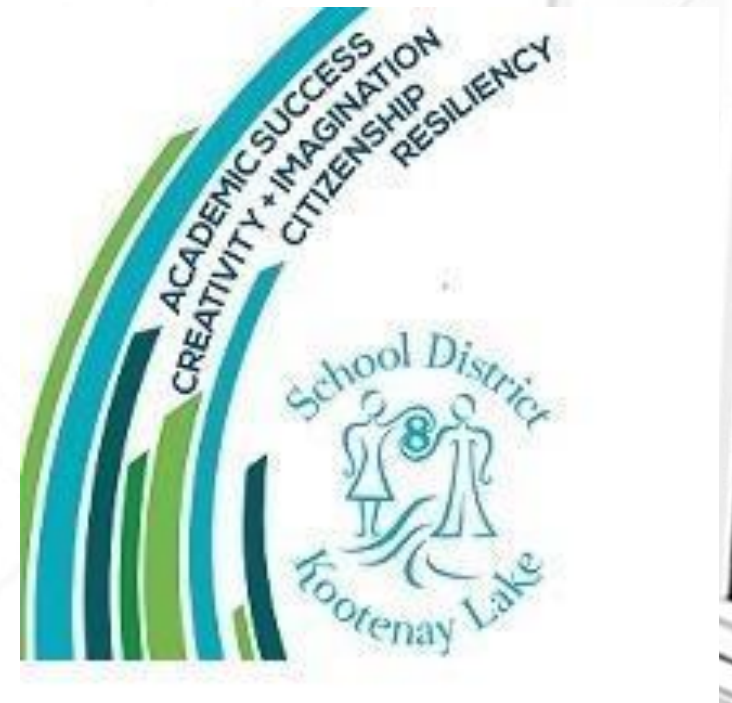


Long Range FACILITIES PLANNING

School District No. 8
Public Consultation
Consideration of School Closure:
Creston Education Centre
June 15, 2016



Work Done Since May 3

- Staff to staff meetings:
 - SD8 Staff and Town of Creston Staff
 - SD8 Staff and ARES and PCSS Principals
- Trustee meetings:
 - Consultation meeting in each community with consideration of closure
 - Consultation meeting with all municipal, local government and Lower Kootenay Band (June 17)
- Appraisal of Creston Education Centre: pending



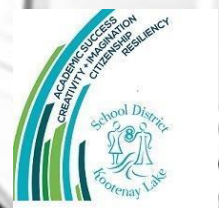
Impact of Scenario - Overall

- 24 students attend Creston Education Centre Monday to Thursday and 141 students attend intermittently (less than 50% of the time) throughout the week
- No students attend the Creston Education Centre on a daily basis
- Early learning services tenants would be required to relocate to SD8 schools with room or to commercial space in the community
- District services not directly involving students such as itinerant staff and meeting space would be moved to PCSS
- Technology services would move to the Creston Transportation Offices
- Strong Start would move to ARES
- No additional space at any receiving school/site is required. Renovation would be required to accommodate students at ARES and to configure a meeting space in Creston
- **Modified C-11** contemplates keeping existing K-7 at ARES, the Wildflower classroom at ARES and the Homelinks program at either ARES or PCSS, independent of each other. The scenario does not require one program to shut down and amalgamate with another program.
- **NEW:** Plan is subject to successful negotiations with community partners to transfer title/financial burden by September 1, 2017.



Impact of Scenario - Educational

- Housing itinerant staff in high enrolment schools will improve services to students (less travel time and more contact with instructional teachers and Principals/Vice-Principals)
- Technology services would move to the Creston Transportation Offices allowing more interaction and collaboration between tradespersons and information technology
- Strong Start would move to ARES where it would be readily available to more community members, especially those with students in SD8, given the high enrolment of 320 students currently
- Wildflower, as a separate track in ARES, would operate as it does now in one classroom at ARES instead of Creston Education Centre
- Homelinks, as a separate track in ARES or PCSS, would operate as it does now in three classrooms at ARES or PCSS instead of Creston Education Centre.
- Early learning hub (tenants) may remain at Creston Education Centre if negotiations are successful; otherwise will relocate



