

2013



Board of Education of  
School District No. 27  
(CARIBOO-CHILCOTIN)

LEARNING, GROWING AND BELONGING TOGETHER

# Comprehensive Plan



A plan derived from the  
*Initial Options Report.*

The Board of Education of School District No. 27 (Cariboo-Chilcotin) is charged with providing the kindergarten to grade 12 education for the students of the School District. In this dispersed and highly varied district, with declining enrolments and changed funding formulae, this has become an increasingly difficult task. Meeting the broad spectrum of requirements for educating all of the students over a broad geographic area in underutilized and deteriorated facilities is difficult.

In an effort to address these issues, the Board has undertaken the task of developing a forward-looking Educational Plan supported by program and facility changes to maximize the expenditure of funding on direct services to students.

To this end, the Board began by setting out the following:

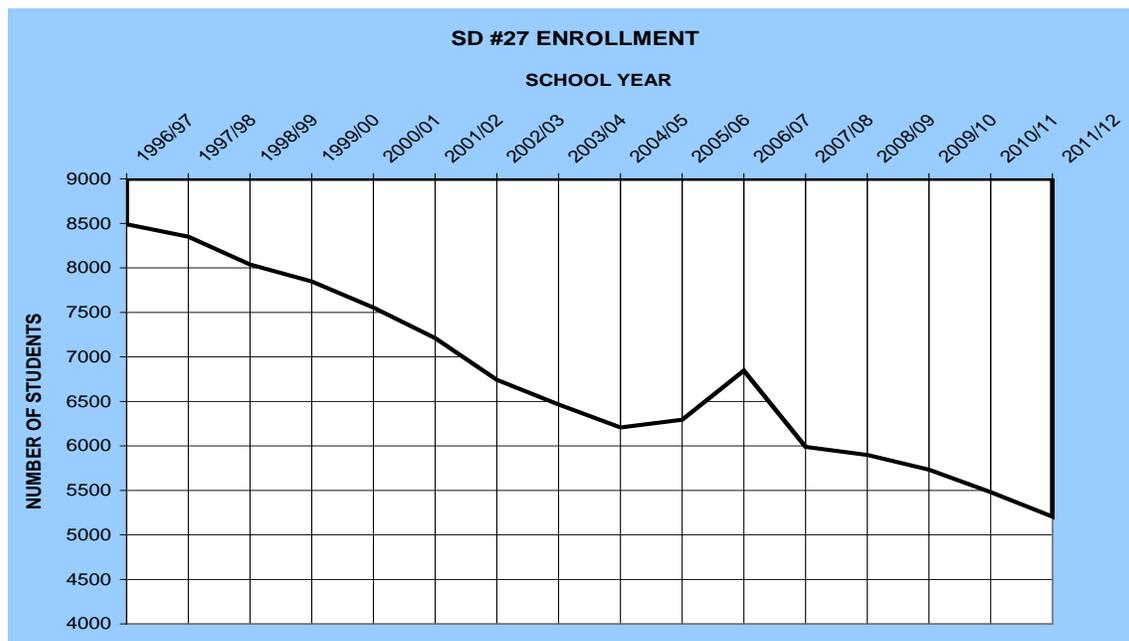
### **Guiding Principles**

1. Excellence in Education, Choice, and Opportunity
  - a. Minimize transitions
  - b. Relevant learning opportunities  
(Accommodating 21<sup>st</sup> Century/Personalized Learning)
  - c. Ensuring choice and supports for every student
2. Clear and Transparent Communication
  - a. Balance  
(Communication and relationships need continual attention and effort)
  - b. Get the word out  
(Stimulate discussion and encourage meaningful participation)
  - c. Act with purpose  
(Be clear about intended outcomes)
3. Sound and Efficient Fiscal Management
  - a. Efficient use of space
  - b. Accommodate increasing or decreasing enrolments
  - c. Fiscal responsibility
4. Embracing our District's Unique Factors
  - a. Rural and remote schools
  - b. Geography
  - c. Cultural diversity

## Background

The geographic area of School District No. 27 (Cariboo-Chilcotin) encompasses most of the southern Cariboo-Chilcotin region from 100 Mile House and environs in the south to slightly north of Williams Lake, east to the Cariboo Mountains, and west into the Chilcotin and the coast range. The communities of 100 Mile House and Williams Lake are the principle population centres and form the nodes for secondary education in the School District. The grades K to seven students are dispersed in many smaller outlying schools as well as medium to large elementary schools in close proximity to the main centers.

Declining birth rates provincially are reflected in this district and have combined with a smaller work force in the region’s primary industries to decrease the school-aged population. Although the trend to smaller enrolments has shown a slight reversal with some increases in kindergarten enrolment provincially, this is not evident in School District No. 27 yet. The overall reduction in the number of students in the School District will continue for the near term. Only major economic changes in the region would bring about an increase in the school-aged population.



Declines in enrolment have resulted in challenges to providing a well-balanced education to many students and in most schools being underutilized. This has forced more multi-grade classrooms, inefficient pupil-teacher ratios, and a strain on both the education and on the operation and maintenance budgets. Additionally, many of the schools are older and have numerous issues in terms of energy efficiency, air quality, and general renovation needs.

