

REPORT SUBMITTED BY: F. C. PARKER CONSULTING
TO
DR. AVI HABINSKI, DIRECTOR, CAPITAL PLANNING SOUTH
ALBERTA EDUCATION

AUGUST 7, 2012

J. C. CHARYK SCHOOL
HANNA, ALBERTA
FACILITY ANALYSIS

EXECUTIVE SUMMARY

On July 17 and 18, 2012, a facility analysis was undertaken by Alberta Education and Alberta Infrastructure with Prairie Land Regional Division #25 in Hanna Alberta. The purpose of this facilitated discussion process was to identify modernization needs at J. C. Charyk School in Hanna if it is to accommodate students from Hanna Primary School, and to develop a preliminary scope for such a modernization.

The session was attended by 22 participants from Hanna and area, by staff from Alberta Education and Alberta Infrastructure, and by consultants who provided technical expertise to assist in the process. (See Appendix 1).

Participants created and prioritized the modernization needs of J. C. Charyk School to make it a welcoming, safe environment for primary-aged students, to update building components as required, and to respond to programming trends and requirements. Following the prioritization exercise, the participants worked in three groups with the assistance of architects, a cost consultant and government staff. The groups used large-scale school floor plans to develop preliminary designs for a school modernization that would respond to the priority needs. The cost consultant and architects then developed cost estimates for the scope of modernization identified by each of the groups. (See Appendix 3.) These were shared with participants and discussed on July 18. The costing for the three draft designs was quite consistent at \$12.9 million, \$12.4 million and \$12.2 million. These figures suggest that a budget of about \$12.4 million would be a realistic figure for a modernization of J. C. Charyk School.

Those attending the session responded very positively to the process.

**J. C. CHARYK SCHOOL
HANNA, ALBERTA**

FACILITY ANALYSIS

On July 17 and 18, 2012, a process of facilitated discussion occurred with the Prairie Land Regional Division #25 for the purposes of analyzing modernization needs at J. C. Charyk School in Hanna, Alberta, if it is to accommodate students from Hanna Primary School, and of developing a preliminary scope for such a modernization. The discussion process was initiated by Capital Planning South, Alberta Education, and facilitated by Faye Parker of F. C. Parker Consulting Ltd. It was attended by trustees and administrative staff of Prairie Land Regional Division (PLRD), principals and teaching staff of Hanna Primary School and J. C. Charyk School, school council chairs and council members from both schools, a high school student, representatives of the town of Hanna and the Special Areas Board and staff from Alberta Education and Alberta Infrastructure. Participants in the two-day workshop are listed in Appendix 1.

SETTING THE CONTEXT

On May 30, 2012, the board of trustees of Prairie Land Regional Division #25 approved a motion to close Hanna Primary School, contingent upon Alberta Education's approval of capital funding for the modification and modernization of J. C. Charyk School so that it could better accommodate a K to 12 program, rather than the grade 4 to 12 program currently housed in the facility. A proposal for this modernization was included in the Division's most recent capital submission to Alberta Education.

Alberta Education's Capital Planning Branch (South Region), in collaboration with Alberta Infrastructure, organized a two-day session on July 17 and 18, 2012 for the purpose of bringing together representatives of the school division, the municipality, parents, teachers and students to develop an initial plan for the components and scope of such a modernization. This report describes the process followed and the results of the discussions.

Following introductions, Dr. Avi Habinski, Director Capital Planning South, Alberta Education, outlined the purpose and desired outcomes of the facility analysis process. School jurisdictions, Alberta Education and Alberta Infrastructure have learned that there is considerable value in developing a detailed scope for capital projects in advance of submitting them to Treasury Board for possible funding approval. For complex projects, a formal Value Management process is generally used. In this instance, the study and discussion of a single building allows for a slightly less extensive process. The use of an independent facilitator permits government staff to attend as participants and creates an arm's length report for use by both the school jurisdiction and the government.

