



School District No. 28 (Quesnel)

LONG TERM FACILITY PLAN

March 2017

(Finalized June 20, 2018)

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School District No. 28 (Quesnel) LONG RANGE FACILITY PLAN



EXECUTIVE SUMMARY

School District No. 28 (Quesnel) has prepared this Long Term Facility Plan (LTFP) to guide its future decision-making and outline how it will manage its school facilities to meet immediate and long term needs.

An earlier draft version of this plan was publicly presented to the community on February 8, 2017. That draft has been amended to bring some currency regarding the Ministry of Education Funding Programs and some local emerging issues. Facts and figures are based on those available at the original draft of this document but consideration was given to the relevance of all data in this final version. Of significant immediate importance is an amendment to the plan cause by an emergent issue regarding the condition of the Quesnel Junior School.

This plan has also been created to provide the critical context for discussions with the Ministry of Education regarding requests for capital funding and to provide a consistent organized approach to capital priorities.

District Profile

School District No. 28 serves an estimated population of 22,096 (2011 Census). The District encompasses 23,720 square kilometers. For effective operation, the District is divided into three geographic zones, North, South and West Quesnel.

The student population as of September, 2016 was 3,062. The students are currently served by the following educational locations:

- 12 Elementary Schools;
- 1 Secondary School;
- 1 Junior School;
- 1 Alternate School location and 1 Distributed Learning location; and
- 4 Strong Start locations.

The District has experienced declining enrolments in the past; with a drop of 1,929 students (39%) from 2000 to 2015. This resulted in 5 school closures during this same time period. Student enrolments have stabilized in the past few years, and some areas are now experiencing growth.

Long Term Facility Plan Background and Purpose

The Ministry of Education has introduced the requirement for all Districts to complete a district-wide comprehensive long term facilities plan (LTFP). The plan will form the basis for provincial capital investment decisions within each school district. The Ministry overview of the LTFP indicates the plan should: "take into consideration education program requirements and trends, operating capacities and current condition of existing facilities, current land use, anticipated changes in land use, absorption rates, yield rates, community demographics, local community and economic development strategies, and other pertinent considerations;

- to provide a district-wide framework for other key local decisions such as school consolidations, locations for district programs and maintenance priorities, and;

School District No. 28 (Quesnel) LONG RANGE FACILITY PLAN



EXECUTIVE SUMMARY (Continued)

- to outline concrete plans for a ten year planning horizon with consideration for the longer term.”

Further, the Ministry guidelines state, “The LTFP is not simply identification for needed capital projects but rather it is a comprehensive plan outlining how the district will manage its school facilities in order to deliver its educational programs at the highest possible standard.”

Long Term Facility Plan Process

The Board of Education has reviewed the plan objectives, developed guiding principles, reviewed long term demographic trends, student projections and school capacities and determine the challenges and opportunities for each zone.

Long Term Facility Plan Guiding Principles

The first priority in the LTFP process was to consider Guiding Principles. It was identified that the LTFP should take the following eight themes into consideration as a district-wide framework to evaluate the challenges, opportunities and long term strategies for the Plan.

1. Educational Programs
2. Financial Responsibility
3. Reconciliation of Enrolments and School Capacities
4. School Size
5. Grade Configuration and Multiple School Transitions
6. Facility Renewal and Facility Reconfigurations
7. Community Relationships and Partners
8. District Support Facilities

Educational Framework

The second priority was to consider the existing educational framework in the District and determine how to best enhance the educational structure to help children succeed, specifically, a review of grade configurations.

In September 2009 the Board implemented a Junior School model for grades 8 and 9 that was developed in response to community feedback and educational research focused on addressing the needs of adolescents.

Current Capital Inventory, School Capacities and Student Enrolment Trends

A critical part of the review was an examination of the current capital assets of the District, including the existing facilities, their operating capacity and physical condition. Consideration was also given to issues pertaining to both existing catchment areas that impact the enrolment at individual schools and the need to provide school bus transportation for certain groups of students. Critically, much of this is driven by District enrolment trends and the changing sizes of the different cohort groups of students at each grade level in the system.

School District No. 28 (Quesnel) LONG RANGE FACILITY PLAN



EXECUTIVE SUMMARY (Continued)

Long term student enrolment projections were developed using population and enrolment trends, birth rates, in-migration of students, historical retention rates, community plans and other external projections. The long term projections were then analyzed alongside the existing school operating capacities to determine the shortage or surplus of space in each zone and school.