In preparing a forward-looking plan, the economic conditions in the School District must be considered. Forestry and mineral extraction have historically been the primary employment sources in the region. The southern portion of the School District likely has a more stable future with a broader and more diversified forest base than the northern portion. In the north however, the opportunities for expanded mining and resource extraction provide the potential for more growth at a time when the forestry industries will face supply issues.

Throughout the School District, the schools in small isolated communities function as critical elements of the social infrastructure. Consolidation and re-structuring is not always feasible in many remote rural communities. While feasible in the larger centres, there are still many impacts on the students and their families.

Given the budget constraints that are unlikely to change in the near term, fiscal efficiency in the provision of K to 12 education is a necessity. This includes increasing the utilization rates of individual schools, the efficiency of the pupil-teacher ratios, the minimizing of administration costs, and the best use of maintenance and operations resources.

The tools available to meet these needs generally are focused on fewer classrooms, more efficient use of staff resources, less support space, and reduced expenditures on capital and operations. This can be achieved, in part, through the consolidation of schools with some closures or through mothballing or removal of surplus space. Such strategies have significant short-term impacts on students, families, District staff, and communities.

**The long-term goal however must remain to achieve the best educational outcomes for all students now and into the future.**

**Every dollar saved on energy, carbon tax, operating costs, maintenance, and deferral of capital expenditures results in better funding for the direct costs of education.**

The intent of the Board of Education of School District No. 27 (Cariboo-Chilcotin) is to balance the needs of the students and staff of the school system in accordance with the “Guiding Principles” stated above. This will ultimately require:

- a reduction in the amount of classroom space in use,
- altered grade configurations in accordance with recognized educational standards, and
- a reduction in maintenance and support personnel, and
- recognition that any plan created today based on ten-year projections, must be reviewed and updated based on changes as they occur throughout the region.

The changes for School District No. 27 have been considered and reviewed in depth on a regional basis and are as set in the following pages.

## The Process

In the 2007-2008 school year, the Ministry of Education requested all boards of education develop a ten year facility plan. The Board of Education of School District No. 27 (Cariboo-Chilcotin) (the Board) began, as early as 2006 (Trillium Report) and yearly since the 2008-2009 school year, creating an educational and operational plan.

In 2009 the Board released a document entitled *Our Kids, Our Future* which was a summary of information and data collected and reviewed from public forums and other sources toward an Educational and Operational Plan for the School District. Public meetings were held in seven communities to learn what our partners believe is most important in education. The public was engaged in the process and one thing the Board learned about the process was that public would have preferred to have options presented to them for consideration.

In 2010 the Board released a document entitled *Our Kids Our Future: Year Two* which was a summary of a comprehensive review to reduce expenditures by approximately \$3 million for the 2010-2011 school year. Reasons for a required reduction were cited as: declining enrolment, (loss of) funding protection dollars, carbon credits, unfunded provincially mandated contractual obligations, Medical Services Plan increases, loss of the Annual Facilities Grant, and change to CommunityLINK funding. The Board presented a myriad of options to the public for input and consultation. The Board learned from this process that there were too many options presented for public consideration.

In 2011 the Board prepared a document entitled *Ten Year Plan*. This report was cumulative of data collected in the *Our Kids, Our Future* processes. Although the Board of the day did not formally adopt the Plan, the report was recently released to the public for informational purposes.

This current school year 2012-2013, the Board again engaged communities and stakeholders in another public process to address the financial pressures on the School District. This board was elected in December 2011 and began to immediately discuss how to address and meet the needs of the School District. In May 2012, the Board released a document entitled *What is Happening and When?* (Appendix 1) This document provided guiding principles for strategic planning developed by the Board and a timeline of meetings scheduled to solicit input and ideas from the public and stakeholders. The document was posted on the School District's website and was periodically updated as more dates and information became available.

The Board continued to meet in closed sessions from April to September to develop a process and options to present to the public and stakeholders. Considering what the Board had learned during its earlier public consultations, the Board chose to present a single "best option" to

public and stakeholders for input and further ideas. In September 2012, the Board released its Initial Options Report.

### **Clear and Transparent Communication**

This Initial Options Report was the first significant step, based on many hours of review and debate by the Board of Education and Senior District Staff, to develop the communication and balance needed by the students, staff, and parents of the School District.

The report was intended to inform and to elicit response and discussion regarding the value of its proposed changes. The options were well researched and supported by sound fiscal management principles, but were not yet cast in stone.

The next stage was public presentation of the Initial Options Report to encourage further discussion, changes if required, and ultimately to garner broad support throughout the School District.

At the 25 September 2012 meeting the Board, the Board passed a separate motion announcing which schools were earmarked for potential closure, thereby invoking the 90 day consultation process as per Board Policy 1711 Opening, Closing Schools and School Consolidation.

