

**Boundary School District Facility Review
School Community Connections Program
Step II, Phase I
September, 2006**



Conducted by:
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SCHOOL FACILITIES REVIEW:

The advent of the School Community Connections Program and the School District's willingness to participate in the program has created an opportunity for the Boundary School District to take stock of its infrastructure, programs and services.

The need for any public body to conduct an environmental scan in relation to its strategic mission has never been more important than it is today in this rapidly changing, technologically oriented, world. The education monopoly has been, for all practical purposes, broken and educational consumers exercise their prerogatives of choice. The impending change in the society from an Industrial Age, wealth and employment generating, resource economy to an Information Age economy has created hardships in rural communities. The Boundary area has been particularly hard hit by these changes.

The Boundary School district has seen a real decline in its student population of 30% over the last 10 years. Similarly the loss of employment opportunities and businesses in the Boundary communities has seen an exodus of young families and an aging of the overall workforce. With a flat-lining population demographic, there will continue to be an erosion in services in health and education and other social and service agencies as the competition for tax dollar support increases and funding moves to the more politically influential, populated, urban areas of the province.

It is in the face of these realities that the Boundary School district has wisely chosen to reassess its direction and develop a plan(s) that will keep it efficient and effective over the next five or so years. To this end the Boundary Districts submission for Step II SCCP funding is an important opening gambit in this process.

The purpose of this review is to re-examine instructional and non-instructional facilities including those associated with non-traditional and/or distributed learning instructional programs (*see Figure 22 schematic for a fuller, visual understanding of the facilities under review) Big White Community School, Beaverdell Elementary, West Boundary Elementary and Christina Lake elementary schools were not factored into this study.

Pre-reading:

1. Boundary School District's application to School Community Connections Program Step II
2. Midway community Transition Plan

SECTION I: GRAND FORKS FACILITIES

II. Background Information:

1. District School Aged Population:

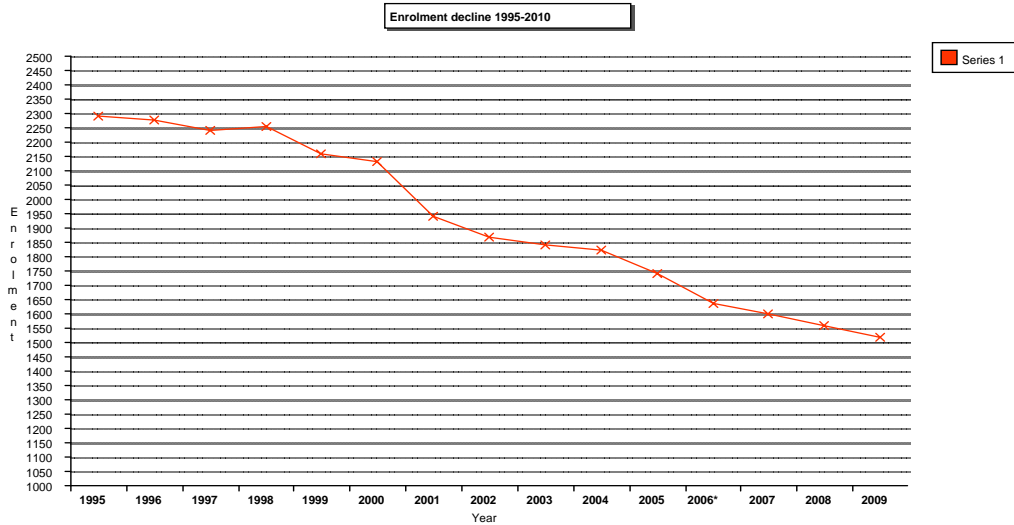


Figure 1

NB: the school Aged population after 2010 is projected to flat-line between 1300-1400 students for the next three to five year period and then increase in a gradual fashion after this period (est. 1% annum).

2. Facilities to be reviewed:

FACILITY:	Sq. Ft	2005/06 Energy cost/sq.ft
J.A. Hutton Elementary	35498	1.2636
Dr. D.A. Perley Elementary	40258	1.4225
Grand Forks Secondary	94532	1.2423
Perley Play Station (no occupancy 2005/06)	1800	0.5221
Fred Walker Resource Centre (GF)	3600	1.2099
Phoenix Success Centre (GF)	1593	1.9815
SD Technology Centre (portable)	800	NA
School Board Office (12 mo. operation)	3600	2.1137
Marlex Operations Facility	11778	0.5877
Midway Elementary	10287	1.6649
Greenwood Elementary	18003	1.1373
Boundary Central Secondary	57555	1.3698

Figure 2

3. Facility Pictorial/Floor Plans:

J.A.Hutton Elementary



Figure 3

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
J.A. Hutton Elementary	231	315	2