Dr. Wes Neumeier, Superintendent of Schools for PLRD, welcomed all the participants and indicated his appreciation to Alberta Education for initiating the process. After each participant had introduced him/herself and spoken briefly, the group was divided into groups for a tour of the school. The groups were led by Mel Lypka, principal of J. C.

Charyk, teachers and a student. All areas of the school were visited and the knowledgeable leaders were able to provide insight into the operation of the school and the programming provided.

Following the tour of J. C. Charyk School, the group toured Hanna Primary School. These groups were led by Audra Limpert, the school principal, and by several teachers from Hanna Primary.

In the afternoon of July 17, presentations were made by Christa Seepish, Manager South Region with Alberta Infrastructure, by Prairie Land Regional Division and by Edna Dach, Education Manager School Technology Sector with Alberta Education. The overall purpose of the presentations was to provide additional context for the detailed facility discussion, from both facilities and programming perspectives.

Christa Seepish briefly described the results of the 2009 facility audit conducted at J. C. Charyk School by Alberta Infrastructure. A six-point scale is used to evaluate each building element. On this scale, 1=critical; 2=poor; 3=marginal; 4=acceptable; 5=good; 6=excellent. The questions asked about each element to determine the rating include: Does the component work? Can any problems be controlled? Are there replacement parts available?

J. C. Charyk School was deemed to be in good condition, with almost all elements receiving a rating of 4 (acceptable). The building could benefit from some minor roof upgrades, some of the entrance doors need replacing and the barrier-free access needs improvement. Heating and mechanical systems would be upgraded during a modernization.

Based on the utilization formula used by Alberta Infrastructure, J. C. Charyk School has a current utilization rate of 41%, while Hanna Primary School has a utilization rate of 30%. If the 1928 portion of the school is not included, the utilization rate rises to 48%.

Dr. Wes Neumeier, Superintendent of Schools, and Sharon Orum, Secretary-treasurer, made a presentation regarding enrolment trends at Hanna Primary School and J. C. Charyk School. In 2001, the combined enrolment of the two schools was 714 students. In 2011, combined enrolment was 519. Projections indicate that by 2017, the K – 12 enrolment will increase slightly to about 550.

Cam McKeage, Deputy Superintendent, explained that PLRD had made an on-line feedback tool available to parents so that they could express any concerns they might have regarding the possible consolidation of the two schools into one. Primary parents were mainly concerned about the quality of education and maintaining the culture of Hanna Primary School within a larger setting and with a K – 12 population. Parents from J. C. Charyk were primarily concerned about possible crowding and the loss of space.

Audra Limpert, principal of Hanna Primary School, commented that a school culture is not dependent on a building, but is created by the teachers, students, parents and the other staff within the school programs.

Other comments made during this presentation and discussion are summarized below.

Staff, Parents and Community Members

- The structural planning for the combined school must be done carefully.
- The transition from grade 3 to grade 4 will be easier for students.
- There will be greater opportunities for resource sharing. Specialists and educational support staff as well as equipment will be available to all students. There can be more collaboration among teachers at all levels.
- Careful planning will need to be done regarding the scheduling of gymnasium space and ensuring that all students can meet the requirements of the physical education curriculum.
- The possibility of using a partition to create a second teaching space in one of the gymnasiums was discussed as a way of adjusting to the fact that K – 12 will have two gyms rather than the three that are currently available to them with both schools in operation.
- This adjustment will require both planning and behaviour changes.
- Additional curricular and extra-curricular opportunities can be made available to the younger students with a larger staff and more specialists available.
- User groups of Hanna Primary School are concerned about the availability of space for them in J. C. Charyk School. Of particular concern is accommodation and storage space for the Hanna Gymnastics Club, which serves about 40 young people. Time allocation is also a concern, as gymnastics would have to be scheduled as well as the school's sports teams and other current uses of the J. C. Charyk gymnasiums.
- Another program which will require accommodation at J. C. Charyk is the REACH program. This program is funded through Alberta Health Services and focuses on mental health capacity building for children and youth. This program has a room at Hanna Primary School and is able to use the library for small groups. Consideration will need to be given to how these uses of space can be accommodated at J. C. Charyk.
- Dr. Neumeier indicated that the School Division's main goal is to create a long-term sustainable building that can offer forward-looking, excellent educational opportunities to the children and youth of Hanna. The opportunities available in a modernized building may well compensate for any negative impact of having only one school in the town.

