



School District 5 Mount Baker Secondary School Neighbourhood Learning Centre

FINAL REPORT – Community Consultation June 2011



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Introduction & Summary

In October 2010, School District 5 (SD5) contracted the Centre for Innovative and Entrepreneurial Leadership (CIEL - www.theCIEL.com) to assist them in helping to move ahead the replacement of Mount Baker Secondary School (MBSS) in the form of Neighbourhood Learning Centre (NLC).

MBSS was originally constructed in 1950 for a school population of approximately 600. Today the school population hovers at about 1,000. The school has significant deficiencies that have been highlighted by consultants, students, staff and SD5 for some time. Initiatives to replace the school have been going on since the 1990s. Recent initiatives by Parent Advisory Councils (PACs), students, school administration and SD5 have not only highlighted deficiencies but involved the community in presenting its vision of what a replacement school might look like. MBSS has been identified as SD5's top replacement priority.

The Ministry of Education (MoE), in considering the replacement of schools, has indicated strongly that school districts should consider and incorporate the needs of their communities in the replacement process. These 'Neighbourhood Learning Centres' (NLCs) have the potential to not only serve the needs of students and their families but also become vital community hubs that serve some needs of the community at large.

Outputs and Outcomes

In hiring CIEL SD5 hoped to move the NLC concept and replacement closer to reality. Because the concept is relatively new for MoE, no standard practices or guidelines exist on the practice of consulting with the community in creating an NLC.

In this context CIEL formulated a strategy towards building a strong successful NLC. Some of CIEL's outputs and outcomes have been as follows:

- Reviewing work that has gone on in the past including various community consultations, open houses, SD5's Project Identification Report, etc.
- Consolidating the results of various processes that have attempted to identify and articulate school and/ or community needs and desires (e.g., Cranbrook Connected, input gathered from community groups (2008-10),
- Gathering input from MBSS students and staff
- Creating a short documentary with MBSS leadership students that helps to articulate the benefits of a new MBSS and an NLC
- Researching best practices and experiences of other BC NLCs that are one to two years ahead of SD5 (e.g. background, development process, funding, governance and organizational structure, community consultation and engagement, general advice, etc.) (Section 3.1)

- Liaising with MoE officials to determine best resources for moving forward (e.g. sample lease agreements, etc.).
- Identifying and interviewing key stakeholders to determine best process to ensure NLC planning process ensures it is truly an NLC
- Synthesizing needs expressed in other processes with NLC Advisory Committee values, guiding principles and needs/wants for NLC
- Forming (identification of possible members, invitation, creation of terms of reference) a broad based community NLC Advisory Committee made up of individuals from key organizations (City, College of the Rockies, MLA, PAC, DPAC, students, teacher's union, social service organizations, RCMP, Chamber of Commerce, United Way, Columbia Basin Trust, Interior Health, etc.) to assist in moving the process forward (Section 2)
- Assisting in the formation of a committee of key stakeholders (City, SD5, MLA and Key City Theatre Society) to bring about a resolution of the Key City Theatre vis-à-vis MBSS replacement
- Determining NLC values and guiding principles synthesizing input from various processes and NLC AC input (Section 2.5)
- Determining NLC priority uses principles synthesizing input from various processes and NLC AC input (Sections 3.2.3 and 3.3.5)
- Creating a SD5 NLC decision-making matrix based on research, expressed SD5 values and feedback from NLC AC that will help to determine priority uses/services (Section 4.2.2)
- Identifying key next steps and decisions for NLC process through a Mind Map (Section 4.1)
- Identifying questions for potential user groups (e.g. square footage required, resource requirements, etc.) (Section 4.2.1)

We have organized this summary report to include the key documents that both provide a record of the process but will also assist with SD5 efforts in the process going forward. The Sections of the report are as follows:

1. Background and Context
2. NLC Advisory Committee
3. Research Findings and Synthesis
4. Moving Forward
5. Other

This report was written by Jennie Barron (jbarron@theCIEL.com) and Mike Stolte (mstolte@theCIEL.com) of the Centre for Innovative and Entrepreneurial Leadership (CIEL - www.theCIEL.com).

Section 1 - Background & Context

1. SD5 MBSS Building Replacement Committee Summary of Activities Prior to April 2010
2. SD5 Letter to Parents on Progress 2010

Overview

This section has two excellent summary documents created by SD5 that describe the school replacement process prior to CIEL's engagement. There are also many excellent documents on SD5's web-site that should be referenced including: Phase One: Community Consultation Process Summary Report – July 2010, and the Project Identification Report (PIR).

Section 1.1 - SD5 MBSS Building Replacement Committee Summary of Activities Prior to April 2010 describes the SD5 Mount Baker Building Replacement Committee process whereby Trustees Johns and Ayling solicited input from more than 50 community organizations and groups. It also describes MoE considerations for an NLC, and the Key City Theatre relationship.

Section 1.2 - SD5 Letter to Parents on Progress 2010 is a letter from SD5 updating parents on the NLC and Mount Baker replacement process.



SD5 Mount Baker Building Replacement Committee

Section 1.1 – SD5 MBSS Building Replacement Committee Summary of Activities

BACKGROUND

Between January and June 2010 School District 5 Board of Education's *Mount Baker Building Replacement Committee* consulted with over fifty (50) community groups on the District's initiative to replace Mount Baker Secondary School (MBSS) within a *Neighbourhood Learning Centre (NLC)* designation.

These community groups envisioned the following for shared educational and community services in a new high school for Cranbrook:

- Community information "Hub"
- Community Meeting Rooms
- Alternate Education/Dual Credit/Practicum/Business Experience
- Daycare/Before & After Child Care/Youth Centre
- Key City Theatre (KCT)
- Community Greenhouse/Garden
- Use of Recreational Facilities/Amenities
- Art Gallery/Access to Arts
- In-house Cafeteria/Eating Space
- Safety/Well-Being
- Aboriginal presence
- Support Diversity
- Green Space/Green Building

Parallel to the work the SD5 Board has undertaken, MBSS staff, students and parents, as one of the primary stakeholders of this initiative, have been encouraged to work on their own vision and have engaged in brainstorming sessions and design charrette workshops, development of a committee comprised of MBSS students, teachers and Administrators, and completion of a plexi-glass model based on the results of the design charrettes.

CONSIDERATIONS

School Replacement Requirements as set out by the Ministry of Education (MoE)

Boards of Education are responsible for designing and constructing school buildings to specified standards as determined by the MoE. The MoE provides comprehensive Capital Plan instructions to Districts that not only set how much can be spent to build a new school but also the maximum size of the new school.

School size is based on a number of variables including:

- Capacity (i.e. projected number of students)
- Function of each space (i.e. general instruction, specialized education shops such as industrial, home economics, fine arts, etc, locker and storage, circulation, washrooms, mechanical equipment etc.)
- General instruction space (aprox. 80 m²) versus specialized instructions space (i.e. industrial shops at aprox. 275 m²)

Based on current capacity utilization and function, **it is possible that Mount Baker Secondary School may be approved at a lower total square meter size than exists currently**, not including the possible 15% additional space allotment for *Neighbourhood Learning Centre* designation.

Key City Theatre (KCT)

- KCT is physically connected to MBSS and can only exist as a stand-alone facility if renovated as such
- Providing the community with a performance theatre is not part of a School District's education mandate
- As an existing partner, SD5 is committed to working with the City of Cranbrook and the Key City Theatre (KCT) Society around the challenge of retaining the KCT once the existing MBSS has been replaced
- KCT Society is independent of SD5 and the City of Cranbrook. The KCT Society Board is the legal decision-making body of the KCT as outlined in their Constitution

Partnerships

The services, amenities and practices eventually included in the *NLC* must be able to co-exist together harmoniously while respecting and servicing a diverse community. It is also important to the integrity of the public education system that education/community space not be used for the purpose of retail sales excepting goods or services produced by students of SD5 or that which is consistent with the philosophy of *Neighbourhood Learning Centres* as outlined by government.

It should also be emphasized that a Neighbourhood Learning Centre can only go forward as a partnership between the school district and the wider community. Ultimately, the community has to come to the table with human and financial resources to help bring the vision to reality.

To view the full report of *Phase One: Community Consultation Process Summary Report* please visit our website at sd5.bc.ca.



SCHOOL DISTRICT 5 SOUTHEAST KOOTENAY

Section 1.2 - SD5 Letter to Parents on Progress 2010

Mount Baker Secondary School

It's been exactly one year since the SD5 Board of Education committed to having Mount Baker Secondary School as the number one replacement priority for the entire District.

On October 13th, 2009 the SD5 Board of Education voted to also pursue replacement within the provincial government's *Neighbourhood Learning Centre* concept, which aims at combining education with other community services in schools.

In November 2009 the Premier of BC advised that the *Neighbourhood Learning Centre* concept would be integrated into in all future school building projects.

Our Vision

- Integrate education with the wider community by providing opportunities for partner agencies to utilize MBSS for services such as early learning, performing arts, health care, career training or social support purposes
- Provide citizens of all ages with safe, central, easily accessible space to pursue physical, social, intellectual and cultural activities.
- Improve economic growth and diversity for our citizens by providing opportunities for students and adults to train as vital service and trades providers without leaving the East Kootenay region.

We are in the process of consulting with interested community groups and individuals about what a future Mount Baker might look like. You can review a summary of our work to date on the opposite page, or visit www.sd5.bc.ca for more details, including our letters to the Ministry of Education.

As always, we welcome your feedback.

Contact:

Trustee Chris Johns,
Chairperson, SD5 MBSS Replacement Committee

chris.johns@sd5.bc.ca

What we've done and where we are going

Feasibility Assessment

- Tour of facility by Trustees, Manager of Facilities and KMBR Architects Planning
- Secured a facility assessment for MBSS from the Assistant Deputy Minister
- Completed a feasibility study for MBSS with KMBR Architect Planners
- Appointed trustees to attend PAC-parent initiated "community vision" sessions

Commitment to Pursue Replacement and NLC Designation

- Board designate MBSS as the District's No. 1 priority replacement
- Sent a formal written request for information on NLCs to local MLA
- Board officially carried motion to establish MBSS Replacement committee
- Commissioned Project Identification Report (PIR) for MBSS and forwarded to the Ministry of Education
- Forwarded all PAC-parent initiated community vision information to the Ministry of Education as requested by the parent group
- Board officially carried motion to actively pursue the MBSS replacement project within the concept of a NLC
- Board submitted a formal application to the Ministry of Education for NLC designation that included vision statements, timelines, next steps and complete appendices.

Ongoing Commitment to Parents and Community

- Posted all submissions, appendices and correspondence regarding MBSS / NLC initiative on SD5 website via link from the homepage
- Currently in the process of consulting with the Cranbrook Mayor and Council, the Key City Theatre Society and community groups and individuals.
- Requesting input from parents of students currently enrolled in Cranbrook public schools

Section 2 - NLC Advisory Committee (AC)

1. Advisory Committee Composition
2. Objectives and Terms of Reference
3. Agendae
4. Minutes
5. SD5 – Mission, Vision, Values including Community Value Statement (& Guiding Principles) for NLC

Overview

After talking with a number of key community stakeholders it was determined that the consultation process would benefit greatly from forming a broad-based community NLC Advisory Committee (AC) that could assist in giving input and advice on key questions related to the NLC. The NLC met three times in the spring of 2011 to assist in determining key community values (& guiding principles) for the NLC, and giving input on key NLC services. It is expected that the NLC AC will continue to meet as required to offer input and feedback at various stages of the NLC process.

Section 2.1 - Advisory Committee Composition lists the individuals (and organizations) who attended the meetings

Section 2.2 - Objectives and Terms of Reference (ToR) describes the terms of reference and objectives of the NLC AC

Section 2.3 - Agendae contains the agendae from the Advisory Committee meetings

Section 2.4 - Minutes contains the minutes of the Advisory Committee meetings

Section 2.5 - Mission, Vision, Values including Community Value Statement (& Guiding Principles) for NLC is the finalized NLC values (& guiding principles) statement determined through the NLC AC process. It also lists SD5 mission, vision and guiding principles. These, taken in conjunction, should allow SD5 more clarity on selection of possible services and ensure there are good NLC “fits” with existing programs and services.

Section 2.1 - MBSS NLC Advisory Committee Composition

Mount Baker SS – Neighbourhood Learning Centre Advisory Committee (AC) – April-May 2011

Chris Johns, Chair, Mt. Baker Secondary School Building Replacement Committee
Trina Ayling, Trustee, SD5
Tom Walkley, Manager of Facilities, SD5
Rob Norum, Secretary-Treasurer, SD5
Mike Stolte, NLC Facilitator, CIEL
Jennie Barron, Researcher, CIEL
Bill Bennett, MLA
Jennifer Osmar, MLA Office
Aaron Hansen, parent & PAC member
Debbie Therrien, DPAC
Tammy Tait, T.M. Roberts PAC
Will Pearce, City of Cranbrook
Scott Manjak, City of Cranbrook
Bob Whetham, City of Cranbrook
Angus Davis, City of Cranbrook
Shelley Balfour, CFTA
Wendy Turner, CFTA
Debra Empson, Principal, MBSS
Emily Knudsgaard, Student, MBSS
John Miller, Student, MBSS
Melissa van Witgenstein, Student, MBSS
Wayne Stetski, United Way
Sandra Cave, Key City Theatre Society
Chris Tulloch, Key City Theatre
Nick Rubidge, COTR
Sandra Davis, Better Babies
Al Nutini, RCMP
Isabel Berkheim, Better Babies, Family & Community Services Committee
Caitlin Etherington, IHA
Codie Andrew, Ktunaxa National Council
Denise Walker, KKATC
Carrie Schafer, Columbia Basin Trust
Terry Anonson, Metis Nation B.C.
Sean Campbell, Chamber of Commerce
Dana Osiowy, Big Brothers Big Sisters
Gail Rousseau, SD5 Executive Assistant, Recording Secretary
Jean Skerik, SD5 Executive Assistant, Recording Secretary

Section 2.2 - MBSS NLC Advisory Committee Objectives & Terms of Reference

April 2011

Objectives

- Come to common understanding of the Neighbourhood Learning Centre (NLC) concept, process, challenges, opportunities, limitations, etc.
- Create a united community front on NLC
- Generate better ideas (more perspectives at the table)
- Provide decision-making advice & guidance on best school, family and community needs
- Identify potential other funding sources
- Provide guidance and possible resolution of substantial issues
- Provide any other advice that can lead to a successful project completion and expedite process through MOE for approval and funding

Terms of Reference

The Advisory Committee (AC) shall meet 2-4 times as needed to assist SD5 in the development of the NLC

The AC shall:

- Provide decision-making advice & guidance on best school, family and community needs
- Identify potential other funding sources
- Provide guidance and possible resolution of substantial issues
- Provide any other advice that can lead to a successful project completion and expedite process through MOE for approval and funding

Section 2.3 - MBSS NLC AC Agendae April May 2011

Neighbourhood Learning Centre (NLC) Advisory Committee Meeting

Agenda

Wednesday, April 20th from 2:00*- 4:00 pm at Mount Baker SS – Faculty Lounge

*There will be an optional school tour from 1:35-2:00 by MBSS leadership students. Please meet at the Main Office at 1:30 pm.

- Introductions
- Review agenda
- Review AC Objectives & Terms of Reference
- Quick Overview
 - History of project
 - The NLC concept
 - Status of project
 - Review timelines going forward
- Information gathered – Identification of School/Community Needs
 - Community/ Stakeholder engagement (2008-11)
 - Cranbrook Connected process
 - Other jurisdictions
 - Other community needs
 - Existing MBSS partnerships
- Guidance on other issues
 - Communications
 - Public
 - Other stakeholders
 - Determining community & school priorities
 - SD5 Mission, Vision, Value
 - Ministry of Education (MOE) policy
 - Key City Theatre
 - Funding
 - Other key stakeholders to involve in process
 - Other
- Next steps
- Next meeting agenda
- Next meeting date

**MBSS Replacement - Neighbourhood Learning Centre (NLC)
Advisory Committee Meeting #2**

Agenda

Friday, May 6th, 2011 from 11:30 am - 1:30 pm at Mount Baker SS – Faculty Lounge. Please bring your own lunch.

- Introductions
- Review & adoption of minutes
- Review agenda
- Quick Review of Last Meeting
 - History/NLC concept/Status of project/AC Terms of Reference/Timelines
 - Community/ Stakeholder engagement (2008-11)
 - Cranbrook Connected process
 - What we've learned from other jurisdictions
 - Existing MBSS partnerships
 - Key City Theatre legacy
- Guidance on other issues
 - Context for decision-making
 - SD5 Mission, Vision, Values
 - Ministry of Education (MOE) policy/ School Act
 - Determining student, family & community priorities
 - Criteria for decision-making/ decision making matrix
 - Other student/family/community needs
 - Student/family/community priorities
 - Possible providers of priority services
 - Possible process
 - Communications
 - Public Consultation & input
 - Other stakeholders
 - Funding
 - Other key stakeholders to involve in process
 - Other
- Next steps
- Next meeting date

**MBSS Replacement - Neighbourhood Learning Centre (NLC)
Advisory Committee Meeting #3**

Agenda

Thursday May 19th, 2011 from 11:30 am - 1:30 pm at Mount Baker SS – Faculty Lounge. Please bring your own lunch.

- Introductions
- Review & adoption of minutes
- Review agenda
- Quick Review of Last Meeting
- Update on Key City Theatre Committee
- Determining student, family & community priorities
 - Review of updated criteria for decision-making (matrix)
 - Review of student/family/community needs
 - Identifying possible providers of services
 - Identifying possible process
- Feedback on Other Issues
 - Communications
 - Public Consultation & input
 - Other stakeholders
 - Funding
 - Other
- Next steps
- Next meeting date

Section 2.4 – Minutes of MBSS NLC AC Meetings April May 2011

MBSS Replacement - Neighbourhood Learning Centre (NLC) Advisory Committee Meeting Wednesday, April 20, 2011

Minutes

In Attendance:

Chris Johns, Chair, Mt. Baker Secondary School Building Replacement Committee
Mike Stolte, NLC Facilitator, CIEL
Bill Bennett - MLA
Jennifer Osmar, MLA Office
Debbie Therrien, DPAC
Will Pearce, City of Cranbrook
Scott Manjak, City of Cranbrook
Wendy Turner, CFTA
Trina Ayling, Trustee, SD5
Jennie Barron, Consultant, CIEL
Wayne Stetski, United Way
Sandra Cave, Key City Theatre Society
Rob Norum, Secretary-Treasurer, SD5
Tom Walkley, Manager of Facilities, SD5
Emily Knudsgaard, Student, MBSS
John Miller, Student, MBSS
Melissa van Witgenstein, Student, MBSS
Debra Empson, Principal, MBSS
Gail Rousseau, Executive Assistant, Recording Secretary

Mike Stolte, Neighbourhood Learning Center (NLC) Facilitator welcomed attendees to the first of a series of meetings to discuss what the new Mt. Baker Secondary School might look like. This committee has been put together to provide decision-making advice on the proposed NLC concept at Mt. Baker Secondary School.

The objectives of the Advisory Committee were outlined:

- to make sure all attendees are on the same page
- to come to a common understanding of the NLC process, challenges, and opportunities
- to determine ways to move process along (politically)
- to provide decision making advice and guidance
- to have the opportunity to look at needs that are not there, i.e., family, community
- to identify funding sources
- to expedite process through the Ministry of Education for approval and funding

The Advisory Committee will meet 2-4 times as needed to assist School District 5 in the development of the NLC.