J.A.Hutton Elementary Floor plan:

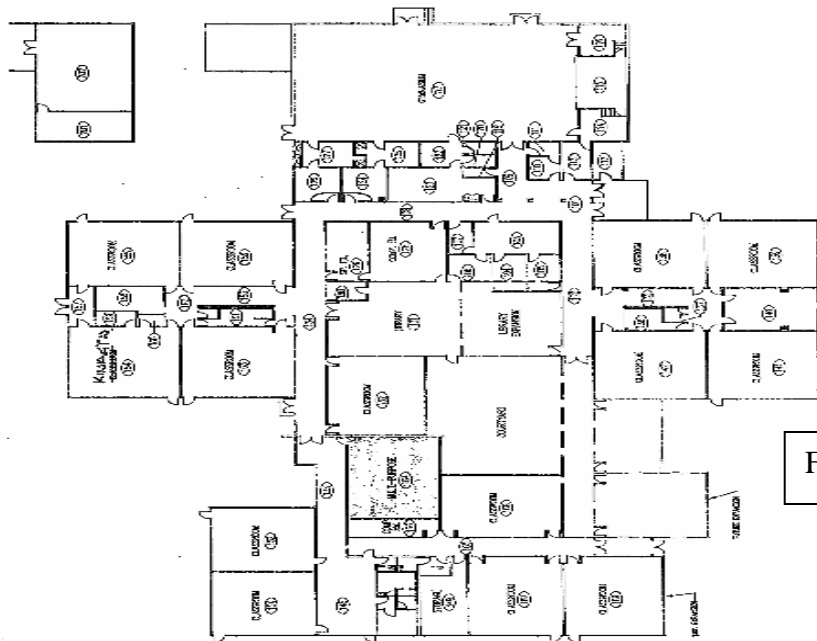


Figure 4

LONG TERM PLAN
 J.A. HUTTON SCHOOL
 1/22

Dr. D.A. Perley Elementary:



Figure 5

<u>School</u>	<u>Current Enrolment</u>	<u>Nominal Capacity</u>	<u>Est. Rooms Available*</u>
Dr. D.A. Perley Elementary	251	455	1

Dr. D.A. Perley Elementary Floor Plan:

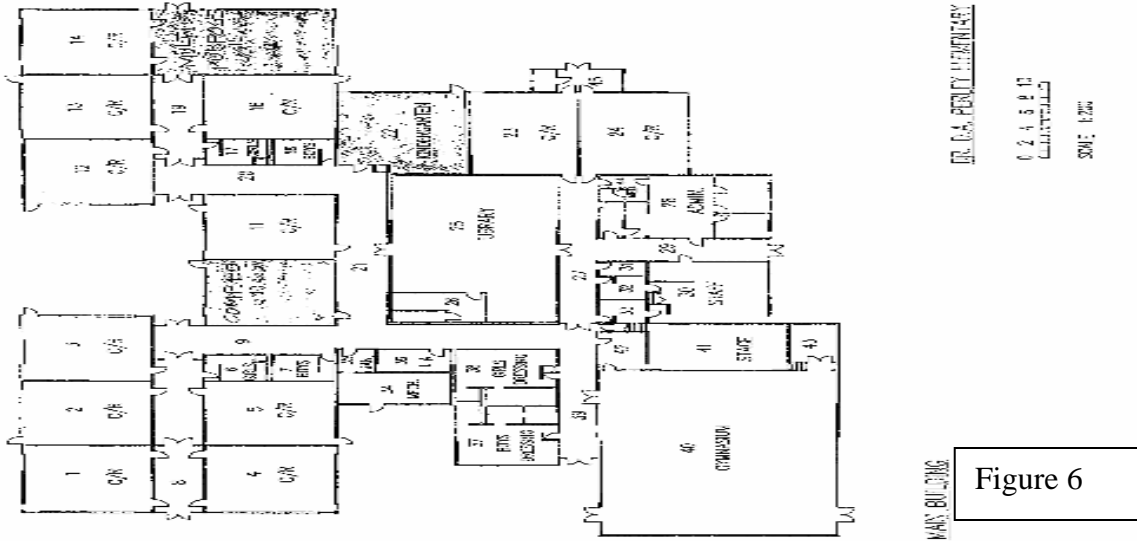


Figure 6

Grand Forks Secondary School:

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Grand Forks Secondary	543	650	4