The Board initiated five different avenues to engage public and stakeholders on the Initial Options Report including potential school closures:

#### **1. Public Meetings**

The Board initiated two rounds of consultation and input with the communities in the South and North. The first round of meetings was geared towards presenting the Initial Options Report to the public and stakeholders and answering clarifying questions. The second round of meetings was called Think Tanks wherein the Board solicited ideas and feedback from public and stakeholders.

One meeting was held for public and stakeholders in the west area of the School District. This was a combined presentation of the Report, answering questions and soliciting feedback from the public and stakeholders.

#### **2. “Thoughtstream” – a Facilitated Web-Based Data Collection System**

A “Thoughtstream” process was initiated for parents and general public asking three specific questions: 1. What are the challenges of the Initial Options Report? 2. What are the benefits? 3. What would I do differently? Information was then collated and returned back to parents and public for prioritizing. Facilitators then summarized and presented the feedback to the Board.

### **3. Written Feedback**

The Board welcomed written feedback throughout the process April 2012 – January 2013.

### **4. Public Forums for Potential School Closures**

The Board held public forum meetings for communities and stakeholders in each school that was earmarked in the Report as a potential closure.

### **5. Meetings of the Board**

In March of 2012, in anticipation of gaining public feedback, the Board updated its Bylaw B2705 Public Participation at Board Meetings by adding a section on public agendas at the beginning of each meeting for public to make comment on items on the agenda. This Bylaw previously allowed questions to be asked by public to the Board at the end of the meeting regarding items not on the agenda.

In December 2012, the Board concluded its formal public meetings and forums and formally received all data and input gathered during this stage of the process. On 11 December 2012 the Board of Education was presented with an electronic document that was in excess of 1550 pages of collated feedback and summaries of input.

Written responses were received and considered by the Board until the final decision was made on 22 January 2013. Four special open meetings were called where the Board considered all data and input received to date: 18 December 2012, 08 January 2013, 15 January 2013 and 22 January 2013.

With the adoption of the final plan by the Board of Education (22 January 2013), the School District will act upon the decisions in a timely manner in order to retain the support of the community and to garner the support of senior government in the capital expenditures required.

### **South Zone (100 Mile House and environs)**

The south zone of the school district is distinctly defined as an area from the southern district boundary north to Lac La Hache, and from the Cariboo Mountains to the Fraser River. Included are a central grade 10 to 12 secondary school (Peter Skene Ogden Secondary School ) and grade 8 to 9 junior secondary school (100 Mile House Junior Secondary School) and a grades K to 7 elementary school in 100 Mile House. Six more elementary schools, most within 26 km of 100 Mile House, are located in the communities of Lac La Hache, 108 Mile Ranch, Forest Grove, Buffalo Creek, Horse Lake, and Bridge Lake (56 km).

Utilization rates vary significantly with the smaller communities surrounding 100 Mile House being the most challenging. The condition of these schools varies, but most are in need of energy and air quality upgrades and other maintenance.

The secondary school population is dropping and projected to continue doing so for the next ten year projections. Peter Skene Ogden Secondary is also challenged in the size, type, and diversity of spaces to accommodate the desired education program. Additionally, as the number of students decline, fewer instructors are tasked with teaching a variety of subjects.

Adequacy of diversified space at the junior secondary is not an issue though the diversity of the curriculum is, due to the limited number of instructors. A two-grade school with two transitions in two years does create some social and other issues. This school with a large footprint and very low utilization rate has an inordinate impact on energy consumption and maintenance cost. This school is in need of many renovations due to age and general deterioration.

The elementary schools vary greatly in utilization rates, condition, size, and importance to local communities. Both 100 Mile House Elementary and Mile 108 Elementary operate at or near capacity while most others vary with utilization rates being fair to poor. Most elementary schools have an excess of space and operate with mixed grade classes. While the distance between adjacent schools is not always significant, the bus rides to any of the current schools are frequently long to begin with. Many of these schools also function as the primary community hub, often with other services being offered within the school (library, social services, community hall, etc.).

The changes to the education delivery in the south zone consist of the following:

- Reconfigure PSO secondary to grade 8 to 12.
- Close 100 Mile House Junior Secondary. Disposal of the land and buildings will be addressed outside of this Plan by 31 May 2013.
- Commit funding to upgrade the Peter Skene Ogden Secondary School to support the curriculum needs.
- Close Buffalo Creek Elementary School and consolidate the students into Forest Grove Elementary School.

The savings realized from the closure of 100 Mile House Junior Secondary together with School District capital spending commitments will help to improve the curriculum offerings at Peter Skene Ogden Secondary. This will meet the Board's guiding principle of providing "Excellence in Education, Choice and Opportunity". This closure also provides a larger more diversified teaching staff and keeps this school population closer to its designated capacity. The improved physical condition of Peter Skene Ogden Secondary will reduce operating and maintenance costs providing "Sound and Efficient Fiscal Management".

These changes will help to retain elementary students in their local communities, better utilize the teaching resources, increase the efficient use of these buildings, and *minimize transitions* for students. All of these are in accordance with the Board's guiding principles.

Some right-sizing of underutilized space in rural schools may be considered either through mothballing or selective demolition to reduce operating and maintenance costs. Such changes should consider the potential for future space requirements.