A quick overview of the NLC project was given. Highlights included:

- history of project
- meetings held with over 50 community groups
- challenges of Key City Theatre
- instructional program in an NLC is core and all other programs are built around it
- programs to meet the non-academic needs of students
- to provide services that remove barriers to learning, i.e., ESL classes, computer literacy, screening for hearing or speech or dental and medical care
- to provide cultural and recreational enrichment
- key motivation – to make better use of schools with underutilized space
- needs assessments are done by schools to find out needs of community
- every NLC is unique because of needs in community
- should be open to the public on weekends, during the summer, late at night during the week
- options available for dual credit programs
- new schools being built that have NLC concept included get an additional 15% capital funding

Status of project:

- MBSS is 60 years old and has been seen to be deficient for a number of years
- There are other schools around the Province that are also in need of replacement; the Ministry of Education looks at other priorities i.e., expanding districts, seismic upgrades
- A Project Identification Report was submitted to the Ministry and we are waiting notification of initial project support and Ministry direction to proceed
- looking at replacement options i.e., stand alone, renovating or adding on
- MLA Bill Bennett outlined the Capital Project Process and his role when approval is obtained
- the Ministry builds 20 schools a year on average
- building costs have risen substantially
- as the government is in a deficit position right now it is not the best of time to be asking for money but that should change over the next couple of years and we need to be ready and make our project look attractive to the Ministry
- SD5 and the MLA's office will meet to come up with a strategy and need intelligence from staff to see what will give us the competitive advantage
- Need wide spread community support
- Plans should be firm when Ministry gives approval; a lot of the ground work has already been done

Review timelines going forward:

- Ministry of Education does not have a guide (draft only) for what an NLC should look like so it was suggested to put together list of other NLC projects currently in place around the province
- CIEL provided a matrix of best practises model for guidance
- Need to involve the community soon
- look at community partners in terms of revenue and space needed
- clarify and categorize what new partners would need
- need staff to move this project along

Information gathered – Identification of School/Community Needs

Community/ Stakeholder engagement (2008-11)

Needs:

- Community info hub
- Comm. Meeting rooms
- Alternate education
- Day care
- Before and after school child care
- Key City Theatre
- Youth centre
- Community greenhouse/garden
- Art gallery/access to arts
- In house cafeteria
- Green house/green building

What we can offer:

- Dual credit programs

Value statements:

- Safety/well being
- Aboriginal presence
- Support diversity

Further discussion took place on:

- providing support to Key City Theatre
- getting the students' perspective on what should be in an NLC i.e., alcohol and drug counselling, RCMP being available in the school

Cranbrook Connected process

NLC concept would include:

- Community Centre
- Youth Centre
- Better Coordination of things
- Multi-use community facility

In addition to the most common themes above, downtown revitalization, daycares, seniors' day care and community green spaces were also mentioned.

Next steps:

- Advisory Committee to identify some guiding principles to help determine what partner programs and services to include
- Should reflect the communities' unique needs and priorities
- Prioritize needs of community and school and then determine criteria; or determine partners and then come up with criteria
- Communicate decisions to public why one program over another was chosen
- Harder decisions can be determined via the decision making matrix provided
- need to make sure decisions are consistent with MOE and SD5 policies, vision, mission
- potential partners should be asked to submit an application
- decisions need to be made on partnering with revenue generated programs
- suggestion to use the guidelines in the 3 examples given (Revelstoke, Australia and Vancouver) and proceed from there
- focus should be on what programs will improve students' experience
- need to fine tune decision making process while incorporating School District values
- there will be competing needs in the community and only so much space and money
- suggestion to have a student employment agency on site
- formal contracts will be made with community partners and will require lots of ground work upfront; need commitment from community partners

Existing MBSS partnerships:

A handout was given listing over 30 current partnerships formed with Mt. Baker Secondary School.

Key City Theatre

- A brief update was given on the meeting held between Key City Theatre, SD5 and the City of Cranbrook in fall of 2010 to discuss options for Key City Theatre when a new school is built
- MLA will meet with the KCT Society to determine long range plan and what is important to the community and the school; this could be a separate process unless NLC concept includes attaching the theatre and expanding theatre arts
- good case to be made in relating two projects (school and theatre) and not separating them i.e., heating and cooling systems; many grants are available to help with these types of projects i.e., Fortis, Solar BC, Fuels for Schools grants
- preference to keep school and theatre together
- cannot sacrifice educational programming or classrooms for a theatre project
- more discussion to continue at next meeting

Other key stakeholders to involve in process:

- Columbia Basin Trust
- Additional parent involvement
- Broader community partners

Next meeting agenda

- Key City Theatre
- Develop criteria/guidelines
- Discuss other community needs

Next meeting date

May 6 at 11:30 a.m. – 1:30 p.m. at MBSS staff room; bring your own lunch

Meeting adjourned at 4:03 p.m.

**MBSS Replacement - Neighbourhood Learning Centre (NLC)
Advisory Committee Meeting
Friday, May 6, 2011**

Minutes

In Attendance:

Chris Johns, Chair, Mt. Baker Secondary School Building Replacement Committee
Mike Stolte, NLC Facilitator, CIEL
Bill Bennett – MLA (left at 11:40 a.m.)
Jennifer Osmar, MLA Office (left at 11:40 a.m.)
Debbie Therrien, DPAC
Will Pearce, City of Cranbrook
Shelley Balfour, CFTA
Trina Ayling, Trustee, SD5
Wayne Stetski, United Way
Sandra Cave, Key City Theatre Society
Tom Walkley, Manager of Facilities, SD5
Nick Rubidge, COTR
John Miller, Student, MBSS
Sandra Davis, Better Babies
Al Nutini, RCMP
Chris Tulloch, Key City Theatre
Isabel Berkheim, Better Babies, Family & Community Services Committee
Caitlyn Heatherington - IHA
Tammy Tait, T.M. Roberts PAC
Bob Whetham, City of Cranbrook
Codie Andrew, Ktunaxa National Council
Carrie Schafer, Columbia Basin Trust
Terry Anonson, Metis Nation B.C.
Sean Campbell, Chamber of Commerce
Denise Walker, KKATC
Aaron Hansen, PAC
Debra Empson, Principal, MBSS
Gail Rousseau, Executive Assistant, Recording Secretary

Review & adoption of minutes

The minutes of April 20, 2011 were agreed to by consensus.

Quick Review of Last Meeting

- mainly information sharing
- History of what brought this committee together
- reviewed examples of case studies of NLC in B.C.
- No Ministry guidance/protocol on how to create an NLC
- Discussed process of engaging people

- 30 or more community partnerships with MBSS presently in place
- A new MBSS is number 1 priority of School District
- Seismic upgrades take priority as far as Ministry is concerned
- Need for a united community behind a new Mt. Baker school
- All planning/consulting will be done ahead of time so we are ready to go when funding is approved

History/NLC concept/Status of project/AC Terms of Reference/Timelines

- 3 pillars of Vancouver School Board (VSB) NLC – Literacy, social and emotional well being and community connectedness
- Replacement of school and NLC concept very complex
- Looking for maximum sustainability
- Community consultation ongoing for the past 3-4 years –reports on website
- Need guidance on what criteria should be in an NLC
- Discussed how to manage relationships, decision making
- school needs first, community needs second
- Foster relationships within the community
- Design build vs. design tender build
- 40-50 m project – are we flexible?
- Some projects will be determined by limited budget
- Terms of reference – communications, funding, determine other stakeholders might need separate meeting with Key City Theatre
- Students’ input is important
- need to reflect the communities’ unique needs and priorities
- No two NLCs are the same, each has a very different focus
- what will serve the needs of this community?
- NLC helps to serve and enhance students’ experience
- NLC Advisory committee is best way to establish this

Key City Theatre legacy

- MLA Bill Bennett will liaise with KCT Society to ensure community will continue to have theatre
- misconception as to who runs Theatre
- MBSS replacement Project Identification Report (PIR) done by architects (on the website - <http://www.sd5.bc.ca>) mentions renovating the current school was not feasible; adding on to the existing school was not feasible; stand alone was most cost-effective; this document is on website
- questions arose as to whose responsibility it was to make decision whether or not the Theatre should be connected to the high school
- There needs to be a very clear decision process to help various parties involved determine who is responsible and the path needs to be very clear
- Project Identification Report did not specifically address the issues with KCT; it dealt with the option of building a new school

Guidance on other issues

Context for decision-making:

- Need to keep SD5 Mission, Vision and Values in mind
- Chair of Committee looking at going in late June to Victoria to push NLC concept forward
- Need to adhere to specific capital funding project guidelines and sections of the School Act throughout planning process
- It is the Ministry's vision to turn schools into community hubs
- Possibility of community using school on weekends and in the evening
- Currently have Joint-Use Agreement through the City of Cranbrook
- Need to look at the needs of a classroom now and over the next 50 years

Determining student, family & community priorities

What do you think is really important to make a decision?

Values/Criteria

- community driven
- focus on positive health programs; wellness and well-being
- focus on increasing educational opportunities to enrich our science programs
- broader focus on arts and culture
- seniors information center; mix of seniors and youth in one location; relationship building with seniors i.e., through athletics
- *Inclusivity – including age
- Need to be creative in terms of joint use facilities with COTR; challenges when you bring COTR students into high school environment
- healthy space that helps integrate children into community life
- integrate non-traditional learning opportunities; more hands on programs; non-traditional; include students teaching teachers
- *make it a bridging place, i.e., with business, COTR, community, etc.; the more bridges you have you will maximize opportunities for students
- should be a reflection of the community
- need space/design that is flexible so that as things change the NLC continues to be a reflection of the broader community
- consider a community advisory committee
- broad support for community for youth falling through crack
- facility should show leadership in the green movement in design and programming; geo thermal energy; need to decide what happens to materials in this building when we rebuild
- visibility of first nations/metis culture needs to be broader; tie into existing gathering place
- social emotional learning piece; building the whole child (like VSB)
- capture diverse programming

- less institutionalized and more open; more interaction with all cultures/ages/special needs; more like a campus
- onsite daycare
- continue first voice; student committee get continual input from broad youth, not just students; builds mutual respect
- keep focus on educational programs– education first, community needs second
- prepare youth to be fully functioning citizens of community; need method for kids to function in society; e.g., budgeting, mentoring, life-skills; literacy
- *vibrant and energetic
- make environment stimulating and fun

* seemed to be consensus these are NLC core values

Specific services determined in brainstorming session:

- Youth arts/culture
- Seniors Information center (athletics; relationship building)
- green spaces/building, e.g., solar, bio-energy
- onsite daycare
- Cranbrook Connected suggestions
- community info hub
- meeting rooms
- daycare
- before and after school programs
- use of recreation facilities
- art gallery
- in-house cafeteria
- aboriginal education presence
- support safety and well being
- supporting diversity
- Gathering space or cafeteria /culinary arts program for dual credit
- Theatre
- Aboriginal education student centre
- Dance studio to correspond with DPA
- RCMP liaison program – the more they are involved the better our kids are
- East Kootenay addictions – we would like to see them more involved face to face
- You can design space for positive and appropriate behaviour
- Student services centre
- Modern library
- Senior alternate program for at-risk youth
- enterprise center/incubator/entrepreneurship skills; integration into the business network (also captures some of those youth falling through cracks)
- roof top gardens and patio space; community greenhouses/garden

- centers/programs
- free activities; drop in basketball; floor hockey etc.
- business liaison with area businesses/community
- by creating space for business to use creates employment opportunities/volunteer opportunities for students; possibly through chamber; avenue for exploring partnerships; rotary projects coming out
- adult learning life skills; parenting; budgeting
- think of non-sports driven activities

Other student/family/community needs

- Youth Center - college mentoring
- No limitation to specific classes; you want kids that fall through the crack to come - harm reduction
- need students' input; students need ownership; what students want is different than what adults want
- Deb Empson advised that a Cranbrook Youth Arts Center Society is already in existence in Cranbrook. There are 15 -20 representatives on Society
- Society is looking for partnerships and space
- Recently held a huge fundraising Gala event at Mt. Baker; all proceeds to Society

Other key stakeholders to involve in process:

- Job seekers

Next steps

- Determine priorities from lists generated
- determine providers for priorities
- determine other stakeholders that should attend meetings
- determine timelines for public consultation and input

Next meeting date: Now confirmed for Thursday May 19th from 11:30-1:30 at MBSS Staff Lounge – (please bring own lunch)

**MBSS Replacement - Neighbourhood Learning Centre (NLC)
Advisory Committee Meeting
Thursday, May 19, 2011**

Minutes

In Attendance:

Chris Johns, Chair, Mt. Baker Secondary School Building Replacement Committee
Mike Stolte, NLC Facilitator, CIEL
Debbie Therrien, DPAC
Will Pearce, City of Cranbrook
Shelley Balfour, CFTA
Trina Ayling, Trustee, SD5
Nick Rubidge, COTR
Sandra Davis, Better Babies
Chris Tulloch, Key City Theatre
Isabel Berkheim, Better Babies, Family & Community Services Committee
Caitlin Etherington - IHA
Angus Davis, City of Cranbrook
Bob Whetham, City of Cranbrook
Carrie Schafer, Columbia Basin Trust
Terry Anonson, Metis Nation B.C.
Aaron Hansen, PAC
Dana Osiowy, Big Brothers Big Sisters
Debra Empson, Principal, MBSS (entered the meeting at 12:35 p.m.)
Jean Skerik, Executive Assistant, Recording Secretary

Review & adoption of minutes

The minutes of May 6, 2011 were agreed to by consensus.

Agenda

Additions: Update on Key City Theatre Committee - report on meeting of May 16, 2011

Decision Making Tree - Will Pearce

Determining student, family & community priorities

- Staff

Quick Review of Last Meeting

- Talked about process and challenges, factors the Ministry of Education considers including seismic upgrading
- Trying to move up queue bureaucratically and politically, working on a student video for Minister Abbott

- Reviewed NLC development in other communities
- Responsibility of SD5 for bulk of capital and operating costs
- Consideration of long term use for design
- Goal to have clear process identified by conclusion of contract with SD5 in June
- Have tried to synthesize identified needs, include Cranbrook Connected input
- 30 partnerships established by Debra Empson, some may not need dedicated space, build on partnerships that exist
- NLC concept - a community hub from 7 a.m. to 10 p.m., puts into question management structure, additional strain on resources, complex undertaking re planning, managing; needs to be a partnership
- Good process so far, valuable feedback from advisory committee
- Updated website with all documents
- Mr. Johns will meet with MLA Bennett Friday to update him

Update on Key City Theatre Committee

- The Committee met Monday, they are aware that SD5 is not responsible for building another theatre
- Reviewed options - associate with new high school, stand alone
- Steering committee has identified possible federally based grant to cover infrastructure
- Would support extending theatre structure (600 seats + additional rooms) if smaller theatre is included in new school construction
- Key City Theatre does not take precedence over other groups involved in this process

Decision Making Tree - Will Pearce

- Distributed and reviewed a conceptual process to help appropriate parties make fundamental decisions, a method to analyze options, make go-forward decisions and achieve a desired outcome
- Development of firm deadlines - choose site for MBSS
- NLC - known parameters - prioritize and select minimum deliverables
- Opportunity to develop mutual plan with KCT
- Develop memorandum of understanding
- Identify resource needs, source and defined services of parties involved
- Maintain transparency

Determining Student, Family and Community Priorities

- Distribution of SD5 Mission Statement & Value Statements/Community Value Statements for NLC; Decision-Making Matrix and Review of Needs Expressed Through Various Consultation Processes
- Reviewed community value statements
- Reviewed Decision-Making Matrix
 - Committee's contribution to decision making framework used by SD5
 - Some value statements not included on matrix

- Consideration of both documents
- Ability to prioritize values if documents separated
- Reflection of education-first
- Focus on first three values v. extension of first three values
- Need for continuity when current committee members no longer involved
- Recognition of all students, all-inclusive
- Review of Needs Expressed through Various Consultation Processes
 - Needs sorted by priority
 - Structural considerations for a roof top garden
 - Dance studio - use by students during the day
 - Value - do not want to compete with existing business or organization - inclusion of value building on capacity of existing organizations
 - *School Act, Section 86 (1)(b)* - Board may enter into an agreement concerning the promotion, development or operation of recreational and community services
 - Inclusion of statement that if a service is provided in the community to review relationship and develop a cooperative plan
 - Definition of at-risk, inclusion of "undesirables", inclusion of value statement indicating would not be segregated
 - Safe injection sites
 - Addition of value statement - if service already being provided in community we will work towards cooperative ventures and building the capacity of the service, builds partnerships/cooperative arrangements with existing community services
 - Additional services in same structure reduces control over who enters the building, need to ensure mix of agencies are there to support students in school rather than other adult populations
 - Success of needle exchange program, development of mutual respect for all individuals
 - IHA interest, potential links in many ways, uncertain when to become involved
 - RFP for service providers premature without Ministry of Education funding commitment
 - Addition of value statement regarding inclusivity - ages and cultures, diversity
- Identifying Possible Providers of Services
 - This is premature prior to a funding announcement
 - Process to identify structure of building
 - Identification of needs to assist with determination re incorporation into actual building
 - Range of options
 - Share draft with community in the fall, request feedback
 - Progressive reports on a regular basis to the community
 - Maintenance of public profile
 - Identification of range of options, space allocations, capital and operating costs in fall

- Identifying Possible Process
 - RFP process to identify service providers based on community feedback following funding announcement
 - Community meeting
 - Advisory Committee meeting in the fall with an update
- Staff (Shelley Balfour)
 - Representing the teachers - inclusion of staff in student/family/community needs
 - Student video

The next meeting will be held in early October, prior to a community meeting. Mr. Stolte will continue to identify next steps and has suggested, informally, to the District that they dedicate a staff person 2-3 days per week to push the project forward. Mr. Johns noted that he maintains contact with MLA Bennett and that he is hopeful Minister of Education Abbott may visit the District prior to the end of June. If he does visit, the members of the Advisory Committee should be invited to meet with him.

The meeting adjourned at 1:28 p.m.