Town of Hanna

- Mayor Mark Nikota spoke about the Town's concerns with the amalgamation of the two schools. He mentioned the cost to accommodate the move and the concern about what happens to the Primary School building. There is also the question of

the impact on the east side of Hanna of having the Primary School close, and the impact of increased traffic flow in the area of J. C. Charyk School.

- In expanding on these concerns, Mayor Nikota mentioned that if all student drop off is on the east side of the school, there will be congestion of buses and cars, and potentially some danger to younger students.
- The Town would like to be involved in the planning around traffic flow. They are also concerned about having a “derelict,” abandoned building on the east side, and whether this will impact on the property values in that area.
- One of the other concerns for the Town of Hanna is that there are currently some positive things happening that could help reverse the population decline, including the town being featured on an American television program. There is concern that having only one school in town may give the wrong message to families looking to relocate to Hanna.

Edna Dach then spoke about the latest trends in technology education to. This helped to provide a framework within which participants could think about the facility needs to be addressed in a modernization. She indicated that the “Inspiring Education” process has created the vision for the goals of our education system moving into the future: the development of ethical citizens, engaged learners and an entrepreneurial spirit. The new framework for learning has the student at the centre.

Youth and Technology

- A recent study of showed that 66% of 8 to 18 year-olds have their own cell phone, and 60% live in homes with computers.
- On average, 13 – 17 year-olds send over 3,400 texts per month.
- Twenty-one per cent of teens access the Internet from their mobile phone.
- Today’s parents are products of the digital age, and want electronic access to and communication with schools and school boards.

Trends in the Use of Technology in Education

- The “big five” youth values today are communication, relationships, empowerment, information and diversity. The appropriate use of technology in education can assist in the realization of all of these values.
- The latest trends in technology include personalization, cloud computing, mobility and digital resources including e-texts.
- Students want to be more self-directed and personalized. They are creators of content rather than consumers.
- The delivery of programming has changed substantially. There are now over 3,000,000 “apps” available, and the use of wireless networks and whiteboards in schools is very common now.
- Video-conferencing is used regularly, particularly in rural areas.
- Simulations and on-line field trips are available (e.g., the Tyrell Museum).
- Libraries are becoming a “learning commons centre” and library resources include iTunes, Facebook, YouTube, Google, and Wikipedia.

- In the future, libraries will become a charging area for individual student tablets.

BRAINSTORMING: SCOPE OF MODERNIZATION

Following the school tours and context-setting presentations, the group brainstormed the important considerations and possible components of a modernization for J. C. Charyk School. The ideas were recorded on chart paper for use in the subsequent prioritization exercise. The suggested elements for a modernization (not in any priority order) were:

- Space for physical education/fitness
- Storage space for equipment and supplies from the primary school
- A location for each division (students grouped by division)
- Student gathering area
- Proper sized concession
- Working space for students in library
- Mobility of computers on carts
- Space to continue hot lunch for primary
- K – 3 lockers in classrooms for ease of access
- Student gathering area as part of school culture; adjacencies and location considered
- Natural light
- Offices for support staff (speech, REACH, family resource workers, career counselors)
- Sufficient and appropriate outside space (e.g., playgrounds)
- Drop off/parent access to school for primary
- Time for offering gymnastics/storage for gymnastics equipment
- Spaces for art, music and other programs
- Room for growth in programs
- Bathrooms for primary (proximity, location)
- Boot room space
- All primary facilities appropriately sized
- Locker size appropriate
- Dedicated space for music program
- Technology infrastructure in place
- Individual learning hubs for small groups (1-2 students)
- Retain staff workout room
- Adequate staff room space (help attract & retain staff)
- Modernize physical space; fix facility deficiencies
- Plan for student drop off and traffic flow
- Containment of germs/spread of illness
- Containment of children (e.g. runners)
- School spirit (inclusion of all children)
- Sufficient technology for provincial achievement tests