Further consideration is required for community use of facilities. Some programs and user groups are in keeping with the *Neighbourhoods of Learning* initiative, but sound fiscal policy requires that the programs be self-supporting wherever possible.

All of these changes are directed to the Board's guiding principles of "Excellence in Education, Choice, and Opportunity", "Sound and Efficient Fiscal Management" and "Embracing our District's Unique Factors" in the southern zone of the School District.

### **West Zone (Fraser River west)**

The schools to the west of Williams Lake are characterized by widely dispersed populations and long travel distances. These schools are so widely dispersed that any changes will have significant impacts on students and communities. Further community review and consultation is required prior to finalizing a plan for the west area.

The Board of Education recognizes the need to engage with these communities to discuss school enrolment and configurations as a further step under the Guiding Principles in 2013/2014. This could include some form of right-sizing of schools either through mothballing or selective demolition to reduce operating and maintenance costs. Given the travel distances involved, school closures are difficult to support.

The Board of Education continues to support the provision of K to 10 schooling in these communities.

### **Williams Lake Zone**

Williams Lake is the major centre for School District No. 27 (Cariboo-Chilcotin) including the highest concentration of students. The Williams Lake zone includes two grade 8 to 12 secondary schools (Columneetza Secondary and Williams Lake Secondary) with both functioning below capacity, but neither is able to accommodate 100% of secondary students. At the elementary level, there are currently nine K to 7 elementary schools located between 150 Mile House Elementary in the south, Wildwood Elementary in the north and Chilcotin Road Elementary in the west.

The enrolment at the elementary level is below capacity in the Williams Lake zone. Some specialty programs have developed at individual schools to enhance their enrolment, though

this simply makes the other elementary school enrolments lower. Glendale Elementary currently runs on a 12-month calendar and also includes a French Immersion Program. Kwaleen Elementary operates as a traditional school.

In central Williams Lake, Marie Sharpe Elementary houses a variety of strong community and student support programs in surplus space. These programs are in keeping with the *Neighbourhoods of Learning* initiative and are in support of many students in need of special assistance. This school is centrally located and appropriate for many of the special supports available there. This school has a distinct and important role in the provision of education in Williams Lake. This school should be considered in the longer term for renovation, refurbishment, or replacement as a key central support and education facility.

For secondary students, there are a number of challenges associated with attendance at a small comprehensive school. Course selection is difficult, particularly for more specialized courses in the senior grades such as math and science, but also for many of the practical arts. Instructors in small schools are tasked with providing a broad variety of course offerings, often to small classes, and on an intermittent basis. Many students are already transferring between the two campuses in order to access their courses and programs of choice.

Operating a full sports program at two schools is also difficult due to participation rates and the provision of coaching and support.

Some consolidation of schools is needed in Williams Lake to meet the Board's guiding principles, particularly with regard to the *efficient use of space* and to the *fiscal responsibility*. However, such closures should also consider the balance of the Guiding Principles, particularly regarding "Excellence in Education, Choice, and Opportunity".

Consolidation of the secondary schools into one campus is not feasible at present as neither can accommodate the full population without major changes and additions or significant grade level re-structuring. Creation of a middle school on one campus may require some physical changes and would restrict the availability of some specialty programs at the secondary level. As well, this would add a transition for all students.

Through application of the Guiding Principles, combined with a review of school capacities, catchment areas, and student enrolments; and education delivery models in School District No. 27 and elsewhere, this plan was adopted to address the efficient utilization of schools in Williams Lake.

The changes are twofold: the creation of a single, new, grade 7 to 12 secondary school on two campuses combined with the consolidation of nine elementary schools into six grades K-6 elementary schools.

The use of a single secondary school with two separate campuses exists in several communities in the Province for similar reasons. To align with the goals of the *BC's Education Plan*, the

School District intends to engage an external facilitator to coordinate this restructuring. The school programs will be designed to better respect:

- the *Our Kids, Our Future* document,
- hockey academy,
- fine arts programming, and
- other currently existing programs.

This model will retain or increase the choices and opportunities for all students. The resulting operational changes will provide:

- better certainty for students in the availability of desired courses and programs,
- more focused content for teaching staff, and
- a better range of offerings for all students.

**The challenge is at the administration level, not at the student or teacher level.**

This plan accommodates all students in grades 7 to 12 for the current planning horizon and can deal with a reasonable growth or shrinkage in enrolment or adjustments to grade configurations at the rural feeder schools. The One School, Two Campus model will be implemented with one predominantly grade 7-9 campus and one predominantly grade 10-12 campus.

At the elementary level, the change of grade configuration further reduces the utilization of all elementary schools. Consolidation and school closures based on an in-depth study of the capacity, current enrolment, catchment area, trends, facility condition, and all other available data has resulted in the selection of the following consolidations:

- Consolidate Glendale Elementary School English track students to Cataline Elementary School.
- A balanced calendar model track along with a regular school calendar will be housed at Cataline Elementary School.
- Consolidate Glendale Elementary School French Immersion students to Nesika Elementary School.
- Consolidate Kwaleen Elementary School with Chilcotin Road Elementary School. The traditional school model will discontinue.
- Wildwood Elementary School reconfigured from grades K-3 to grades K-6.