SCHOOL DISTRICT 5
SOUTHEAST KOOTENAY

Section 2.5 - SD5 MISSION Vision Values 2010 NLC AC Values Spring DRAFT II 2011

OUR MISSION:

To provide students with equitable, quality, educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

VISION:

Working and Learning Together Supporting All Students to Achieve a Successful Future

VALUE STATEMENTS:

IN SCHOOL DISTRICT 5 WE BELIEVE IN:

- Working together in a spirit of equity, fairness and cooperation
- Equitable and Quality Learning for all
- Respectful and Responsible Communication
- Professional/Ethical Decision Making
- Trust and Honesty in Relationships
- Social Responsibility
- Health, Wellness and Safety for all
- A Healthy Emotional Climate that Develops Trust, Self-Respect and the Uniqueness of the Individual
- Modeling Positive Attitudes that Build Strong Communities

COMMUNITY VALUES STATEMENTS for NLC - DRAFT II
(as put forward by Advisory Committee May 2011)

Core Values

- Education First
- Inclusive (of Ages, Cultures, Diversity, etc.)
- A Bridging Place

Other Guiding Principles

- Vibrant and Energetic
- Stimulating and Fun
- Contributing Towards Preparing Youth to be Fully Functioning Citizens & Integration Into Community Life
- Development of Wellness, Well-being and Building the Whole Child
- Exploring Non-traditional Learning Opportunities
- Visibility of First Nation/Métis Culture
- A Reflection of the Community
- Diversity in Programming
- Environmental, Arts and Culture Leadership

- Flexibility
- Ongoing Communication to Reflect Changing Community and Student Needs

Section 3 - Research Findings and Synthesis

3.1 External Research

- 3.1.1 Sources of Expertise Consulted
- 3.1.2 BC Schools with NLCs in development
- 3.1.3 Interview Questions for NLCs
- 3.1.4 Summaries of Interviews with Selected BC NLCs

3.2 Findings Presented to Advisory Committee

- 3.2.1 Capital Project Process
- 3.2.2 Criteria for Inclusion of NLC Partner Programs & Services
- 3.2.3 Development Process Matrix

3.3 Research within SD5 and Community of Cranbrook

- 3.3.1 MBSS Community Partnerships
- 3.3.2 Existing School-Based Partnerships
- 3.3.3 Staff and Student Requests for NLC
- 3.3.4 NLC Needs Summary
- 3.3.5 Synthesis of Stakeholder Input

Overview

Our research had two major components: the first involved conducting a review of the literature produced by various agencies, both governmental and non-governmental, both in BC and in jurisdictions where models of school-community integration have been in existence for some time. Sources we found especially helpful included the Center for Cities and Schools in Berkeley, California; the Victoria Department of Education (Australia), and the (US) National Clearinghouse for Educational Facilities. Findings from this literature review informed the documents CIEL authored for the Advisory Committee, and are further presented in Section 4.0 - Moving Forward.

The second area of research involved looking at the current status of NLC development in British Columbia. This involved conducting both internet-based research and in-depth interviews with BC school district officials who are currently proceeding with the development of Neighbourhood Learning Centres, and are 1-2 years ahead of SD5 in this process. We were interested in determining what processes they had followed to move from concept to implementation, what types of community programs and services are to be included in their NLCs, how these co-located programs will be funded, and how

other school districts are approaching the novel processes of joint development, joint use and long-term management of shared facilities.

Section 3.1 contains organizational contact information for the sources of expertise we consulted; an annotated list of BC Schools with NLCs currently in development; and a list of interview questions posed to school district officials overseeing NLCs in progress in Vancouver, Abbotsford, Revelstoke, Oliver, and Powell River. The final subsection consists of detailed summaries of the actual interviews conducted by CIEL researcher Jennie Barron.

In the course of our work we also identified a number of areas in which we felt the Advisory Committee needed more information—for example, the “big picture” of the MoE Capital Project Process and where the current planning efforts of SD5 fit in—or simply needed a short briefing and some examples to help them visualize a range of approaches they might take in developing an NLC tailored to Cranbrook.

Section 3.2 consists of three briefing-type documents authored by CIEL specifically for the Mt Baker NLC Advisory Committee to address these information gaps: 1) Notes on the Ministry’s **Capital Project Planning Process** which outlines some of the considerations the Ministry must take into account in approving school replacements, and the context in which these are being considered; 2) **Criteria for Inclusion of NLC Partner Programs & Services**; and 3) an **NLC Development Process Matrix** presenting two different approaches to the development of NLCs that have been taken by BC schools.

Section 3.3 consists of five additional documents that collectively represent the progress made to date in synthesizing what is known about already-existing partnerships and identified school & community needs that could be met through school-community partnerships in Cranbrook.

Section 3.3.1 – Current MBSS Partnerships is a comprehensive list of existing MBSS-community partnerships provided by MBSS principal Debra Empson.

Section 3.3.2 – Existing School-Based Partnerships parses out existing MBSS-community partnerships that have no spatial component (e.g., scholarships) or that take place outside the school, so as to clarify which partnerships, of those that already exist, have needs for space in the new school/NLC.

To this we added **Section 3.3.3**, which lists the needs and wishes that had been expressed by Mount Baker students and staff.

Section 3.3.4 - Needs Summary presents the needs expressed through various consultation processes, including the input of MBSS staff and students, the interviews with stakeholders conducted by Trustees Ayling and Johns in 2010,

the findings of work done by *Cranbrook Connected*, and the input of the NLC Advisory Committee itself. The tabular format of this section allows for ready comparison of these various consultative processes, making clear just how much similarity and alignment exists among them.

Finally, **Section 3.3.5 – Synthesis of Stakeholder Input** consolidates these streams of input, groups them into potential facility components, and identifies community groups that might be interested in delivering programs and services that have been identified as desirable.

In addition, the synthesis document reiterates the core values and guiding principles generated by the Advisory Committee, attaching these where they seem to fit, with the hope that the values and qualities that have been articulated by stakeholders be retained and held clearly in view as the possible facility components become more clearly visualized.

Section 3.1.1 - External Research: Sources Consulted

The following organizations have produced a significant body of literature and other resources on the subject of school-community partnerships of various models in Canada, the US and Australia. *Descriptions below are all taken from the organizations' respective websites.*

1. BC Ministry of Education - Neighbourhood Learning Centre Initiative

<http://www.neighbourhoodlearningcentres.gov.bc.ca/>

Cross-Sector Initiatives Branch
Partnerships and Planning Division
(250) 356-6760

Contacts: Claire Avison, Executive Director
Kim Weatherby, Senior Policy Analyst

2. Association for Community Education in BC (ACEbc)

<http://acebc.org/>

The Association for Community Education in British Columbia is dedicated to fostering and promoting Community Education and Community Schools in British Columbia. ACEbc has been active in British Columbia since 1975 in the areas of community education, community school development, advocacy and liaison, organization of workshops and conferences, publishing resource materials and conducting community school research.

Contact: Janey Talbot, President
(604) 664-8716
janey.talbot@sd41.bc.ca

3. Center for Cities & Schools at the University of California, Berkeley

<http://citiesandschools.berkeley.edu/>

The Center for Cities & Schools is an action-oriented think tank whose mission is to promote high quality education as an essential component of urban and metropolitan vitality to create equitable, healthy, and sustainable cities and schools for all. [The Center] provides policy implementation resources for state and local leaders to support effective joint-use school partnerships.

4. National Clearinghouse for Educational Facilities

<http://www.edfacilities.org>

Created in 1997 by the U.S. Department of Education and managed by the National Institute of Building Sciences, the National Clearinghouse for Educational Facilities (NCEF) provides information and research on planning, designing, financing, constructing, improving, operating, and maintaining safe, healthy, high performance public nursery, pre-kindergarten, kindergarten-through-grade-12 schools, and higher education facilities. NCEF's Resource Lists cull resources on school facilities from across the globe and contain a large volume of pieces related to joint use.

Section 3.1.2 - BC Neighbourhood Learning Centres

In September 2008, the Province announced the Neighbourhoods of Learning initiative. The Vancouver School Board (VSB) initiated pilot projects at three schools. As of 2011, there are NLC initiatives underway in Abbotsford, Oliver, Revelstoke, Chilliwack, Powell River, Port Alberni, North Saanich, and the Cariboo-Chilcotin. The schools involved are listed below with brief descriptions of their plans and status, as well as contact information.

CIEL researcher Jennie Barron conducted in-depth interviews with school principals and/or district staff at five of these schools. Summaries of these interviews may be found in the following section.

1. Vancouver School Board

Three "Neighbourhoods of Community Learning & Development" pilot schools:

General Gordon Elementary School

Enrolment as of September 30 2010 = 427

From school website:

The NLC space programs approved by the Ministry in 2010 include learning connections such as student exchanges and literacy programs, arts and cultural programs, healthy connections and multi-purpose activity room and kitchen that can be utilized by the general community. The approved space for the core school (3,600 m²) and NLC space (663 m²) represents a combined area allocation of 4,263 m².

The General Gordon Renewal Plan, including project overview and charter, timelines and processes, related documents and five concept options to be shared with the community on June 21 can be found at <http://www.cityspaces.ca/gordon/conceptplans.html>

Contacts:

Principal - Ms Margaret Davidson
(604) 713-5403
mdavidson@vsb.bc.ca

VSB Planning and Facilities
(604) 713-5254

Queen Mary Elementary School

Enrolment as of September 30 2010 = 530

In December 2010, The Ministry of Education approved the space required to deliver the core school (3,220 sq. m.) and NLC space (663 sq.m.) in the renewed Queen Mary Elementary School. The NLC space enhancement allows for school and community programs such as performing arts, literacy programs, arts and cultural programs, out-of-school care, or health connections.

See the Queen Mary School Renewal Project website:

<http://www.cityspaces.ca/queenmary/>

Contact:

Principal - Ms Monika Sanft
(604) 713-5464
msanft@vsb.bc.ca

Lord Strathcona Community Elementary School

Enrolment as of September 30 2010 = 537

See the Strathcona Elementary School Renewal Project website:

<http://www.vsb.bc.ca/strathcona-elementary-school-renewal-project>

See also the summary of an interview conducted by CIEL with the school principal in the following pages of this report.

Contact:

Principal - Ms Margaret Jorgensen
(604) 713-4630
mjorgensen@vsb.bc.ca

2) Abbotsford Collegiate

Enrolment as of September 30 2010 = 955

From the school website:

"A \$45 million renovation / rebuild has been approved and we will be moving into a great new school in 2012. The building will be constructed to Leadership in Energy and Environmental Design (LEED) Gold standards, which would make it

one of the first schools in the province to attain that level of sustainable and green design, according to district officials. The structure will have features that promote water efficiency, energy conservation, and employ recycled, reused or renewable materials."

Plans include new playing fields, the replacement of some classrooms and shops, and a new administration area in a three-storey addition that will be connected to the existing building.

The new Neighbourhood Learning Centre is expected to include shared common spaces for community agencies, Fraser Health offices, a computer lab, counselling and seniors' services, a day care, kitchen and other offices.

See also the summary of an interview conducted by CIEL researcher Jennie Barron with the school principal in the following pages of this report.

Contacts:

Principal – Carla Campbell
(604) 853-3367
Carla_Campbell@sd34.bc.ca

Superintendent - Ms Julie MacRae
(604) 859-4891
julie_macrae@sd34.bc.ca

3) Southern Okanagan Secondary (Oliver) (SD #53)

Enrolment as of September 30 2010 = 489

From a Feb. 26, 2010 news release by the Ministry of Education:

"The Neighbourhood Learning Centre at Southern Okanagan Secondary will be incorporated into a school wing formerly scheduled for demolition. **The centre will support the heritage theatre connected to the wing by providing an enhanced entranceway and additional washrooms.**"

Community programs and services in the Neighbourhood Learning Centre will include:

- Day-care centre
- Community counselling centre
- Community performance space
- Adult learning centre

See also the summary of an interview conducted by CIEL with Mitch Van Aller, Director of Facilities for SD 53, in the following pages of this report.

Contacts:

Principal - Ms Catherine Turner
(250) 498-4931
cturner@sd53.bc.ca

Superintendent - Ms Juleen McElgunn
(250) 498-3481 ext. 116
jmcelgun@sd53.bc.ca

4) Revelstoke Elementary & Secondary (SD #19)

Secondary Enrolment as of September 30 2010 = 446

"Revelstoke Secondary's NLC will include a 275-seat theatre and will offer co-ordinated health services for vulnerable teens that include an on-site social worker, mental health services and substance abuse prevention.

Revelstoke Elementary (to be constructed) will become B.C.'s first early-learning hub designed to provide seamless services for children from infancy to school age. The early-learning hub will include: a *StrongStart BC program, two state-of-the-art childcare centres, an early-learning library and a child-care resource and referral program*. The school will become the new home of *programs that provide medical, dental, literacy and community services to students and their families*. Another exciting feature of this school will be the addition of an acrobatic centre; twenty per cent of Revelstoke's student population participates in acrobatics."

See also the summary of an interview conducted by CIEL with Superintendent Anne Cooper in the following pages of this report.

Contacts:

Revelstoke Secondary
Principal - Mr Mike Hooker
(250) 837-2173
mhooker@sd19.bc.ca

Superintendent - Anne Cooper
(250) 837-2101
acooper@sd19.bc.ca

5) Westview Elementary (Powell River) (SD47)

Westview Elementary is the name of a new school being built to replace Grief Point Elementary School. It will include a Neighbourhood Learning Centre

providing space for a cluster of early learning services for parents and children from pre-natal to age five. Partners include Success by Six, the United Way, and other outreach early learning services. The new school/NLC will also include a fully accessible gym and practice facility for community wheelchair events and a playing field for community recreational use.

Brooks Secondary School (Powell River) (SD47)

Enrolment as of September 30 2010=874

Faced with declining enrolment and forced to cut or amalgamate programs, the Powell River School District chose to close one of its secondary schools and substantially expand the other, adding a digital media center, an acoustically-engineered choral room, a film and video recording studio, and a dance and drama studio, and a theatre which is independently operated by a community-based not-for-profit society.

While pre-dating the Ministry's NLC initiative, Brooks Secondary School is of interest because of its many other innovative partnerships: With Vancouver Island University (VIU), they offer dual-credit trade programs in welding, automotive, cosmetology, carpentry, and culinary arts; and in partnership with Powell River Child, Youth, and Family Services, they offer a student-mom program (classroom learning, to finish high school), the "Learning House" Young Parent Program (childcare), and a Young Moms support group. Brooks SS also works extensively with partner Aboriginal organizations, including the Klahoose Nation and Sliammon Nation.

See also the summary of an interview conducted by CIEL with Superintendent Jay Yule in the following pages of this report.

Contacts:

Principal - Kathy Rothwell
(604) 483-3171
krothwell@sd47.bc.ca

Superintendent - Jay Yule
(604) 414-2602
jyule@sd47.bc.ca

6) Alberni District Secondary School (Port Alberni) (SD70)

Enrolment as of September 30 2010 = 1132

SD70 was the second school district to be included in the NLC model. In May

2010, they announced the awarding of a \$51-million Design-Build contract to Yellowridge Construction Ltd. Construction is expected to be complete by September 2011. An innovative land exchange and reciprocal parking arrangement negotiated with the City allowed the school district to preserve existing fields and minimize the development portion of the new school site.

The new facility has been designed in accordance with best practices for sustainability and is expected to achieve LEED Gold (Leadership in Energy and Environmental Design) certification.

Features of the new school include:

- classrooms and specialized instructional spaces
- First Nations Elders area
- two gymnasiums
- synthetic turf sports field
- 500 seat state-of-the-art community theatre

Contacts:

Principal - Mike Ruttan
(250) 723-6251
mruttan@sd70.bc.ca

Superintendent - Mr Cam Pinkerton
(250) 720-2770
cpinkerton@sd70.bc.ca

7) Chilliwack School District (SD33)

- **Rosedale Elementary**
Enrolment as of September 30 2010 = 154

“Rosedale Elementary/Middle School will have an additional 810 square metres of *space for day care, youth and Aboriginal services*, and an additional 100 metres – funded by the Municipality of Chilliwack – for *community multi-purpose use.*”

Contact:

Principal - Mr Jeff Hanson
(604) 794-7023
jeff_hanson@sd33.bc.ca

Superintendent - Ms Corinne McCabe

(604) 792-1321
corinne_mccabe@sd33.bc.ca

- **Yarrow Community School**

Enrolment as of September 30 2010 = 261

“Yarrow Elementary will be designed to include 460 square metres of additional space for preschool, before and after school care, performing and visual arts space, community education, support offices and agency offices.”

Contact:

Principal - Mr Kirk Savage
(604) 823-4408
kirk_savage@sd33.bc.ca

- **Chilliwack Senior Secondary School (SD33)**

On February 28, 2011, the Chilliwack School District hosted a public open house to unveil the plans for the new secondary school.

Highlights include:

- [21st Century Learning Spaces](#)
- A [Neighbourhood Learning Centre](#) providing support for students and their families (to include support programs for students; entrepreneurial business services spaces; childcare; a teaching kitchen; teen mom, parent and family resource centre; elder college; community training facility; and additional community services spaces)
- A Distributed Learning Centre for on-line and self-paced learning
- Outstanding athletic facilities including an artificial turf field
- An Aboriginal Cultural Centre

Contact:

Principal - Mr Rick Jones
(604) 795-7295
css@sd33.bc.ca
rick_jones@sd33.bc.ca

8) North Saanich Middle School (Sidney) (SD 63)

Enrolment as of September 30 2010 = 400

From a Ministry of Education press release, May 10, 2010:

“The new North Saanich Middle School will be a two-storey building, with a capacity for 400 students in grades 6 to 8. It will be built to meet Leadership in Energy and Environment Design (LEED) Gold standards, and will maximize the use of B.C. wood products in the construction. Site preparation is already underway for the new facility...

Building on a successful partnership with the Peninsula Recreation Commission, the North Saanich Neighbourhood Learning Centre will include an enlarged gymnasium and fitness area, as well as space for meetings, fine arts and wood working.”

Contacts:

Principal - Mr Keray Wing
250 656-1129
northsaanich_mid@sd63.bc.ca

Superintendent - Dr Kevin Elder
(250) 652-7332
kelder@sd63.bc.ca

9) Marie Sharpe Elementary (Williams Lake) (SD27 – Cariboo-Chilcotin)

Enrolment as of September 30 2010 = 274

It was announced in 2009 that Marie Sharpe Elementary was to become a Neighbourhood Learning Centre as part of a school replacement project. At this time, no further information is available on either the website of the school district or that of the MoE.

Contacts:

Principal - Ms Elaine Elliott
(250) 392-4104
elaine.elliott@sd27.bc.ca

Superintendent - Ms Diane Wright
(250) 398-3824
diane.wright@sd27.bc.ca

Section 3.1.3 - Interview Questions for NLCs

1) General

Who are the main partners in your NLC?

What community services or programs do these partners provide?

What does each partner contribute, specifically (e.g., pays incremental operational costs, helped contribute to capital costs, contributes staff time as an in-kind donation?)

2) Development Process

Who is or was part of your Project Team or Steering Committee?

Did your group articulate and formalize a set of guiding principles?

How were the priority services & functions of the new school/NLC decided and agreed upon by all stakeholders? (e.g., survey, input from interested parties making their case, application process, vote or consensus by Project Steering Committee?)

Did you establish parameters or guidelines for selection/inclusion of community partners first, or did you start by identifying the wants & wishes of potential partner groups?

*How important was an organization's **ability to assure continued stable operational funding** for its services in the decision to select that organization as a partner?*

*How important was **community need and demand** for certain services in selecting that organization as a partner?*

3) Funding

Would you be willing to share what funding sources you've been able to tap into? (i.e., any particular grants that other schools might look at?)

Do you have any concern that agencies (e.g., daycares) will not be able to continue to get the funding they need to operate in NLC?

Do you have any suggestions on best partnerships to assure that funding is sustainable into the future?

4) Governance & Operational Structure

What is the governance structure for your Neighbourhood Learning Centre? (Board, paid staff, committees, etc.) Who is included or represented?

How well is it working?

Will your Community School or NLC have a paid staff person to act as Coordinator? To whom will this person report?

Do you have a development and joint-use or partnership agreement with the municipality? With any other partners?

6) Community consultation & engagement

What were the steps in your community consultation process?

What were the specific activities you undertook as part of this process? (e.g., Open Houses, individual group meetings, Public Meetings)

How was interest sustained?

7) General Advice

Do you have any advice for others on best partnerships or types of partnerships to pursue?

Do you want to flag any current “issues” (challenges) you are having with the NLC?

Section 3.1.4 - Summaries of Interviews

This section contains notes taken during the telephone interviews that CIEL researcher Jennie Barron conducted with spokespeople from five other BC school districts concerning the progress and development process of their respective NLCs.