- Quiet areas for children with Educational Assistants
- Ensure accommodation for special needs programs
- Proximity of spaces for students (especially primary)
- Garden area for grades 1 – 3
- Modernization based on forward thinking; not based on replicating what exists today
- Staff room and prep room space sufficient for extra staff
- Good building design (wings, location of spaces)
- Flexible use of spaces (“learning commons”)
- Scheduling of gym time for sports and extra-curricular
- Electrical upgrades
- Mechanical upgrades
- Video conferencing suites that are multi-purpose
- “Green” and eco-friendly facility; low utility costs
- Intentionally create a cultural and relational environment
- Partnership between community & school (examine possibilities)
- Plan for growth in numbers
- Learning “any time, any place, any pace”
- Acoustic division of gyms
- Staging of modernization
- Maximize physical fitness space
- Joint use of fitness spaces with town (mutual)
- Security of children (e.g., sight lines, location of office)
- Keep existing spectator space in south gym
- Reconsider the use of dedicated computer labs

PRIORITIZATION EXERCISE

The above list of possible components of a modernization for J. C. Charyk School was used as a basis for a prioritization exercise. Each participant was given six coloured “dots” and was asked to place one dot beside each of his/her top six priorities. The 25 individuals drawn from administrative staff of Prairie Land Regional Division (PLRD), principal and teaching staff of Hanna Primary School and J. C. Charyk School, parent council chairs and council members from both schools, students, the town of Hanna and the Special Areas Board were all given the same colour “dots.” The five government staff members and three consultants had a different colour. When this activity was completed, the participants were given six more “dots” of a different colour and were asked to place one dot beside each of the six items that he/she saw as lower priorities. In identifying the lower priorities, participants emphasized that these were not unimportant items, simply of a somewhat lesser priority than the others. The table in Appendix 2 shows the detailed results of this exercise. The results are summarized below. Numbers in brackets show the number of “dots” placed on each item.

The design elements receiving the greatest number of high priority “dots” from PLRD and municipal officials were:

- having an appropriate student gathering area that was integrated into the school culture (15);
- having students grouped geographically in the school by division (13);
- having technology infrastructure in place (10);
- ensuring the security of children through effective sight lines, location of office, etc. (10).

The elements receiving the highest priority from government staff and consultants were:

- the student gathering area (6);
- the technology infrastructure (5);
- good building design (5).

Over all, the elements receiving the highest total number of high priority “dots” were:

- the student gathering area (21);
- having students grouped geographically in the school by division (15);
- having the technology infrastructure in place (15);
- the security of children (14);
- having good building design with respect to the location of wings and the adjacencies and flow of spaces and functions (14).

DESIGN EXERCISE

Following the prioritization work, the participants were divided into three groups. The groups were led by the two architects from FWB Architects, and the cost consultant from TTCL together with a staff member from Alberta Infrastructure.

Each group had a combination of representatives of PLRD and government. The task of the groups was to use a large scale school floor plan and the identified priority elements to develop a preliminary conceptual design for a modernization. The groups worked on this task for approximately two hours, and at the conclusion of the work, the architects and cost consultant took the draft designs so that they could work during the evening on costing out the preliminary plans.

Appendix 3 provides the draft designs along with costing information for each.

On July 18, the group began work at 8:30 a.m. The day began with a brief recap of the previous day’s work and learnings. Dan Westwood of FWB Architects then led the group through an examination and discussion of the three conceptual designs that had been produced.

In the course of discussion, it was clarified for participants that these were not finalized designs and that they were not being asked to choose among them. The purpose of the draft design work is to enable a realistic costing of a modernization at J. C. Charyk School that would maximize flexibility and the ability of the school to accommodate the K – 12 program in the best possible environment. It was explained that, if funding for the modernization project is approved, the work of design and consultation with teachers, parents, students and community will continue. The consultation would be broadly based, and there would be extensive opportunities for input.