GFSS main floor Plan

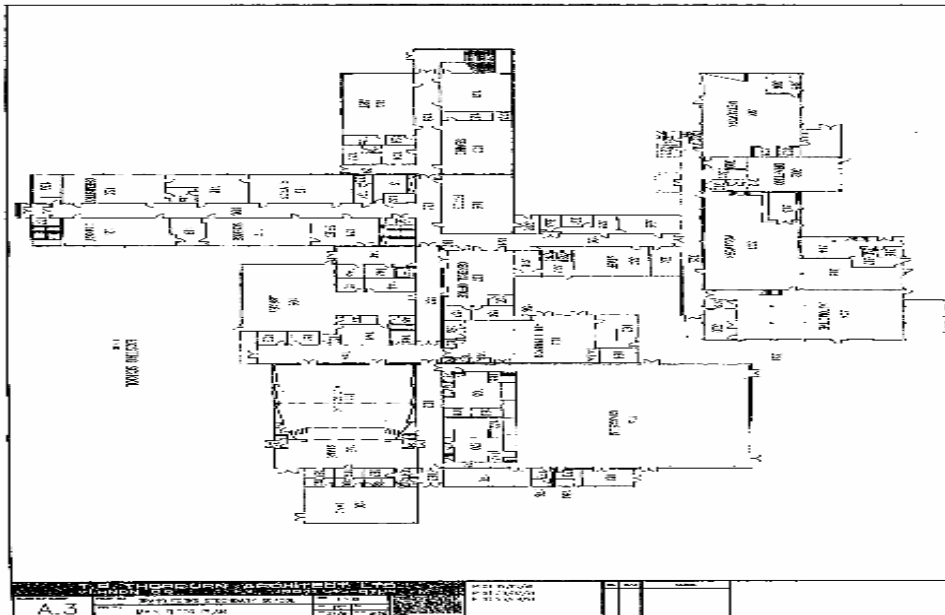


Figure 8

Perley Play Station:

The Play Station was unoccupied for 2005-2006. The SCCP telecommunications project with the City of Grand Forks and the Play Station's strategic location in the center of the proposed fiber line make it an ideal location for a permanent Technology/Telecommunications centre.



Figure 9

Perley Play Station Floor Plan:

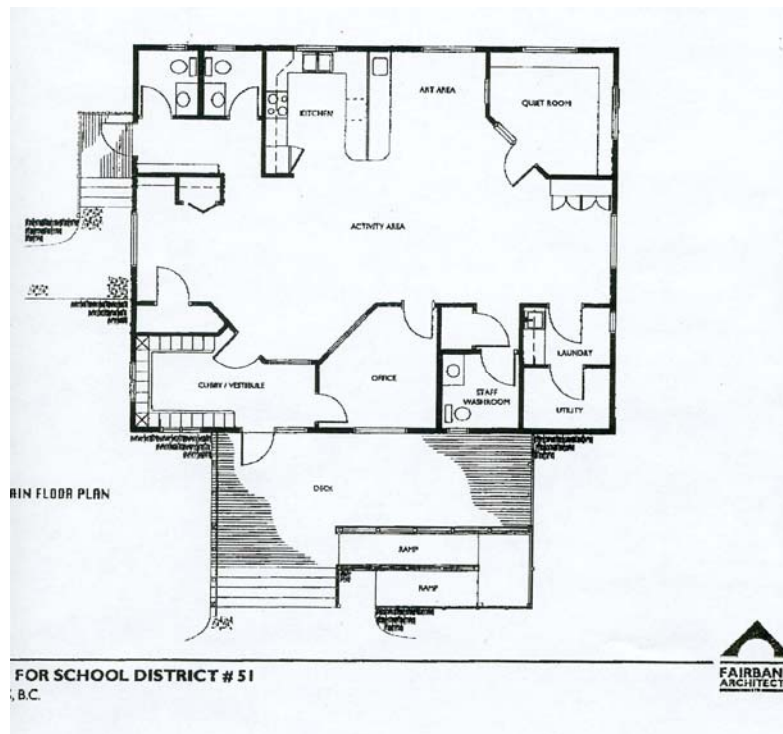


Figure 10

Fred Walker Learning Centre (GF):

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Fred Walker Learning Centre	37	NA	NA

Leased Facility: \$36,000/annum; Utilities \$4697.



Figure 11

Phoenix Program and Phoenix Success Learning

Centre:

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Phoenix Program & Phoenix Success Learning Centre	25	NA	NA

Phoenix Program & Phoenix Success Learning Centre



Figure 12

School Space available:

School Facilities Space Available:

School	Current FTE Enrolment	Nominal Capacity	Est. Rooms Available*
J.A. Hutton Elementary	232	315	3
Dr. D.A. Perley Elementary	251	455	6
Grand Forks Secondary	543	650	4
Midway Elementary	40	140	3
Greenwood Elementary	31	190	4
Boundary Central Secondary	169	450	6
Marlex Operations Centre	NA	NA	(may be shared site with City of G.F.)

Figure 13

* Estimate based on a class size of 30, which in small rural schools is probably not attainable due to considerations of multi-grade classes, class composition and course offerings. However with the District's school population declining at approximately 4% per year, a significant amount of space is available.