1. Revelstoke (SD19)

Superintendent - Anne Cooper
(250) 837-2101
acooper@sd19.bc.ca

General

Tell me where your project is at right now.

- Wiring, gyproc, roof on
- Hoping for students in before Nov 1!
- Check out Revelstoke Current and Times Review for lots of photos
- Two schools on one site – NLC is spread across both.

Partnerships

- *Who are your major partners?*
 1. Early Childhood Development Committee is largest, in terms of numbers (funding from Success by Six, other programs)
 2. Variety of partners supporting theatre (City of Revelstoke, Rev Theatre Group)
 3. Gymnastics Society (non-profit society)
 4. Ministry of Children & Families & Community Connections staff (youth meeting and therapy centre at high school)
- *What was your decision-making process for determining best fit(s) for inclusion in NLC?*
 - First step was to have Key Guiding Principles in place
 - Big publicity campaign – tried to be very transparent with opportunity, how much space available, how making decision about who was in or out

- Had a community brainstorming of possibilities
 - Fleshed out list and grouped into 4 major themes; felt that most things fit into one of these themes
 - Determined that didn't want Okanagan College in school because they had access to other sources of funding
 - Didn't put all eggs in one basket (e.g., 500-seat theatre); tried to accommodate everybody by making theatre space small (275 seats) so had space remaining for other uses
 - Had very strong rationale for which ones chosen and which not; was very strongly supported in the end
- *How important was an organization's ability to contribute substantial \$ in terms of including them or not?*
 - Reasonably important, provided that the service the group is providing has merit in the first place
 - Everything considered had to be on stable footing – i.e., have means to provide stable operational funding
 - That said, many services that are using shared space did not need to be significant contributors of funding
 - Have a common health space in new elementary school for 6 programs – most will have a free ride, but in case of IH's Speech and Language services, will probably ask them to pay phone charges, but may also just deem this to be of such value to the school that she covers the cost within SD budget
 - Early literacy space will be used by many programs, so don't need a single funder
- *Community needs – how did you know what were highest priority needs in community?*
 - Went to everyone for ideas, brainstorming
 - Are pretty aware of needs of families with kids in school

- Had lots of representation from City on Steering Committee – Councilors had a good sense of what community needs were already
- *Suggestions on best partnerships?*
 - MUST have City on side regardless of whether they are major funders or stakeholders in terms of operating services in NLC, because their involvement and sense of ownership over project is necessary for sake of accurate information sharing: City reps (Mayor, Councilors especially) typically go to so many other meetings (e.g., Chamber of Commerce, Rotary Club), and can easily clarify any wrong information that might be circulating and promote project, and relay concerns they hear of to Project Team; they are important champions
- *Did you have a policy re: private sector or commercial establishments being part of the NLC?*
 - didn't consider because nothing of the sort was brainstormed
 - [see also Guiding Principles]
- *At what point did you draw up joint-development and joint-use agreement?*
 - Have a joint-use agreement with City, but will have to be enhanced

Community engagement

- *Most effective engagement strategies?*
 - Had Open House, Town Hall, newspaper ads, interviews with key groups
 - A real “blitz”; no one could say they didn't know it was going on or say they didn't have a chance to get in on it
- *When did you go to the broader public?*
 - Twice: once at beginning to solicit ideas and possibilities, and again, after they had a general proposal, to elicit feedback on it
- *Time-frame?*
 - Worked in incredibly short time-frame; whole process in 8 weeks, with 4 weeks preliminary “hinting” that might be NLC
 - Better than stretching planning over years because made them more flexible and less attached to plan; more collegial & collaborative; also better prepared to respond to the unexpected
- *How did you sustain interest?*

- We avoided “processing ‘til you puke”

Operational model

- *What is your governance or decision-making structure?*
 - [Not there yet]
- *How will day-to-day management be carried out – paid coordinator? (as in Community Schools model)*
 - Wants as much money as possible to go into kids funding, not admin, so won’t have a paid coordinator; just superintendent and Secretary-Treasurer of Board
 - Every organization included already has an executive director or coordinator, so these will just liaise with Anne; she expects they will coordinate themselves, but that she will have to deal with scheduling etc.

Ongoing Funding

- *What does each partner contribute?*
 - Societies and service providers pay own costs of employment & services
 - Contribute own equipment, furniture (this being their “capital” contribution; they don’t contribute at all to building construction)
 - Actual building construction costs all borne by Ministry of Ed
- *What do “incremental operating costs” include?*
 - Custodial services, maintenance & repairs, heat, electricity, utilities (water, sewage)
- *Strategy for sustainability in terms of funding?*
 - Diversity
 - If lost a major user, would have to scramble to fill space
 - Have flexibility to re-purpose space in future – e.g., two classroom spaces for daycares could easily be converted
 - Even with gymnastics space, could be re-purposed because lots of recreational users could use a gym – e.g., dance school

Process

- *Is there a document outlining in detail a list of steps that NLC Project Boards or Steering Committees should follow, or that lays out (graphically) the sequence, purpose and objectives of each step?*
 - No, we made it up as we went along.

- *Who do you have working on this – mostly you? Steering committee? Paid staff?*
 - Small project team – herself, Chair of School Board
 - “We did it off the sides of our desks”

 - Steering Committee – above plus reps from City (Mayor, 2 Councilors, and 2 City staff representing Public Works and City Planning), DPAC Chair, Board Secretary-Treasurer, SD Director of Facilities, principals of both schools

 - Steering Committee brainstormed best process for determining who got in

 - Project Team and Steering Committee did lots of legwork, then took to Board of Trustees, who reviewed everything

- *Do you have any sample terms of reference or MOUs that you could share?*
 - [no]

 - Philosophy of dealing with things “just in time” – trust, leap of faith

 - “If we had taken the time two years ago to write up legal agreements for everything before letting people know they were in, wouldn’t be where are today

 - We are extremely transparent.
 - e.g., Have to have a discussion about how the corridor space will be accounted for and paid for. Go into conversations with an open mind.

- *Do you have a diagram of your project leadership/management structure? Who is included or represented?*
 - Board of Trustees
 - Superintendent supported by Steering Committee

- *Current issues or challenges? Any that you did not anticipate?*

- No. “Everything is an opportunity with NLCs.”
- There will be things that need to be resolved, but you just roll up your sleeves and deal with them.

Suggestions:

1. Consider the merits of Design-Build approach, rather than Design-Tender-Build.

- Revelstoke asked three different contractors what they could do with the money, and turned out to be more competitive process. Note: not literally restricted to square footage determined by Ministry; this just used for funding formula

2. Re: Theatre & City’s concerns with “wearing” decision not to rebuild if they get involved

- Present openly to the public all information about who built it, when, how much it cost, how it was funded, how much it costs to operate, usage statistics etc., and ask the community to identify its priorities and determine if the theatre is the highest priority, if the City should fund it, where it should be (if in school or somewhere else) etc.

3. How to move up Ministry of Ed queue for school replacement approval??

- Thinks essentially based on merit & need for school replacement. Perhaps if all other things are equal, having all ducks in a row for NLC would make a difference, but mostly has to do with condition of facilities.

2. Abbotsford Collegiate

Friday March 4, 2011

Carla Campbell, Principal
(604) 853-3367

www.abbotsfordcollegiate.ca

Also participating in interview:

Andrea Senft, Manager of Community Development (for SD34)

Tom Louie, Director of Facilities for SD34

1) General

Can you tell me what is planned for your school, and where you are at in the process?

- Tom – SD34 had similar background to SD5/MBSS, did consultation with community in advance of getting MoE approval, wanted to get bumped up in queue, but don't know whether it made a difference
- Reno/rebuild was approved 2-3 yrs ago (under seismic mitigation program)
- Had political pressure too, working in their favour (Mike de Jong advocating for)
- Partial replacement – keeping gym, music room, dance room, 3 classrooms
- Classes will continue in building throughout process: Will add on to one wing, then will tear down existing wing

Who are the main partners in your Community School or NLC?

- Have some big partners – Fraser Health, City of Abbotsford, United Way
- Also Abbotsford Community Services, Abbotsford Early Childhood Committee, Central Abbotsford Community School, Trinity Western U, MCFD
- Had 31 potential partners and narrowed it down to 8; not difficult because when went to community, needs became clear
- Fraser Health was partner we really wanted, and had to have quite a few conversations with them. Challenge re: big bureaucracy, I.T. needs (not compatible with what school already has in place)

What community services or programs will these partners provide?

- All will be offering community programming: everything from immunization to breastfeeding to ESL services and many more
- Note: Not all programs and services are offered in the NLC; some are offered at [other] schools, but the organization's office may be in the NLC.
- City of Abbotsford is building the Youth Centre (ie., paying for the space) but SD will be using it, along with other users
- City will be building an artificial field adjacent to school – shared construction cost (ie., city pays the difference to upgrade it to artificial as it costs more than grass) City will do the bookings.
- Will have a community library added so will become more of a community hub.
- Future NLC will also house the Abbotsford Community School, which is funded through Community Link programming (CL comes from MoE to Boards of Ed and targets areas of higher need)
 - Community School Society is own separate entity, non-profit, with a board (don't have own instructional program – i.e., not a school per se); run Strong Start, after-school programming for school-age children, other programs that constitute the *community* part of the community school

What does each partner contribute, specifically (e.g., pays incremental operational costs, helped contribute to capital costs, contributes staff time as an in-kind donation?)

- All will be charged a small fee to cover operating & maintenance costs (utilities, snow removal, custodial etc.)
- “We know how much it costs to run a school, so we just figure out proportionally how much each group should pay, based on their square footage requirements.” (paraphrased)
- It covers our costs, that's all we want; sweet deal for them [community partners]!
- No capital cost contributions from other partners. MoE pays all that.

Who is or was part of your Project Team or Steering Committee?

- Community Action Team – has representatives from all partner groups

Did your group articulate and formalize a set of guiding principles?

- Yes
- “You have to meet a community need” (stipulated by MoE)

How were the priority services & functions of the new school/NLC decided and agreed upon by all stakeholders? (e.g., survey, input from interested parties making their case, application process, vote or consensus by Project Steering Committee?)

- Got a UBCM grant last year to look at how to use school space for community use
- Pulled together a massive group of partners who they thought might be able to fit into this model (started with 31 and narrowed down to 8);
- Over time had numerous meetings with community at large, surveyed them about what they needed; held town halls, community forums
- Then went back to partners and said, “This is what the community has asked for. How are we going to give it to them?”
- Did an RFP and application process; groups had to demonstrate what they could offer to meet the community’s identified needs
- Asked each group what they would need in terms of floor area; negotiated in order to fit everybody in; then took that to architect. Will have a common area, board room etc.
- Got a neighbourhood profile from the City – median income, ages, M/F, # families, #single parents, ESL, minorities, age distribution (25% under age four!) This was very helpful in backing up decisions.
- Also used community asset mapping as a needs assessment tool

Did you establish parameters or guidelines for selection/inclusion of community partners first, or did you start by identifying the wants & wishes of potential partner groups?

- Started with community need
- Guidelines as to what was acceptable in an NLC already more or less outlined in the terms set by MoE

*How important was an organization's **ability to assure continued stable operational funding** for its services in the decision to select that organization as a partner?*

- [Not really a factor] "Our costs for them coming in are so limited. We made it affordable for them. Recognized that a lot of them live grant to grant. We just wanted them in here." [paraphrased]

*How important was **community need and demand** for certain services in selecting that organization as a partner?*

- [VERY IMPORTANT]

Would you be willing to share what funding sources you've been able to tap into? (i.e., any particular grants that other schools might look at?)

- Haven't needed any grants. Partners would have to do that.

Do you have any concern that agencies (e.g., daycares) will not be able to continue to get the funding they need to operate in NLC?

- [Didn't ask]

Any suggestions on best partnerships to assure that funding is sustainable into future?

- [Did not appear to be concerned about sustainability of funding]

What is the governance structure for your Neighbourhood Learning Centre? (Board, paid staff, committees, etc.) Who is included or represented?

- Have a committee (nameless as of yet) with every partner represented and we meet regularly.
- School District still in the lead – a landlord-tenant type of arrangement
- School signs a separate lease agreement with each partner.

How well is it working?

- (N/A – not built yet)

Will your NLC have a paid staff person to act as Coordinator? To whom will this person report?

- As above, all partners have a rep on a team right now. Expect it to disband after school gets up and running. Then day-to-day management will fall to Andrea.

Do you have a development and joint-use or partnership agreement with the municipality? With any other partners?

- No

What were the specific activities you undertook as part of your community consultation process? (e.g., Open Houses, individual group meetings, Public Meetings)

- Did a Town Hall at every school
- “We learned a lot about how to bring people together”

What really worked?

- When we asked people to fill out survey, offered an ipod touch as a draw prize [got 1200 respondents cf 500 when done previously without prize]
- “You really have to reach out to the community”

How was interest sustained?

- [Not a problem]
- Took time to build a relationship with our partners. With all the stuff we do, we never promise anything, but we say, “In a perfect world, what would you like to see at this school?”

- “Some of our teachers have worked here for 25 years, and I think maybe some of them thought it would never happen. Some of them probably owe others a bottle of wine now...”

6) General Advice

Do you want to flag any current “issues” (challenges) you are having with the NLC?

- Design allowances have changed, so there will be less space. [new building with school and NLC will be smaller than current one]. Storage is always an issue.
- Some concerns about having public access all the time; are working it into design
 - “It’s a completely new model. We used to be a closed campus. We’ve taken a completely closed campus and turned it on its head. It’s scary. [but] it’s exciting [too]. Students will be able to access programs that they didn’t go to before because they were down the street.”
- Overall “It’s been an excellent, amazingly smooth process.” (Carla)

Do you have any advice for others on best partnerships or types of partnerships to pursue?

- “You have to take the time to have the conversations with people. We took 18 months.”
- “Drink lots of coffee!” (anonymous)

3. Southern Okanagan SS (Oliver)

Mitch Van Aller, Director of Facilities, SD 53
250 498-3481 ext. 103
mvanaller@sd53.bc.ca

Background

- Southern Okanagan was part of original pilot project – was expanded from 3 in Vancouver to 5. Thinks they were the first secondary school.
- Preserved one wing of school – now have two gyms and an auditorium which they would not otherwise have had.
- NLC is a separate wing with own parking lot and entrance
- Were already in design stage when gov't announced they would be an NLC

1) General

Who are the main partners in your NLC? What community services or programs do these partners provide?

Daycare – can't recall name of agency

Adult Learning Centre – School District 53 (were previously housed somewhere else, so move to NLC represents a cost savings)

Desert Sun Counseling - Counseling Centre – women who have witnessed abuse; drug and alcohol (not-for-profit community service organization)

Community Dance studio – Really a multi-purpose space, available for rental by community groups

(school has a 750-seat theatre already - with orchestra pit)

What does each partner contribute, specifically (e.g., pays incremental operational costs, helped contribute to capital costs, contributes staff time as an in-kind donation?)

Regional District is contributing \$15,000 /year to ongoing operation of west gym, and more money – operating dollars – for auditorium. These were saved and are going to be managed by Parks and Rec.

Everybody [meaning user groups in NLC] just pays their own rent. All pay their own custodial fees, and a small portion toward capital investment (e.g., future roof replacement)

Each would have own custodian, but could work together as group. Clearly independent of the school. Their particular collective agreement allows that, but others might not.

“Most of the agencies that would be interested are non-profits, and they can’t spend very much...We will, I think, end up in the long run, subsidizing other programs.”

2) Development Process (for NLCs in process)

Who is or was part of your Project Team or Steering Committee?

Mitch Van Aller, Director of Facilities
Superintendent, Juleen McElgunn (retired)

Principal came to meetings. Bill Woods (hired consultant) really drove it. City had representatives at meetings, but was not centrally involved.

Did your group articulate and formalize a set of guiding principles?

Yes. Board was looking for:

- Proven benefit to BOTH community and school district
- Potential for synergy with other groups that were there

“We didn’t want to have any private commercial ventures there.”

How were the priority services & functions of the new school/NLC decided and agreed upon by all stakeholders?

Did a lot of research on community growth and need.
Matrix Planning (Bill Wood) did that.

Asked Regional District and Town of Oliver who they thought partners might be. Had a very long inclusive list and invited them all.

Most were not interested in being in the building. Library had no interest in coming because they were happy with their current location.

Got down to 5 or 6 that were interested, and looked at their space needs and appropriateness for school setting.

Museum, community kitchen, community meeting space, health clinics, Okanagan all looked at, but in the end not included.

“Everybody said what they wanted, but nobody wanted to spend money to have it!” (e.g., church wanting community kitchen)

Application process.

The principle of “Benefits to school and community” eliminated quite a few requests! (e.g., tattoo parlour!)

*How important was an organization’s **ability to assure continued stable operational funding** for its services in the decision to select that organization as a partner? How important was **community need and demand** for certain services in selecting that organization as a partner?*

When you make those decisions about who you want in there, you want some long-term stability....

[Nonetheless] “Chances are you’re attracting all the people that can’t afford to be somewhere else.”

We didn’t talk about dollars in the consultation process at all. It was never brought up. Once candidates were determined, then there was discussion about funding. Only at the end. [paraphrased]

Did you adopt a Design-Build approach?

No. We designed it with architects and engineers and community partners, then went to tender.

3) Funding

Would you be willing to share what funding sources you've been able to tap into? (i.e., any particular grants that other schools might look at?)

Got \$70,000 in grants from Solar BC, Terasen Gas, PSECA

Will have geothermal, wind turbines, electric solar water heating

Also got money from MoE for upgrade to Oliver Elementary (on same site) so it could tie into new geothermal heating. So geothermal system is being shared with two schools and NLC. Have designed systems so that NLC has a separate operating system for cooling in summer when school is closed. This will save money.

Went with lots of renovation, instead of all new, and was able to make the dollars go a lot farther.

60% of total project will be renovation (gutting down to studs; even replacing stucco and windows, but to make it look like old; will really be just a replica of original); 40% new construction. South wing will be brought up to code in every way, including seismic mitigation. (All funded by MoE)

Not formally protected under any kind of provincial heritage designation.

"We were fortunate to get a lot more space than might have, because of community pressure to save the south wing for heritage reasons."

Called basement of existing building undesirable space (even though it isn't), so it doesn't count in Ministry's funding formula.

Auditorium was not funded by MoE, but by community. (\$3.8 million) and school district. Went to referendum and community voted to increase taxes for it. Will take 20 years to pay off.

Other groups that would use it also raised money - \$130,000. Had an adopt-a-seat campaign - \$250 for a plaque on a seat.

Note: Ministry no longer funds auditoriums; just drama classrooms and fine arts space. School has to use gymnasium for whole-school events. (Have bleachers that seat 500)

Do you have any concern that agencies (e.g., daycares) will not be able to continue to get the funding they need to operate in NLC?

It is a risk.

Any suggestions on best partnerships to assure that funding is sustainable into future?

Have different fee structure for different groups. Some (e.g., daycares) can't pay as much as others.

We didn't give them a number [rent]; we asked them what would be comfortable for them to pay because we wanted long-term commitment. If they can afford it, chances are they'll stay.

4) Governance & Operational Structure

What is the governance structure for your Neighbourhood Learning Centre? (Board, paid staff, committees, etc.) Who is included or represented?

NLC will have nothing to do with the school at all.

Theatre is totally separate physically.

Will your NLC have a paid staff person to act as Coordinator? To whom will this person report?