Kevin Drake, cost consultant from TCCL, then explained the general process used to establish a cost for a given scope of work. The location of the work is considered, with work in the large urban areas costing somewhat less than work in rural areas. For a modernization in Hanna, the following cost figures would be used:

New construction/addition to a school	\$3,000/square metre
Minor modernization	\$ 200/square metre
Medium level of modernization	\$1,000/square metre
Major modernization	\$2,200/square metre

Also factored into the estimate are costs for demolition, site development and dealing with hazardous materials.

The costing for the three draft designs was relatively consistent at \$12.9 million, \$12.3 million and \$12.2 million. These figures suggest that a budget of about \$12.5 million would be a realistic figure for a modernization of J. C. Charyk School. It was also clarified that, if funds were approved for this project, they would be earmarked for use at J. C. Charyk for the purpose of facilitating the amalgamation of the two schools, as set out in the approved board motion.

The session concluded with the identification of next steps. The facilitator will prepare a report which will be provided to Prairie Land Regional Division for their input prior to being finalized and submitted to Capital Planning South of Alberta Education for consideration in the preparation of the provincial Capital Submission.

Some suggestions were made by government staff and architects regarding recent school capital projects that might be visited by staff from PLPD to assist in the design process if funding is approved for the modernization. Specific mention was made of a new school in Lethbridge, a modernization of the junior-senior high in Drumheller and a modernization of the high school in Ponoka. It was also suggested that PLRD speak to Rockyview School Division and perhaps consider visiting the newly renovated K – 12 Victoria School for the Arts in Edmonton.

There was also discussion of how the modernization might be staged and of the “decanting” of students to cause the least disruption. The architects mentioned that it might be possible to do the necessary work in the 1993 wing of J. C. Charyk during a summer so that most students could be accommodated there while work was occurring in the older part of the school.

The final activity on July 18 had each participant comment on the two-day session. Participants expressed appreciation for their involvement and indicated that it had been a valuable exercise. They had gained a greater understanding of the context and of government processes, and they were generally pleased to understand that there would be more opportunities for broad-based input if funding is approved for the modernization project.

CONCLUDING REMARKS

Upgrading J. C. Charyk School is considered a high priority capital project. In reviewing the cost estimates of the three options, developed during the consultation process, it was apparent that both options 2 and 3 could be implemented for \$12.4 million. This amount will serve as a parameter for the recommended funding support. Following approval of the project, the school jurisdiction will have an opportunity to be involved in the development of the schematic design for the project and express preference regarding the final design within the approved budget. Depending on the timing of the approval, cost escalation may have to be considered.

