <ul style="list-style-type: none"> ▪ The process for the public to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, January 19, 2021 to provide written submissions to the Board on the proposed closure; ▪ The Board advised the parents/guardians that it will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, January 26, 2021 at a public meeting of the Board of Trustees.

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>15. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:</p> <ul style="list-style-type: none"> (a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools; (b) Future growth or decline in student enrolment; (c) Use of and availability of space at receiving schools; (d) Proximity of the receiving schools and the need for busing; (e) Educational and program impacts for the affected students; (f) Financial considerations including cost savings and future disposition; (g) Consideration of possible alternative educational or community uses for all or part the school building; (h) Impact, if any, on the CBE's long-term capital plans. 	<p>December 9, 2020 the CBE posted the following information on the CBE's Managing Space for Students – Discovering Choices II (Marlborough) webpage, Attachment VII to this report:</p> <ul style="list-style-type: none"> ▪ December 8, 2020 motions passed by the Board of Trustees ▪ Notification letter to parents/guardians regarding consideration of closure ▪ Background Information including: <ul style="list-style-type: none"> ○ Student enrolment ○ Proposed new lease space ○ Educational and program impacts ○ Financial impacts ▪ Public Input meeting date, location and RSVP information ▪ The process for the public to provide written submission and questions to the Board of Trustees is outlined ▪ Powerpoint presentation from the January 13, 2021 public input meeting ▪ The Board will decide whether to close on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.
<p>16. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.</p>	<p>On January 13, 2021 a public input meeting was held virtually to allow CBE Administration to outline the rational for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p>
<p>17. The Board will convene a meeting to provide parents, community members, community</p>	

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.</p>	<p>At the conclusion of the public input meeting the process to provide written submissions to the Board was reviewed.</p> <p>All six trustees attended the January 13, 2021 public input meeting.</p>
<p>18. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE’s public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.</p>	<p>The details on the public input meeting were posted as follows:</p> <p><u>Posters advertising the public input meeting</u> On December 18, 2020 poster size notices indicating the date, time and RSVP information for the January 13, 2021 public input meeting regarding the consideration of closure of Discovering Choices II (Marlborough) were posted at the following locations:</p> <ul style="list-style-type: none"> ▪ All entry doors into Discovering Choices II ▪ All large windows that face into the Marlborough Mall hallway. <p><u>Bold signs</u> On December 30, 2020 two bold signs were assembled to inform the public of the January 13, 2021 public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ South side of Memorial Drive; East of Marlborough Way NE ▪ North side of 52 Street; South of Memorial Drive SE <p><u>CBE Website</u> December 9, 2020 Discovering Choices II (Marlborough) webpage linked to Managing Space for Students – Discovering Choices II (Marlborough) webpage which contained the date, time and RSVP information for the public input meeting.</p>
<p>19. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.</p>	<p>December 9, 2020 the Board of Trustees sent a letter to all parents/ guardians and students of Discovering Choices II (Marlborough) indicating the date, time and RSVP information for the January 13, 2021 public input meeting.</p>
<p>20. The public meeting will include:</p> <p>(a) a presentation setting out the rationale for the proposed closure, including the pertinent facts</p>	<p>On January 13, 2021 a public input meeting was held virtually to allow CBE Administration to outline the rationale for the proposed closure and share information about the timing of the proposed closure and the accommodation plan for students affected; and to provide the public an opportunity to provide input into the proposed closure and to ask questions.</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>and information, set out in the report prepared in support of the proposed closure; and</p> <p>(b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and</p> <p>(c) a means for the attendees to offer comment and questions.</p>	<p>Powerpoint presentation from the January 13, 2021 public input meeting as posted to the CBE's Managing Space for Students – Discovering Choices II (Marlborough) webpage, Attachment VIII to this report.</p> <p>The meeting was recorded audio/visually for internal administration purposes.</p>
<p>21. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.</p>	<p>Minutes of the January 13, 2021 public input meeting were prepared, Attachment I to this report.</p>
<p>22. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.</p> <p>23. The Board will provide directions and information on how to submit written input including timelines for submissions.</p>	<p>The December 9, 2020 letter to all parents/guardians and students of Discovering Choices II (Marlborough), and to affected persons contained details on how to provide written submission and questions to the Board of Trustees. The public was given until Tuesday, January 19, 2021 to provide written submissions on the proposed closure.</p> <p>The CBE's Managing Space for Students – Discovering Choices II (Marlborough) webpage contains the process for the public to provide written submission and questions to the Board of Trustees.</p> <p>At the conclusion of the January 13, 2021 public input meeting the process to provide written submissions to the Board was reviewed.</p>
<p>25. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.</p> <p>26. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.</p>	<p>The December 9, 2020 letter to all parents/guardians and students of Discovering Choices II (Marlborough), and letters to affected persons stated the Board will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.</p> <p>The CBE's Managing Space for Students – Discovering Choices II (Marlborough) webpage indicated the Board will decide whether to close Discovering Choices II (Marlborough) for the purpose of relocation on Tuesday, January 26, 2021 at a meeting of the Board of Trustees.</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	At the commencement and conclusion of the January 13, 2021 public input meeting the public was informed that the Board will make a decision regarding the closure of National Sport School on or about Tuesday, January 26, 2021, at a public board meeting.


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

To: Parents/Guardians and Students of Discovering Choices II (Marlborough)

This letter is to advise you that at the December 8, 2020 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Discovering Choices II for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure for the purpose of relocation is being considered, prior to the Board making its decision on whether or not to relocate Discovering Choices II (Marlborough) to Northgate Village Shopping Centre, a strip mall located across the street from the current Discovering Choices II location. This includes providing notice to parents and students who are affected by the decision.

Public Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Wednesday, January 13, 2021

Time: 7:00 p.m.

Location: Microsoft Teams

Due to COVID-19 and related health measures this meeting will be hosted virtually to minimize in person contact. To participate in this virtual meeting, kindly RSVP providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Tuesday, January 12, 2021**. A meeting invitation link will be emailed to you in advance of the meeting.

We encourage you to attend this meeting to hear more about the proposed closure for the purpose of relocating Discovering Choices II (Marlborough) to Northgate Village Shopping Centre, a strip mall located across the street from the current Discovering Choices II location and to share your viewpoints.

Access to Information

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<https://cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-marlborough.aspx>

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We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure for the purpose of relocation.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 1 Office in writing to:

Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T2N 2V9
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, January 19, 2021** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Discovering Choices II (Marlborough) may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close Discovering Choices II (Marlborough) for the purpose of relocation. The meeting will be held on:

Date: Tuesday, January 26, 2021

Time: 12:00 p.m.

Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW,
Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the January 26th Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

Cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Edwards, Director, Property and Transportation
L. Campbell-Walters, Director, Planning
P. Randhawa, Education Director, Area 1
K. Reinhardt, Principal, Discovering Choices II (Marlborough)


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

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Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

 Marlborough Mall
 Management Office
 Suite 310, 433 Marlborough Way N.E.
 Calgary, AB T2A 5H5

Attention: Mr. Darren Anderson, General Manager

Re: Discovering Choices II (Marlborough)

This letter is to advise you that at the December 8, 2020 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

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- THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.

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relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

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<https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure for the purpose of relocation.

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Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, January 19, 2021** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

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The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Edwards, Director, Property and Transportation
L. Campbell-Walters, Director, Planning
P. Randhawa, Education Director, Area 1
K. Reinhardt, Principal, Discovering Choices II (Marlborough)




Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

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Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

Trellis

 731 - 13 Avenue NE
 Calgary, AB T2E 1C8

Attention: Savannah Wiest

Re: Discovering Choices II (Marlborough)

This letter is to advise you that at the December 8, 2020 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

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Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
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The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Edwards, Director, Property and Transportation
L. Campbell-Walters, Director, Planning
P. Randhawa, Education Director, Area 1
K. Reinhardt, Principal, Discovering Choices II (Marlborough)


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

 All in for Youth
 United Way Calgary & Area
 600, 105 -12 Avenue SE
 Calgary, AB T2G 1A1

Attention: Mr. Craig Barabash

Re: Discovering Choices II (Marlborough)

This letter is to advise you that at the December 8, 2020 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motions:

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Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2
t | 403-777-8710
e | Area1@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, January 19, 2021** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure for the purpose of relocating Discovering Choices II (Marlborough) may be submitted in writing to Area1@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the public meetings, and you are invited to do so.

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Date: Tuesday, January 26, 2021

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The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Edwards, Director, Property and Transportation
L. Campbell-Walters, Director, Planning
P. Randhawa, Education Director, Area 1
K. Reinhardt, Principal, Discovering Choices II (Marlborough)


Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

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Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 9, 2020

 The City of Calgary Council
 c/o His Worship, Mayor Naheed Nenshi
 P.O. Box 2100 Station M
 Calgary, Alberta T2P 2M5

Dear Mayor Nenshi:

Re: Discovering Choices II (Marlborough)

On behalf of the Board of Trustees of The Calgary Board of Education (CBE), I am writing to advise you that at the December 8, 2020 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II (Marlborough) for the purpose of relocation. The Board passed the following motions:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Discovering Choices II for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.
- THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.

It is expected a decision will be made by the Board of Trustees on Tuesday, January 26, 2021 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of Discovering Choices II for the purpose of relocation, the *Education Act* states:

62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...

(b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

The Board of Trustees will hold a public meeting on Wednesday, January 13, 2021 to hear from parents, students and other persons on the proposed closure for the purpose of relocation. At the meeting, CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things).

Due to COVID-19 and related health measures the meeting will be hosted virtually to minimize in person contact. The details of the meeting will be advertised and available on the CBE corporate website:

<https://www.cbe.ab.ca/schools/managing-space-students/Pages/discovering-choices-marlborough.aspx>

Following the January 26th Board meeting, the Board of Trustees will communicate its final decision and the effective date to those effective parents, students and other interested persons.

Yours truly,



Marilyn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: David Duckworth, City Manager, The City of Calgary
Christopher Usih, Chief Superintendent of Schools



[CBE Home](#) > [Schools](#) > [Managing Space For Students](#) > Discovering Choices | Marlborough

Managing Space For Students

Discovering Choices | Marlborough

Dec. 17, 2020

The Board of Trustees' **Closure of Schools Procedures (GC-3E)** (<https://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf>) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close this school. This includes providing notice to parents and students who are affected by the decision.

Public Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure for the purpose of relocation including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

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Attention: Prem Randhawa
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 Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW

Dec. 8, 2020

At the Dec. 8, 2020 regular meeting of the Board of Trustees of The Calgary of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of Discovering Choices II for the purpose of relocation as set out in its **Board Policy GC-3E – Closure of Schools Procedure** (<http://www.cbe.ab.ca/GovernancePolicies/GC-3E.pdf>). The Board passed the following motions:

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Office of the Board of Trustees

t | **403-817-7933** (tel:+14038177933)e | **BoardofTrustees@cbe.ab.ca**

(mailto:BoardofTrustees@cbe.ab.ca)

Related Links

- **Discovering Choices Website**

(https://school.cbe.ab.ca/school/discoveringchoices/Pages/default.aspx)

Supporting Documents

- **Public Meeting Presentation | Jan. 13, 2021**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20210113-Discovering-Choices-Public-Meeting-Presentation-Jan-13-2021.pdf)

- **Board Report | Dec. 8, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/designationnotices/20201208-Recommendation-Commence-Public-Input-Relocation-Discovering-Choices-II.pdf)

- **Backgrounder | Discovering Choices II - Marlborough | Dec. 8, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201208-Backgrounder-Discovering-Choices-II-Marlborough.pdf)

- **Notification Letter to Parents Re: Discovering Choices II (Marlborough) Consideration of Closure | Dec. 9, 2020**

(http://www.cbe.ab.ca/schools/managing-space-students/Documents/20201209-Notification-Letter-to-Parents-Students-re-Relocation-of-Marlborough-DCII.pdf)

Last modified: 1/14/2021 10:48 AM

Website feedback: [Webmaster](#)

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Contact Us

Main Office - Education Centre
1221 - 8 Street SW
Calgary AB T2R 0L4

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Welcome to the CBE

The Calgary Board of Education (CBE) is the public school board in Calgary, Alberta, Canada. From kindergarten to Grade 12, the CBE operates a variety of programs and services to benefit each and every student.

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School Messages

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Discovering Choices II – Marlborough

Date :
Dec. 8, 2020

The “Discovering Choices II” program is located in NE Calgary, operating from storefront space within Marlborough Mall. The program has been in its current location for over 15 years, and is the second largest CBE outreach program in terms of number of students.

With the lease at Marlborough Mall set to end in August of 2021, a lease opportunity has been identified at Northgate Village Shopping Centre, a strip mall location across the street from the current Discovering Choices II location.

In order to relocate the Marlborough Discovering Choices site, the Board of Trustees have approved the commencement of the consideration of closure process for the purpose of moving the Discovering Choices Marlborough site to the new location. The information below provides background as the context of this proposal.

There are approximately 250-300 students currently enrolled in the Discovering Choices II Marlborough program who could be affected by this decision. No other surrounding schools would be impacted as the decision only relates to students enrolled and attending the Discovering Choices program at the Marlborough location. Future growth in student enrolment could increase to as many as 400 students given the added space that will be available in the proposed new location.

