

# Presentation to Holden and Ryley Parents / Community

February 10, 2020



# Agenda

- Welcome
- Provincial and School Division Landscape
- Record Your Questions
- Information Sharing / Responding to Written Questions
  - Finance
  - Buildings
  - Transportation
  - Educational Programming
  - Classroom Configurations / Receiving Schools
  - Staffing
  - A Final Question and Answer Session
- Next Steps
- Wrap Up



# Welcome

- Introductions
- Board's Role
- Purpose of this evening
- What next?



# Process



# **Provincial Landscape**

**Rural populations are declining**

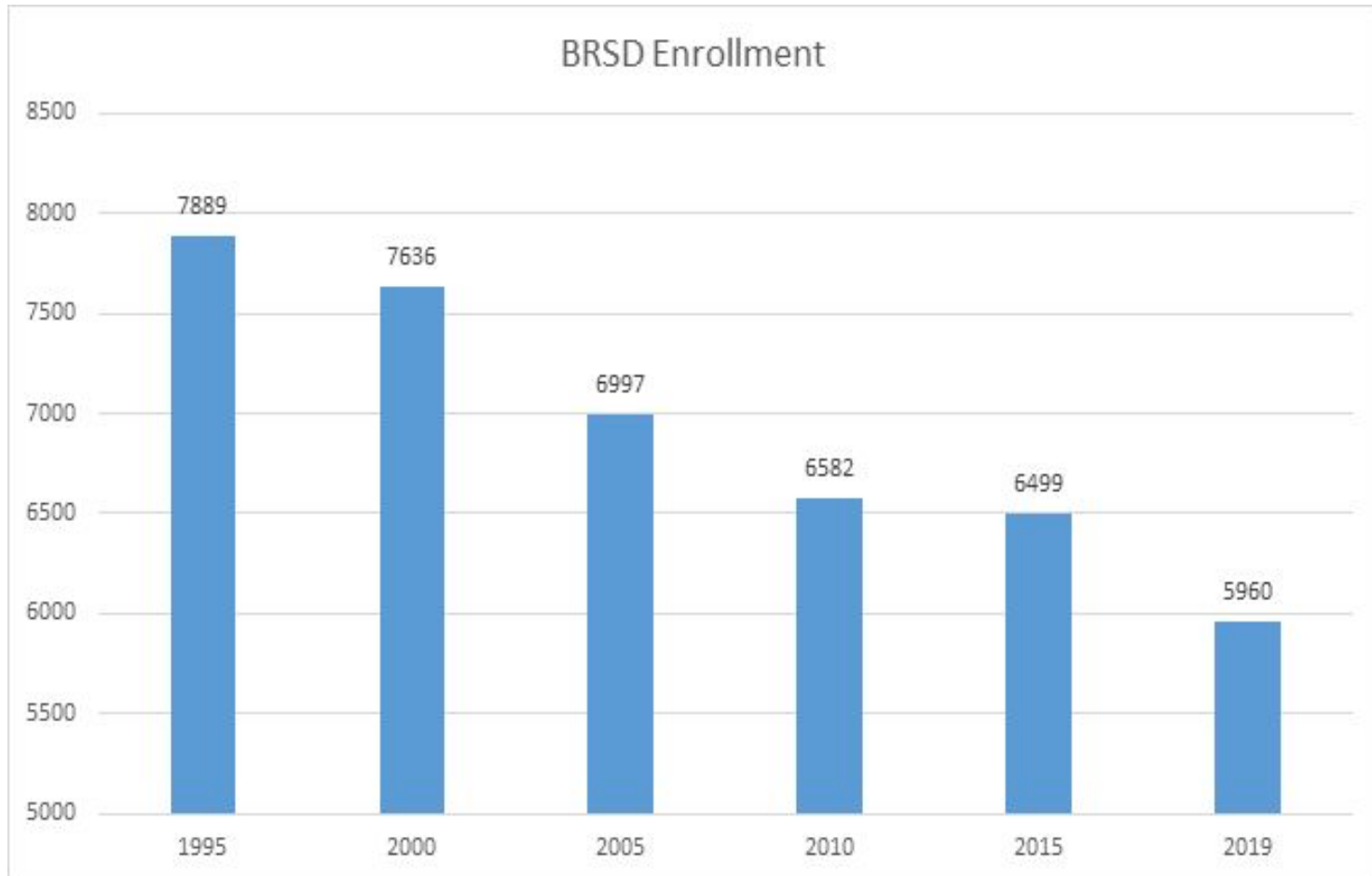
**Province speaks of “tight times” to come**