Impact of Scenario - Financial

- No additional space at any receiving school/site is required.
- Very minor renovation would be required to accommodate the Wildflower classroom at ARES
- More involved renovation would be required to accommodate the Homelinks students at ARES:
 - Shelving removal; partition walls, remove carpets, lay linoleum, possible sub-floor replacement, lighting reconfiguration \$90,000 estimate
- Very minor renovation would be required to accommodate the Homelinks students at PCSS
- Very minor renovation would be required to accommodate the Boardroom/meeting space at PCSS
- More involved renovation would be required to accommodate the itinerant staff (building of offices) at PCSS:
 - Office partitions and configuration \$25,000 estimate
- Operating Savings: \$28,305 annually (on-going)
- Initial Capital Outlay: \$115,000 (one-time) if Homelinks moves to ARES
- Elimination of Future Deferred Maintenance: \$1.4 million (one-time)

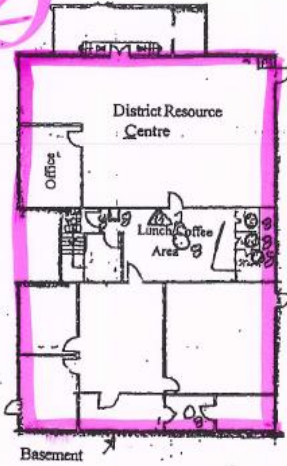


Impact of Scenario - Operational

- Floorplans for ARES and PCSS indicating POSSIBLE location of programs, staff and meeting room

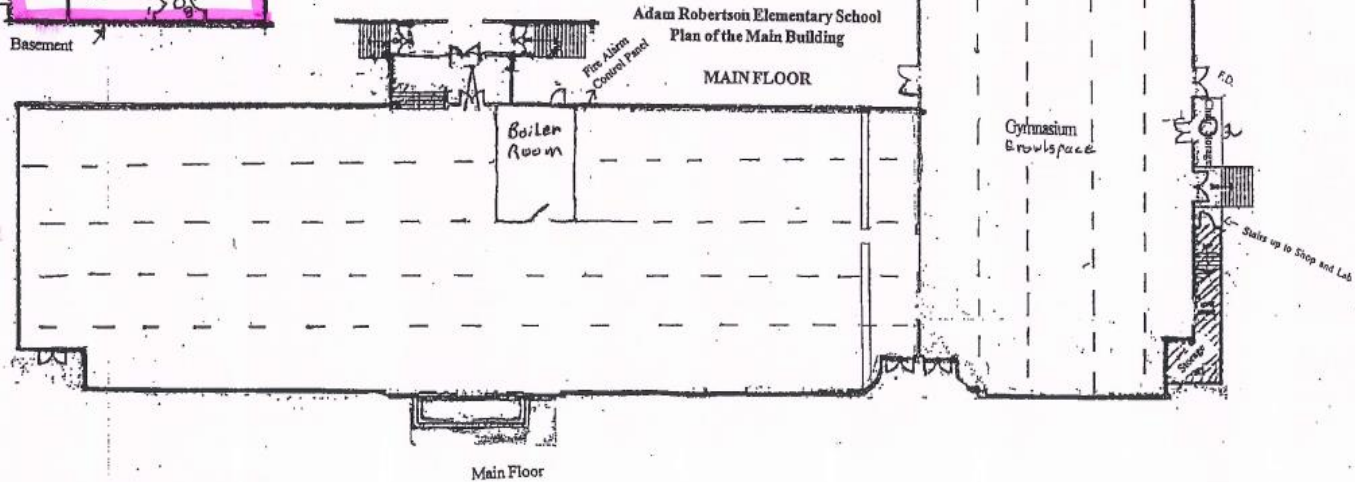
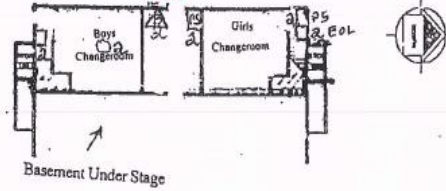
ARES