The use and availability of space will be increased in the proposed new location. The new space will be 2,700 square feet larger, with two additional classrooms, a kitchen space which can double as CT space, as well as designated office and private meeting spaces.

The new proposed leased space is approximately 500 metres from the original location (across 36 St NE). There would be no transportation implications as the new location is equally well serviced by Calgary Transit and C-train.

The educational and program impacts for the affected students would result in greater opportunities for additional CTS courses, labs for science and break out areas to provide group discussion/instruction. We will be able to provide students better access to technology as we will have more space for computers.

Financially, it is important to consider that if the move were to occur, lease costs would be \$114,114/year (years 1-5), \$125,514/year (years 6-10). This is paid from school per student funding as well an Alberta Education grant. A lower per square foot lease rate means the program can double its instructional space at a cost of only \$1,000 more per year. The cost of the current Marlborough Mall space is extremely expensive and the footprint is dated and in need of



upgrades. The location has had two floods, caused by broken water pipes in the mall that damaged computers, furniture, and materials.

There would be no implications for future disposition as the leased space would return to the owners of the mall. Similarly, there would be no consideration of possible alternative educational or community uses for all or part the current Marlborough Mall school site due to the fact that as a leased space, it would return to the mall owner.

There would be no impact, on the CBE's long-term capital plans as outreach schools do not receive capital funding. It is anticipated that the minimal increase in costs related to the new and larger space could be absorbed by increased student enrollment. The present downturn in the cost of lease space is at an all time low; however the current mall lease space continues to be at a much higher cost than other spaces.

cbe.ab.ca



Consideration of Closure for the Purpose of Relocation - Discovering Choices II (Marlborough)

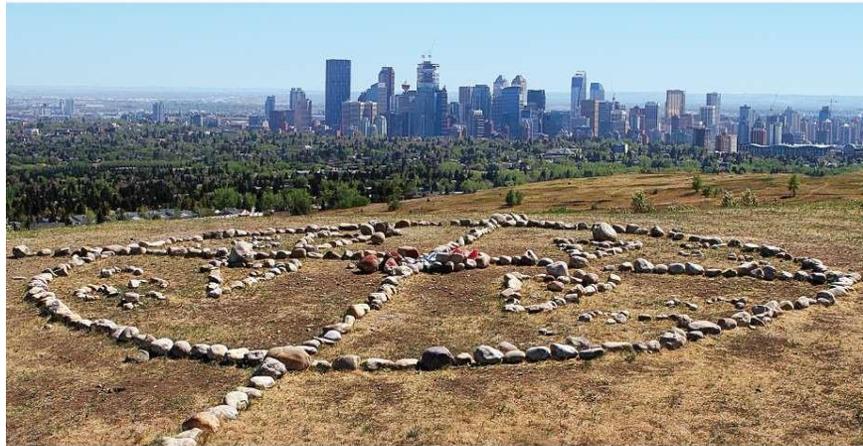
Virtual Public Input Meeting
Wednesday, January 13, 2021
Time: 7:00 – 9:30 pm



Calgary Board of Education

(Meeting attendees, please mute your microphone and feel free to turn your camera off)

Acknowledging the land where we gather



We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

learning | **as unique** | as every student



Welcome and Introductions

CBE Board of Trustees



Trina Hurdman
Wards 1 & 2

Board of Trustees
Wards 6 & 7

Richard Hehr
Wards 8 & 9

Julie Hrdlicka
Wards 11 & 13

Althea Adams
Wards 3 & 4

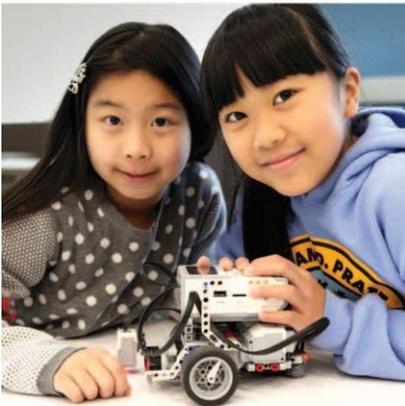
Marilyn Dennis
Wards 5 & 10

Mike Bradshaw
Wards 12 & 14



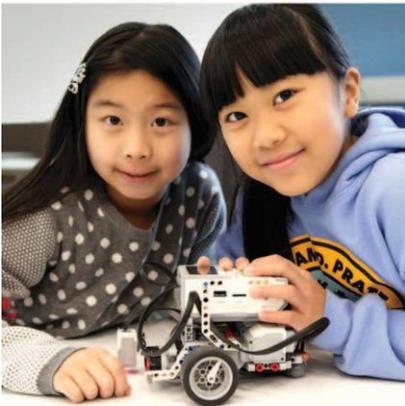
Welcome and Introductions

CBE Administration



- Christopher Usih, Chief Superintendent of Schools
- Dany Breton, Superintendent, Facilities & Environmental Services
- Darlene Unruh, Acting Superintendent, School Improvement
- Kelly-Ann Fenney, General Counsel & Procedural Advisor
- Prem Randhawa, Education Director, Area 1
- Kris Reinhardt, Principal, Discovering Choices
- Ed Sutlic, Director Corporate Finance
- Trish Minor, Corporate Secretary
- Joanne Anderson, Communications Advisor

Agenda (7:00 pm - 9:30 pm)

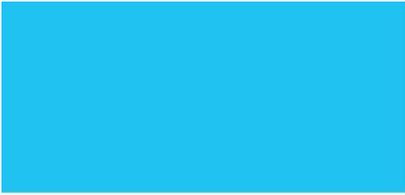


- Opening Remarks
- Meeting Purpose and Outline
- Meeting Guidelines
- CBE Administration Presentation
- Questions and Comments
- Closing Remarks

Opening Remarks



- Marilyn Dennis,
Chair, Board of Trustees



Meeting Purpose and Outline



- Outline the rationale for the proposed closure and relocation
- Share relevant information
- Provide opportunity for questions and comments on the proposed closure for relocation

Meeting Guidelines



- Please mute your microphone except when you are called on to speak
- Comments and questions will be addressed following the presentation portion of the meeting
- Please limit your question or comments to five minutes
- Respect differing opinions and everyone's right to speak

CBE Planning Principles



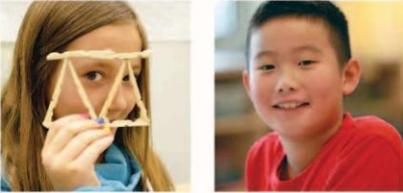
- Use space and resources effectively
- Provide long-term sustainability
- Provide equitable access for all students to quality learning environments and choice of programs