**Education funding formula is being reviewed**

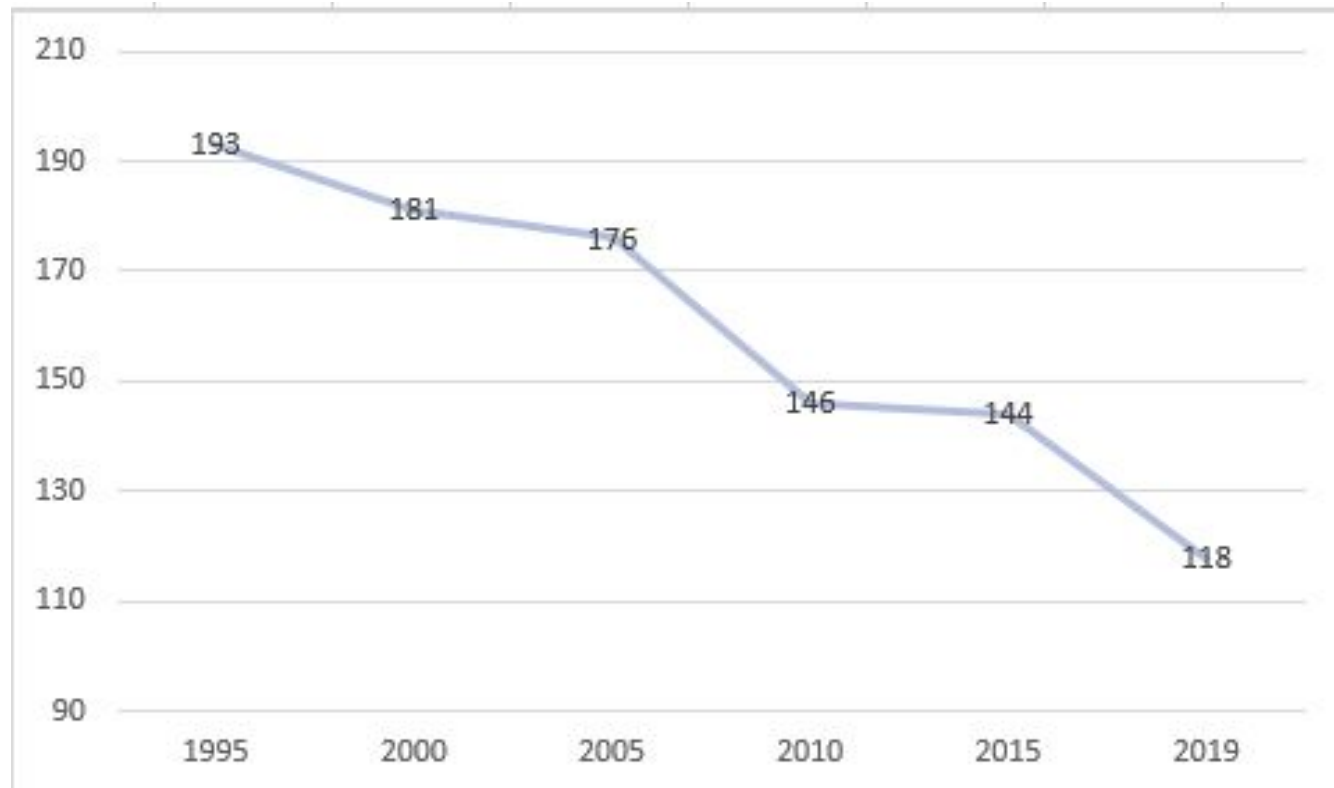
**Budget being announced in March**



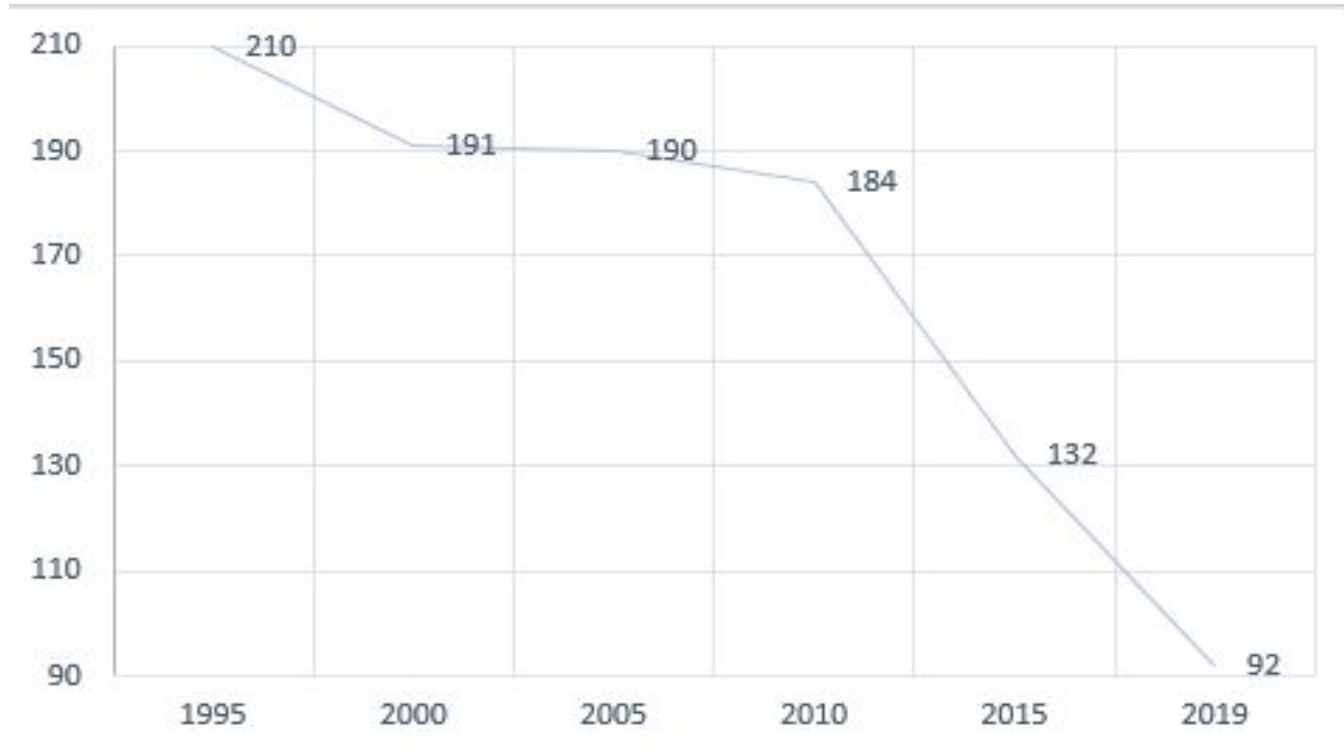
# Demographics



# Holden School student population

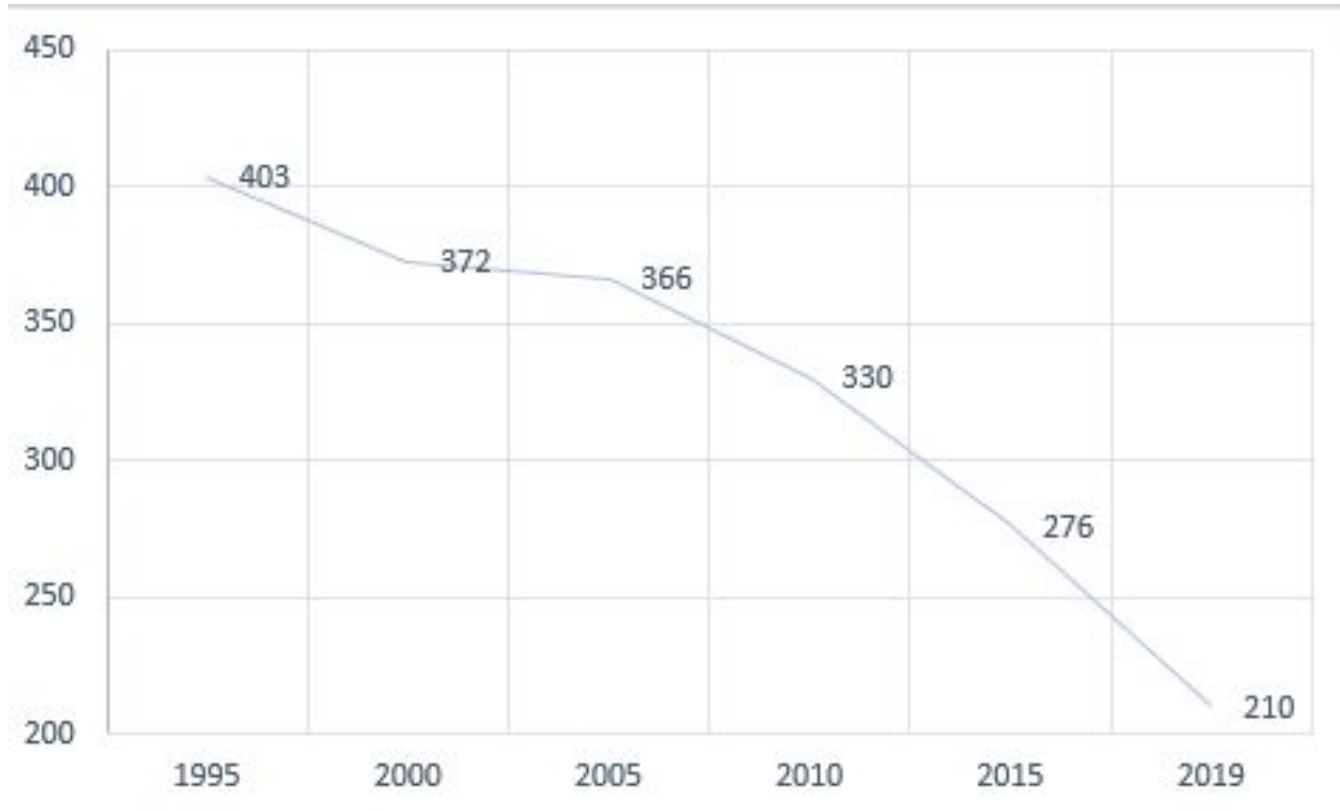


# Ryley School student population





# Combined student population



# Fiscal Realities

**Spending reductions outside of classrooms:**

- **reduced division-wide staff. From an Assistant Superintendent role to Learning support, Finance, Technology and Facilities departments, we've got about 14 less positions.**

**Over the past four years, the following reserve amounts have been used to balance the budget and support the Division's operations.**

- **2016-2017 - \$1,261,313**
- **2017-2018 - \$2,844,482**