The overall district growth was projected at a very cautious but realistic growth rate. It is predicted that student enrolments will slowly but steadily increase by approximately 300 students over the next six years from 2015 to 2021 and then level out. As several schools are currently operating under their capacity, the increase in growth can be easily accommodate in most areas, however some areas are experiencing growth and will have a shortage of space if they continue to operate under the existing grade structure and catchment boundary.

ENROLMENT PROJECTIONS	PROJECTED										
	ACTUAL SEPT 2015	ACTUAL JAN 2017	SEPT' 2017	SEPT' 2018	SEPT' 2019	SEPT' 2020	SEPT' 2021	SEPT' 2022	SEPT' 2023	SEPT' 2024	SEPT' 2025
TOTAL MIDDLE / SENIOR*	1,241	1,195	1,158	1,170	1,170	1,220	1,247	1,276	1,280	1,244	1,228
TOTAL ELEMENTARY	1,801	1,826	1,844	1,818	1,804	1,772	1,743	1,712	1,700	1,708	1,685
TOTAL SCHOOL ENROLMENT	3,042	3,021	3,002	2,988	2,975	2,992	2,990	2,988	2,980	2,952	2,913
ENROLMENT CHANGE	42	-21	-19	-14	-14	17	-2	-2	-8	-27	-39

* Secondary totals exclude school-aged at Continuing Education and Quesnel Distributed Learning.

Options and recommendations to manage the District's school facilities while delivering a sound educational program for students were developed. These recommendations have been developed by zone and specific school and rely as little as possible on major capital project funding to implement.

The major recurring and key themes throughout the study have been:

- The need to align school capacities with existing and projected enrolments, increasing facility utilization and financial sustainability;
- The need to reduce the number of school transitions when possible to address potential student vulnerability;
- The need to create suitable school catchment areas that respect historical neighborhoods and geographic barriers, and consider where students live, program choice and a rational split of students between schools.

School District No. 28 (Quesnel) LONG RANGE FACILITY PLAN



EXECUTIVE SUMMARY (Continued)

Risk Management

Risks are inherent with long range educational and facility planning. There are many external factors where Boards of Education and School Districts have little or no control including but not limited to; the potential for funding variations, changes to student demographics, government policy and stakeholder needs and preferences.

These assumptions may change over time. It is impossible to anticipate and plan for every potential outcome, however discussing the assumptions and potential consequences of their change as they arise can strengthen the planning process.

Several examples of potential risks that would change the assumptions are;

- Change to the current class size regulations,
- Introduction of 4 year olds (Pre-Kindergarten) into the public school system,
- Increased costs and/or reduced financial support from the BC Government,
- Revisions to municipal development policy which may affect student enrolment demographics and projections.

Introduction of any of these events could result in the need to add, adjust, or eliminate existing programs and projects and establish plans to resolve any resulting limitations. The District must be prepared to revise strategies to meet changing circumstances.

Summary

Fundamentally, this Long Term Facility Plan provides a variety of options and recommendations to manage the student enrolment and facility needs in each of the three distinct zones of the School District, as well as the Alternate Programs and Learning Services. Further there are several District Wide / District Support Recommendations for the Board's consideration. Several projects have also been identified for further review and inclusion in the District's Five Year Capital Plan. This report also includes some facts that are presently affecting a long term transition from what is to what will be in regard to school consolidations and emergent replacement circumstances.