②



CRAWLSPACE Zone

ARES



Area 2 - Homelinks

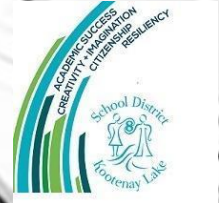
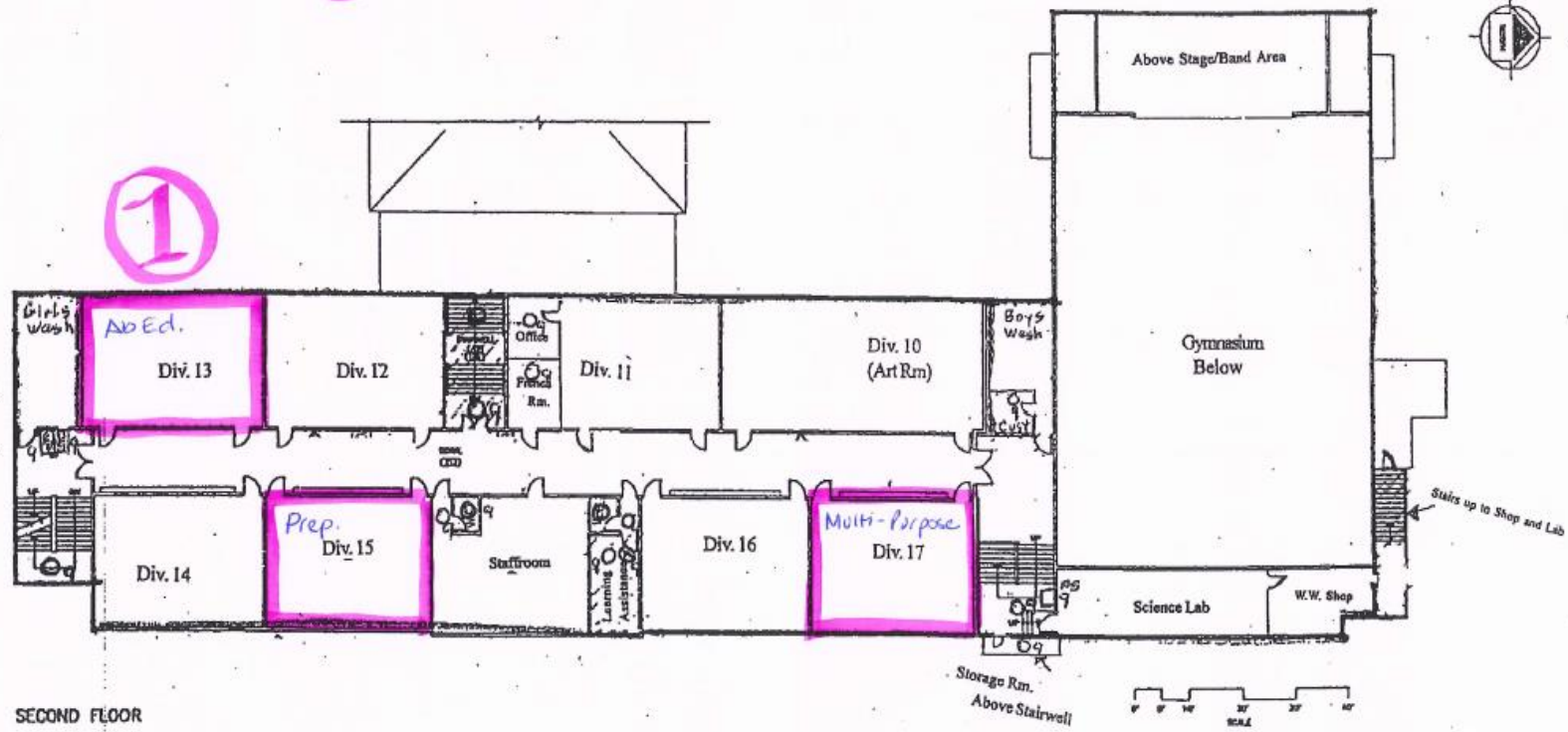
ARES

Adam Robertson Elementary School
Plan of the Main Building

ARES

Area 1 - possible Wildflower Classroom
or Strong Start.