Rationale for the proposed relocation



- Lease space for Marlborough Discovering Choices expires 2021
- Capacity has been reached at the current site
- Larger, nearby space is available
- Opportunities to support students in financially sustainable and better suited alternate location

A short history



2000-2008

- Collaboration with Boys and Girls Club within Marlborough Mall
- Program offered 1 day/week
- In 2004 moved to program 2 mornings/week

2008-2015

- 2008 took over rent of Boys and Girls Club space and added additional space
- Program offered 5 days/week

2015-present

- Operating in current location in Marlborough Mall
- Program offered 5 days/week

Current Student Enrolment



- Students enrolled: 291 (Sep 30, 2020)
 - Grade 10: 6
 - Grade 11: 18
 - Grade 12: 267
- Second largest Outreach site based on student enrolment
- Enrolment fluctuates; increases typical in October and February

Past & Projected Enrolment



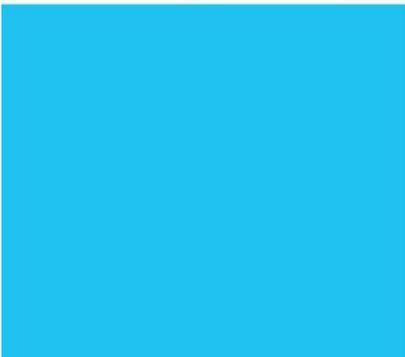
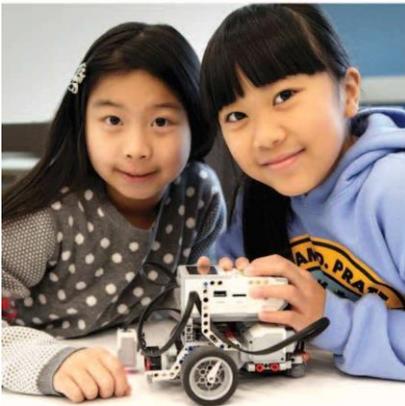
Year	Sep 30	Oct-June	Total
2016-17	357	115	472
2017-18	351	106	457
2018-19	331	75	406
2019-20	386	17	403
2020-21	290	6*	296

* the 2020-21 school year is only part-way through.

- Enrolment for the end of 2019-20 and 2020-2021 enrolment were impacted by the pandemic
- Enrolment projected to remain in the low-to-mid 400s (within current size-constrained space)

Financial Impacts

Operating Costs for 2019/20



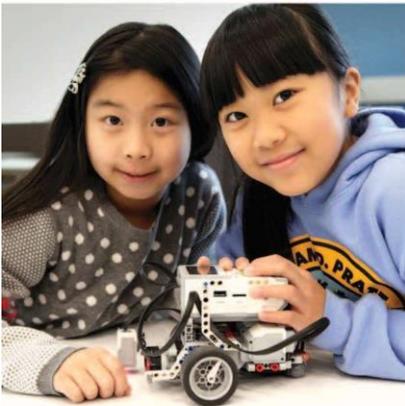
Costs shared among all 4 sites

Principal (.5 FTE)	\$	70,048
SIS Assistant (0.7143 FTE)	\$	44,389
Admin Secretary (1 FTE)	\$	75,653

Costs directly attributed to Marlborough

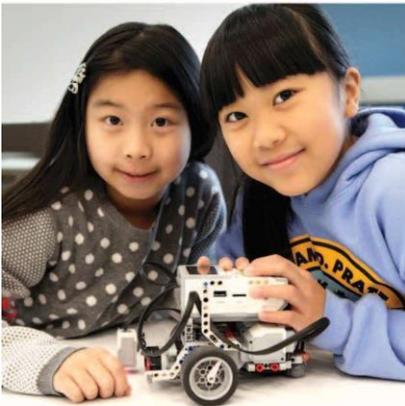
Assistant Principal (1 FTE)	\$	120,536
Learning Leader (2 FTE)	\$	207,982
Teachers (6.5 FTE)	\$	657,150
Psychologist (1.0 FTE)	\$	134,309
School Technology Support (0.2 FTE)	\$	17,331
Supplies General	\$	3,723
Supplies Classroom	\$	20,335
Copier Charges	\$	2,075
Minor equipment	\$	40,122
Telephone	\$	2,805
Lease	\$	113,188

Financial Impacts



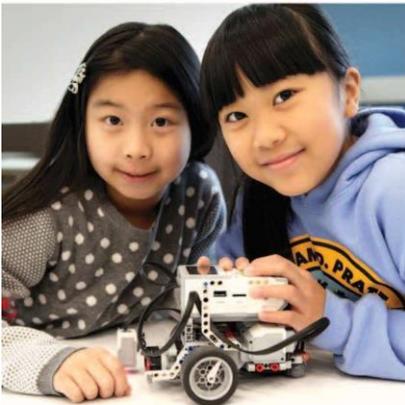
- 2020-21 school budget for all four sites is approximately \$7.488 million
- Costs are offset by Alberta Education in the amount of \$150,000 for all four sites
- Current (Marlborough Mall site) lease costs are \$113,188/year for 3,026 sq ft
- Proposed (Northgate site) lease costs are \$114,114/year for 5,700 sq ft (years 1-5)
- New location will require initial investment of \$400,000 to build out new space