**PARTICIPANTS IN J. C. CHARYK SCHOOL
FACILITY ANALYSIS
July 17 and 18, 2012**

Prairie Land Regional Division #25

Brenda Beecraft, Teacher, Hanna Primary School

Rainey Boehlke, Parent, Operator Hanna Gymnastics Club

Marilyn Collier, Parent, J. C. Charyk School

Debbie Corry, Teacher, J. C. Charyk School

Shantel Cox, Parent Council Chair, Hanna Primary School

Ed Hart, School Council Treasurer, J. C. Charyk School

Andrea Heilman, Parent, J. C. Charyk School

Myrna Jensen, School Council Chair, J. C. Charyk School

Rhonda King, Teacher, J. C. Charyk School

Beth Lewis, Student, J. C. Charyk School

Audra Limpert, Principal, Hanna Primary School

Mel Lypka, Principal, J. C. Charyk School

Cam McKeage, Deputy Superintendent PLRD

Wes Neumeier, Superintendent PLRD

Bonnie Nikota, Teacher, Hanna Primary School

Andrea Olsen, Project REACH, Hanna Primary School

Sharon Orum, Secretary-treasurer PLRD

Karen Raisanen, School Council Treasurer, Hanna Primary School

Duane Roy, Trustee PLRD

Kent Spath, Director of Facilities PLRD

Vern Thuroo, Trustee PLRD

Angie Warwick, Trustee (Vice-chair) PLRD

Municipal Representatives

Darren Jones, Special Areas Board

Mark Nikota, Mayor Town of Hanna

Brent Olesen, Director of Public Works Town of Hanna

Alberta Education

John Blevins, Senior Education Manager

Edna Dach, Education Manager, School Technology Sector

Avi Habinski, Director, Capital Planning Branch South

Alberta Infrastructure

Christa Seepish, Manager South Region

Sacha Soltys, Program Coordinator

Consultants

David Cocks, FWB (Ferrari Westwood Babits) Architects

Kevin Drake, TCCL (Tech-Cost Consultants Ltd.)

Dan Westwood, FWB Architects

**J. C. CHARYK SCHOOL
HANNA, ALBERTA**

MODERNIZATION PRIORITIES

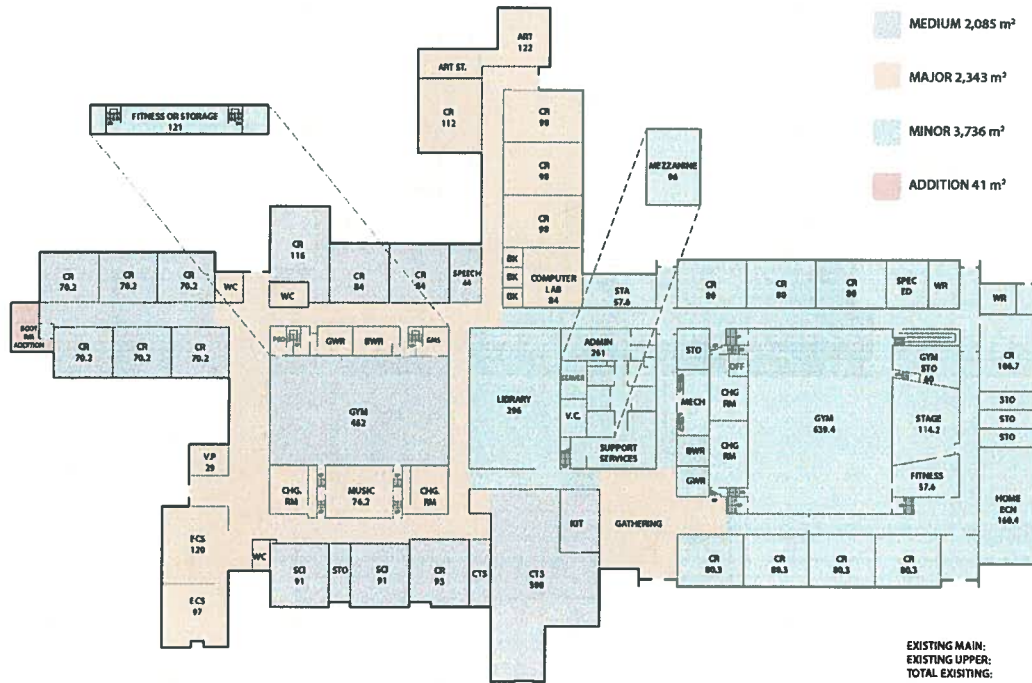
The table below provides the results of the priority-setting exercise related to the modernization of J. C. Charyk School in Hanna, Alberta (Prairie Land Regional Division). It identifies the number of high and low priority "votes" received by each element, as well as the source of the votes. Modernization elements are organized in priority order as expressed by the 25 individuals drawn from administrative staff of Prairie Land Regional Division (PLRD), Principal and teaching staff of Hanna Primary School and J. C. Charyk School, parent council chairs and council members from both schools, students, the town of Hanna and the Special Areas Board. Their priorities are identified in the columns headed "PLRD." The "government" category includes staff from Alberta Education and Alberta Infrastructure as well as the architects and cost consultant who worked with the group.