No. User groups will manage the NLC themselves – could pay for a SD custodian, or hire outside. Probably they will want to make a deal with SD because their needs will be so minimal (e.g., ½ hr per day). It would be hard for them to find someone else willing to do that.

Parks & Rec will coordinate the use of the dance/multi-purpose space.

Do you have a development and joint-use or partnership agreement with the municipality? With any other partners?

- Have referendum with community agencies – school gets exclusive use 7 am – 5 pm. NLC can be booked on weekends.

6) Community consultation & engagement

What were the specific activities you undertook as part of your community engagement process? (e.g., Open Houses, individual group meetings, Public Meetings)

Matrix Planning did for them.

How was interest sustained?

N/A

7) General Advice

Do you have any advice for others on best partnerships or types of partnerships to pursue?

Invite all parties. Make it an open process. Hear them all out. It really is quite an easy process. That wasn't the painful part.

Do you want to flag any current "issues" (challenges) you are having with the NLC?

Heritage part was terrible. Wanted to avoid huge outcry there was in Penticton when they tore down theatre there. But MoE will never fund a reno that costs more than new.

School people were resistant to putting in other agencies. Unfounded concerns really.

Specific advice

Maybe Cranbrook could make the theatre the NLC. [Just a thought.]

4. Lord Strathcona Elementary (VSB)

Principal - Margaret Jorgensen
(604) 713-4634

From school website [emphasis added]:

Strathcona is part of the Inner City School Program, a program that was created to meet the needs of learners and families in the Downtown East Side. Some positive features of being a member of the Inner City School are: All Day Kindergarten for qualified students, a lunch program, a 1/2 day Jr. (or Pre-K) Kindergarten class. Strathcona is also a Community School with links to the community centre on site. This relationship allows us to provide Before- and After-School Care Programs as well as a Breakfast Program in the morning. There is a tremendous sense of 'community' in our neighbourhood.

We have a Vancouver Public Library inside the school which supports our **Literacy initiatives** and a **Dental Clinic** attached to the Community Centre. Our ongoing relationship with the Strathcona Community Centre allows us to build strong recreational and educational programs for our students and their families.

As a community school, Strathcona has developed a strong relationship with our on-site **Community Centre**. We collaborate with the Community Centre to develop lunch hour, after school and school holiday programs. The on-site **daycare** run by the Community Centre allows for safe, convenient, **before and after school care** for our students. As a designated Inner City school, Strathcona offers a hot breakfast and lunch program and a Junior Kindergarten program to meet the needs of our community. We also have an on-site dental clinic which serves the needs of children in our community and those of neighbouring schools as well. The **Vancouver Public Library and our school library operate as a joint operation** and allows us to offer greater material and human resources to our students.

BOTTOM LINE: This is a very unique school and community context.

Interview:

Where are you at in the development of your NLC?

- Still in old building(s), and currently re-designing a new one.
- Community Centre will be in a separate building, which will provide gym facility for school. (Existing building will be taken over, redesigned and funded by Parks Board)

Who are the main organizational partners in your Community School or NLC?

Library – City of Vancouver
Strathcona Community Centre
Strathcona Dental Clinic (public) - funded by Vancouver Coastal Health
Adult Ed – offered by UBC & VSB
Daycare –
Out-of-school care –
“Richer Initiatives” Nurse Practitioner program – providing quality paediatric medical care (comprehensive care, and for families as well) cf. going to a walk-in clinic

How did these partnerships come about?

- Over 20 years, based on observed needs and conversations amongst those involved.
- (More recently) school was under-utilized in terms of population (capacity of 900, have 500) so had space to offer up.

Were you already an official Community School?

- Yes. Downtown eastside schools already epitomize the ideals of NLCs.
- Are staffed accordingly to make partnerships possible – because of designation as Inner-City School.

Who is or was part of your Project Team or Steering Committee? (or similar guiding body)

- All community partners, teachers, support staff, community services (representatives thereof)

How were the priority services & functions of the new school/NLC decided and agreed upon by all stakeholders?

- Based on student, family, community needs. Identified through talking with those involved – e.g., daycare centre, teachers, parents - needs very self-evident.
- Meet regularly with other inner-city schools to discuss how things are going.

Did you establish parameters or guidelines for selection/inclusion of community partners first, or did you start by identifying the wants & wishes of potential partner groups?

- Three pillars of school already fully identified for inner-city mandate:
 - Literacy Development
 - Social & Emotional Well-being
 - Community & Family Connectedness

How important was an organization's ability to assure continued stable operational funding for its services in the decision to select that organization as a partner?

- [didn't ask the question]

How important was community need and demand for certain services in selecting that organization as a partner?

- [Vitaly important is my sense from this conversation. Ed.]

Do you have a development and joint-use or partnership agreement with the municipality? With any other partners? How about terms of reference, MOUs?

- No. Just regular meetings. Nothing on paper, as far as I know.

What are your main funding streams?

- All programming is embedded through three external partners: Strathcona Community Centre, Redfox Aboriginal Centre, Raycam Cooperative
- [did not ask if/how much these other partners might be contributing to the re-construction]

Would you be willing to share what additional funding sources you've been able to tap into?

- [didn't ask – presume not entirely pertinent to SD#5 anyway]

Any suggestions on best partnerships to assure that funding is sustainable into future?

- [didn't ask]

What is the governance structure for your Community School or Neighbourhood Learning Centre? (Board, paid staff, committees, etc.) Who is included or represented?

- [see below]

Does your Community School or NLC have a paid staff person to act as Coordinator? To whom does this person report?

- Yes, you absolutely have to have a Community School Coordinator. There's no way we could do what we do if I didn't have my inner-city team – including Neighbourhood Assistant, Youth & Family Worker, ECE worker, [and one more]

How important would you say it is to have a paid Coordinator?

- Extremely important. E.g., her son's school (on west side of city), was a Community School, lost funding for coordinator when gov't shut down program, took about 2 years to fall apart.

What does each partner contribute, specifically (e.g., pays incremental operational costs, helped contribute to capital costs, contributes staff time as an in-kind donation?)

- [didn't go into for reasons of time]

In your specific community school or NLC, how have you determined which parties are responsible for what?

- [didn't ask]

What were the steps in your community consultation process?

- [didn't ask question per se, but got the sense that community consultation is ongoing; just the way they do things there, with so many partners already involved on the ground]

What were the specific activities you undertook as part of this process? (e.g., Open Houses, individual group meetings, Public Meetings)

- [didn't ask. N/A?]

Any anticipated or current “issues” (challenges) with NLC?

- [didn't ask]
- Noteworthy: frustration that provincial government cancelled all-day junior kindergarten which LS used to have. Such an important program for that neighbourhood.

Do you have any advice for others on best partnerships or types of partnerships to pursue?

- It's got to be organic. What makes it succeed is that stakeholders design it. Parents are helping parents. They are the ones who build what is happening in the community, and we facilitate it, based on our respective lenses (school, community centre, health)

5. Brooks Secondary School (Powell River)(SD47)

Principal - Kathy Rothwell
(604) 483-3171
krothwell@sd47.bc.ca

Superintendent - Jay Yule
(604) 414-2602
jyule@sd47.bc.ca

From theatre website:

The Max Cameron Theatre, now in its fourth year of operation, is located in Powell River, British Columbia. The facility was built by School District #47 as part of an expansion to the local high school that included a digital media center, an acoustically-engineered choral room, a film and video recording studio, and a dance and drama studio.

Interview with Jay Yule – Feb 28, 2011

What other facilities does the school house?

- commercial kitchen and restaurant
- computer animation studio suite (including sound booth).
Used for dual-credit film program (direct entry into Capilano U).

How did SD47 manage to build all these remarkable things as part of its high school?

- When ministry changed (in terms of being innovative in how you offer credits), decided to run with it, and not waste time complaining.
- Also took advantage of changes in funding formula, which said that if you keep schools full, you will have money, but if you don't, you won't. But when proposed move to one high school (from two), saw it as a chance to improve offerings. So with all the new facilities at Brooks, there was a lot of public support (though resistance from CUPE over job losses). Said to

CUPE, we know there will be fewer jobs, but hope there will be more *full-time* jobs. Did a lot of work with them, but they weren't particularly happy. There were also a lot of parents who didn't want school closures, but it wasn't a groundswell by any means. We took our time, we didn't just react; we knew what was coming. We planned for reduction of staff over about 5 years.

- Having an entrepreneurial spirit, and being prepared to take risks is essential to moving forward... If the people taking those risks don't feel supported (e.g., by teachers, union, parent groups), there will be a problem.
- Key is the culture you create with your board and the relationships that will get you through those "pieces". We have done some wonderful things, but it wasn't easy. There will be resistance. The Board needs to have discussions up front to anticipate how various parties will react [to proposal and inevitable choices made around money], and to prepare a response to them.

Are you (or why aren't you) recognized as an NLC?

- Started with this approach (community partnerships) before Ministry initiative, but did make application for the extra 15% when opportunity arose.

Who did you partner with?

1) Vancouver Island University (VIU)

- Vancouver Island University (VIU) – since 6 or 7 years ago.

Dual-credit trade programs: welding, automotive, cosmetology, carpentry, culinary arts (Dual-credit Coordinator: Troy Marshall 414-5395)

- VIU doesn't contribute funding. In some cases, VIU teaches and they offer credit, and in some cases Brooks teaches and VIU offers credit. Sometimes in SD facility, sometimes in VIU. **Have tuition agreements with VIU.** If students taking a VIU course, SD would provide either salary for instructor or tuition for students. Case-by-case basis. Always have union challenges, but work through them.

2) Power River Child, Youth, and Family Services

Student-mom program (classroom learning, to finish high school)
Learning House Young Parent Program (childcare)
Young Moms Support Group

3) Aboriginal organizations

Klahoose Nation
Sliammon Nation
First Nations Education Steering Committee (FNESC)
First Nations Schools' Association (FNSA)

Other: Are recruiting different groups to use the outdoor facility and gain a revenue stream from that. (Easter Seals, VIU science department)

What was the role of the Aboriginal organizations (FNESC, Klahoose first Nation, Sliammon First Nation, VNSA)?

- Aboriginal organizations are really a funding source. Work closely with Sliammon (local group) and also Klahoose (Cortes Island). Proposed to work with them on a hydro project at Toba Creek, to provide food and housekeeping training at project site. Created a non-profit society called Powell River Educational Services Society, which bid on and won the contract (\$4 million). Decided with Klahoose to use those profits to support Aboriginal education.
- Had several projects with FNESC and VNSA – e.g., **3-year ongoing project doing essential skills with FNESC**; with VNSA, have “seats” in programs paid for in dual-credit programs for Aboriginal students (maybe \$800 each). If enough Aboriginal students interested, will run it on reserve, and VNSA will fund it.

What was the role of industry?

- Kewitt Construction – agreed to direct hiring (providing that school recommended them); had a couple of programs where carpenters or welders were on site (at industry site or school?) but not significant in terms of funding

Was the school planned and designed in partnership with other institutions?

- SD more or less in control; not really a collaboration from the ground up. Wrote up the proposal with support-in-principle of community groups, but no precise plan of how that space would be shared (just identifying potential for sharing)

Who is or was part of your Project Team or Steering Committee?

- Have committees for a lot of the projects, but no overall steering committee. Always think about who is affected, and then go talk to them. My feeling is, you're elected, go make decisions. I meet with teachers all the time. I'm all for risk-taking. If you have a good idea that's good for your students, we want you to do it. But we don't have many takers, because teachers have so little time. So they are happy to have us lead. We go to them with the ideas and ask them what they think. Have very good relationships with the unions. Very few grievances or arbitrations because so open to communication and to working through concerns.
- Works most closely with Secretary-Treasurer. Can't do it without the money management. Switched whole system to be cost-centred. And the Board. Quite a close relationship. I bring almost everything to them and have those discussions about things that are important, and they give me great leeway when other things come up that they haven't heard about.
- Avoid having a lot of committee meetings and writing a lot of reports and formalizing everything (until it's actually solid and going out to the public). Does a lot of emails and oral reports.

Did your group articulate and formalize a set of guiding principles? How was this done?

- No.

How were the priority services & functions of the new school/NLC decided and agreed upon by all stakeholders? (i.e., how was it decided which potential and suggested ideas would become part of the eventual project and which would not – e.g., survey, input from interested parties making their case, application process, vote or consensus by Project Steering Committee?)

- Started with programming and school's own needs, and worked backwards from there. What do we want? What would be the best fit? If wanted expanded office space, gym or kitchen, just looked for justification and support from community. E.g, Model Gym (wheelchair basketball),

who could have used other facilities, but was happy with proposal, and agreed to it, though doesn't really use it.

- All being driven by SD, mostly Superintendent and Board. Didn't go to community until they knew how they wanted community involved. [Not a partnership per se]
- [Jay Yule is also president of the Economic Development Organization, so well aware of opportunities and needs and potential partners locally.]

How important was an organization's ability to assure continued stable operational funding for its services in the decision to select that organization as a partner?

How important was community need and demand for certain services in selecting that organization as a partner? (i.e., was the need there, but the organization's lack of stable funding prevented it from being a partner?)

[Both N/A – see above]

2) Funding – How did you pay for this?

- Used quite a bit of own money (SD) to put into Brooks, which was controversial.
- Had to consolidate, and close some schools, and were determined not to play blame-game [blaming government], but to make things better, not just maintain status quo.
- Had proceeds from the sale of a school to use. But had to make the case to the government for that.
- Knew that couldn't maintain programs without adults, so needed to have those dual-credit courses that were available to adult students as well. Wanted to maintain control of the programs, because felt their pedagogy was better for students (cf. sending them over to college where they sink or swim). High school approach better because gives more support, and more age-appropriate expectations, and more focus on mastery learning. Gives them until end of June to finish instead of April.
- Found that adults in those programs did better that way too. Now have over 85% success rate in those programs.

What are your main funding streams and approximately what proportion of the budgets (capital, operating) does each constitute?

- Had grants (for building daycare). Were very smart about how to do it for less.
- Had grant also for landscaping.
- Not sharing space in rental arrangement or partnership arrangement [at Brooks]. Would welcome MCFD, for e.g., if they wanted to be there, but would not charge rent because would feel having them there was beneficial to students.
- Don't have a need to rent because capital costs all paid for by Ministry. Treat the whole facility as a school and pay for everything. Extra 15% is non-starter when it comes to paying janitorial, heat, light etc.
- **Island Economic Trust.** \$1.3 million toward funding construction of wilderness camp on Powell Lake. Partnership with a couple of outdoor clubs, a recreational group. Had a trail and built 5 cabins on it. Pitch to IET was that opening up trail would attract more people to region. All school outdoor programming will take place there, once built. Brooks Outdoor Adventure Tourism (Coast Mountain Academy?). Have summer programs which bring in students getting high school credit (summer courses) from all over. Just need 10-15 people in course to pay for itself.
- Also have smaller grants from MEC and like.
- Dual-credit carpentry program built a clubhouse for all-weather field.

What is your policy wrt to private sector partners? Do you have any? Have you, or would you consider private or commercial partners? Within what parameters?

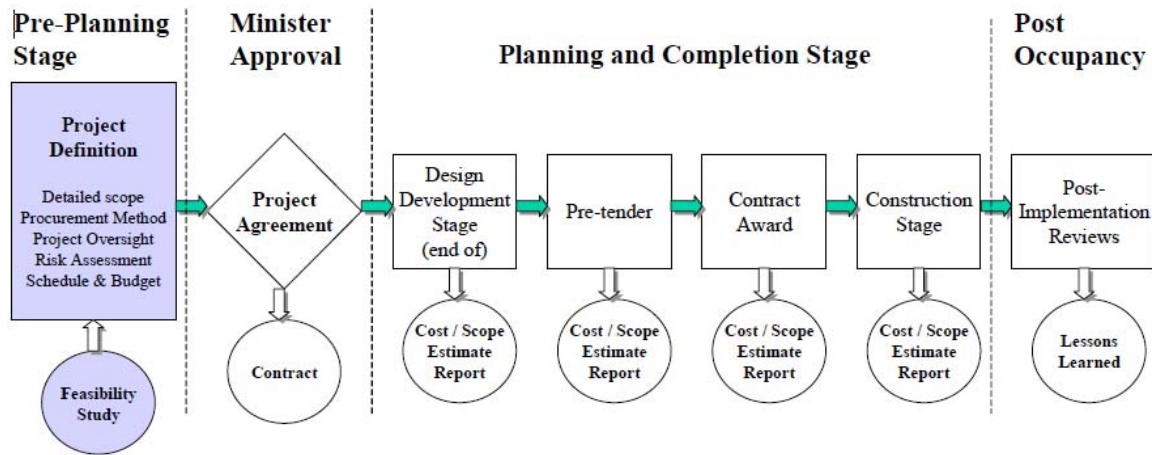
- There has to be a very very clear advantage to students to locating a service in the school. There is lots of available commercial space around, so you have to ask, why should [a particular business] set up here? Have to go back to first principles of school, and what you are trying to do. Would do [coffee shop, as example] if culinary students were running it.
- Have a middle-school that just has grade 8 in it right now, and won't have any students next year. As it has been shrinking, the SD has opened the

space to commercial leases – boxing club, judo, a consultant who does outside tutoring with students (in style of Sylvan Learning Centre). Next year some of the dual-credit programs will be offered from there, and commercial leases will continue.

- SD also creating a **Centre for Aboriginal Excellence** there: trying to create a place where small bands could send a few students each to take one of the dual-credit programs (if don't have enough students to hold course on-reserve)

Section 3.2.1

Notes on the Ministry of Education's Capital Project Process



Source: <http://www.bced.gov.bc.ca>

Where does NLC planning fit in?

According to John Cavelti at the Ministry of Education, the capital planning process hasn't yet been matched up with the planning process for NLCs, or at least not formalized in any diagrams. That said, a defined vision for the NLC would not be expected or required until a project agreement has been drawn up, as this agreement sets out the size of the school renovation or school reconstruction that the Ministry has approved, which in turn determines exactly how much additional space the Ministry will allocate to accommodate the NLC.

Ordinarily, community consultations leading to detailed plans and MOUs for the NLC would not occur until the final stage of design development.

Where are we right now?

SD5 has submitted a Project Identification Report (PIR) to the Ministry, which is preliminary to the Project Definition stage shown in the above diagram. SD5 is awaiting notification of initial project support and Ministry direction to proceed. Capital construction project funding must be approved before the Ministry will consider proposals for a Neighbourhood Learning Centre.

When will SD5 get the green light to proceed?

Short answer: No one knows. According to John Cavelti, there is no "queue" per se, so it is impossible to say when Mt Baker will be approved. Long answer: The Ministry makes requests to the Treasury Board for money. They are still reviewing last year's capital plans. They don't yet know how much they will have for this year or to which priority areas it will need to be directed. The priorities for Ministry of Education capital expenditures are directed by the government, and generally fall into four categories: seismic mitigation; building

envelope remediation (a problem on the rainy coast where moisture leakages and mold are causing building decay); accommodation of rapidly increasing student populations in high-growth areas; and replacement of old schools. The Ministry has funded over 20 major capital projects (e.g., school replacements) per year since 2004.

Common sense following recent events in Japan suggests that seismic mitigation will be a high priority this year and will be in the government's interest to pursue with added urgency. Of the nearly 750 schools in 39 districts that were identified in 2004 as requiring seismic upgrades, only 99 have been completed to date, 25 are under construction, and 10 are proceeding to construction (as of April 14, 2011)¹.

What does the Ministry need in order for this project to proceed?