All of these changes are directed to the Board's guiding principles of "Excellence in Education, Choice, and Opportunity," "Sound and Efficient Fiscal Management" and "Embracing our District's Unique Factors" in the Williams Lake zone of the School District.

## **East Zone**

The three schools to the east of Williams Lake are relatively stable with populations that live and work in their communities. These schools are small and important in their communities but the school buildings are in poor condition. There are no immediate plans for these schools, though renovations or replacements should be given consideration in the longer term.

## **Summary**

### **Excellence in Education, Choice, and Opportunity**

The changes in the 100 Mile House and Williams Lake communities, taken together, will effectively improve education for all students in the affected areas. Only one transition for students from grades K-12 would be required, with this option.

Relevant learning opportunities are enhanced for all students. With fewer expenses for facility costs the School District can direct more resources to better pupil-teacher ratios, provide more educational supports, and have fewer multi-grade split classes.

At the secondary level in both communities, with larger enrolments, course selection and availability will improve. Teachers at the secondary level will be able to work closer to their specialization and to provide enhanced supports within their curriculum area.

Throughout the School District savings in facility cost can be directed to student supports.

### **Sound and Efficient Fiscal Management**

The facility changes recommended above will result in far fewer underutilized classrooms and a significant reduction in grounds and maintenance. The costs for operations including utilities, carbon tax, custodial, grounds maintenance, general repairs and long term capital replacement will all be reduced across the School District.

With this plan, there is adequate ability to adapt to minor changes in enrolment within any of the catchment areas. Significant increases in enrolment are likely only to come in response to a major economic driver in a specific area of the School District. Should this occur it should be addressed in isolation from the balance of the School District and include capital planning involving the Ministry of Education.

The reduction of four schools district-wide will result in savings in operations that can, over the long term, be redirected to educational service to the students of School District No. 27. Consideration should also be included of the cost of providing space to associated agencies in school space for lower than the operational cost of the facilities. While these services are of benefit to the school and to the community, the cost should balance against the educational plan for the School District as a whole.

### **Embracing Our School District's Unique Factors**

Rural and remote schools serve students distant from the major population centres that typically have long bus commutes to their school. These schools typically receive extra financial support for their typically smaller populations. The School District recognizes the challenges faced by these families and supports the existence of these schools and their importance to rural communities.

The unique geography of this School District includes grasslands, forests, river valleys, and mountain terrain supporting a wide variety of economic drivers, lifestyles and cultures. The geography creates unique challenges for transportation and communication that challenge the residents and the School District in many ways. These are to be embraced and supported in the education of students in the School District.

Appendix 1



School District No. 27 (Cariboo-Chilcotin) | **PLANNING NEWS**

**WHAT IS HAPPENING AND WHEN?**

*Change is coming... Be a part of it.*

**INTRODUCTION**

Over the past nine months, the Board of Education has had many meetings to discuss how to achieve the best educational outcomes for all students in School District No. 27 (Cariboo-Chilcotin), now and into the future.

To this end, the Board developed its *Guiding Principles for Strategic Planning* which was used to measure each option under consideration.

The Board has now completed its **Initial Options Report for Public Consultation**. This report was unveiled on Tuesday, 25 September 2012, at a special public meeting of the Board. The Board then had a half hour to answer any clarifying questions from the public.

Public and stakeholders will have further opportunity to respond to the Board's *Initial Options Report* as shown overleaf.



**GUIDING PRINCIPLES FOR STRATEGIC PLANNING**

We, the Board, are committed to:

1. **Excellence in Education, Choice and Opportunity**
  - a. *Minimize Transitions*
  - b. *Relevant learning opportunities (Accommodating 21<sup>st</sup> Century/Personalized Learning)*
  - c. *Ensuring choice and supports for every student*
2. **Clear and Transparent Communication**
  - a. *Balance (Communication and relationships need continual attention and effort.)*
  - b. *Get the word out (Stimulate discussion and encourage meaningful participation.)*
  - c. *Act with purpose (Be clear about intended outcomes.)*
3. **Sound and Efficient Fiscal Management**
  - a. *Efficient use of space*
  - b. *Accommodate increasing or decreasing enrollments*
  - c. *Fiscal responsibility*
4. **Embracing our District's Unique Factors**
  - a. *Rural and remote schools*
  - b. *Geography*
  - c. *Cultural diversity*