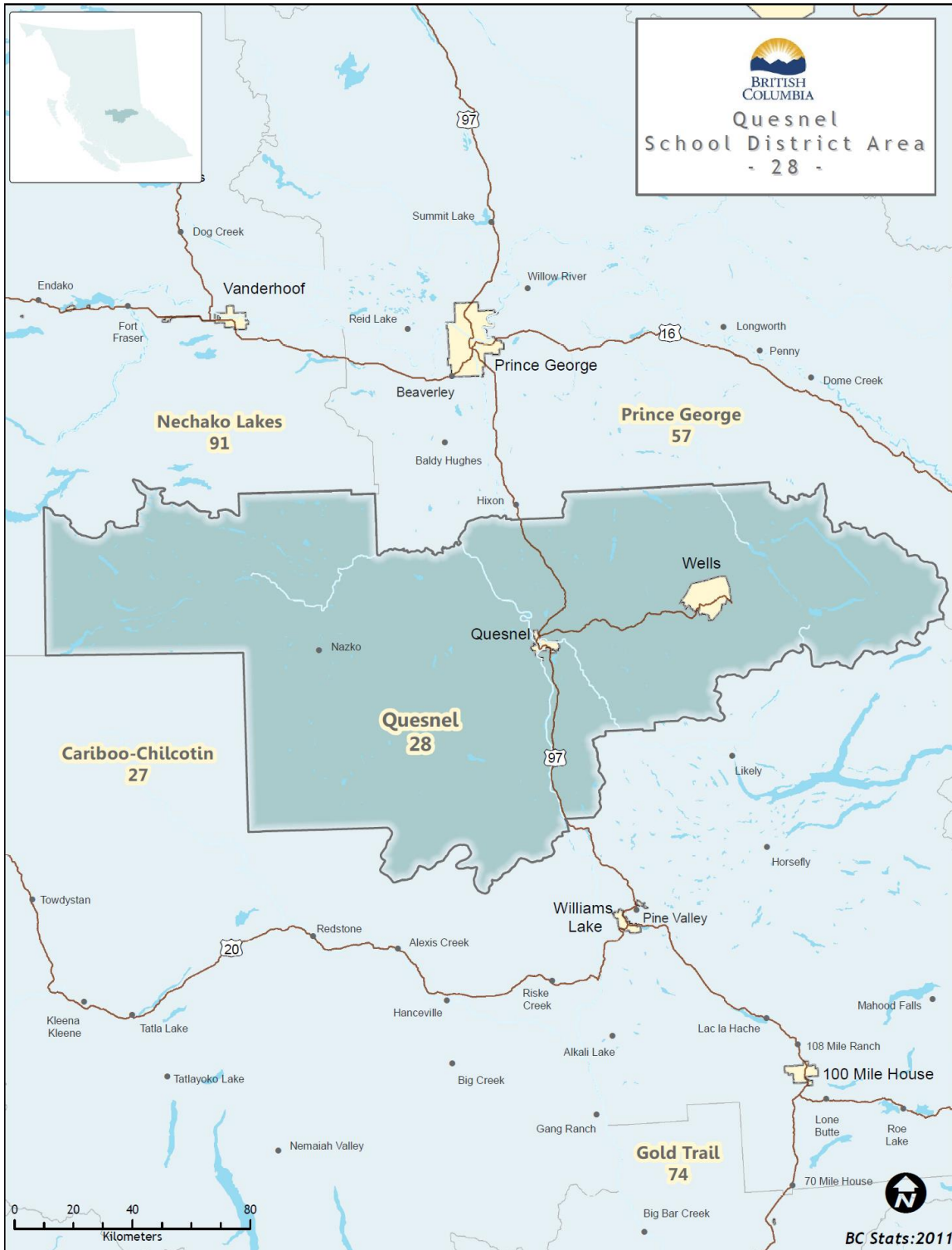
A summary of all the recommendations can be found in Section 13.0, Summary of Recommendations.

School District No. 28 (Quesnel) LONG RANGE FACILITY PLAN



1.0 INTRODUCTION

SCHOOL DISTRICT NO. 28 (QUESNEL) DISTRICT MAP





School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

OVERVIEW OF SCHOOL DISTRICT NO. 28 (QUESNEL)

School District No. 28 is located in central British Columbia, commonly referred to as the “Cariboo”. It serves an estimated population of 22,096.¹

The School District encompasses over 14,207 square kilometres.

The student population as of September, 2016 was 3,062. The students are currently served by the following educational locations:

- 12 elementary schools and 2 secondary schools
- 1 Alternate Program locations and 1 Distributed Learning location
- 4 Strong Start locations

As of September, 2017 the District employed 571 staff. These employees hold a variety of positions including:

- 204 teachers and 36 temporary teachers on call
- 302 support staff
- 17 principals and vice principals
- 12 excluded/administrative staff.

Learning Services, and Operations, Maintenance and Transportation services are located centrally within our district and are managed at the district level.

The School District is divided into three geo- graphic areas, North, South and West Quesnel, which reflect the local understanding of community neighborhoods.