When the Ministry of Education announces its initial support for the Mt Baker SS replacement project and feasibility studies have been reviewed, a Project Agreement can be drawn up. The Ministry will then require SD5 to present a case for the inclusion of specific partner programs, organizations or services that they will consider for approval as part of the NLC.

What types of organizations or services can be partners in an NLC?

According to the BC Ministry of Education's website, Neighbourhood Learning Centres are "welcoming places where people of all ages can access learning and community services".

Neighbourhood Learning Centres typically include a mix of student-support services and family-oriented or community-oriented programs. The specifics of their design—and the decisions made about which partner programs and services to include—reflect the communities' unique needs and priorities. For example, one NLC in Richmond chose to offer services that all related to the theme of literacy, particularly cultural literacy for new immigrants, mostly from Asia.

Are P3s (public-private partnerships) a possibility?

As taxpayer-financed capital projects, Neighbourhood Learning Centres have an overarching responsibility to be contributing to the public good. However, there are circumstances in which a P3 might be considered. One lower Mainland school has a theatre attached to it the construction of which was financed entirely by private sector investment—it is now the "Bell Theatre". That said, corporate advertising in schools is a sensitive issue for many people who may have concerns about the possible erosion of public education as it comes to rely more and more on private investment. Moreover, according to John Cavelti, an application to the Ministry that includes a plan to lease public space—the construction of which was paid for by the Ministry—to for-profit commercial ventures is not likely to be approved.

¹ BC Ministry of Education Seismic Mitigation Progress Report
http://www.bced.gov.bc.ca/capitalplanning/seismic/progress_report.html

Section 3.2.2 - Criteria for Inclusion of Partner Programs and Services in a Neighbourhood Learning Centre

Neighbourhood Learning Centres typically include a mix of student-support services and family-oriented or community-oriented programs. The specifics of their design—and the decisions made about which partner programs and services to include—reflect the communities' unique needs and priorities. For example, one NLC in Richmond chose to offer services that all related to the theme of literacy, particularly cultural literacy for new immigrants, mostly from Asia.

NLC projects typically begin by identifying their communities' priorities and establishing some criteria for decision-making around acceptable uses and highest-priority partnerships.

In general, services provided at Neighbourhood Learning Centres fall into one of the following categories:

- 1) recreational, educational or cultural activities that **benefit the local community**;
OR
- 2) programs that assist, involve or provide **resources or facilities for young people**.

Abe Fenandez, Deputy Director of the National Center for Community Schools in the US, suggests using the Children's Aid "Developmental Triangle" to categorize and consider the types of services an NLC might provide. The foundational service is, of course, the instructional program offered by the school itself. On either side of that are services that provide **educational or cultural enrichment**, or that **remove barriers to learning** - for students, their families, or the whole community. [emphasis added]



Source: National Center for Community Schools

<http://nationalcenterforcommunityschools.childrensaidsociety.org/faqs/on-community-schools>

The following are additional guidelines established by various organizations for use in selecting partners for the NLC.

Example 1

The Department of Education and Training in the State of Victoria, Australia, suggests that partner organizations and services must meet the following criteria¹:

- meet an identified need in the local community
- offer benefits to *both* the school and the community
- make the most of school and community resources
- strengthen relationships and social networks between schools and communities.

Example 2

The three Vancouver schools that piloted the NCLD² model determined that programs and services selected for inclusion should do the following:

- Support the lifelong learning and development of young people, their families and community without compromising the educational programming, safety and functional space requirements for young people;
- Engage school and community partners and government in the development of the NCLD program;
- Provide for the direct involvement of agency partners in offering the programs, services and activities that serve the program of the NCLD;
- Strive for sustainability (economic, environmental, social) by efficiently using resources and taking advantage of opportunities to support the current and future well-being of young people, their families and the community over time.

¹ "Schools as Community Facilities: Policy Framework and Guidelines" School Resources Division and Strategic Policy and Planning Division, Department of Education & Training, Melbourne, Australia, November 2005

² NCLD was a precursor acronym to NLC. It stands for Neighbourhood Centres for Learning and Development.

Example 3

SD19 (Revelstoke) adopted some very specific and pragmatic Guiding Principles:

- Meets Ministry vision for Neighbourhoods of Learning
- Suitable for co-location in a school
- Enhances educational programs & services
- Can operate independently outside of school hours
- Program capable of funding incremental operating costs
- Program provides additional community benefits
- Program enhances livability – [makes community] more attractive as place to live
- Program may be in jeopardy due to current facility arrangements
- Program has record of success
- Program can function in multi-use space

Section 3.2.3 - Neighbourhood Learning Centre Development Process Matrix

Centre for Innovative and Entrepreneurial Leadership (CIEL)

www.theCIEL.com

		Characteristics				
Development Model	Examples	Looks like	Emphasis	Locus of Leadership	Advantages	Disadvantages
School-Centred Development	Southern Okanagan SS (Oliver)	Continuation of standard school practices re: development, planning, and partnership-formation but with more innovative ideas and partnerships e.g., dual-credit programs with Vancouver Island College;	What's best for the school - enhancing programming and student experience	School District Superintendent, in consultation with Board (Brooks SS)	Greater autonomy for school/school district	School & School District are solely responsible for facility management and coordination
	Brooks Secondary School (Powell River)	NLC approved with support-in-principle of community groups, but no precise plan of how space would be shared (Didn't go to the community until they knew exactly what they wanted)		Superintendent and Facilities Manager, as well as hired consultant (Southern Okanagan)		

Development Model	Examples	Looks like	Emphasis	Locus of Leadership	Advantages	Disadvantages
Joint Development (multi-stakeholder)	Abbotsford Collegiate ¹	Joint planning (facility design)	Programming to meet community needs (including needs of school community) ⁴	Shared	School becomes more of a community hub; strong sense that it is “our” NLC	Shared decision-making can be more challenging, depending on number of partners and their dynamics
	Lord Strathcona (Downtown East Side, Vancouver)	Joint-development agreements allowing for cost-sharing and joint use ³	AND	e.g., Abbotsford’s Community Action Team has representation from all partner groups	Cost-savings and facility enhancement - School facilities are better than they would be otherwise	
	SD #19 (Revelstoke) ² Two new schools being built	Joint facility management	Programming to serve students’ needs that are above and beyond what schools normally offer – e.g., out-of-school care and enrichment ⁵ , as well as medical care, social services, family support	e.g., Strathcona’s team includes the school principal, the Community School Coordinator, a Neighbourhood Assistant, a Youth & Family Worker, and an ECE worker	School functions as a one-stop shop for meeting all of the needs of students and their families; clear advantages for student success and family well-being	Some resistance can come from people concerned with allowing greater public access to schools

¹ Major partners in NLC include Fraser Health, City of Abbotsford, and the United Way

² SD #19 in Revelstoke is developing their two new NLCs in cooperation with the following partners: Early Childhood Development Committee (funding from Success by Six, other programs); a variety of partners supporting theatre (City of Revelstoke, Revelstoke Theatre Group); Gymnastics Society (non-profit); Ministry of Children & Families & Community Connections staff (will fund youth meeting and therapy centre at high school)

³ Examples of joint-development for joint use include: City of Abbotsford building the Youth Centre at the school, but SD using it (along with other users); City of Abbotsford & SD sharing cost for construction of artificial turf field (City to do bookings); Vancouver Public Library and Lord Strathcona school library operate as a joint operation; Strathcona Community Centre’s gym is the gym facility for the school

⁴ e.g., immunization, breastfeeding support, ESL services, adult literacy, after-school and holiday programming

Section 3.3.1 - MBSS Current Partnerships

Provided by Debra Empson, March 3/11

- 1) Elders in Residence - Currently between SD5, St. Mary's Indian Band, Ktunaxa Nation. *There are five Elders, three of whom are Ktunaxa and two Metis. This project has, in the past, received funding from the Vancouver Foundation, Columbia Power and CBT.*
 - 2) Ktunaxa language program - MBSS, SD5 and COTR. *The Ktunaxa is an online course supported with Ktunaxa Language speaker and cultural activities.*
 - 3) First Nations Studies 12 - Partnered with the Ktunaxa Treaty Office. *Classes are held regularly at the treaty office. They also provided guest speakers to support the course.*
 - 4) English First Peoples 10 - anticipate partnering with Ktunaxa Nation, St. Mary's Indian Band and the Metis Nation of BC.
 - 5) Partnership with the Canadian Forces - they offer several aboriginal specific programs and they provide support for individual students to access these programs, primarily Bold Eagle.
 - 6) The Ktunaxa Kinbasket Child and Family services - Provide support for youth in care and we are currently establishing a partnership as of Thursday of this week to better support kids in care. We have additionally, a small number of youth participating in Voices of Experience (an aboriginal leadership program for aboriginal youth in care.)
 - 7) The Metis Nation of British Columbia recently partnered with us to host Metis Youth Culture Camp and we anticipate this partnership will continue.
 - 8) Aboriginal Education Committee demonstrates a partnership between students, parents, Elders and SD5, St. Mary's Indian Band and various departments of our school.
- **All of the above partnerships have provided us with work experience opportunities for aboriginal students.*
- 9) Wild about Hair - a partnership between SD5 and the COTR to provide a studio program for our students.
 - 10) East Kootenay Organization for Human Dignity - Office space in the school and in return provides enhancement to human rights and social studies education.
 - 11) Sweetheart Program - MBSS provides experiential support and opportunities for the Sweethearts to practice and utilize the skills they learn throughout their program.

- 12) Dance studio - Many outside companies utilize our dance studio and provide opportunities for our students to participate in the world of dance.
- 13) Just Music - partnerships with our Music program to provide opportunities for our youth to teach music lessons, learn to DJ, event plan and organization, technical support and many other opportunities. In partnership with Key City, Just Music and MBSS music provide learning opportunities for our technical theatre students.
- 14) Key City Theatre - we access the theatre for events up to 30 times per year.
- 15) District Arts Council and MBSS Art department - opportunities for students to show their work as well as participate in community events.
- 16) ACIT - COTR and SD5 - Numerous opportunities for students in the trades.
- 17) COTR - MBSS Teacher training program. We have many times hosted and mentored young teachers in the teacher education program.
- 18) International Program - Housed for the most part, in MBSS. Chris Goodwin teaches the ESL program once per week to our International Students from middle and high school.
- 19) Bright Lites Theatre - Community Living - after life skills program and theatre program.
- 20) Karate Club - Offers programs to our students and the community through our dance studio.
- 21) RCMP - Liaison program.
- 22) Miss School/Miss Out - Northstar Motors.
- 23) East Kootenay Addictions - professionals on site once per week. We provide the space and the student connections.
- 24) Lunch program supported by Subway, Dairy Queen, Pizza Hut, and others.
- 25) Heritage Inn and Prestige Inn have provided space, at no cost, for large events to support MBSS.
- 26) Computer recycling program with community.
- 27) Salvation Army - recycling and lunch program.
- 28) Community coaches and opportunities for our students to coach.
- 29) Columbia Basin Trust - provided financial support through grant process for many of our programs.

- 30) Scholarships and Awards - numerous opportunities for our students.
- 31) Numerous partnerships and support from St. Eugene, MacDonalds, community businesses, Chamber of Commerce, and Rec Plex for our graduation and other significant school events.
- 32) City of Cranbrook - joint use agreement.
- 33) Kootenay Ice Hockey Team.
- 34) Rotary Clubs of Cranbrook - support programs, exchanges and Rotaract for Youth.

Section 3.3.2 – Existing School-Based Community Partnerships

MBSS currently partners with community organizations to offer dozens of programs and opportunities to students and community members. Of these many partnerships, these are the ones with space allocations in the school at present:

- 1) Many **Aboriginal programs**, including Elders in Residence, and Ktunaxa language program, Metis Youth Culture Camp. School has many existing partnerships for supporting Aboriginal youth. Partners include St Mary's Indian Band, Ktunaxa Nation, Ktunaxa Kinbasket Child and Family Services, COTR, Canadian Forces, and the Metis Nation of BC. School has two rooms that provide space for these programs, though they are not near one another.
- 2) **Dance studio** – currently used by many outside companies and community organizations which offer wonderful opportunities for students. According to principal, Debra Empson, the dance studio is “one of the smartest things we’ve done”.
- 3) **RCMP** liaison program
- 4) **East Kootenay Addictions** – currently using an office in the Counseling office once per week to work with students

Physically separate from school

- 5) **Beauty salon** offering dual-credit program “Wild About Hair” (in partnership with COTR) – located in the “annex”, a separate building which is not expected to be affected by the rebuild of the school

Section 3.3.3 - MBSS Staff and Student Requests for NLC

1) **A cafeteria or gathering place** with coffee, food, smoothies, etc. Food service to students could be run by a company on contract to the board, and could provide revenue for the school's culinary arts program. If a commercial kitchen was built for this purpose, it might be possible to offer a dual credit first year program in culinary arts (possible COTR partnership). Staff would like to offer "coffee" hour to local seniors to come in and visit with youth in the morning.

2) **Theatre** – very important for existing programming as school offers not only drama classes but also technical theatre, and partners with Community Living every year to present a black-light theatre production involving grade 12 students and developmentally delayed adults.

Theatre could double as lecture hall for science classes (250-seat would be adequate)

3) **Aboriginal Student Centre** – to include gathering space, multi-purpose space, computer area for First Nations language classes, small office space

4) **Dance studio** – could be part of core school OR could be a component of NLC that is fundamentally shared*

5) **RCMP liaison program** – Viewed as “critical” by staff. Would like Community Policing office to be located in new school. Could see shared space with **East Kootenay Addictions**.

** Features of the NLC that are “fundamentally shared” could be jointly developed with a community partner, which could contribute funding. Typically the partners would negotiate not only a joint-use agreement (such as currently exists between MBSS and the City of Cranbrook for use of some school facilities) but also a joint-development agreement*

Other needs to be met as part of core school:

1) Student Services Centre – supporting students with special needs. Currently exists, and needs to be retained in new building.

2) Modern library that is primarily a multi-media centre

3) Senior alternate program (for at-risk youth) – currently in Annex; will need space in school

These are features of the new school that can be considered core services of the school, i.e., they do not need to be included in the list of potential community partner programs or services that will be considered for inclusion in the NLC (unless the vision for the library was one of a joint municipal-school library, which has been developed in some NLCs, but is not being considered here).

Section 3.3.4 – Needs Summary

This table summarizes needs identified through various consultation processes carried out within the community over the past year.

	Teachers & Students	Previous Community Consultations	Cranbrook Connected (for community)	NLC Advisory Committee
Core (already existing with dedicated space)	<ul style="list-style-type: none"> ▪ (Modern) Library (with a multimedia centre) ▪ Sr. alternatives program for at-risk youth ▪ Beauty salon (in Annex) 			<ul style="list-style-type: none"> ▪ (Modern) library (with multimedia centre) ▪ Srs. Alternate program for at-risk youth
High Priority Needs	<ul style="list-style-type: none"> ▪ Cafeteria ▪ Gathering / meeting place ▪ Theatre (at least 250 seats to double as lecture theatre) ▪ Aboriginal student centre ▪ RCMP liaison program ▪ East Kootenay Addictions ▪ Dance studio 	<ul style="list-style-type: none"> ▪ Community info hub ▪ Comm. Meeting rooms ▪ Alternate education ▪ Day care ▪ Before/after school child care ▪ Key City Theatre ▪ Youth centre ▪ Comm. greenhouse/garden ▪ Art gallery/access to arts ▪ In house cafeteria ▪ Green house/green building ▪ Dual credit programs ▪ Aboriginal presence 	<ul style="list-style-type: none"> ▪ Youth centre ▪ Youth arts centre ▪ Day care ▪ Multi-use community facility ▪ Better co-ordination of things ▪ Downtown revitalization ▪ Seniors daycare ▪ Community green spaces 	<ul style="list-style-type: none"> ▪ Cafeteria ▪ Meeting rooms ▪ Theatre ▪ Aboriginal education presence (Aboriginal education student centre) ▪ RCMP liaison program ▪ East Kootenay Addictions ▪ Special Needs (student services) centre
Needs				<ul style="list-style-type: none"> ▪ Daycare ▪ Community info hub ▪ Youth arts and culture ▪ Srs. /Youth integrated programming
Other Possible Needs/ Wants/ Requests				<ul style="list-style-type: none"> ▪ Art gallery ▪ Enterprise centre (incubator) ▪ Roof top gardens and patio space ▪ Community greenhouse and garden centre/ programs ▪ Free activities; drop in basketball, floor hockey ▪ Business/ student liaison ▪ Adult learning life skills – parenting, budgeting, etc. ▪ Business/ Rotary other group use ▪ Other non-sports driven activities

				<ul style="list-style-type: none">▪ Youth centre (some college mentoring)
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Section 3.3.5 - Synthesis of Stakeholder Input

The following table synthesizes the input gathered from the various community consultative processes that have been carried out to date. As was evident in the table in Section 3.3.4, there was a high level of congruity in the needs identified by those consulted. The task now is to find out whether this general vision reflects the will of the community at large, and then, by way of an application process, to determine which service providers and organizations will be best able to meet the needs that have been identified while holding to the values and guiding principles articulated by the Advisory Committee.