- **2018-2019 - \$678,423**
- **2019-2020 - \$4,098,804 (budgeted)**

# We've been asking for input . . .

## Round One



1122

Participants



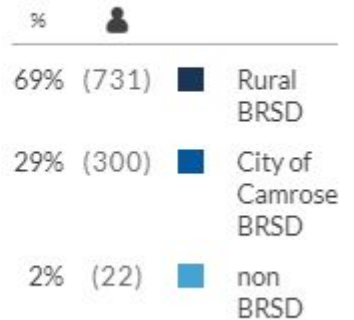
1296

Thoughts



37477

Ratings



## Round Two



940

Participants



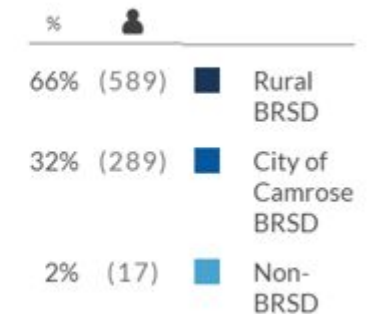
751

Thoughts



34208

Ratings



# Record Your Questions

Educational Program = **PINK**

Staffing = **ORANGE**

Funding / Finance = **GREEN**

Transportation = **YELLOW**

Facilities = **BLUE**

Other = **WHITE**



# **Funding for School Divisions**

**Funding is provided by Alberta Education to school authorities with the expectation that the school authority will offer the necessary programs or services to meet the needs of all funded children/students.**

