Policy 15

SCHOOL CLOSURES

The Board recognizes that schools perform a vital role in the community and that a shared ownership and responsibility exists for the well-being and education of their children and youth. That shared ownership and responsibility necessitates a review of education programs and school viability be undertaken as part of the Board’s mandate to provide quality education programs and services to students.

Guidelines

1. Key performance indicators will be used to determine the viability of an education program or school.

2. Should key performance indicators signify that the viability of an education program or school be reviewed; a Board motion initiating the review will be presented at a regular meeting.

3. Should the decision of the Board be to initiate a review, a notification of the review, including all related implications of the review, will be sent to parents and the school council.

4. The School Council will be consulted as to how the review will proceed.

5. Should the recommendation coming out of the review be the closure of an education program or school, the Board will comply with the procedures outlined in Provincial legislation and regulations.

6. Because of the impact that such a closure can have on a community, there will be consultation and communication with the parents and the broader community.

Procedures:

7. Key Performance Indicators to be considered may include but are not limited to the following:
   7.1 Enrollment falls significantly below the capacity of a school site
   7.2 School site is unable to maintain a quality learning environment for students
   7.3 Multiple grading situations, designed only in reference to financial limitations of the school
   7.4 Lack of resources to provide quality student experiences
7.5 Evidence that students are not achieving the school division’s intended learner outcomes

7.6 Social and extra-curricular limitations imposed by the decline in student enrollment

7.7 Impact that program reduction may have on social and community relationships

7.8 Potential impact on the level of parental involvement with their students’ educational environment

7.9 Anticipated advantages or disadvantages of increased student attendance at other schools

7.10 The impact on the receiving schools in terms of space concerns, course or program restructuring or financial considerations

7.11 The extent of bussing reconfiguration needed to accommodate student transportation to new school sites

7.12 The financial structure of the program in question, both in terms of its existing budgetary situation and its ability to maintain an acceptable level of financial accountability to the school division’s budgeting criteria

Legal Reference: Section 58, 200, 201, School Act
Alberta Regulation 257/2003
Supplemental Indicators

GENERAL
- Student enrolment cannot support hiring 1.7 FTE teachers while not exceeding the 95% of budget staffing guideline.
- A minimum of four optional subject courses is offered per year.
- School is triple or quadruple grading.
- Overall school condition as determined by facility audits.
- Projected enrolment is declining for a five-year period.
- Proximity of the school to another educational facility.
- Impact that program reduction has had on community support of school.
- Anticipated advantages and disadvantages of increased student attendance at other schools in terms of space utilization, course or program restructuring and financial impact.
- Extent of bus route reconfiguration needed to transport student to their new school in terms of ride times, pick-up and drop-off times, and cost of providing transportation services.
- Lack of resources to support the provision of quality programs and services to students.

EXPENDITURES
- Operational expenditures exceed operational revenue.
- Expenditure per student per year and per day for the tax dollar.
- Expenditure per student per year and per day – Division
- Expenditure per student per year and per day – School
- Expenditure per student on teachers, administrators, support staff, and on professional development.
- Expenditure per square foot on maintenance.
- Expenditure per student on transportation.
- Expenditure per student spent on small school allocation.
- Expenditure per student - ECS.

PROGRAMS
- Percentage of students in 3, 6 & 9 who achieve the acceptable standard and the standard of excellence on provincial achievement examinations.
- Percentage of students writing diploma examinations who achieve the acceptable standard or the standard of excellence.
- Percentage of students who receive a high school diploma or certificate or enter post-secondary studies within 4 years of entering grade 9.
- Percentage of high school students who are satisfied with the overall quality of education they are receiving in school and with various important aspects of their education.
- Percentage of parents satisfied with the quality of education their child is receiving in school and the percentage of parents with severe special needs who are satisfied with the services provided for their children.
• Extra curricular activities expressed as a percentage of students involved.
• Expenditure per student on extra curricular expressed as a percentage of the total school population and as a percentage of participant population.
• High school credits completed per student.

**OTHER**
• Pupil teacher ratio.
• Pupil administrator ratio.