	Facility Features	Services/Programs	Possible Partners	Values/Qualities & Guiding principles
<p>Core School</p> <p>The core school is defined as those components of the replacement school that are not part of a joint-development agreement and where the primary activities are curriculum-based instructional activities offered by the School District.</p> <p><i>This list is not comprehensive as it does not include components of the school that have not been mentioned but are nonetheless expected to be provided for in the new school (e.g., woodworking shop, automotive shop, photography room, music classroom, science</i></p>	<ul style="list-style-type: none"> ▪ Modern library ▪ Cafeteria (to be much bigger than existing lunchroom, and to include a kitchen) and possibly outdoor patio space ▪ Student Services Centre ▪ Sr. alternatives program (to be moved from Annex) 	<ul style="list-style-type: none"> ▪ Multi-media centre ▪ Gathering / meeting place ▪ Services for students with special needs ▪ Educational program for at-risk youth 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> ▪ Education First ▪ Environmental leadership (Green design/green building, LEED gold standard) ▪ Wellness and well-being ▪ Building the whole child ▪ Visibility of First Nation/Métis Culture ▪ Inclusivity ▪ A Reflection of the Community ▪ Diversity in Programming ▪ Arts and Culture Leadership ▪ Support for non-traditional learning

<i>classrooms etc.)</i>				opportunities
<p>Neighbourhood Learning Centre</p> <p>The NLC is defined as those components of the new school that involve a community partner in an ongoing shared-use agreement, and have operational funding coming from outside of the school and the Ministry of Education.</p>	<ul style="list-style-type: none"> ▪ Multi-purpose community space (to include small offices, larger meeting room, shared equipment) 	<ul style="list-style-type: none"> ▪ RCMP liaison program & Community Policing office ▪ P.A.R.T.Y. (Prevent Alcohol and Risk Related Trauma) program ▪ Drug prevention and organized crime awareness ▪ Meeting space for community groups (classrooms could also be used if made more usable by the replacement of desks with tables and chairs) ▪ Adult learning and life skills – parenting, budgeting, literacy, life skills, cooking etc. 	<ul style="list-style-type: none"> ▪ RCMP ▪ East Kootenay Addictions Services Society ▪ Cranbrook Leisure Services (City of Cranbrook) – already does the bookings for these sorts of school uses as part of a joint-use agreement with SD5 ▪ Variety of groups could use ▪ Summit Community Services Society ▪ Columbia Basin Alliance for Literacy (CBAL) ▪ Cranbrook Society for Community Living ▪ Young Parents Education Program 	<ul style="list-style-type: none"> ▪ Safe, non-judgmental atmosphere ▪ Youth citizenship and integration into community life ▪ Wellness, well-being ▪ Inclusivity – “a bridging place” ▪ Building the whole person ▪ Visibility of First Nation/Métis Culture ▪ A Reflection of the Community

		<ul style="list-style-type: none"> ▪ Community “info hub” – mental health, sexual health, public health, pregnancy, literacy, employment opportunities, affordable housing 	<ul style="list-style-type: none"> ▪ Better Babies ▪ Cranbrook Community Social Planning Committee ▪ Cranbrook Family Justice Services ▪ Cranbrook Women’s Centre ▪ East Kootenay Addictions Services Society ▪ ANKORS ▪ Options for Sexual Health ▪ PFLAG ▪ Salvation Army ▪ Canadian Mental Health Youth Outreach Services ▪ Community Connections Society ▪ United Way ▪ Interior Health 	<ul style="list-style-type: none"> ▪ Better co-ordination of community information and services ▪ Youth Citizenship and integration into community life
	<ul style="list-style-type: none"> ▪ Aboriginal Centre 	<ul style="list-style-type: none"> ▪ Language classes ▪ Gathering space ▪ Drop - in, friendship, youth or emergency centre ▪ Elder outreach programs ▪ Information and activities to help connect Aboriginal people to their culture 	<ul style="list-style-type: none"> ▪ Ktunaxa Nation Regional Social Governance Committee ▪ Elders in Residence program (MBSS) ▪ St Mary’s Indian Band ▪ COTR Aboriginal Advisory Committee 	<ul style="list-style-type: none"> ▪ Aboriginal presence ▪ Appreciation of Aboriginal culture ▪ Visibility of First Nation/Métis Culture ▪ Inclusivity – “A Bridging Place” ▪ Building the whole child [person] ▪ Supporting non-traditional learning

		<ul style="list-style-type: none"> ▪ Dental and vision screening ▪ Computer and internet access 		<ul style="list-style-type: none"> opportunities ▪ Youth Citizenship and integration into community life ▪ A Reflection of the Community
	<ul style="list-style-type: none"> ▪ Youth Centre 	<ul style="list-style-type: none"> ▪ After-school space for meeting with friends, doing homework, relaxing ▪ Space for arts programming outside school hours; art gallery ▪ Rehearsal & performance space (e.g., for bands) ▪ Group mentoring programs (such as provided by Big Brothers Big Sisters) ▪ Programs for youth with special needs ▪ Community garden & kitchen 	<ul style="list-style-type: none"> ▪ City of Cranbrook ▪ Cranbrook Youth Arts Centre Committee ▪ Big Brothers/Big Sisters ▪ Ministry of Child and Family Development (MCFD) ▪ Cranbrook Community Living ▪ Cranbrook Food Action Committee 	<ul style="list-style-type: none"> ▪ Providing access to arts and other non-sports driven activities ▪ Building the whole child [person] ▪ Diversity in Programming ▪ Arts and Culture Leadership ▪ Vibrant, energetic, stimulating and fun ▪ Promoting youth citizenship and integration into community life ▪ Supporting non-traditional learning opportunities ▪ Engaging and inclusive of all youth in the community - “A Bridging Place” ▪ A Reflection of the Community ▪ Providing community green space ▪ Environmental Leadership ▪ Contributing to

		<ul style="list-style-type: none"> ▪ Free leisure activities; drop-in basketball, floor hockey (in gym), ping pong, pool ▪ Information & sessions that deal with topics such as parent/teen conflict, date rape, bullying, home and dating violence etc. 	<ul style="list-style-type: none"> ▪ Cranbrook Leisure Services (City of Cranbrook) ▪ Interior Health ▪ Big Brothers/Big Sisters 	<ul style="list-style-type: none"> ▪ downtown revitalization ▪ Diversity in Programming ▪ Vibrant and Energetic ▪ Stimulating and Fun ▪ Contributing to downtown revitalization ▪ Promoting youth citizenship and integration into community life ▪ Engaging and inclusive of all youth in the community
	<ul style="list-style-type: none"> ▪ Day care ▪ Out-of-school care 	<ul style="list-style-type: none"> • Infant/toddler day care with priority placement for young parents wishing to complete their high school Dogwood Diploma ▪ Before and after school child care (could make use of school facilities, including gym, gardens, kitchen, arts rooms) 	<ul style="list-style-type: none"> ▪ East Kootenay Infant Development Society ▪ Cranbrook Early Child Development Committee ▪ Community Action Program for Children ▪ East Kootenay Kids First 	<ul style="list-style-type: none"> ▪ Vibrant and Energetic ▪ Stimulating and Fun ▪ Building the whole child [person]
	<ul style="list-style-type: none"> ▪ Dance studio 		<ul style="list-style-type: none"> ▪ already well-utilized by non-school groups ▪ Cranbrook Leisure Services (City of Cranbrook – already manages bookings for dance studio, as well as gymnasium after school hours) 	<ul style="list-style-type: none"> ▪ Vibrant and Energetic ▪ Stimulating and Fun ▪ A Bridging Place ▪ Integrating youth into community life ▪ Building the whole child [person] ▪ Arts and Culture Leadership

<p>Key City Theatre</p> <p>It is assumed that the KCT will remain on site, rebuilt as either a stand-alone facility or attached to school, but that its footprint will not be included as part of NLC.</p>	<ul style="list-style-type: none"> ▪ Theatre space ▪ Theatre programming 	<ul style="list-style-type: none"> ▪ Space for MBSS to rent for drama productions and activities requiring more than drama room ▪ Offering educational arts experiences for students through its programming 	<ul style="list-style-type: none"> ▪ Key City Theatre Society ▪ City of Cranbrook 	<ul style="list-style-type: none"> ▪ Arts and Culture Leadership ▪ Vibrant and Energetic ▪ Stimulating and Fun ▪ Integrating youth into community life ▪ A Bridging Place
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Section 4 - Moving Forward

- 4.1 Mind Map
- 4.2 The Selection Process - Overview
 - 4.2.1 Questions for Potential NLC Program or Service Providers
 - 4.2.2 Decision-Making Matrix
- 4.3 Joint Development: A Novel Undertaking
- 4.4 Joint Use Considerations
- 4.5 Funding
- 4.6 Wise Counsel from Early Adopters

Overview

This section presents new documents prepared by CIEL to provide some guidance on the way to move the SD5 NLC development process forward.

Section 4.1 - Mind Map graphically presents what we consider to be the next steps in the NLC process.

Section 4.2 offers guidance and tools to help in selecting suitable NLC program or service providers. The overview section prescribes four necessary steps in the selection process and flags some key differences in types of use (shared vs dedicated; programmed vs open) that will need to be considered.

The first tool is simply a list of **suggested questions** to pose to organizations that have expressed interest in becoming part of the NLC. They are designed to help both the potential partners and the project team determine best fits for the NLC. The list is not exhaustive and offered mainly as a starting point for more detailed discussions.

The second tool is a **Decision-Making Matrix** for selecting NLC partners. It provides a structured, methodical approach to choosing from among competing options that is based on the priorities, values and objectives previously identified by those same decision-makers.

Section 4.3 - Joint Development: A Novel Undertaking discusses the importance of clear communication and formal written agreements to prevent misunderstandings as partners proceed with joint facility development and co-location of services, as the processes involved take partners into relatively uncharted territory and require them to re-define their relationships with one another. The section explains the need for and standard scope of MOUs and Joint-Use Agreements, and refers the reader to on-line sources where sample joint-use agreements can be viewed.

Section 4.4 – Joint Use Considerations looks at two important aspects of joint use: day-to-day management and cost recovery. The discussion presents two different management options and introduces the reader to a valuable tool for helping school districts calculate and recover their costs, thereby supporting the continued operation of shared-use facilities without allowing long-term maintenance to be compromised.

Section 4.5 - Funding outlines the means by which NLCs and the programs offered within them are funded. It lists funding partners and sources that other school districts have tapped into and conveys some suggestions from interviewees for making financial resources stretch farther.

Section 4.6 – Wise Counsel from Early Adopters offers a list of very general, but wise suggestions gleaned from various experts with extensive experience in the field of school-community partnerships.

Section 4.1 - Mind Map - Next Steps



Section 4.2 - The Selection Process

Step One - Solicit Expressions of Interest from Potential Partners

Once a general vision exists of the types of facility features, programs and services that are desired for the NLC, a request may be made for expressions of interest from potential partner groups or proponents.

Expressions of interest should indicate the needs, vision and capacity of potential partner groups, including the following:

- Type of program or service to be offered
- Target population
- Physical requirements
 - Approximate square footage required
 - Type of space envisioned
 - Indoor or outdoor?
 - Social gathering space?
 - Kitchen?
 - Gym?
 - Meeting rooms?
- Potential to share space with other programs or services (see below on shared vs. dedicated space)
- Staffing capacity – e.g., ability to contribute staff time to a community information hub, for example
- Potential to contribute stable funding as partners in project (covering own incremental operational funding is expected; contributing to capital costs is encouraged, where possible)

Invariably, the number of groups or programs that actually submit expressions of interest will be much lower than the number initially brainstormed as potential partners.

At General Gordon Elementary School in Vancouver – one of the three initial pilot schools for the NCLD program, as it was then called – thirty-two (32) stakeholder agencies were initially contacted with a request for expressions of interest and twenty-one (21) participated in a working session. Ten (10) agencies were confirmed as potential partners who could provide expanded programming and services at the school, including three that were already in a partnership with the school.

Step Two - Agree on Process for Decision-Making

Next, the NLC project team should decide on a decision-making process for selecting certain community services or partner groups for inclusion – making reference to their own established guiding principles. The process should balance community needs as well as the pragmatic considerations of funding and space requirements. **The decision-making matrix developed by CIEL for SD5 is intended to serve this function (See Section 4.2.2)**

Considerations that will inform that decision-making process could include:

- How well the proposed program or service meets an identified need
- Timing of services (*NLCs are typically open seven days a week from morning until late at night. Some services must be available on weekends and in evenings to make the centre viable*)
- Role of program/service in community
- Suitability for location in a school
- Advantages to including this particular partner
- Capacity – staffing, funding etc.
- Fit with other groups & services
- Potential to work with other groups and individuals (differences in organizational culture can pose real challenges)

Step Three - Generate Multiple Options for Consideration

Draw up two or three options showing different possible arrangements of space – including square footage allocations – and present them to stakeholders and larger community for input and refinement.

Step Four - Choose one option based on feedback of all stakeholders

Notes on Allocating Shared Space

In the process of selecting groups for inclusion in the NLC, consideration will have to be given to exactly *how* potential partner organizations and services could be accommodated in a shared facility, especially given that the total space available will invariably be less than what is optimally desired by each group.

Fortunately, a given space can be used in different ways by different groups and for different activities. It is crucial, however, that the details of *when* and *how* sharing will occur be discussed in advance, as some shared uses will be more compatible than others. The different furniture and equipment needs of different groups, the clean-up time required after certain activities, the wear and tear on space, and the ownership and security of program supplies are all possible points for discussion.

The issue of *who* is using the space at a given time may also present compatibility challenges. For example, it may not be seen as acceptable to situate programs for young offenders in the vicinity of a preschool program.

- *Shared space vs. Dedicated space*

Some spaces will need to be dedicated spaces for reasons of privacy and confidentiality – for example, the school’s administration offices will typically be dedicated to the school’s exclusive use at all times. Other examples of dedicated space include daycares (in which the furniture will not easily meet the needs of adults for meeting space!), and recreational facilities like gymnastics gyms, which have specialized equipment that is attached to the floor for safety and not easily removed.

Shared spaces can be made available to multiple users, either sequentially or simultaneously.

- *Open Use vs. Programmed Use*

Some spaces can be made available for open, or drop-in, use. Typically, either the school district or a partner, such as the City, is responsible for unlocking the gates or opening the doors. Drop-in use may be seen as beneficial in making the NLC a vibrant and vital place after-hours because it allows for greater accessibility for the community at large.

Programmed use, on the other hand, occurs when there is an organized program or event run by a facility partner, or non-school entity that has been granted access under specific terms and conditions. Examples include before- and/or after-school programs for students run by not-for-profits or sport organizations. Programmed use allows more control over facility but may leave little room for the community at large to use the facilities, leading to feelings of exclusion.

It may be that a balance of open and programmed uses is desired. Joint use partnerships can be structured to provide both types of uses, and a little ingenuity in design may be able to facilitate the accommodation of more programs or services than might initially be thought possible.

Recommended reading:

General Gordon NCLD Space Program Final Report, Jan 2010

http://www.vsb.bc.ca/sites/default/files/10Jan19_comml1_item3_GordonNCLD

Includes:

- an overview of the process undertaken to develop the General Gordon NCLD
- an overview of the community's feedback provided at the Open House, and
- recommendations to the Steering Committee about how to move the process to the next stage in the Vancouver School Board's facility planning process.

Section 4.2.1

Questions for Potential NLC Program or Service Providers

1. Please describe the advantages you see in becoming part of the Mt Baker Neighbourhood Learning Centre.
2. How much space would you need for your program(s)?
 - Approximate square footage?
 - Shared or private?
 - What would you like it to look like?
 - Lounge-like? (e.g., with couches, fridge)
 - TV viewing room (what size?)
 - Just a desk or cubbie
 - Just wall space
 - Just storage
3. *At what times* would you require space (times of day and days of week/year)?
4. Would you see your staff working primarily out of the NLC, or just coming there on a regular basis to offer a program or service?
5. If you see your staff working at the NLC, for how many hours, and during which hours, would this likely be in an average week?
6. What other community groups or services could you see your organization most readily clustering with?
7. What sorts of resources and/or equipment could your organization benefit from sharing with other organizations?

e.g., photocopier/printers, internet service, phone/fax lines, receptionist desks, meeting rooms, commercial kitchen, gym, a paid coordinator
8. Describe the funding streams and sources that currently support your organization (i.e., operational funding), and the approximate mix (e.g., 30% user fees, 70% government contract)
9. Does your organization have the capacity (e.g., funding, structure, staff hours, and long-term stability) to be a partner in a Neighbourhood Learning Centre, or would your organization be more likely just a tenant?
10. What other sources of funding can you suggest that could be accessed to help cover operational and overhead costs for the NLC?

Section 4.2.2 Decision-Making Matrix for NLC Partner Programs & Services

		Decision-Making Matrix for NLC Partner Programs & Services											
Criterion	Weighting	Program A		Program B		Program C		Program D		Program E		Program F	
		Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score
How well program or service further the mission of the school (e.g. by enhancing facilities or program offerings)			0		0		0		0		0		0
How well program or service further the mission of SD5 and aligns with SD5 and NLC Advisory Committee values and principles													
To what extent this program or service enhances student achievement or improves retention (e.g., graduation rates)			0		0		0		0		0		0
To what extent this program or service removes barriers to learning (e.g., by providing nutritious food, mental health counselling, addictions intervention, or child care support to teen parents)			0		0		0		0		0		0
How well this program increases family involvement in the school			0		0		0		0		0		0
How well this program or service meets identified community needs (consider also how much public support exists for it), builds partnerships and cooperative arrangements			0		0		0		0		0		0
Degree to which this program or service enriches the lives of students outside of school (e.g., by making more pro-social options available for youth)			0		0		0		0		0		0
Degree to which this program or service will make the school a community hub			0		0		0		0		0		0
Importance of co-location in a school for this program or service (cf another location)			0		0		0		0		0		0
Compatibility of this program or service (including clients, personnel) with other programs or services in that space (if shared)			0		0		0		0		0		0
Replaceability of this program or service with another, should the partner leave			0		0		0		0		0		0
Program or service's potential to contribute to capital costs of NLC			0		0		0		0		0		0
Total			0		0		0		0		0		0

RFP Evaluation Centers

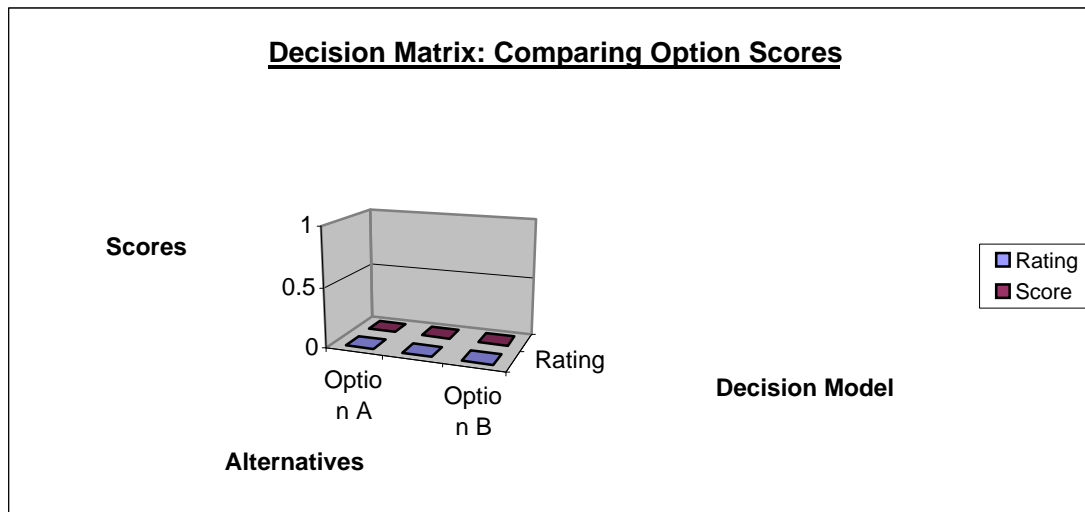
<http://www.rfp-templates.com/>

Decision Matrix Template

A Decision Matrix example is provided on the other worksheet

Decision Model		ALTERNATIVES					
		Option A		Option B		Option C	
Criterion	Weight	Rating	Score	Rating	Score	Rating	Score
Criterion 1	0	0	0	0	0	0	0
Criterion 2	0	0	0	0	0	0	0
Criterion 3	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Score = Rating * Weight



How to rate an option?

Rating	Description
0	No fit
1	Low fit
2	Fit
3	Good fit
4	Excellent fit

How to determine a weighting?		How to rate an option?		
Relative importance of this criterion	Weighting		Description	Rating
Essential that the program or service meets this criterion	4		Doesn't satisfy the criterion	0
Important that the program or service meets this criterion	3		Satisfies this criterion only to a limited degree	1
Desirable that program or service meets this criterion	2		Satisfies this criterion acceptably	2
Not an important consideration for this situation	1		Satisfied this criterion well	3
			Satisfies this criterion very well	4

Section 4.3 - Joint Development: A Novel Undertaking

While many local officials understand that joint development and joint use may provide a host of benefits, both require public agencies to work together in new and different ways. Partnerships, by nature, can be particularly volatile. Formal written agreements become the vehicle to sustain the vision, ideas, and rules crafted among partners amidst multiple leadership or change.¹

While it is very common for schools to lease space to community groups for either one-off events or regular programming using relatively simple contractual agreements, more detailed negotiations and agreements are called for when a school facility is undergoing major renovations or being constructed anew with a significant degree of involvement by other partners in the development (including funding) and long-term use of the facility.

Such joint-development arrangements involving schools are a relatively recent development in BC, so it is still a bit early to identify best practices in great detail. However, it is possible to study the experiences of school districts in other jurisdictions – namely the US and Australia – and to generalize about the characteristics of joint development partnerships that have been successful there.