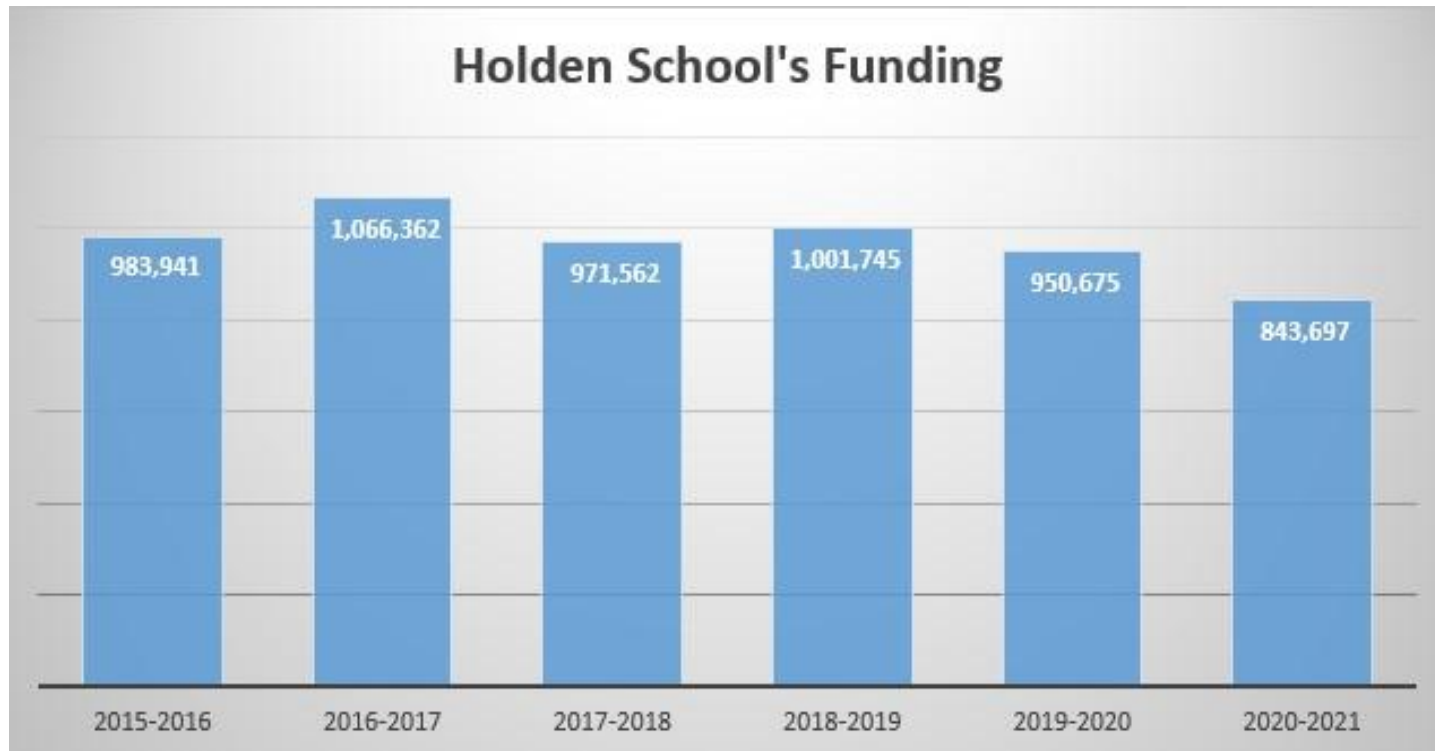


# How BRSD allocates funds

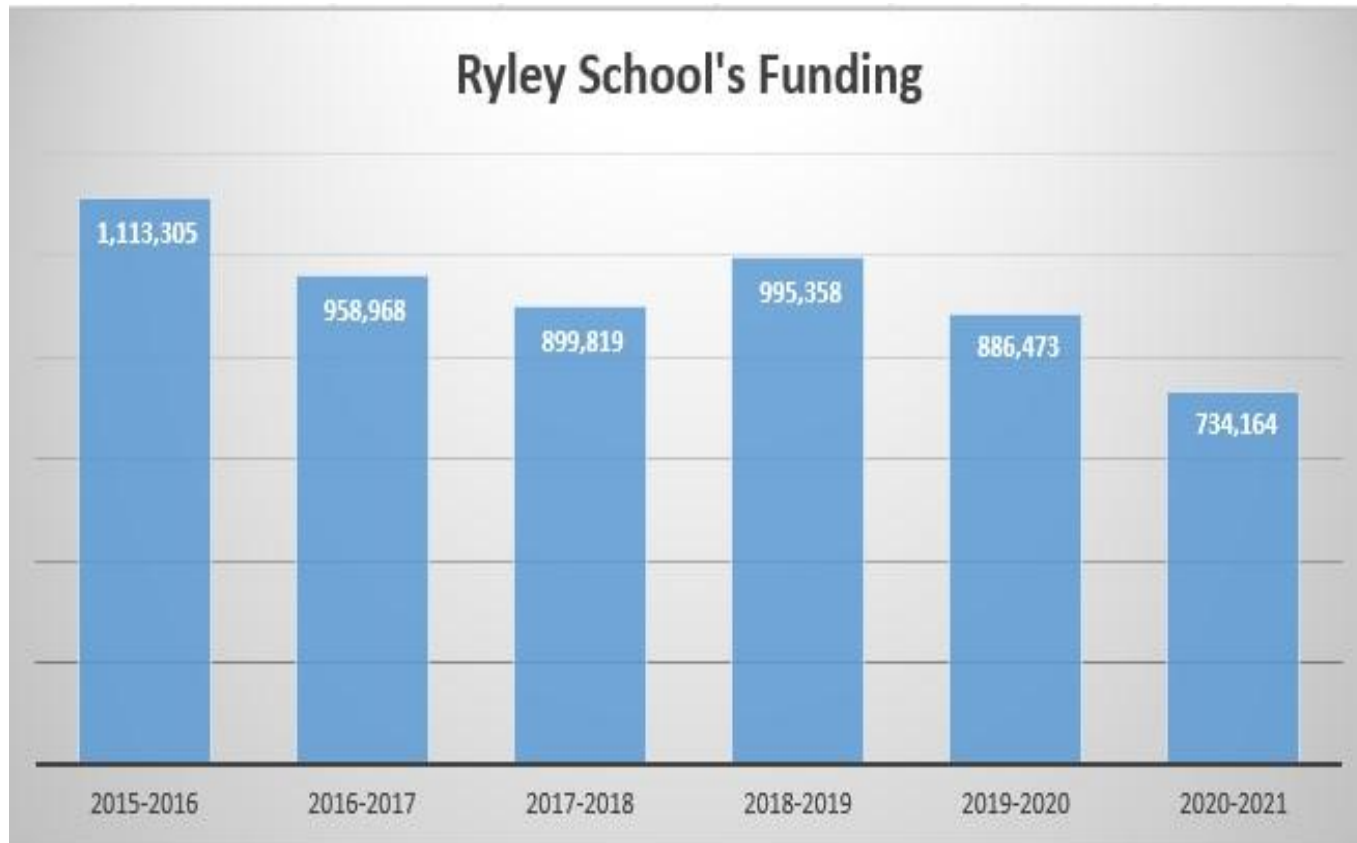
- **Alberta Education's Funding Framework is an allocation method only.**
- **School divisions have the flexibility to use these funds to best meet the needs of their jurisdiction.**
- **Battle River School Division allocates funds for classroom resources and administrative operational costs based on a per student formula.**
- **Both teacher and support staffing levels are determined based on the program needs of the students that are registered at the school.**