Proposed Student Accommodation Plan

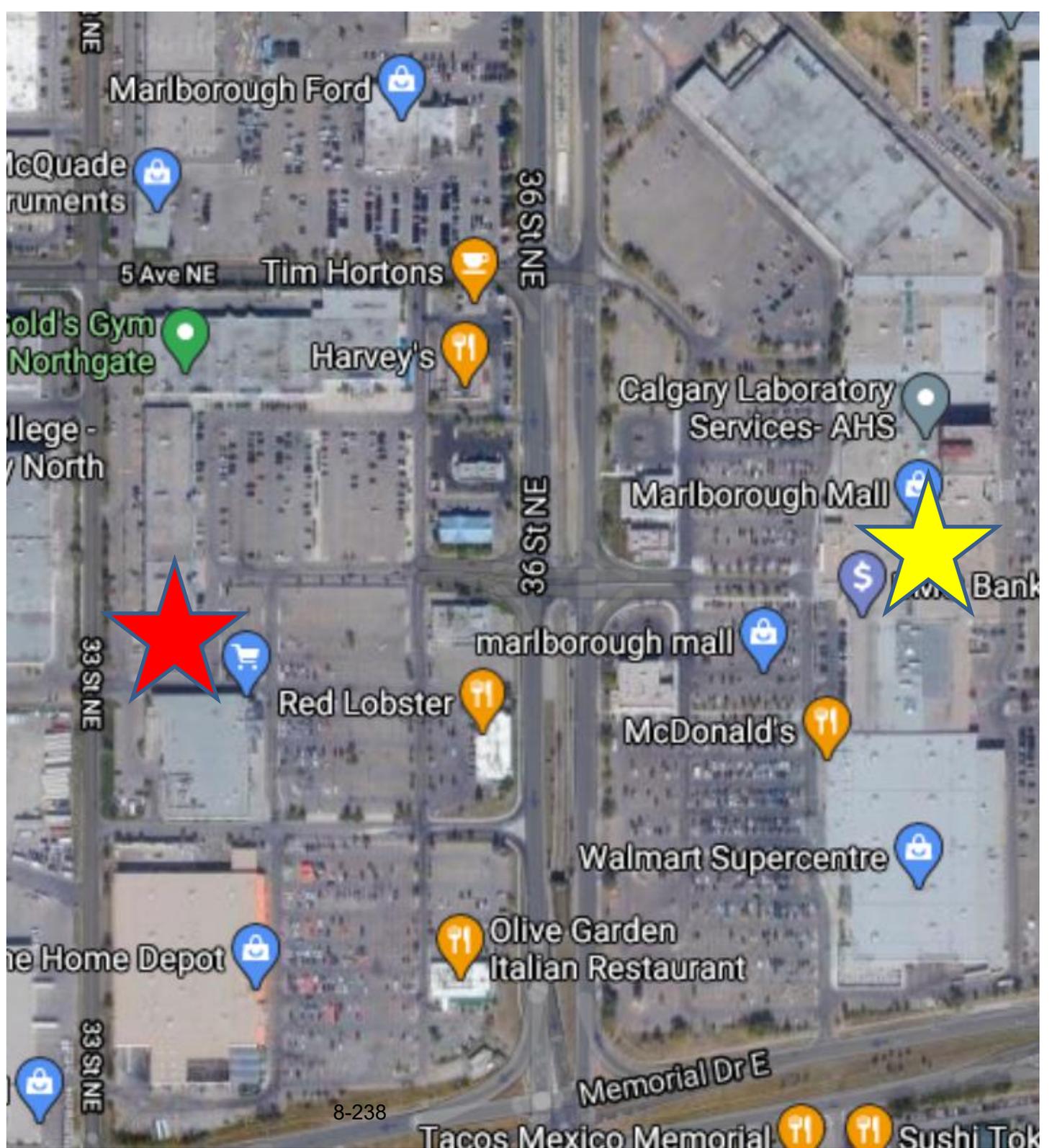
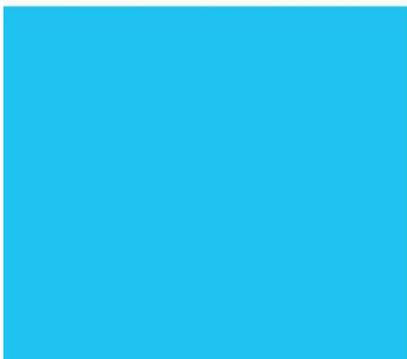
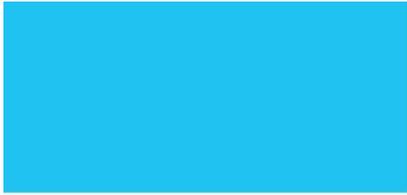


- Students will be accommodated in a new location across the street within Northgate Mall.
- No other schools would be directly impacted as this decision only affects students attending the Marlborough Mall location of Discovering Choices

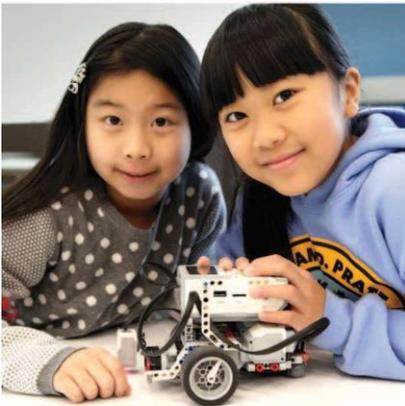
Capacity, Access and Space



- Proposed new leased location larger than current location (5,700 square feet proposed versus 3,026 current)
- Lower per square foot lease cost
- Available for occupation in September 2021
- Located 500 metres across the street from current location
- Walkable distance to LRT and bus lines as well as free parking (same as current)

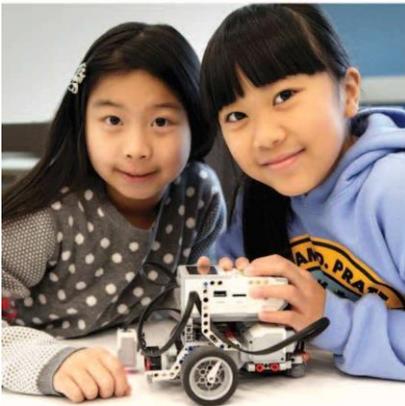


Capacity, Access and Space



- One contiguous space - allows all students to be in the same location
- Two additional classrooms
- A kitchen space which can double as CT space
- Designated office and private meeting spaces.