TOP FLOOR



Impact of Scenario – Operational ARES

- Utilization change with Wildflower only:
 - From 86 empty seats to 62 empty seats
 - From 83% capacity utilization to 87%
- Utilization change with Wildflower and Homelinks:
 - From 86 empty seats to 0 empty seats
 - From 83% capacity utilization to 106%

Impact of Scenario - Operational PCSS

- Utilization change with Homelinks:
 - From 183 empty seats to 93 empty seats
 - From 75% capacity utilization to 87%



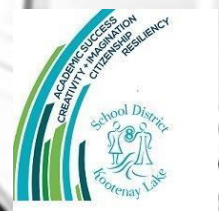
Closure Framework Should a School Close

- Decommissioning Schools After School Closure
- If a decision has been made to close a school, the physical plant must be decommissioned and students, staff, resources and equipment transitioned to new sites. The following is a DRAFT framework for the closing of a school and transitioning to a new site. Framework is expected to be customized for each school and timeline:



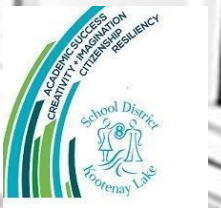
In Preparation for Closure

- Arrange transition visits, if possible, for students and staff from closing schools to visit receiving schools; and joint PAC meetings
- School that is closing and school to where students are redirected prepare a transition plan for students
 - Opportunities for students from school that is closing to visit and interact with students from the school where they are being redirected
 - Opportunities for staff from closing school to meet with staff at school where students are being redirected to speak to the learning needs of students being transitioned
- **Policy 612: School Inventories** - ensure an accurate inventory exists for the closing school
- Follow **Collective Agreement(s)** and contracts for relocation/layoff of staff, according to language and timelines in applicable agreements
- Closing school to host/hold celebratory event
- Advise Ministry of Education of change in district schools (February or earlier)



On the Last Day of Operation of Closing School

- Teachers, students, and other staff remove personal items.
- District purchased items (inventory) remain.
- Collect keys from staff
- Ensure bank reconciliations are up to date
- Authorize bank to change trust account signing officers to district staff



Last Day of Closing School to First Day of Receiving School (during summer)

- Invite to make requests for resources, in the following order:
 - Receiving school (Team: P or VP, PAC Chair and IT Rep for receiving school tech needs)
 - Schools in the family of schools
 - All remaining schools in the district
- District staff consider requests and allocate inventory; operations crew to move
- Move remaining resources to a district storage facility for future use or auction
- Re-key locks so that only one door is accessible to senior leadership as required



Last Day of Closing School to First Day of Receiving School (during summer) Cont.

- Re-key locks so that only one door is accessible to senior leadership as required
- Notify Telus to disconnect all phone lines except alarm and one landline
- Reprogram heat for minimal use
- Flush sprinklers or reprogram for minimal use
- Post notices on closed buildings: “If vandalism etc. please contact xxxxxxxx”
- Write cheque(s) from closing school’s trust account(s) to receiving school for balance of accounts.
- Leave closing school bank account open until all cheques have cleared or six months, whichever is sooner, then close accounts
- Notify SPP, the District insurers, of vacant building(s)



Next Steps

- June 15-July 5: Board continues to gather information
- July 5: First and Second Reading of School Closure By-Law
- July 12: Third Reading of School Closure By-Law

Next Steps Cont.

If 3rd Bylaw Reading Passes

- July 12, 2016 to August 31, 2017: Negotiations with community partners to transfer title/financial burden
- If title/financial burden is transferred: Board will discuss SD8 programming remaining at CEC
- If title/financial burden is not transferred: Plan is implemented and Wildflower, Homelinks, meeting space and Itinerant staff relocate to PCSS and ARES

If 3rd Bylaw Reading Fails

- Status quo

Next Steps Cont.

Negotiations Successful

- Title/financial burden transfers
- Board will discuss SD8 programming remaining at CEC
- Negotiations may occur regarding rent or other tenancy issues if programs remain at CEC

Negotiations Unsuccessful

- Title/financial burden is not transferred
- Modified C-11 plan is implemented and Wildflower, Homelinks, meeting space and Itinerant staff relocate to PCSS and ARES
- Closure framework is implemented
- Students/staff start in new locations during the 2017/18 year (date to be determined)