**STEP 1 APRIL 2012 – JUNE 2012**

Identifying Principles and Issues of Importance to Guide the Conversation

1. **Review of data** | The Board reviews data and reports including Our Kids, Our Future Years 1 and 2, 100 Mile House Elementary Project Identification Report and earlier long term planning information. **✓ COMPLETE**
2. **Develop Principles** | The Board develops the guiding principles to be used for consultation and decision making. (See Left) **✓ COMPLETE**
3. **Share Timeline and Principles** | Trustees will meet with the executives of CCPVPA, CCTA, IUOE and DPAC. **✓ COMPLETE**
4. **Student Voice** | The Board reviews the information received from the Student Voice meeting and secondary student survey April 2012. **✓ COMPLETE**
5. **Develop Initial Options** | The Board will identify initial options and staff will prepare the Initial Options Report for final review by the Board in September 2012. **✓ COMPLETE**
6. **Public Consultation** | Dates shown overleaf **✓ COMPLETE**

v. 1.9 January 23, 2013



School District No. 27 (Cariboo-Chilcotin) | **PLANNING NEWS**

**WHAT IS HAPPENING AND WHEN?**

*Change is coming... Be a part of it.*

**STEP 2 SEPTEMBER 2012 – JANUARY 2013**

Using the Principles, Values and Ideas from Step 1 to Refine Initial Options

1. Present Initial Options Report to the Public | The Board will present the Initial Options Report at the September 25, 2012 Board meeting. View the Report online: [www.sd27.bc.ca](http://www.sd27.bc.ca) ✓ **COMPLETE**

2. Workshops | In-depth presentation of the Initial Options Report with time for questions from the public

<b>North</b> October 2, 2012, WLSS Gym • 3:30 pm: Teaching Staff • 4:30 pm: Support Staff • 6:30 pm: Open to the Public ✓ <b>COMPLETE</b>	<b>South</b> October 4, 2012, 100 Mile House Jr. Gym • 3:30 pm: Teaching Staff • 4:30 pm: Support Staff • 6:30 pm: Open to the Public ✓ <b>COMPLETE</b>
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3. "Out of the Box" Think Tank | You've heard the Initial Options Report and the Board's rationale, now is your time to let us know what you think! Think long term, think collaboration...

Think: 1. What are the challenges of the Initial Options Report? 2. What are the benefits? 3. What would I do differently?

<b>West</b> October 16, 2012, 7:00 pm Alexis Creek School. Combined Workshop and Think Tank. <b>EVERYONE Welcome</b> ✓ <b>COMPLETE</b>	
<b>North</b> October 25, 2012, CSS Gym, Williams Lake • 3:30 pm: Teaching Staff • 4:30 pm: Support Staff • 6:30 pm: Open to the Public ✓ <b>COMPLETE</b>	<b>South</b> October 23, 2012 PSO Gymnasium, 100 Mile House • 3:30 pm: Teaching Staff • 4:30 pm: Support Staff • 6:30 pm: Open to the Public ✓ <b>COMPLETE</b>

4. Feedback | Based on feedback for items 2 and 3, opportunities for additional feedback may be scheduled. Written presentations will be accepted at any time throughout the process, as well as feedback through e-mail using ThoughtStream process ✓ **COMPLETE**

5. Report of Feedback From All Sources | Written summary of feedback from all sources December 11, 2012.

✓ **COMPLETE**

**STEP 3 SEPTEMBER 2012 – JANUARY 2013**

School Closure Consultation (Policy 1711)

1. Announcement of Board's proposal to close schools | The Board will present the Initial Options Report identifying schools considered for closure at the September 25, 2012 Board meeting. View the Report online: [www.sd27.bc.ca](http://www.sd27.bc.ca) ✓ **COMPLETE**

2. 90 Day Consultation Process | The Board announces a public consultation period of not less than 90 days at the September 25, 2012 Board meeting.

3. Public Forum | The Board will hold public forums to deal with the proposed school closure which is part of the public consultation process. ✓ **COMPLETE**

- Glendale Elementary: November 6, 2012  
Public: 6:30 pm Staff: TBD
- 100 Mile House Jr. Secondary: November 8, 2012  
Public: 6:30 pm Staff: TBD
- Kwaleen Elementary: November 20, 2012  
Public: 6:30 pm Staff: TBD
- Buffalo Creek Elementary: November 22, 2012  
Public: 6:30 pm Staff: TBD
- Wildwood Elementary: November 29, 2012  
Public: 6:30 pm Staff: TBD

4. Additional options for public consultation | Written presentations will be accepted at any time throughout the process, as well as feedback through e-mail using ThoughtStream process

✓ **COMPLETE**

5. DECISION | January 2013 ✓ **COMPLETE**

**THROUGHOUT THE PROCESS APRIL 2012 - JANUARY 2013**

If you can't come out to a meeting, you can still have a say. Share your ideas and options for going forward.