Education and Program Impacts



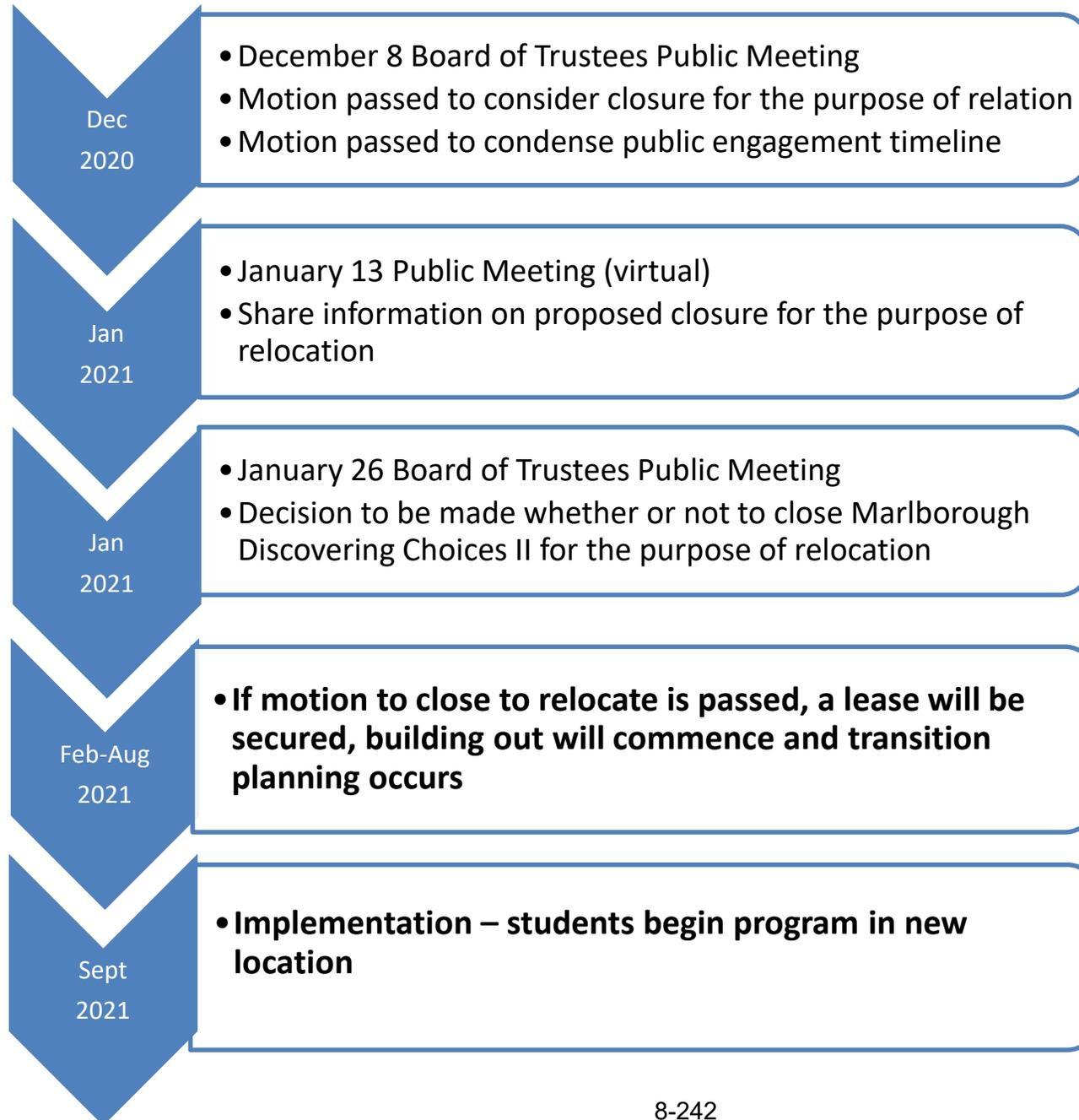
- Greater opportunities for CTS classes
- Larger spaces for collaborative work
- More break out spaces for small group work or 1-1 instruction
- Greater access to technology due to increased space

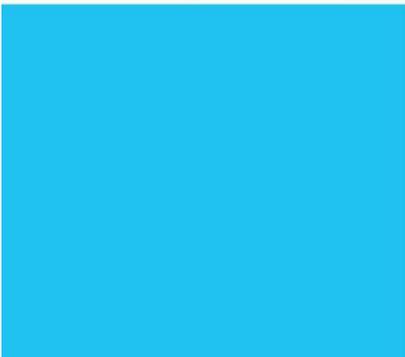
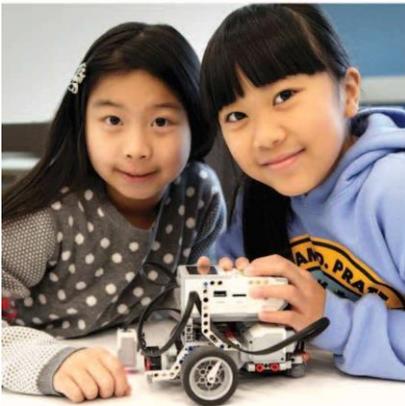
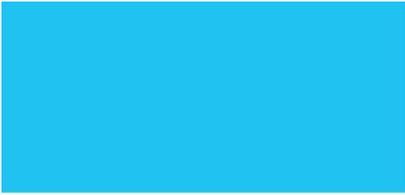
CBE Capital Plans Impacts



- No implications upon long-term CBE capital plans
- One-time \$400,000 investment to cover build-out costs
- The CBE has no plans for the existing leased space within Marlborough Mall. It will be returned to the landlord.

Proposed Timeline for Implementation





Questions and Comments

Written Submissions



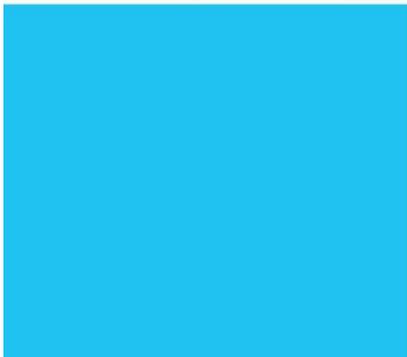
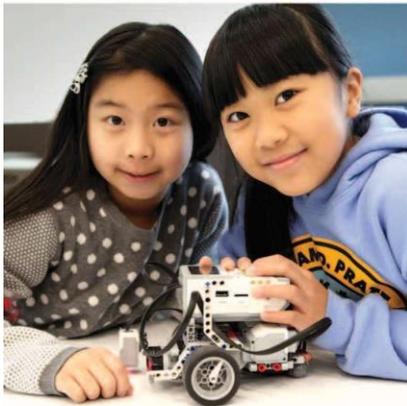
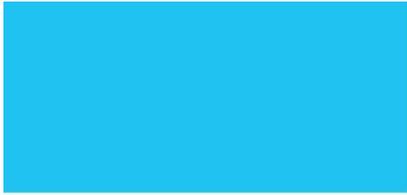
Attention: Prem Randhawa
Calgary Board of Education
728 – 32 Street NW
Calgary AB T3E 3C2

t | 403-777-8710
e | Area1@cbe.ab.ca

or

Email directly to: BoardofTrustees@cbe.ab.ca

Submit by **Tuesday, January 19, 2021**



Closing Remarks

**operational
expectations
monitoring report**

OE-3: Instructional Program

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2019-2020

Report Date

January 12, 2021

Resubmitted

January 26, 2021

With respect to OE-3: Instructional Program, the Board of Trustees:

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational
expectations
monitoring report

OE-3: Instructional Program

Monitoring report for the
school year 2019-2020

Report date:
January 12, 2021

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Instructional Program, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.