III. Program, Services and Support Options:

Elementary:

The district will continue to struggle with class size and composition issues associated with small rural schools. Closure of small rural schools in the district has not been seriously entertained due to the serious negative impact on rural communities and families and, transportation issues associated with closures. While no major restructuring is being entertained for West Boundary schools, there are several options presented for consideration for Grand Forks schools.

Secondary:

Both BCSS and GFSS are small secondary schools and as such can only offer a basic "meat and potatoes" graduation option, albeit a good one. Both schools can continue as is with the existing and likely diminishing course options. However taking a long term view, both schools need to adopt a common timetable and implement shared instructional staff through White Board Technology. Moreover this offer and willingness to share a common timetable and staff should be extended to the 10 other small Kootenay secondary schools. Failure to make this move will only exacerbate the unavailability of trained, competent staff and accelerate the decline in program offerings and achievement. An alternate provincial distributed learning consortium, currently being developed, may provide yet another alternative for both schools to consider. The advantage that the district common timetable and whiteboard delivery provides to learners is the presence of in-district teacher support. High Tech can deliver the content, however, high tech and high touch is a better learning situation.

Alternate and Safety Net Programs:

The Fred Walker Learning Centre, Phoenix Program, Phoenix Success learning Centre and Midway Learning Centre continue to provide the kinds of options that students require in order to remain in the school system. The Grand Forks area of the district needs to consider ways in which these much needed services may be continued while reducing infrastructure overhead. The obvious way to do this is by consolidating facilities.

IV. Options available to the Boundary District for GF Schools and Facilities (Hutton, Perley, GFSS):

OPTION 1: Status Quo. All schools would remain as presently configured i.e. K-7; 8-12. The District would ride the anticipated downward spiral in enrolment and revenue with no forward-looking options that may ameliorate the circumstances.

Comment:

This is basically a reactive, and a relatively safe, stance as the Board is perceived to be reacting to circumstances beyond their control. There will of course be financial, service and program impacts. The long term circumstances of the district will not be met except on an ad hoc basis.

OPTION 2: Close one elementary school in GF, either Dr. D.A. Perley or J.A. Hutton and identify the financial, social, economic, service, program, political and stakeholder impacts. It is anticipated that the Board would face major opposition to this option.

Comment:

The current enrolments of J.A Hutton (232) and Dr. D.A. Perley(251) do not permit a comfortable amalgamation. Either school would be strained to capacity to accommodate the students from the other. Additionally the Board would not only be maligned but also inundated with protests about the closure.

- There is no compelling reason to close schools
- The closure of Perley will cost the District \$48,000 in lost revenue. Hutton's closure would be \$44,000.
- Closure of either school may cost the District unspecified Administrative severance

OPTION 3: Restructure GF town Schools K-5 and GFSS 6-12 (school within a school); identify financial, social, programming and stakeholder implications.

Comment:

This is an option that would create more available space at both elementary schools and additionally provide for more specialty programs for intermediate students than is currently available at an elementary school. However, creating more space at either elementary school is of little value if the space cannot be used for additional value-added community enhancement programs.

It may be contentious for parents to see elementary aged students in close proximity to secondary aged students and this option is contingent upon appropriate, contiguous space being available at GFSS. While GFSS's population has dropped by over 100 students, the continued graduation program options will dictate the same amount of classroom space being required. The only difference will be smaller classes occupying the same number of classrooms. At any rate, if this were considered to be an option the Board wished to consider, the Superintendent and GFSS principal would need to have a serious, frank discussion about it. (Figure 15)

A sidebar to this option relates to option #2, the closure of Dr. D.A. Perley with K-5 students moving to J.A. Hutton elementary. Hutton has more available space than Perley and could accommodate the

369 students involved. (Figure 14A). The closure of Perley could accommodate the School Board Office and other community agencies and provide a relatively cost effective move in lieu of the Former Forestry Building mentioned in Option 5.

HUTTON K-5	# of rooms required	# STAFF	K	1	2	3	4	5	TOTAL:
			32	32	30	34	26	18	172
K			16						16
K	1	1	16						16
1	1	1		20					20
K/1	1	1		12	9				21
2	1	1			21				21
3	1	1				21			21
3/4	1	1				13	7		20
5	1	1					19		19
5	1	1						18	18
	8	8	32	32	30	34	26	18	172
ROOMS AVAILABLE:	5								
PERLEY K-5	# of rooms required	# STAFF	K	1	2	3	4	5	TOTAL:
			33	36	29	29	38	32	164
K			16						16
K	1	1	16						16
1	1	1		18					18
1	1	1		18					18
2	1	1			19				19
2/3	1	1			10	9			19
3	1	1				20			20
4	1	1					23		23
4/5	1	1					15	8	23
5	1	1						24	24
	9	9	32	36	29	29	38	32	196
ROOMS AVAILABLE:	4								