1. Have your say online:

After October 2nd

[www.sd27.bc.ca](http://www.sd27.bc.ca)

2. Write Us at:

Think Tank, School District No. 27

350 N. 2<sup>nd</sup> Avenue

Williams Lake, BC V2G 1Z9

3. Reporting and News Updates: Progress reports on

consultations and planning meetings will be posted to the

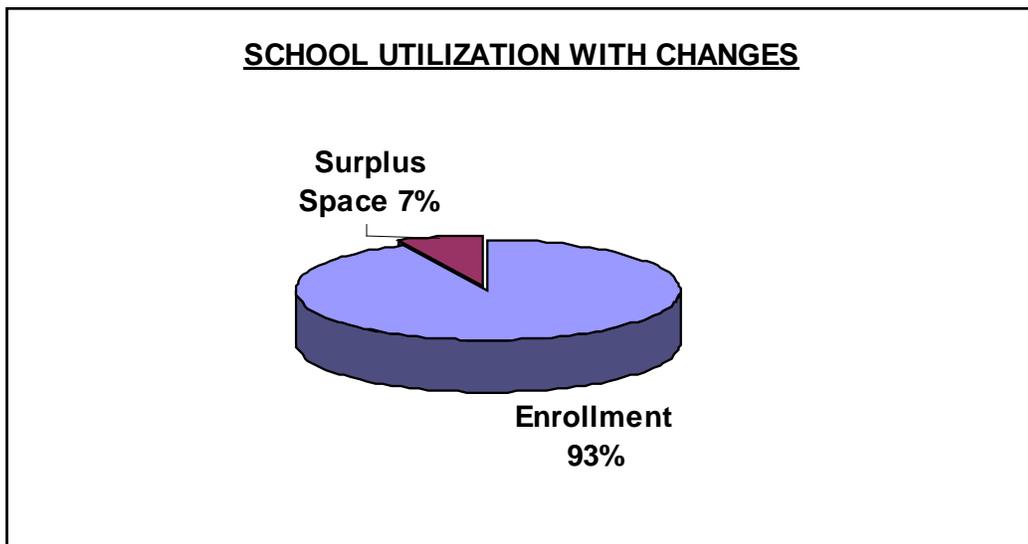
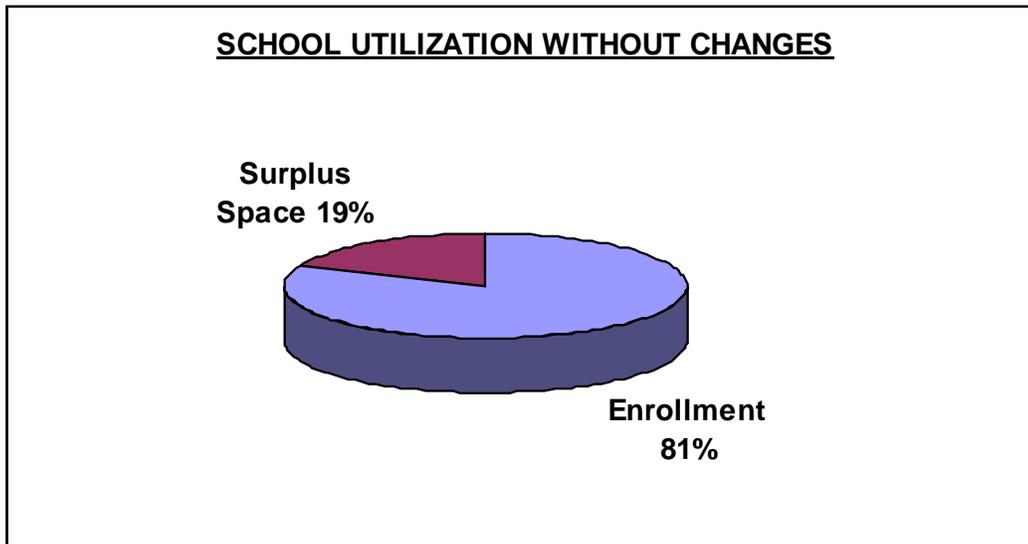
District's website and updates will be presented at each