# Holden School's Funding



# Ryley School's Funding





# Instruction budget spending per school

- School average cost per student of education program
  - All Schools - \$7,968.57
  - Holden - \$8,413.05
  - Ryley - \$9,635.57

**This is based on the current year's expenses.**

# Annual School Maintenance Costs

## Holden

- **Costs that could be eliminated - \$74,900**
  - examples - caretaking & maintenance
- **Costs that would be ongoing until building was disposed of - \$61,000**
  - examples - power & heat, insurance, grass cutting
- **Estimated using a three year average of actual costs.**

# Annual School Maintenance Costs

## Riley

- **Costs that could be eliminated - \$93,500**
  - examples - caretaking & maintenance
- **Costs that would be ongoing until building was disposed of - \$61,000**
  - examples - power & heat, insurance, grass cutting
- **Estimated using a three year average of actual costs.**

# Changes in grants

- **The jurisdiction's Small School by Necessity Grant would be recalculated based on one less school.**
- **This would result in an annual loss of \$122,000 in funding at the end of five years.**

# **We expect to save**

- **Moving the senior high students to Tofield School and Viking School, combined with the consolidation of Holden and Ryley Schools would result in a savings of \$364,800 in staffing costs.**
- **These changes would result in a \$317,000 net savings to the School Division's budget.**

# Utilization Rates - Holden

- Utilization rate formulas are determined by Alberta Infrastructure.
- One factor in determining Capital Project Funding
- Net capacity for Holden school is 324 students.
- 2018/19 adjusted enrolment is factored at 155 FTE (ECS calculated as .5)
- Utilization Rate = Adjusted Enrolment / Net Capacity  
=  $155/324 = 48\%$



# Utilization at Ryley

- Utilization rate formulas are determined by Alberta Infrastructure.
- Net capacity for Ryley school is 313 students.
- 2018/19 adjusted enrolment is factored at 108 FTE (ECS calculated as .5)
- Utilization Rate = Adjusted Enrolment / Net Capacity  
=  $108/313 = 35\%$



# Utilization at Tofield

- Net capacity for the school is 643 students.
- 2018/19 adjusted enrolment is 432.
- Tofield is currently 67% utilized.



# Utilization at Viking

- Net capacity for the school is 585 students.
- 2018/19 adjusted enrolment is 265.
- Viking is currently 45% utilized.

# About the Holden Building

- Holden School is a single storey conventional wood frame building, originally constructed in 1956 with an addition in 1964 and 1978. In 1986 a single storey addition was constructed together with the addition of 6 portables and various modernization to the 1964 and parts of the 1956 addition.
- A facility condition assessment conducted in 2017 list the school condition as acceptable.
- Based on this report, the Facility Condition Index is .34



# About the Holden Building (cont.)

- Exterior upgrade to the envelope in 2011.
- Gym furnace replaced in 2011.
- Security camera system installed in 2013.
- New boilers and pumps in 2014.
- Upgrade to mechanical control system in 2016.
- New intercom system in 2018.
- Various roofing replacement and repairs.
- Painting and Flooring, various locations.





# **About the Holden Building**

**Going forward the building will need:**

- **Roofing**
- **Gym flooring replacement**
- **Change room upgrade**
- **New flooring in Music room**

# About the Ryley Building

- Ryley School was originally constructed in 1954 with additions in 1956, 1961, 1962, 1971 and 1972.
- 1994 - 4 portable classroom were added as well as a major modernization of the 1954, 1956, 1962 and 1971 sections (excluding the 1956 gym).
- A facility condition assessment conducted in 2011 list the school condition as acceptable.
- Based on this report, the Facility Condition Index is .156



# **About the Ryley Building (cont.)**

- **Work completed over recent years.**
- **Exterior envelope upgrade**
- **Roofing section replacement and repairs**
- **New CTS room (foods/fashions) and cosmetology**
- **Fire alarm upgrade**
- **Replaced sewer line**
- **New intercom**
- **New mechanical roof top units**
- **Mechanical control upgrade**
- **Convert room for inclusive education**
- **Painting and Flooring, various locations.**

# **About the Ryley Building (cont.)**

**Going forward the building will need:**

- **1961 CTS building will require envelope upgrade.**
- **Mechanical room upgrade (New boilers - current are 25 years old).**
- **Roofing**
- **Flooring and Painting**



# Recommendation

**Based on:**

- **the building conditions;**
- **the facilities each has available; and**
- **the programming needs of students.**

**It is our recommendation that, if Holden and Ryley Schools are consolidated into one K to 9 school site, the site selected would be Ryley School**





**Five minutes - grab a water,  
write a question**

# Transportation

- Route design based on current student count.
- Proposed boundaries for a combined K to 9 school are based on current boundaries. The Board may review this.
- Grade 10 to 12 students would “shuttle” to their new designated school.
- This proposal uses same number of buses.