Chief among these characteristics is excellent **communication** amongst stakeholders throughout the development process facilitated by the use of **written agreements** to formalize partnerships and to provide guidance and continuity.

Communication

Joint development and joint-use partnerships restructure relationships between and among partner agencies and institutions. Because the outcome is something that existing policy and/or agency relationships do not adequately facilitate, much negotiation and communication will be needed to ensure clarity in understanding of the roles and responsibilities of all concerned.

It is highly recommended that the following be agreed upon by all parties:

- terms of reference (identifying the vision, stakeholders and their respective roles and responsibilities, financial plans for the project and project schedule)
- operating protocols (i.e., for committees and meetings)
- communications plans inclusive of all stakeholders

¹ *Shared Facility Partnerships: A Guide to Good Governance for Schools and the Community*, Department of Education and Early Childhood Development, State of Victoria, Australia, December 2007

Written Agreements

Once negotiated, these terms, protocols and plans should be put in writing. Examples of other written agreements that become important as the process unfolds include memoranda of understanding (MOUs), and joint use agreements (JUAs).

Memoranda of Understanding (MOUs)

MOUs define:

- *The shared vision and mission of the school and the partner
- *Responsibilities and expectations of both school and partner
- *Person or people responsible for overseeing and managing programs the partner might offer in the school
- *Plans for regular meetings to review progress and to identify areas in need of improvement
- *Monitoring and evaluation responsibilities of the school and the partner
- *Type of training that staff, school personnel, and volunteers should receive and who is responsible for providing that training
- *Procedures for incorporating school staff into the partner's program and the partner into school activities to foster better understanding and joint responsibility²

Joint-Use Agreements (JUAs)

Schools and community partners need to agree on the role of each partner in managing the facility, addressing any impacts on school security and safety, maintaining records of the arrangements and taking responsibility for maintenance.

In negotiating joint-use agreements, partners also agree on terms relating to liability, custodial, scheduling, staffing, funding, as well as other issues, such as determining if and when planning permits are required, arranging insurance (such as public liability insurance), and ensuring that occupational health and safety and general

² *Partnerships for Joint Use: Expanding the Use of Public School Infrastructure to Benefit Students and Communities* Research Report, Center for Cities and Schools, University of California, Berkeley, 2010

safety requirements are met.

Agreements can be updated over time to meet new needs and address unforeseen issues as they arise.

Joint-use agreements should include overarching policies documenting the school board's intent as it relates to community use of its facilities and grounds as well as a set of procedures to operationalize district policies.³

Examples of model and actual joint-use agreements used in the US are available from the Center for Cities and Schools (<http://citiesandschools.berkeley.edu>), the Center for Public Health Law & Policy (<http://www.phlpnet.org/healthy-planning/products/california-joint-use-agreements>), and the National Clearinghouse for Educational Facilities (http://www.ncef.org/rl/community_use.cfm).

The BC Ministry of Education is currently in the process of developing a guide for school districts on how to develop Neighbourhood Learning Centres. It is in draft form and incomplete in many sections, but when finished and reviewed by the Ministry's legal team, will include a *Guide to Developing Joint Use Agreements*. The person to contact at the MoE to obtain this draft guide is Kim Weatherby (250-387-5479).

Recommended Reading:

Partnerships for Joint Use: Expanding the Use of Public School Infrastructure to Benefit Students and Communities Research Report, Center for Cities and Schools, University of California, Berkeley, 2010.

Available at <http://citiesandschools.berkeley.edu/joint-use.html>

Schools as Community Facilities: Policy Framework and Guidelines, published by School Resources Division and Strategic Policy and Planning Division, Department of Education & Training, Melbourne, Australia, 2005.

Available at

<http://www.education.vic.gov.au/management/infrastructure/shareduse.htm>

³ ibid

Shared Facility Partnerships: A Guide to Good Governance for Schools and the Community, Department of Education and Early Childhood Development, East Melbourne, Australia, 2007.

Available at

<http://www.education.vic.gov.au/management/infrastructure/facilitypartner.htm>

Includes a clear chart defining the different governance bodies that may be involved at the planning & design, implementation and operational stages and outlines their respective responsibilities. (p11)

Joint Use School Partnerships in California: Strategies to Enhance Schools and Communities A Joint Report from CC&S and Public Health Law and Policy (PHLP) highlighting three California case studies, lessons learned, and recommended steps to crafting effective joint use partnerships. Appendices include three sample joint-use agreements.

Available at <http://citiesandschools.berkeley.edu/joint-use.html>

Section 4.4 - Joint-Use Considerations

Day-to-day management

Once it is operational, the NLC will need to be managed on an ongoing basis; again, this demands novel arrangements that will need to be created by the parties involved. Generally speaking, there are two options for managing a facility under a development and joint use agreement:

- Committee of Management with representation from all partners;
- Responsible Partner: one partner takes sole responsibility for managing the facility

Regardless of which option is chosen, there will normally be a need for some staff time to be dedicated to coordination among the partners, users, and school site.

Because NLCs are so new in BC, we might look to the much older, more established model of community schools for guidance.

Most community schools have a paid coordinator who works closely with service providers and community user groups as well as the school principal and school staff to manage partnership arrangements & scheduling.

Coordinators typically report to a Committee of Management or, in some cases, to the Board of a non-profit association set up for that purpose and having representation from all key stakeholders. Promontory Heights Elementary Community School in Chilliwack has non-profit association with a volunteer board of directors, and a paid staff position of community school coordinator who works with service providers and volunteers.

For further information about the management and coordination of Community Schools, see the [Directory of BC Community Schools](http://acebc.org/) available at the website of the Association for Community Education in British Columbia, <http://acebc.org/>.

NLC Management Responsibilities

- determine who will use the facility and when
- ensure the ongoing financial viability of the facility and ensure that a capital reserve account is established, which is used to set aside funds for the future improvement and development of the facility
- ensure that long- and short-term maintenance requirements are covered
- ensure that the facility is used in the manner set out in the agreement
- ensure that the facility is safe and secure
- employ staff to run the facility, if required
- hire out the facility and fix the terms and conditions for hire
- collect fees for hiring out the facility and make all payments associated with the facility
- arrange the general operating, cleaning, maintenance, repair and security of the facility

Source: *Shared Facility Partnerships: A Guide to Good Governance for Schools and the Community*

Looking at the small number of NLCs in BC, we can see a range of approaches being taken for managing shared facilities.

The **Abbotsford** School District has a paid staff position - Manager of Community Development (Andrea Senft andrea_senft@sd34.bc.ca). Andrea is very active on the multi-stakeholder NLC project committee, which is expected to disband once the NLC is up and running. At that point, she will take over the day-to-day operational management of the NLC, in addition to other responsibilities she holds in that position.

Interviews with district staff regarding other new NLCs in **Oliver** and **Revelstoke** indicate that they may try to operate their NLCs without paid coordinators.

Southern Okanagan SS (Oliver) envisions their NLC (which is all housed in one wing of the building) to be self-managed by users/tenants, who will be responsible for making their own arrangements for such things as custodial services. The theatre that is part of their NLC operates completely independently, and the City of Oliver's Parks & Recreation Department will coordinate the use of the dance/multi-purpose space.

Anne Cooper, principal of Revelstoke SS, envisions the administration of the new NLCs falling under the purview of the Superintendent and Secretary-Treasurer of Board. She also expects that the organizations included in the NLC – each of which has its own executive director or coordinator – will coordinate themselves and liaise with her, but that she will have to oversee scheduling and similar matters.

It will be interesting and important for SD5 to follow the development and evolution of these NLCs to see if this approach is successful or if it results in a great deal of extra work for the school principals.

Cost Recovery

A research report prepared by the *Center for Cities and Schools* in Berkeley¹ report two findings that should be of considerable interest to developers of new NLCs:

Finding 7: School districts tend to highly subsidize the community use of schools

¹ *Partnerships for Joint Use: Expanding the Use of Public School Infrastructure to Benefit Students and Communities*, Jeffrey M. Vincent, PhD, Center for Cities and Schools, University of California, Berkeley, September 2010

Finding 8: Understanding the real costs required to maintain healthy and adequate school facilities is essential to establishing a system of supports for joint-use partnerships

Researchers found that one reason school districts do not cover their costs is that they don't know exactly how much to charge.

In response, the Center for Cities and Schools, in partnership with the 21st Century School Fund, developed the ***School Facilities Joint Use Cost Calculator***, designed to help school districts do the following:

1) Identify the elements of school district facility related costs;

2) Calculate full cost of ownership on a per square foot and per hour basis;

3) Determine policy decisions school districts need to make about which users to subsidize;

4) Create fee structure options for various non-school users, based on the real cost of ownership

Establishing a system of supports for joint use means also supporting the capital investments needed to keep school facilities and grounds safe and adequate for users. Joint use partners need to pay close attention to funding needs, particularly related to school facilities upkeep and repair.

A school district that does not continually raise the funds needed to invest in its facilities will likely erode its joint-use opportunities over time; either their spaces will not be seen as desirable or safe by partners or the school or district may decide that it can no longer subsidize community use.

School districts should know all of the costs associated with their facilities so that they can then make informed negotiations with partners on the resources needed to sustain intensified use. The school district and partner can then both understand the resources that need to be leveraged to maintain safe and adequate facilities.

Source: Partnerships for Joint Use: Expanding the Use of Public School Infrastructure to Benefit Students and Communities" Research Report

The Joint-Use Cost Calculator can be downloaded free from the Center for Cities and Schools website: <http://citiesandschools.berkeley.edu/joint-use.html>.

Section 4.5 - Funding

Capital Funding

The Ministry of Education will provide the capital funding for additional space to house services provided by provincial and local agencies as part of the future NCL. The amount of additional space constructed will be *approximately* 15% (give or take a few %) of the area approved by the Ministry as required to fulfill the core instructional needs of the school, based on the Ministry's area standards, which are available as a pdf at www.bced.gov.bc.ca/capitalplanning/resources/.

Tips from other schools:

Going with lots of renovation instead of all new construction, may in some cases, make the dollars go farther.

If some degree of renovation is undertaken, or some portions of the original building are retained, it may be possible to make use of marginal spaces, such as basement space, but still exclude them from the Ministry's funding formula by declaring them "undesirable" space.

South Okanagan Secondary School's new \$3.8-million-dollar auditorium was funded not by the Ministry of Education but by the community and school district.

The City of Oliver went to referendum and the community voted to increase taxes to pay for it. It is expected to take 20 years to pay back.

The Ministry of Child and Family Development has also contributed funds for capital renovations to sites targeting early childhood services.

Operational Funding

In general, organizations offering programs in NLCs provide their own incremental operating funding to cover such costs as rent, staff wages and salaries, custodial services, etc. They may pay less rent than they would in another location, but they do pay rent. Program funding, in turn, comes largely from government agencies (see list below).

Typically, some aspects of the NLC subsidize others. This is important because it would not otherwise be possible to offer all the services, particularly ones that are most needed.

Example: Promontory Heights Elementary Community School, Chilliwack

- Services for parents – from childcare to education to pre-employment training – are provided free of charge, with costs offset by rentals and leases

Other operational funding for NLCs comes from a mix of sources:

- Rental fees
- User fees
- Memberships (where a non-profit association has been set up)
- Community-based private service providers – e.g., dance school
- Private & not-for-profit operators of learning services or daycares
- Grants

Example: Revelstoke Neighbourhood Learning Centre

- Incremental operating costs of Early Learning Hub and Youth Support Services to be recovered from service providers
- Incremental operating costs of purpose-built space for gymnastics to be recovered from Acrobatics Society
- Incremental operating costs of performing arts space to be covered by tiered rental-fee structure

As with financial investing, diversification is a good strategy to reduce risk.

Federal Funding Sources

- Human Resources and Skills Development Canada
 - e.g., Office of Literacy and Essential Skills
- Service Canada – Youth Employment Strategy, Youth Awareness program
- Western Economic Diversification
 - e.g., Pine Beetle Fund
- Funding for Aboriginal community development and programs supporting Aboriginal children and youth

Provincial Funding Sources

- Ministry of Health
 - Interior Health
 - Public Health
 - Speech-Language Pathologist Services
 - Drug and Alcohol Prevention Program
 - Health Services—after school initiatives

- Ministry of Social Development
 - Employment Services

- Ministry of Child and Family Development
 - Daycares
 - Child and Youth Mental Health

- Ministry of Education
 - Strong Start
 - CommunityLINK Programs in support of vulnerable children (SD5 already gets significant dollars from this source)

- BC Recreation & Parks Association – has funding for youth groups

- BC Climate Action Secretariat
 - Public Sector Energy Conservation Agreement¹ (PSECA)
See <http://www.env.gov.bc.ca/cas/mitigation/pseca.html>

Regional & Local Funding Sources

- Columbia Basin Alliance for Literacy (CBAL)

- Aboriginal Organizations

- Rotary & other service clubs

¹ The Public Sector Energy Conservation Agreement (PSECA) is a partnership between BC Hydro and the Government of B.C. to help public sector organizations reduce provincial greenhouse gas (GHG) emissions, energy consumption and operating costs, as well as support government in achieving its goal of carbon neutrality. PSECA funds Provincial Ministries and Agencies, Boards of Education, Universities and Colleges, Health Authorities and Crown Corporations.

- Regional districts
- Municipalities
- Credit Unions
- Sports Associations

Grants

Grants to support capital and/or operating costs are available from a number of different sources, some of which include:

1) **CivicInfo BC**, in partnership with the Local Government Management Association of BC, hosts and manages a searchable database of grant opportunities available to BC local governments. See: www.civicinfo.bc.ca/18.asp

2) The **BC Rural Secretariat** has a grant database. See <http://www.ruralbc.gov.bc.ca/granttool.html>

3) The **Vancouver Foundation** offers Community Impact Grants² to support "strategies that offer strong potential to advance innovations in programs and initiatives that increase the health, well-being and resilience of children, youth and families in British Columbia". See <http://www.vancouverfoundation.ca/>

² The goals of the Vancouver Foundation are to support programs and initiatives that:

- address root causes of social and economic inequity
- strengthen the quality of, and access to, community-based programs and services;
- recognize the rights and capacities of children, youth and families to be included in plans and decisions that impact their lives
- offer potential to influence public policy and systemic change
- advance the rights of children and youth
- demonstrate inclusion of diversity as a key dimension of community life
- increase the sense of belonging and connectedness of children, youth and families (i.e., newcomers, aboriginal families, young families, families living in poverty)

Currently, the Foundation has a particular interest in identifying requests that focus on critical transitions in the lives of children and youth, whether through early childhood, adolescence, or early adulthood; or strengthen community capacity for youth-engagement, particularly in small, rural and remote areas.

Section 4.6 - Wise Counsel from the Early Adopters

The following is a consolidated list of suggestions gleaned from various experts with extensive experience in the field of school-community partnerships.

1. Approach NLCs and community schools not as a set of programs, but as a "strategy for organizing the resources of the community around student success".¹

2. Use a strength-based philosophy: know your strengths, and build on them.

3. Tailor NLC to the specific needs of your community.

The Surrey School District uses the Early Development Instrument as well as other data sets to determine the levels of need in each neighbourhood and then tailors services to meet those needs.

4. Have clear guiding principles to ensure the NLCs will reflect and respond to community needs.

5. Be adaptable. Change happens.

Likely Community School Coordinator Kathleen Davis attributes their continuing success to "changing our focus depending on the needs and demographics of the community."

6. Communicate, communicate, communicate – you can never do it too well.

Davis' advice to others is to work with the community "so they understand the philosophy behind your initiative, with staff and co-workers on the site so they understand what you are trying to do, and with funding agencies so they appreciate your value."

¹ Abe Fernandez, quoting Pat Harvey, former Superintendent of St Paul Public Schools, in a keynote address given at the 2010 Community-Schools Partnership Conference hosted by School District 36 (Surrey) and the City of Surrey, October 2010.

7. Be clear about what the partner organizations want out of the NLC arrangement, and what the school needs from them.

*“Formal agreements have the advantage of spelling out what each partner agrees to do and to provide. A carefully negotiated arrangement can minimize tension over sharing facilities and lead to greater accountability and less duplication of service”.*²

8. Stay on Course – Don’t be afraid to say “no”

A group’s needs for space, scheduling and supervision may mean that it is not a great fit for the NLC.

“Not every potential partnership can or should be pursued. Ask the following critical question: *Is a prospective partner going to bring results that are important to the school and community?*”³

9. Work to establish a culture of sharing

Establish a robust system for space-sharing and use-scheduling. Expect that there will be conflicts and other bumps in the road and commit to working them through.

Abe Fernandez’ three mantras⁴:

1) It’s all about relationships

2) Everything has to be negotiated – all the time

3) For community schools to work, the partners have to have the word ‘yes’ written in their hearts

² "Community and Family Engagement: Principals Share What Works", Coalition for Community Schools, Institute for Educational Leadership, Washington, October 2006

³ *ibid*

⁴ Abe Fernandez, Deputy Director, Children's Aid Society's National Center for Community Schools (USA) and Keynote Speaker at the 2010 Community-Schools Partnership Conference hosted by School District 36 (Surrey) and the City of Surrey, October 2010

Section 5 - Other

1. Photos

Overview

This Section contains project elements not necessarily related to the other four sections.

Section 5.1 contains a brief visual record in the form of photos from some of the elements contained in the project:

- brainstorming with leadership students ideas for a replacement MBSS and an NLC integrated with the community,
- a student-run tour of the school prior to the first NLC Advisory Committee (AC) meeting,
- photos from the NLC AC meeting that brought together a wide-spectrum of community stakeholders including parents, teachers, politicians, students, government and non-government organizations and other community leaders
- photos from the making of the short documentary the leadership students conceived giving creative voice to student and teacher input on the NLC.

Section 5.1 - Photos - Mount Baker Secondary School NLC Process



1 MBSS Leadership students brainstorm NLC possibilities



2 MBSS Leadership students brainstorm NLC uses



3 MBSS Leadership students use words and pictures to describe NLC possibilities



4 MBSS Leadership students brainstorm NLC possibilities



5 MBSS Leadership students brainstorm NLC possibilities



6 MLA Bill Bennett gets MBSS school tour at first NLC Advisory Committee Meeting



7 MBSS student John Miller gives trustees Chris Johns and MLA Bill Bennett a tour at first NLC AC Meeting



8 First NLC AC Meeting had more than 20 in attendance including PAC reps, Mayor Scott Manjak, students, United Way reps, and MLA Bill Bennett



9 CIEL researcher Jennie Barron explains innovative NLC practices from other jurisdictions at NLC AC Meeting



10 Principal Debra Empson explains one of more than 30 of MBSS's current partnerships



11 SD5 Trustees Chris Johns (l) and Trina Ayling chat with SD5 Treasurer Rob Norum after an NLC AC Meeting



12 Standing room only at 2nd NLC AC Meeting. Also in attendance are RCMP, Chamber of Commerce, Ktunaxa First Nation, parents, social service organizations and parents of Cranbrook school-aged children



13 Students John Miller and Alysha Seriani interview students Danielle Nicholson and Justin Swanson for MBSS NLC documentary



14 Student Daniel Yaretz describes what he'd like to see in new school and NLC



15 Chelsea Nutini gets excited by NLC prospects



16 Gr. 10 student Dave Ross describes what he'd like to see in new school



17 Principal Debra Empson describes an inspiring NLC vision



18 Film crew John Miller and Alysha Seriani