Signed: _____
Christopher Usih, Chief Superintendent

Date: Jan. 4, 2021

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Instructional Program, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-3: Instructional Program

Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in providing an instructional program that supports student success

The Chief Superintendent's reasonable interpretation and indicators for OE 3: Instructional Program were approved on October 10, 2017. The Board of Trustees last monitored OE 3 on January 7, 2020. This report includes data available from the 2019-2020 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.1	3.1.6	Non-compliant
3.1	3.1.7	Compliant
3.1	3.1.8	Compliant
3.2	3.2.1	Compliant
3.2	3.2.2	Compliant
3.2	3.2.3	Compliant
3.2	3.2.4	Compliant
3.2	3.2.5	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Non-compliant



OE-3: Instructional Program

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

Board-approved Interpretation |

It is important for each student to have access to the learning opportunities that best meet their needs to reach their potential. These opportunities are not restricted based on an ability to pay.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *educational programming* to mean learning opportunities that are rooted in the Program of Studies and planned to meet the learning needs of students.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

3.1	Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families and the fiscal and operational capacity of the organization.	Compliant
-----	---	-----------

Board-approved Interpretation |

Offering a variety of instructional programs to CBE students provides opportunities for learning that are personalized, accessible, engaging and meaningful.

The Chief Superintendent interprets:



OE-3: Instructional Program

- *plan* for to mean intentional identification of learning strategies in support of specific student learning outcomes.
- *challenging* to mean that each student is provided learning opportunities at an appropriate level for growth.
- *relevant* to mean learning opportunities are developed that are meaningful to the student.
- *educational needs* to mean those requirements specific to individual students that support progress in their learning.
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, progress and achieve.
- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide adequate resources within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of high school principals confirm that a flexibility component, as defined in High School Redesign, exists within each timetable.	Compliant
---	-----------

The organization is compliant with this indicator

Evidence statement

For the 2019-2020 school year, principals confirm that a flexibility component existed within each timetable. Flexibility varies, but all high schools had one or more component of flexibility, such as:

- flex period(s) built into the time table either daily, weekly or monthly;
- additional personalized learning support time available scheduled prior to classes starting and after classes at the end of the day; and
- flex days scheduled monthly several times per term or semester.



OE-3: Instructional Program

2. Principals confirm student learning plans contain personalized goals and strategies.	Compliant
---	-----------

The organization is compliant with this indicator

Evidence statement

For the 2019-2020 school year, 99.58% of schools reported that students have learning plans that contain personalized goals and strategies. Teachers will have students reflect on their own learning, develop goals based on that reflection, and then establish strategies or next steps in their learning. One school reported having student learning plans until March 2020, but was unable to confirm that the learning plans were still in place once students moved to online learning. The shift to emergency remote teaching impacted these plans. From March 13, 2020 onwards, teachers were to evaluate curricular outcomes not yet covered, prioritize the outcomes based on what may have been manageable for students working from home, and plan specific tasks and projects for students. Principals supervised and confirmed the teachers' work. Provincial direction also streamlined subject areas of focus by division levels.

3. 100 per cent of principals confirm utilizing specialized assessments from professionals in support of student learning.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals reported that student learning was supported with information from specialized assessments for the students' who have had assessments.



OE-3: Instructional Program

4. 100 per cent of alternative program proposals received by the Calgary Board of Education are considered within the context of the <i>Education Act</i> and the CBE Alternative Program Proposal Process.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education received two alternative program proposals in the 2019-2020 school year. Although the programs were consistent with the *Education Act*, both programs were declined as they did not meet the criteria set out in the CBE Alternative Program Proposal Process.

5. The number of dual credit educational opportunities provided for high school students remains stable or increases.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The number of dual credit programs remained stable for the 2019-2020 school year, even though schooling was impacted by COVID-19. The dual credit courses successfully transitioned to online in March 2020 with the movement to online classes in schools and cancellation of classes in universities. COVID-19 did not result in the cancellation of dual credit courses. Students were able to complete their learning and courses.

Prior to the impact of COVID-19 and the new funding model for post-secondary institutions, post-secondary institutions offered dual credit primarily on-campus at the post-secondary sites.

OE-3: Instructional Program

Dual Credit Programs	2019-2020
Pre-Employment Carpentry	SAIT
Pre-Employment Welding	SAIT
Pre-Employment Electrician	SAIT
Pre-Employment Pipe Trades	SAIT
Pharmacy Assistant Certificate	SAIT
Health Care Career Essentials – 2 cohorts	SAIT
Business Management	SAIT
Drawing & Design	ACAD
Veterinary Technical Assistant – 2 cohorts	Olds College
Psychology – 3 cohorts	U of C
Kinesiology	U of C
English	U of C
Health & Nursing: Anatomy & Physiology 1	Bow Valley College
Health & Nursing: Anatomy & Physiology 1	Bow Valley College
Health & Nursing: Human Growth and Development	Bow Valley College
Health & Nursing: Interpersonal Skills	Bow Valley College
Software Development: Programming Fundamentals	Bow Valley College
Software Development: The Internet of Things	Bow Valley College
Criminal Justice: Introduction to Criminal Justice	Bow Valley College
Criminal Justice: Interpersonal Relationships and Communications	Bow Valley College
Criminal Justice: Introduction to Canadian Law	Bow Valley College
Criminal Justice: Forensics	Bow Valley College
Health Care Administration: Medical Terminology	Bow Valley College
Health Care Administration: Introduction to Healthcare	Bow Valley College

A comprehensive review of Alberta's post secondary system resulted in *Alberta 2030: Building Skills for Jobs*, resulting in significant changes to the institutions dual credit strategies. Partner post-secondary institutions have adapted their delivery models and increased both breadth and quality of online learning and online dual credit opportunities, including SAIT and Olds College. Bow Valley College has phased out their dual credit programs locally and provincially.

Programs 2020-21: Courses Cancelled by post-secondary:

Health & Nursing: Human Growth and Development	Bow Valley College
Health & Nursing: Interpersonal Skills	Bow Valley College
Software Development: Programming Fundamentals	Bow Valley College

OE-3: Instructional Program

Software Development: The Internet of Things	Bow Valley College
Criminal Justice: Introduction to Canadian Law	Bow Valley College
Criminal Justice: Forensics	Bow Valley College

Programs 2020-21: New programs. These courses were part of the adjusted strategy and were offered online:

Ecology	Olds College
Veterinary Profession	Olds College
Veterinary Practice	Olds College
Anatomy and Physiology	SAIT
Science of Health and Wellness	SAIT
Healthcare Professionalism	SAIT
Infection Prevention and Control	SAIT
Medical Terminology	SAIT

6. The number of exploratory credit opportunities in Career and Technology Studies provided for high school students remains stable or increases.	Not Compliant
---	---------------

The organization is non-compliant with this indicator.

Evidence statement

Due to the focus of on-campus experiential learning at the core of the exploratory credit opportunities, COVID-19 impacted some of the exploratory programs. The exploratory programs remained stable from September 2019-January 2020. Most exploratory programs started in February 2020 were cancelled due to COVID-19 in March 2020. The exceptions to cancellation were Foundations in Emergency Care as well as Recreational Leadership through the City of Calgary and Ever Active Schools.