# Transportation

- **First pick up time within 20 minutes of what it is right now.**
- **This is a proposal.**
- **The Board ultimately has the responsibility to review boundaries and make changes if they think it's appropriate, based on your feedback.**
- **Come later and see the route board for information for your family.**



# Transportation

- **Holden's current K-6 enrolment:**

- Holden area - 47 students
- Ryley area - 82 students
- Other - 3 students

- **Ryley's current 7 - 9 enrolment:**

- Holden area - 26 students
- Ryley area - 30 students
- Other - 5 students

# Transportation

- Ryley's current 10 - 12 enrolment:
  - Holden area - 9 students
  - Ryley area - 23 students
  - Other - 3 students

# Education Programming

## One thing to consider:

- A majority of studies consider a “small” school at elementary to consist of 200-400 students; a “small” middle school to consist of 400-600 students; and a “small high school to consist of 600-1000. That said the distinction of “small” as it refers to student population or facility size is not always made in the research. Leithwood and Jantzie (2009) note that “smaller does not usually mean really small” – it is a relative term.



# Education Programming

***The Impact of Schools on Rural Communities*** (Schollie, Negropones, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry. The authors of this study captured the following comments and themes regarding the quality of education with respect to small

Area	Small Schools Advantage	Small Schools Challenge
Teaching & Learning	<ul style="list-style-type: none"><li>• Smaller class sizes easier to manage for teachers and allows more teacher time/attention for each student</li><li>• Closer relationships between students, parents, and teachers</li><li>• Curriculum flexibility and professional autonomy</li><li>• Closer connection to the community/fostering intergenerational relationships particularly if teachers live in the community</li><li>• More opportunities to engage with the broader community and perform service work in the community</li><li>• More opportunities for teacher advancement into school administration</li></ul>	<ul style="list-style-type: none"><li>• Multi-grade or multi-level teaching more challenging/time consuming for teachers</li><li>• Fewer support staff add to higher teacher expectations</li><li>• Generally higher workload with smaller staff to share extracurricular duties, supervision, and other tasks</li><li>• Less opportunity to specialize/teach in one subject area, more expectation to teach multiple/various subjects</li><li>• Less professional/peer support from a smaller staff - "your practice grows when you can learn from more people on a bigger staff."</li><li>• Less choice in programs and options for students with varying interests/aptitudes</li><li>• Challenges from curriculum adaptations for students from diverse backgrounds</li></ul>



# Education Programming

*The Impact of Schools on Rural Communities* (Schollie, Negropontes, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry.

Area	Small Schools Advantage	Small Schools Challenge
Extracurricular	<ul style="list-style-type: none"><li>• Flexibility to use local resources for extracurricular activities</li><li>• More opportunity for students to participate in extracurricular sports because everyone is needed to make a team</li></ul>	<ul style="list-style-type: none"><li>• Challenging to build a competitive team without “tryouts” and being able to select best players</li><li>• Can be challenging to fundraise in a small community especially if less economically vibrant</li><li>• Challenging to find skilled coaches for teams</li></ul>





# Education Programming

***The Impact of Schools on Rural Communities*** (Schollie, Negropontes, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry.

Area	Small Schools Advantage	Small Schools Challenge
Social	<ul style="list-style-type: none"><li>• Leadership opportunities for older students by mentoring younger students</li><li>• More multi-generational interaction through school/community events</li><li>• Less likely to have cliques or groups forming- more socially inclusive</li><li>• Inclusive communities build bridges between diverse communities</li></ul>	<ul style="list-style-type: none"><li>• Limited pool of friends so do not necessarily choose friends based on similar interests</li><li>• May not have any same aged, same gender students in your grade</li><li>• Students with inclusive learning needs are more visible</li></ul>



# Education Programming

*The Impact of Schools on Rural Communities* (Schollie, Negropontes, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry.

Area	Small Schools Advantage	Small Schools Challenge
Other	<ul style="list-style-type: none"><li>• Feelings of safety because school is close by/right in the community</li><li>• Safe and caring atmosphere because everyone knows and “watches out” for each other</li></ul>	<ul style="list-style-type: none"><li>• Allocation of resources challenging in schools with small enrolment and spread of programming i.e. K to 12</li><li>• Enrolment instability from year to year makes planning more difficult</li><li>• Transition into a larger high school can be easier if coming from a larger school rather than from a small group</li></ul>



# Education Programming

- The Board believes that all the schools in Battle River, whatever their size, are focused on providing a high quality education.
- All schools in Battle River have been focusing on the Everyday 4, which has created increased consistency between schools. Students' learning needs would be served in their new schools. They would continue to have access to high quality teachers and support staff. It is possible that students would have access to a greater range of programming opportunities if they were part of a larger student body. Particularly at the junior high level, consideration must be given to ensuring students continue to have access to a variety of CTS options.
- All of our students currently transitioning to new buildings are supported in a variety of ways. However if decisions are made to close/combine schools a formal plan will be put in place for additional opportunities for students to visit, be oriented and learn about their new school prior to attending.