Open Board Meeting

**Appendix 2**

**WILLIAMS LAKE ZONE FACILITY UTILIZATION**

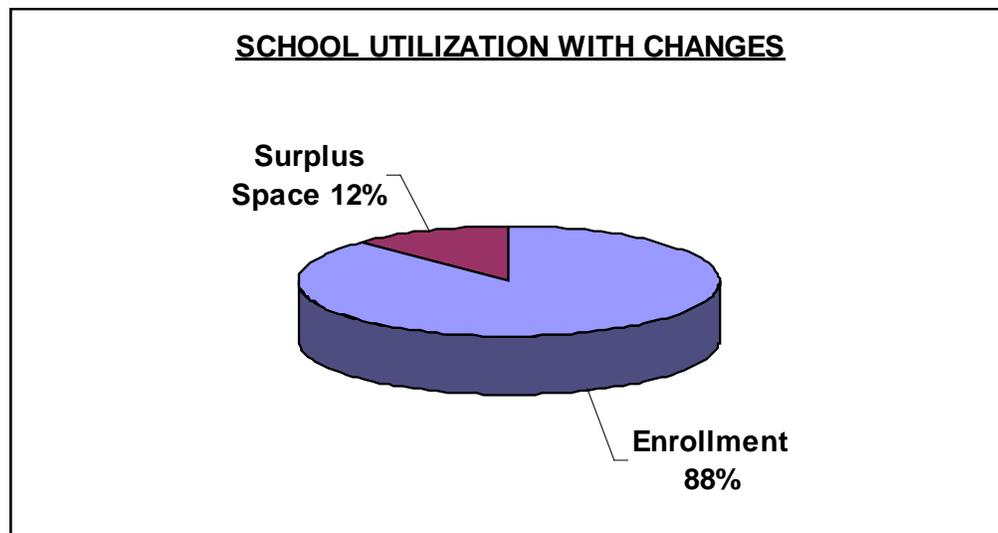
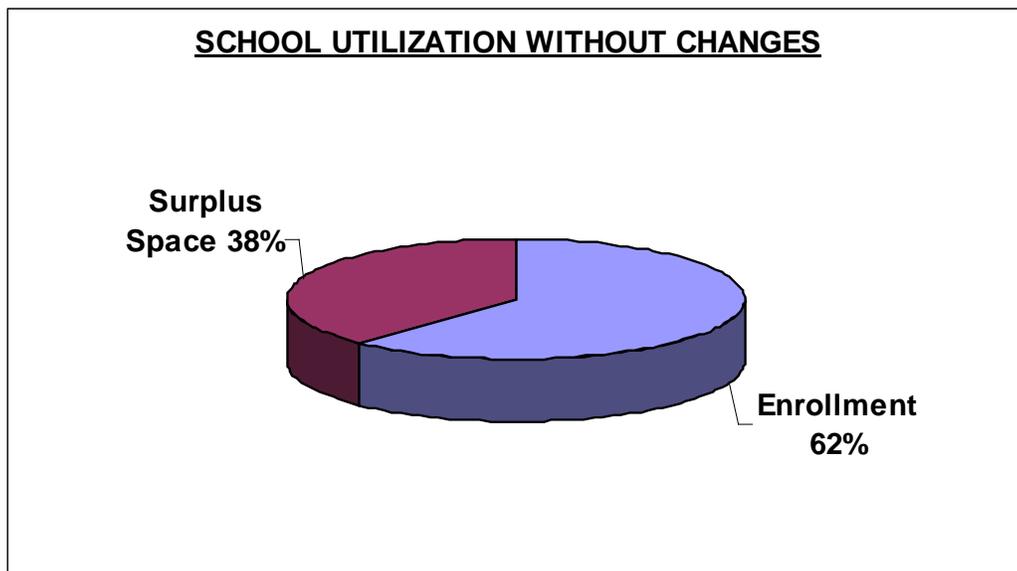
(Including Wildwood Elementary and 150 Mile Elementary)



**Appendix 3**

**100 MILE HOUSE ZONE FACILITY UTILIZATION**

(Including all rural schools)



**Appendix 4**

**Projected Operating Cost Savings  
 Updated December 2012**

The closures of the schools listed are expected to provide savings to the District in the reduction of costs for Administration, non-teaching staff, services, and maintenance. The cost savings are projected to be on-going savings though there will be some minor one-time costs that will impact the year one savings. Disposal of the schools or demolition of the buildings would increase long term savings in energy and maintenance.

The loss of the Small Communities Grant at some rural schools is considered in these calculations.

**Closure of 100 Mile Junior Secondary**

Year one projected savings	\$412,180
Ongoing Savings	\$501,180

**Closure of Buffalo Creek Elementary**

Year one projected savings	\$326,532
Ongoing Savings	\$178,032

**Closure of Glendale Elementary**

Year one projected savings	\$404,501
Ongoing Savings	\$458,501

**Closure of Kwaleen Elementary**

Year one projected savings	\$205,276
Ongoing Savings	\$ 76,026

**Cost to Maintain Balanced Calendar at Cataline Elementary**

Year One & Ongoing costs	-\$105,979
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It should be noted that at this time no cost is estimated to expand Wildwood Elementary to a K-6 program.

<b>Total Savings Year One</b>	<b>\$1,242,510</b>
<b>Total Ongoing Savings</b>	<b>\$1,107,760</b>

**Appendix 5**

**Anticipated Capital Costs**

These costs are to be funded through re-allocation of current approvals, local capital, or new Ministry approvals of Capital Expenditures.

**Peter Skene Ogden Secondary School**

(Preliminary rough estimates based on estimated size of additions and Ministry of Education allowances. Further consultation and Ministry approvals required)

<b>Additional Mechanics Shop</b>		
230 s.m.	@ \$2600/s.m.	<b>\$585,000</b>
<b>Gymnasium Expansion</b>		
200 s.m.	@\$2600/s.m.	<b>\$520,000</b>
<b>Minor renovations to:</b>		
Science, Home Ec., Existing Metal & Wood Shops		
1000 s.m.	@ \$800/s.m.	<b>\$800,000</b>
<b>Miscellaneous Contingencies</b>		<b>\$95,000</b>
<b>Total</b>		<b>\$2,000,000</b>

**100 Mile Elementary School**

(Based on 'Draft' Project Identification Report prepared in April 2011, but not yet submitted to the Ministry of Education for funding approval)

<b>Option #1</b>	
<b>Complete renovation of existing school on existing site</b>	<b>\$14,317,983</b>
<b>Option #2</b>	
<b>Replacement of existing school on existing site</b>	<b>\$16,060,265</b>

The report recommended proceeding with the replacement option due to the lower overall "Life cycle Cost" of a new building