**PRIORITY ELEMENTS FOR THE MODERNIZATION OF
J. C. CHARYK SCHOOL**

MODERNIZATION COMPONENT	PLRD High	Government High	Total High	PLRD Low	Government Low	Total Low
Student gathering area as part of school culture; adjacencies and location considered	15	6	21	0	0	0
A location for each division (students grouped by division)	13	2	15	0	0	0
Technology infrastructure in place	10	5	15	0	0	0
Security of children (e.g., sight lines, location of office)	10	4	14	0	0	0
Good building design (wings, location of spaces)	9	5	14	0	0	0
Spaces for art, music and other programs	7	1	8	0	0	0
Offices for support staff (speech, REACH, family resource workers, career counselors)	7	1	8	0	0	0
Partnership between school and community (examine possibilities)	6	2	8	0	0	0
Room for growth in programs	6	0	6	0	0	0
Modernize physical space; fix facility deficiencies	5	4	9	0	0	0
Ensure accommodation for special needs programs	5	0	5	0	0	0
Adequate staff room space (help attract and retain staff)	5	0	5	0	0	0
Bathrooms for primary (proximity, location, size of fixtures)	4	0	4	0	0	0
Storage space for equipment and supplies from primary school	4	0	4	1	2	3

MODERNIZATION COMPONENT	PLRD High	Government High	Total High	PLRD Low	Government Low	Total Low
Learning "any time, any place, any pace"	3	3	6	0	0	0
Quiet areas for children with Educational Assistants	3	0	3	0	0	0
Space for physical education/fitness	3	0	3	0	0	0
Sufficient and appropriate outside space (e.g. playgrounds)	3	0	3	0	0	0
Scheduling of gym time for sports and extra-curricular activities	2	0	2	0	0	0
Working space for students in library	2	0	2	0	0	0
Time for offering gymnastics; storage for gymnastics equipment	2	0	2	3	1	4
Joint use of fitness spaces with town (mutual sharing)	2	0	2	15	2	17
Reconsider the usefulness of dedicated computer labs	1	3	4	0	0	0
Individual learning hubs for small groups (1 – 2 students)	1	1	2	0	0	0
Flexible use of spaces ("learning commons")	1	0	1	0	0	0
Plan for student drop-off and traffic flow	1	0	1	0	0	0
Maximize physical fitness space	1	0	1	0	0	0
Electrical upgrades	1	0	1	1	0	1
Mechanical upgrades	1	0	1	1	0	1
Containment of germs/spread of illness	1	0	1	1	0	1
Containment of children (e.g. runners)	1	0	1	1	0	1
Acoustic division of gyms	1	0	1	6	3	9
Plan for growth in numbers	1	0	1	4	7	11
Video conferencing sites that are multi-purpose	1	0	1	12	0	12
Modernization is based on forward thinking, not on replicating what is	0	2	2	0	0	0
"Green" and eco-friendly facility; low utility costs	0	1	1	0	0	0
School spirit (inclusion of all students)	0	1	1	10	4	14
Drop off/parent access to school for primary	0	0	0	0	0	0
	0	0	0	0	0	0
All primary facilities appropriately sized	0	0	0	0	0	0
Locker size appropriate	0	0	0	0	0	0
Dedicated space for music program	0	0	0	0	0	0
Sufficient technology for provincial achievement tests	0	0	0	0	0	0
Proximity of spaces for children (especially primary)	0	0	0	0	0	0

MODERNIZATION COMPONENT	PLRD High	Government High	Total High	PLRD Low	Government Low	Total Low
Student gathering area	0	0	0	1	0	1
Intentionally create a cultural and relational environment	0	0	0	1	0	1
Mobility of computers on carts	0	0	0	2	0	2
Space to continue hot lunch for primary	0	0	0	3	0	3
Proper-sized concession	0	0	0	5	0	5
Staging of modernization	0	0	0	6	2	8
Retain staff workout room	0	0	0	15	6	21
Garden area for primary grades	0	0	0	16	5	21