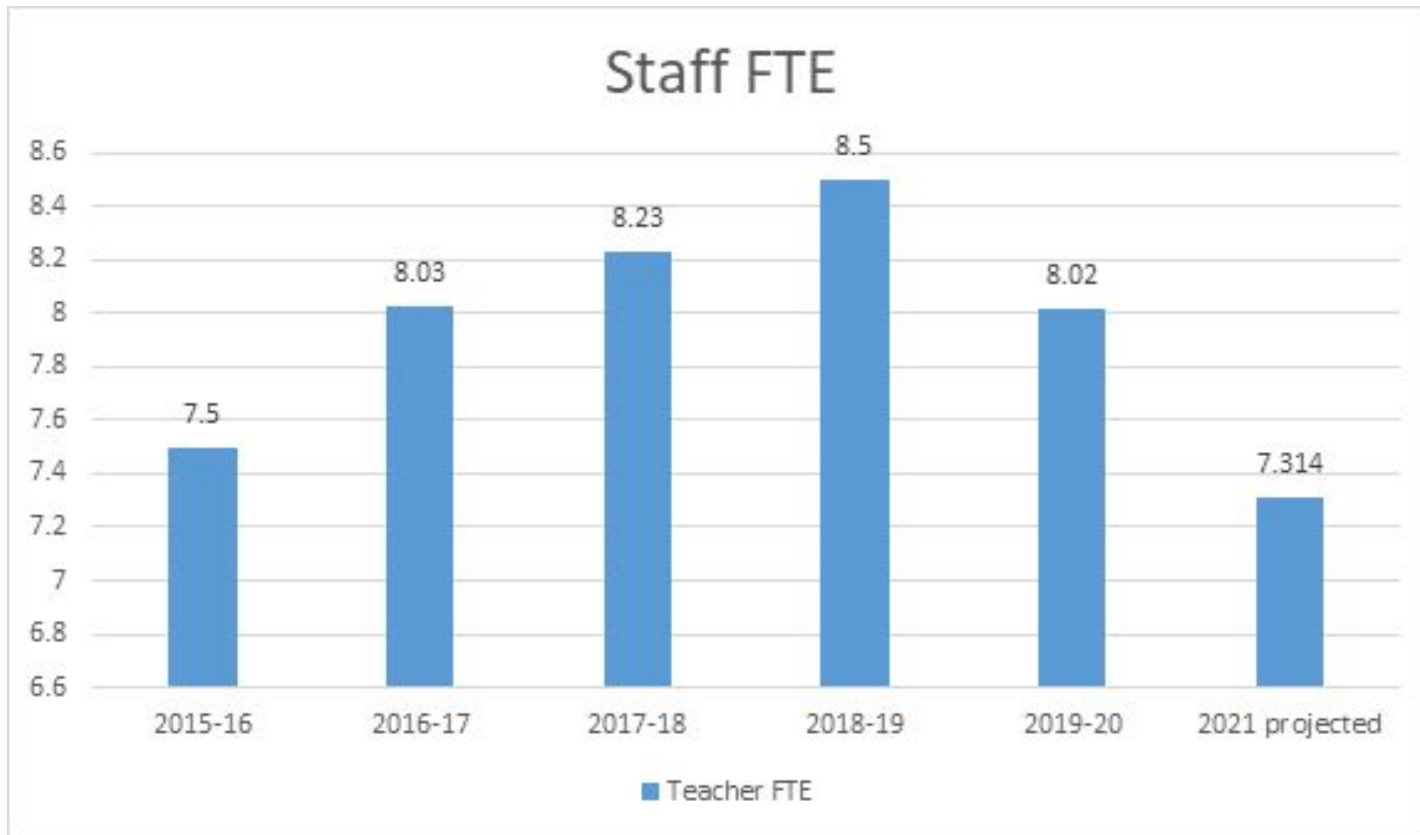


# Final Thoughts about Educational Programming...

In our smaller schools, as resources diminish, the number of people carrying the educational responsibility shrinks. However, the workload isn't shrinking. In fact, in many ways it's swelling. As a result, we risk compromising what we know is right for student learning.