Exploratory Programs	Details
Exploring Emergency Care	February – May 2020 Completed online
Recreational Leadership	1 cohort ran Sept 2019 – Jan 2020 1 cohort ran Feb – June 2020

OE-3: Instructional Program

Exploring Metal Trades	Cancelled due to COVID
Advanced Visualization Lab	Cancelled due to COVID
Exploratory Insulators	Cancelled due to COVID
Exploratory Ironworker	Cancelled due to COVID
Exploratory Pipe Trades	Cancelled due to COVID
Cook Apprentice	Cancelled due to COVID
Exploratory Boilermakers	Cancelled due to COVID
Culinary Arts Program	Cancelled due to COVID
Cook Exploratory Program	Cancelled due to COVID
ZooYouth	Cancelled due to COVID

One additional exploratory electrician opportunity was added for the 2020-2021 school year and the others continue to be impacted by COVID-19.

7. No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Off-site activities were cancelled from March to June 2020 due to COVID-19. Prior to March, 100% of principals confirmed that all students were able to participate in whole class off-site activities regardless of their inability to pay.

8. A Three-Year Student Accommodation Plan is presented annually to the Board of Trustees for information.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Board of Trustees received the Three-Year Accommodation Plan on June 9, 2020. The report identified:

OE-3: Instructional Program

- summarize student accommodation initiatives that were completed prior to June 1, 2020;
- summarize decisions made to address student accommodation challenges that will be implemented in the 2020-2021 school year;
- highlight the student accommodation issues that have been identified for the next three years; and
- information on the human and financial impacts of accommodation decisions, where such impacts were possible to determine such as the number of students affected, increase or decrease of transportation costs or the costs of programming moves and/or expansions.

The Three-Year Student Accommodation Plan also informs Operational Expectation 8 – Communicating and Engaging With the Public in identifying any changes to instructional programs.

Evidence demonstrates seven of eight indicators in subsection 1 are in compliance.

3.2	Ensure that the instructional program is regularly evaluated and modified as necessary.	Compliant
-----	---	-----------

Board-approved Interpretation |

An important part of the school development planning process requires attention to multiple forms of evidence including student learning, perception and school process.

The Chief Superintendent interprets:

- *instructional program* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *evaluated and modified* to mean practices within the instructional program are continuously reviewed in response to student learning evidence, interests and need.

Board-approved Indicators and *Evidence of Compliance* |

OE-3: Instructional Program

1. 100 per cent of principals confirm they use data to inform the creation and modification of school development plans.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirmed the use of data to inform the creation and modification of school development plans. For example, this data would consist of provincial achievement or diploma results, school based assessment data and demographics data. The data collection for School Development Plans has gone under revision to ensure stronger consistency across the system and clear links to Results.

2. 100 per cent of principals report identifying and reporting to their community on the progress achieved towards targets as outlined in school development plans.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The data identifies that 100% of principals shared progress achieved towards targets within the 2018-2019 school year. This information was shared in the fall of the 2019-2020 school year after the release of the provincial and diploma results to allow schools to analyze that information.

3. School development plans are reviewed annually by education directors.	Compliant
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The organization is compliant with this indicator.

Evidence statement



OE-3: Instructional Program

For the 2019-2020 school year, 100% of education directors confirmed they had reviewed the school development plans with their principals. In the online school development planning process, the system requires a dialogue process that includes submission, review and feedback. In addition, principals attend planning sessions that allow the opportunity for feedback from their colleagues and the education directors as they work through the planning process.

4. School instructional programs and services supported centrally are monitored in accordance with the identified schedule.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Calgary Board of Education conducted program reviews for specialized settings in the 2019-2020 school year. The programs reviewed were TASC, CSSI and SKILL classes for Grades 1-6 to address:

- the development of a sustainable system-wide plan that continued to offer students the programming and supports that met students' identified needs;
- a reallocation of resources, based on need, that supported students having equitable access to programs and services across the system;
- building coherence and continuous improvement in program provision, service delivery and professional learning for all team members; and
- creating a system-wide response that has students attending a specialized class as close to home as possible.

The outcome was the development of a class, Enhanced Educational Supports (EES) that would be a blend of TASC, CSSI, and SKILL for Grades 1-6.

5. 100 per cent of principals confirm that they encourage teaching practices that are consistent with the system direction identified in the 3 Year Education Plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

OE-3: Instructional Program

For the 2019-2020 school year, 100% of principals confirm encouraging teaching practices consistent with system direction identified in the Three-Year Education Plan. This would include literacy goals and one other program of study with work done on high impact strategies for each of those goals. In addition, the well-being of students would have received focus understanding how mental health is supported through effective strategies.

Evidence demonstrates all indicators in subsection 2 are in compliance.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the <i>Education Act</i> definition of alternative programs.	Compliant
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Board-approved Interpretation |

As a public education system, the Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Programs of Study.

Board-approved Indicators and Evidence of Compliance |

1. An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirm that no programs in the schools emphasize a particular religion.

OE-3: Instructional Program

2. 100 per cent of principals confirm compliance with AR 3067: Religion in Education.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2019-2020 school year, 100% of principals confirm the practices in their schools comply with Administrative Regulation 3067 – Religion in Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.	Compliant
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Board-approved Interpretation |

It is important for CBE to balance the services required to support educational programming choices with the associated costs while operating in a fiscally sound and responsible manner.

Transportation provided must take steps to reduce the risk of harm to students (or protect students from harm) and be consistently dependable.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by CBE to provide transportation to and from school for students including public transit.
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services.
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control.



OE-3: Instructional Program

- *fiscal capacity* to mean the amount of economic resources available to the organization considering the bounds of legislation and generally accepted accounting principles.
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of school bus stops and zones are found to be in compliance with the Alberta Education Route Assessment criteria.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A route assessment was completed on all bus routes for the 2019-2020 school year and any concerns were addressed. The criteria considers factors such as safety, highway stops, loading and unloading, intersections and road structure.

2. Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Contracts with service providers provide performance measures that allow CBE to administer penalties for instances of service concerns. In addition, routes have been re-assigned to other service providers in response to poor performance measures.



OE-3: Instructional Program

<p>3. Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees through a balanced budget.</p>	<p>Not Compliant</p>
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The organization is non-compliant with this indicator.

Evidence statement

The 2019-2020 audited financial statement reports a 1.079 million dollar deficit. Transportation Services expects to run a balanced budget for in the 2020-2021 school year.

Evidence demonstrates two of the three indicators in subsection 4 are in compliance.



OE-3: Instructional Program

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