FIGURE 14

PERLEY/HUTTON K-5	# of rooms required	# STAFF	K	1	2	3	4	5	TOTAL:
			65	68	59	63	64	50	369
K			16						16
K	1	1	16						16
K			16						16
K	1	1	17						17
1	1	1		22					22
1	1	1		22					22
1	1	1		24					24
2	1	1			20				20
2	1	1			20				20
2	1	1			19				19
3	1	1				21			21
3	1	1				21			21
3	1	1				21			21
4	1	1					21		21
4	1	1					21		21
4	1	1					22		22
5	1	1						25	25
5	1	1						25	25
TOTAL:	16	16	65	68	59	63	64	50	369
ROOMS AVAILABLE:	0								

Figure 14A

GFSS 8-12 (ON-SITE)									
GRADE:	8	9	10	11	12	FRED WALKER	TOTAL:	BLOCK COUNT *	
2005-2006	105	103	124	122	121	37	538	67.25	
2006-2007	72	105	103	124	122	35	491	61.375	
* NEEDS A ROOM UTILIZATION STUDY									
GFSS 6-12 (ON-SITE)									
2006-2007	6	7	8	9	10	11	12	FRED WALKER	TOTAL:
	72	69							141
			72	105	103	124	122	35	491
GRADE:									
	6	24							
	6	24							
	6	24							
	7		23						
	7		23						
	7		23						
6 CONTIGUOUS CLASSROOMS NEEDED									

FIGURE 15

OPTION 4: Restructure GF schools: K-3 Hutton; 4-7 Perley; GFSS remains 8-12 but with space available at GFSS due to declining enrolment, integrate Perley gr.4-7 students into Fine and Practical Arts facilities. Explore CLES 2X/week express bus into GFSS.

- Instructionally, this is a viable option, and would keep both schools open, and permit the use of instructional facilities at GFSS to maximize the educational benefit to intermediate students.
- The favourable class size and composition numbers speak for themselves and, given the projected enrolment, should hold for the foreseeable future.
- The ability of the District and community agencies to concentrate and aggrandize ECD programs and child care at one primary school should be noted.

SCHOOL HEADCOUNT:			K	1	2	3	4	5	6	7	
J.A.HUTTON K-7			32	30	34	26	18	36	35	37	248
DR.D.A. PERLEY K-7			36	29	29	38	32	36	34	35	269
Projected 2006/2007											
J.A.HUTTON K-3			65	68	59	63					255
DR.D.A. PERLEY 4-7							64	50	72	69	255
CLASS CONFIGURATION											
HUTTON: K-3	# of rooms required	# STAFF	K	1	2	3	TOTAL:				
K			16				16				
K	1	1	16				16				
K			17				17				
K	1	1	16				16				
1	1	1		17			17				
1	1	1		17			17				
1	1	1		17			17				
1	1	1		17			17				
2	1	1			20		20				
2	1	1			20		20				
2	1	1			19		19				
3	1	1				21	21				
3	1	1				21	21				
3	1	1				21	21				
TOTAL:	12	12	65	68	59	63	255				
Rooms available:	2.5										
CLASS CONFIGURATION											
PERLEY: 4-7	# of rooms required	# STAFF	4	5	6	7	TOTAL:				
4	1	1	21				21				
4	1	1	21				21				
4	1	1	22				22				
5	1	1		25			25				
5	1	1		25			25				
6	1	1			24		24				
6	1	1			24		24				
6	1	1			24		24				
7	1	1				23	23				
7	1	1				23	23				
7	1	1				23	23				
TOTAL:	11		64	50	72	69	255				
Rooms available:	1										

Figure 16

OPTION 5: There are several related moves associated with this option.

1. The current Fred Walker Program facility costs the School district approximately \$42,000./annum. It could be moved to the existing SBO if the District were to purchase the former Forestry building (figures 19-21) from BCBC and relocate the Board Office to the new location. The asking price for this facility is in the neighbourhood of \$300,000. Dollars. The \$36,000 currently paid out in Lease, taxes and water could be applied to the purchase price. The School district should consider the purchase of the former Forestry Centre and combined with the savings from the Fred Walker Centre lease and utilities and the potential for cost sharing with other agencies could have the purchase price of the facility paid out in less than five years.
2. The District Alternate/Safety Net programs (Phoenix Program, Phoenix Success Learning Centre and Fred Walker Learning Centre) would be located across the street from one another.
3. The move of the School District office into this larger facility would open the possibility of sharing space and costs with Selkirk College or other agencies.
4. Phase I of the SCCP Technology/Telecommunications project requires a permanent space located ideally in the center (i.e. middle) of the proposed fiber line.(Figure 22) Neither the existing server room (located in the basement of the Board office) nor the Technical Support Centre (located in a portable behind Hutton elementary) has the space, location or permanency required by the technical requirements of the project.
5. The Marlex Operations Facility costs the School District approximately \$8200./annum in utility charges while the City of Grand Forks Works Yard costs the City approximately 17,700./annum. Combining these two facilities that share a common boundary may realize additional savings in capital/equipment costs. Amalgamation to one site or the other would also free up valuable industrial land for resale for private development.