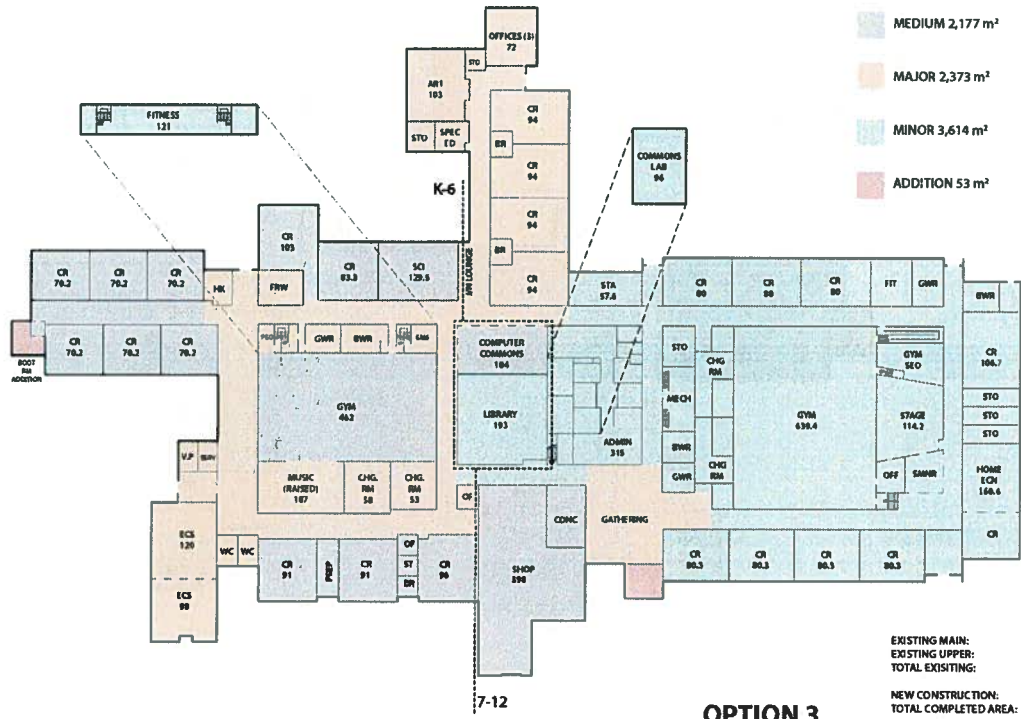


EXISTING MAIN: 7,948 m²
 EXISTING UPPER: 216 m²
 TOTAL EXISTING: 8,164 m²
 NEW CONSTRUCTION: 41 m²
 TOTAL COMPLETED AREA: 8,205 m²

OPTION 2

FERRARI WESTWOOD BABITS ARCHITECTS
 816 - 10 Street South, Lethbridge, Alberta, T1J 3N6
 P 403.323.5113 F 403.323.0809 www.fwba.com
 104, 824 - 17th Avenue Southwest, Calgary, Alberta, T2B 0R2 P 403.284.3133 www.fwba.com

drawn:	scale:	date:	file:	refer to dwg:	no.	by	date	remarks
ACB	1:200	JUL 24/18	1232	-				
project title: PRAIRIE LAND SCHOOL DIV. VALUE SCOPING dwg. title: PROPOSED SCHEMATIC JC CHARYK PLAN dwg. no.: A4-2P								



FERRARI WESTWOOD BABITS ARCHITECTS
 815 - 15 Street South, Lethbridge, Alberta, T1J 3A5
 P 403.327.3113 F 403.323.0050 www.fwbarch.com
 104, 824 - 17th Avenue Southwest, Calgary, Alberta
 T2S 0S2 P 403.294.3133 www.fwbarch.com

OPTION 3

drawn: ASB	refer to dwg:			
scale: 1:500				
date: JUL 24/12				
file: 1232				
project title: PRAIRIE LAND SCHOOL DIV. VALUE SCOPING	deg. title: PROPOSED SCHEMATIC JC CHARTER PLAN	dwg. no.: A4-3P		
		no.	by	date
				revisions
				remarks