# Staffing in Holden School



*Based on current Information re: Funding and Enrollment Projections*



# Holden Classroom Configuration

*Based on current Information re: Funding and Enrollment Projections*

## Holden 2019-2020

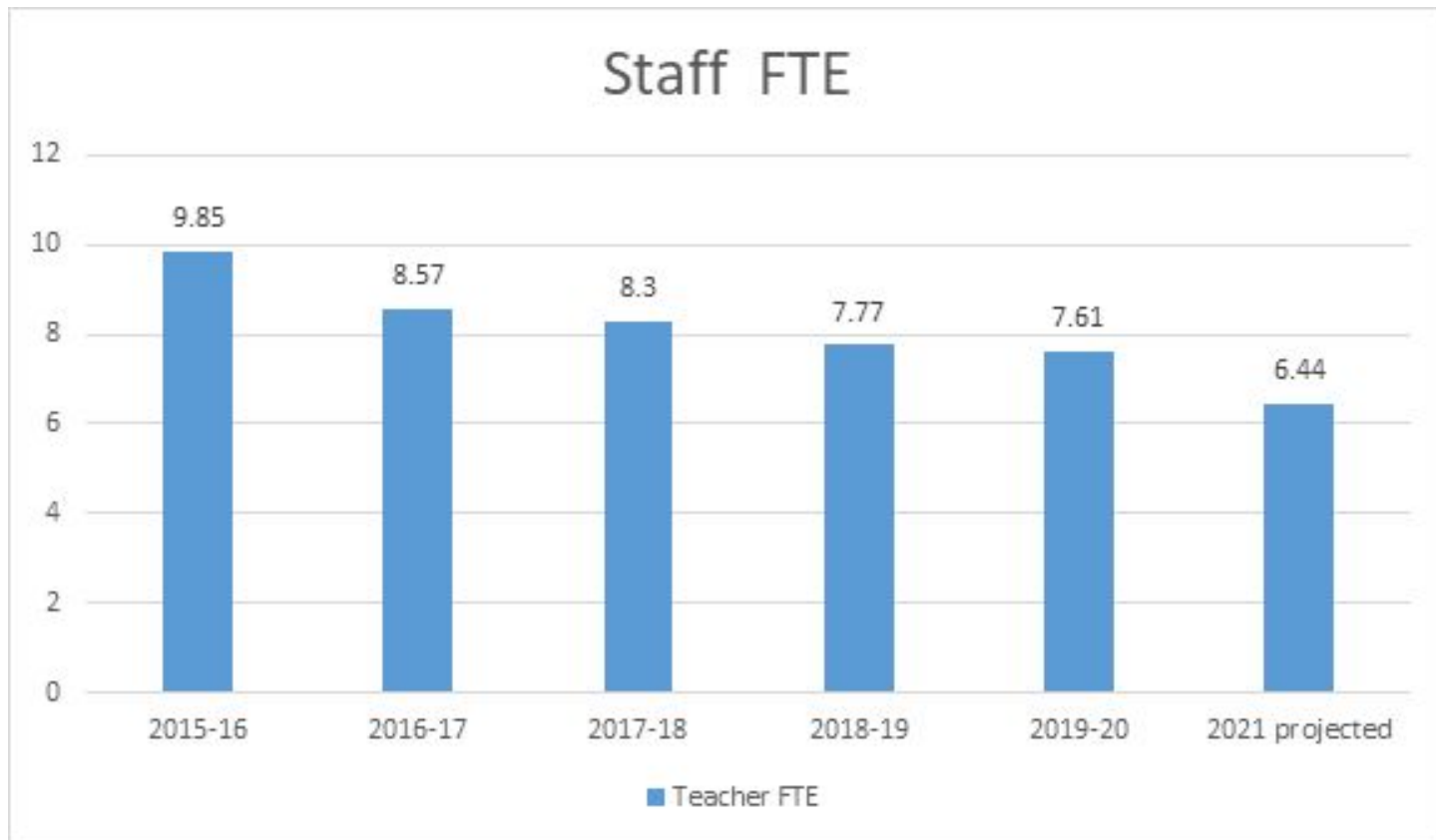
Grade Grouping	% of the year	# of students in class
ECS	50%	13
1	100%	16
2	100%	17
3	100%	13
4	80%	23
5	80%	23
6	80%	15
4/5 French & Music	20%	-
5/6 Art & Music	20%	-

## Holden 2020-2021

Grade Grouping	% of the year	# of students in class
ECS	50%	?
1/2	100%	20
2/3	100%	20
3/4	100%	19
5	80%	23
6	80%	23
4/5 French & Music	20%	-
5/6 Art & Music	20%	-



# Staffing in Ryley School



*Based on current Information re: Funding and Enrollment Projections*



# Ryley Classroom Configuration

*Based on current Information re: Funding and Enrollment Projections*

Ryley 2019-2020

Grade Grouping	% of the year	# of students in class
7 (Core)	80%	16
8 (Core)	80%	20
9 (Core)	80%	16
10	*	9
11	*	5
12	*	16
Options 7, 8, 9	20%	?
Options 10,11,12	*	?

Ryley 2020-2021

Grade Grouping	% of the year	# of students in class
7(Core)	80%	15
8(Core)	80%	16
9(Core)	80%	20
10	*	16
11	*	9
12	*	5
Options 7, 8, 9	20%	?
Options 10, 11, 12	*	?

\* Dependent on course load per semester





# What if Holden and Ryley combined into one K to 9 school?

2020-2021 <b>Potential</b> Configurations (Approximate)		
<b><u>If Holden and Ryley combined</u></b>		
Grade	Total Students	Possible configuration
K	?	
1	13	Gr. 1/2 - 20
2	16	Gr. 2/3 - 20
3	17	Gr. 3/4 - 19
4	13	↑
5	23	Gr. 5 - 23
6	23	Gr. 6 - 23
7	15	Single Core; Combined for options
8	16	Single Core; Combined for options
9	20	Single Core; Combined for options



# What if Ryley 10 - 12 students went to Tofield?

2020-2021 <b>Potential</b> Configurations (Approximate)		
<b><u>If</u> Ryley 10-12 to Receiving School Tofield</b>		
Grade	Total Students	Possible configuration
5		
6		
7		
8		
9		
10	63	<ul style="list-style-type: none"> <li>- Stand alone cores i.e. ELA 20-1 vs. ELA 20- 1 &amp; 2</li> <li>- combined for some options</li> </ul>
11	38	
12	34	



# Students who would go to Viking for 9-12?

2020-2021 <b>Potential</b> Configurations (Approximate) <u>for</u> students who would be in Viking Boundary		
Grade	Total Students	Possible configuration
7		
8		
9		
10	22	<ul style="list-style-type: none"><li>- some stand alone cores i.e. ELA 20-1 vs. ELA 20-1 &amp; 2</li><li>- combined for some options</li></ul>
11	34	
12	19	



# Staffing - Final Thoughts

- **Regardless of what decision is made, staffing in Battle River School Division will look different next year.**
- **Battle River values all of our employees, and we will support all of our employees through this process.**
- **Meetings have already occurred with staff since the motions were passed on January 23, 2020.**
- **Should the schools be reconfigured, we would work closely with current staff to try to find them positions at other sites within Battle River School Division if there is not a suitable position for them serving the Holden and Ryley students.**

# Questions?



# Next Steps



# Wrap Up