MARLEX OPERATIONS CENTRE



Figure 17

MARLEX OPERATIONS CENTRE



Figure 18

CITY OF GF WORKS YARD – MARLEX IN BACKGROUND



Figure 19

CITY OF GF WORKS YARD – MARLEX IN BACKGROUND



Figure 20

FORMER FORESTRY BUILDING



Figure 21

FORMER FORESTRY BUILDING



Figure 22

FORMER FORESTRY BUILDING



Figure 23

School District/ City Fiber Network Map

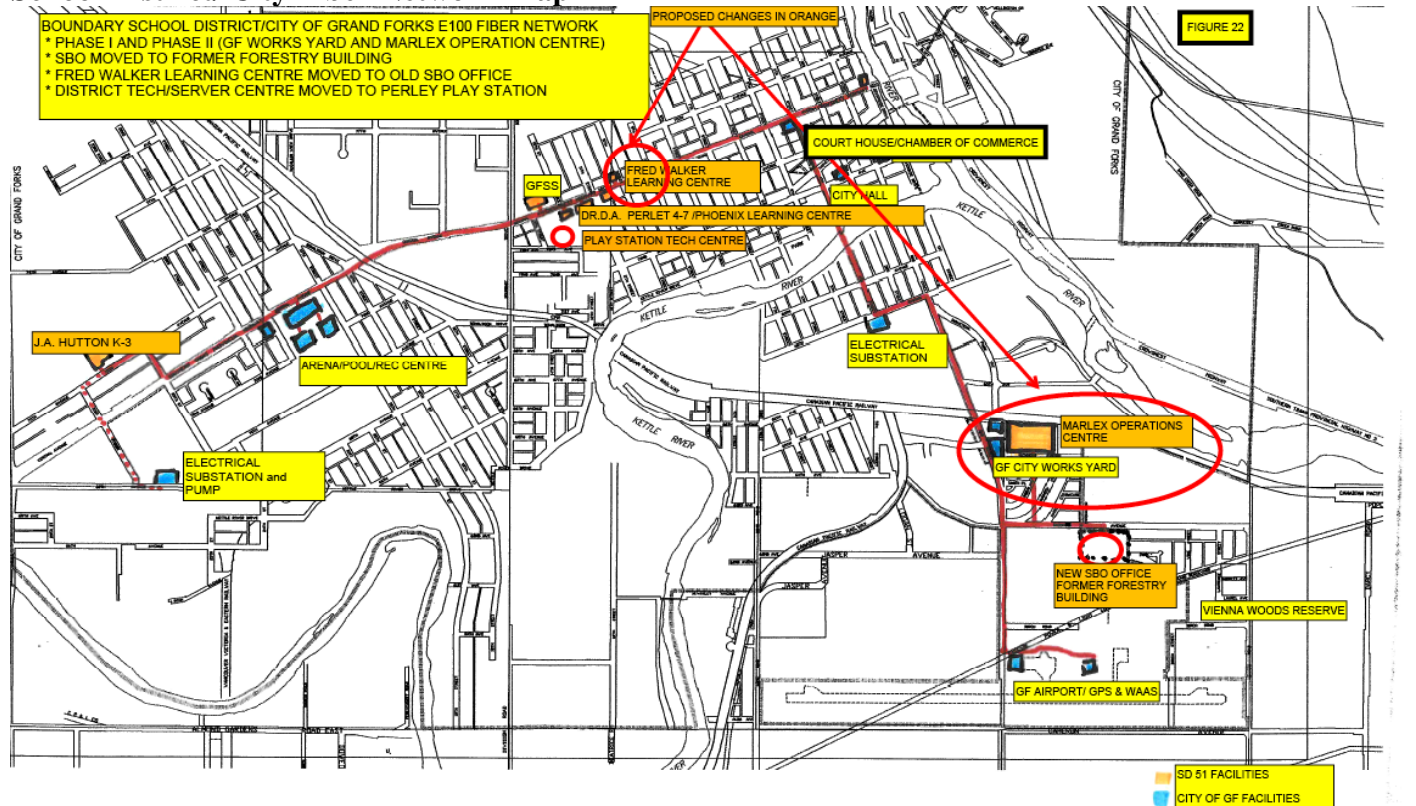


Figure 24

OPTION 6: Continue promising practices and new directions for corporate collaboration with other agencies citing BISM as a notable success. Explore with the City of GF other opportunities for integration such as City and SD operations facilities. Reference financial/operational gains, service levels, equipment and personnel sharing and purchasing. Explore the appetite to extend to communities in the west of the district.

SECTION II: WEST BOUNDARY FACILITIES

I. Background:

Since Amalgamation in December, 1996 the schools and communities of the West Boundary have experienced a decline in school population of 38%. With declining revenue and services the school District opted in 2002 to adopt a Four Day Week schedule in order to avoid the closure of rural schools. The decisions made by the Board of the day were based on the negative impact that long transportation routes would have on students and families and the loss of neighbourhood schools in the various small communities. These reasons still hold true today.

The Boundary School District has made a significant effort over the last three years to maintain and improve the schools of the West Boundary, the details of which are referenced in the Midway Transition report (2006).

II. Facilities reviewed: Greenwood and Midway Elementary Schools and Boundary Central Secondary School

Greenwood Elementary School:

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Greenwood Elementary	31	190	4



Figure 25

Greenwood Elementary Floor Plan:

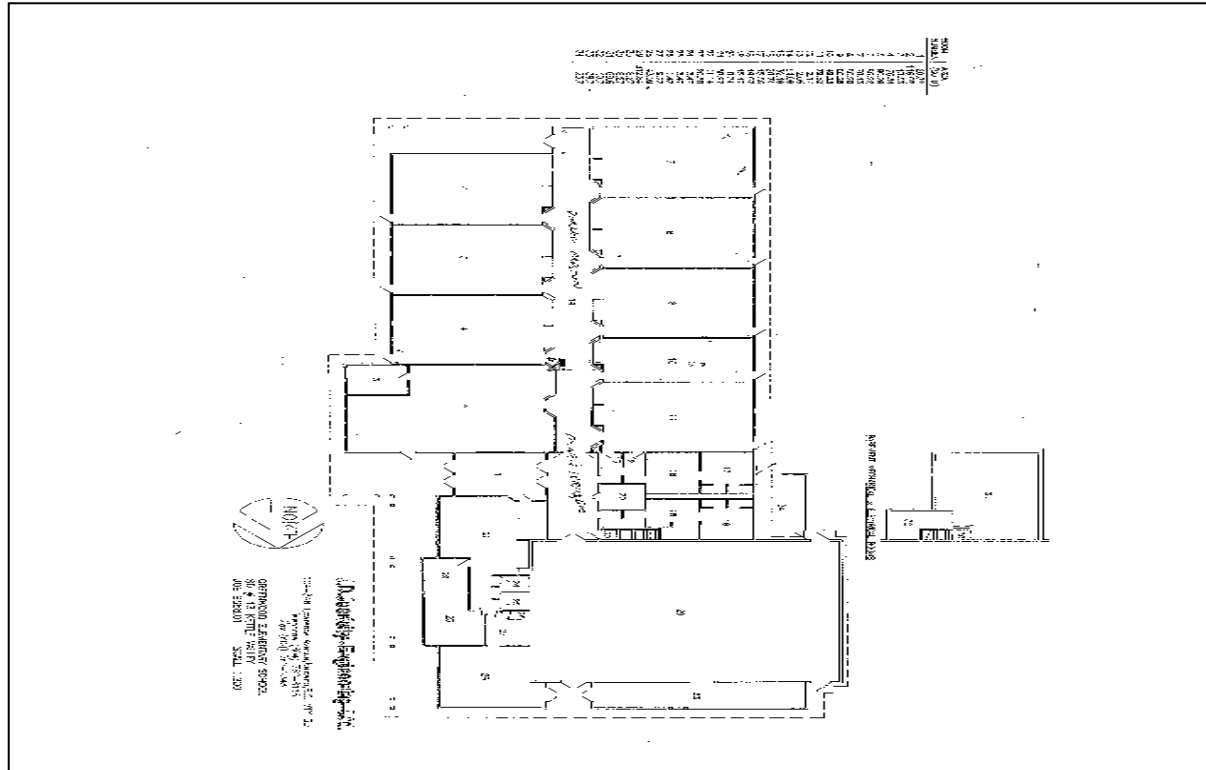


Figure 26

Midway Elementary School:

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Midway Elementary	45	140	1



Figure 27

Midway Elementary Floor Plan

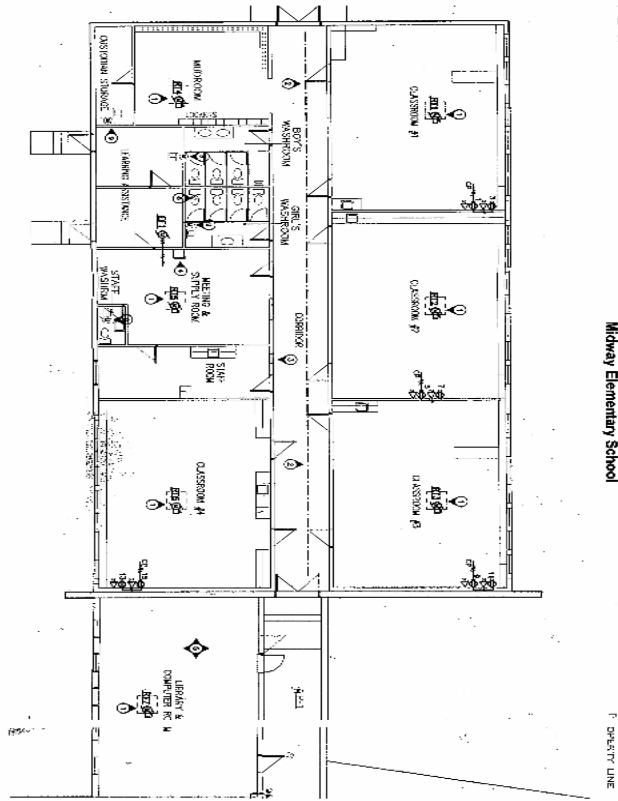


Figure 28

Boundary Central Secondary:

School	Current Enrolment	Nominal Capacity	Est. Rooms Available*
Boundary Central Secondary	166	450	6



Figure 29

Boundary Central Secondary Floor Plan:

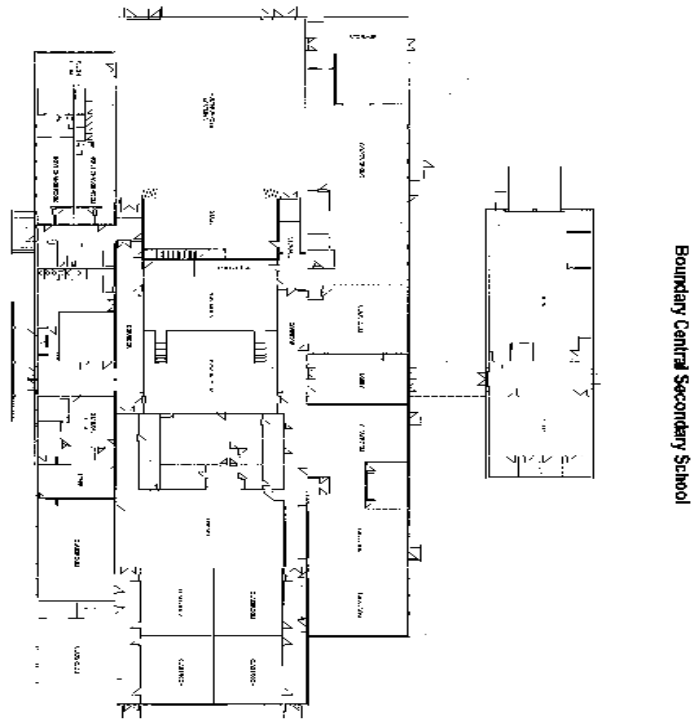


Figure 30

III. Options available to the Boundary District for West Boundary Schools (Greenwood, Midway, BCSS)

Option 1: One obvious solution to the existing small student populations at Midway and Greenwood Schools is to close them and designate BCSS as an elementary secondary school.

- If one disregards the transportation, social and community issues, the financial loss to the district should be a disincentive. Closure of Midway loses \$133,000/annum. Closure of Greenwood loses the same amount. There is no financial benefit to closure.
- The District would likely incur unspecified administrative severance.

Option 2: Status Quo. BCSS 8-12; Midway K-3, Greenwood 4-7. Basically, no change stay the course.

Option 3: Same as option 2, except that intermediate students from Greenwood and West Boundary Elementary would express bus into BCSS for specialty Practical Arts/Fine Arts program options. There will be a slight but acceptable increase in transport costs but the instructional benefit to students will be worth the effort/cost.

In summary, the School district has nine main options and a number of associated options presented for consideration. To this writer there appears to be only four that have merit. The West Boundary options should be straightforward; however, the Grand Forks options are a bit more challenging. The Prime Directive of any Board and school district is to ensure the safety, wellbeing and achievement of the students in their charge. The options presented will challenge the Board to address this Prime directive. These are tough times for rural British Columbia school districts but I know that you will make the best decisions based on what is the best for the students in your care.

I would like to thank you for the opportunity to conduct this review and wish you well in your deliberations.

Sincerely,

D. Kemprud
SKR Associates