¹ BC Stats, November 2016 (based on 2011 census data)

MINISTRY OF EDUCATION FACILITY PLAN OBJECTIVES

Under the title "Facilities Planning and Project Development" the Ministry of Education has introduced the requirement to develop a Long Term Facility Plan. Under this requirement a series of community input forums were held in early 2017. From these sessions input was received and considered in developing what follows. Also current information has changed and some immediate needs have developed. This report includes both factors in its presentation

The Ministry overview of the LTFP indicates a plan should: "take into consideration education program requirements and trends; operating capacities and current condition of existing facilities; current and anticipated changes in land use; student yield rates; community demographics; local community and economic development strategies; and other long- term planning considerations."

Further the Ministry advises, "The LTFP provides the rationale for specific projects that may be proposed as part of a Board of Education's Five Year Capital Plan. In addition, the LTFP provides a district-wide framework for other key local decisions, such as school consolidation and locations for district programs. The LTFP should have a ten year planning horizon with more general consideration for the longer term. The scope and emphasis of each LTFP will vary depending on the specific circumstances and priorities of each district." ¹

The preparation of LTFP is not simply identification for needed capital projects but rather it is a comprehensive plan outlining how the district will manage its school facilities in order to deliver its educational programs at the highest possible standard. This requires a two-step approach:

1. Examining how to best utilize the current operational and maintenance resources of the district to maintain its facilities, and;
2. Identifying the capital project requirements at the end of a facilities life or to meet changing enrolment or educational needs.

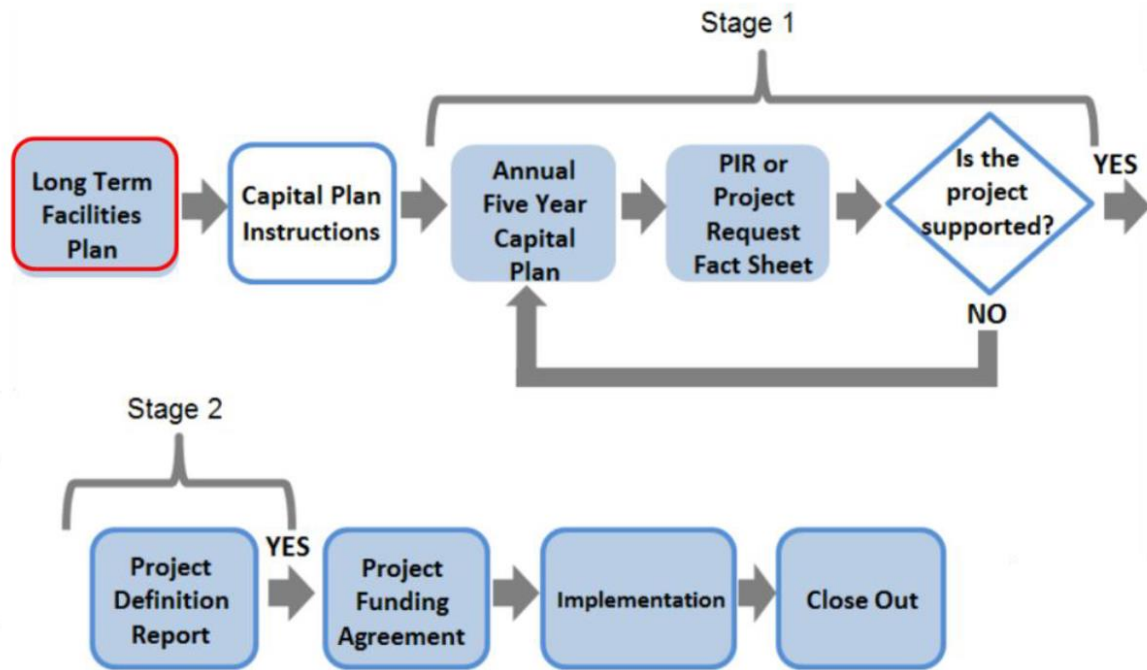
The effective, efficient and economic use of a district's facilities may also impact the transportation of students where facilities are not located within eligible walking distances.

For the foreseeable future, both school districts and the Ministry must exercise reasonable expectations of the overall investment in educational facilities by government. Toward this end, it is very important for school districts to ensure the LTFP is capable of sustainable delivery of the best possible facilities to meet the districts educational programs.

The Ministry of Education provides an annual guideline update.

LTFP PROCESS

Under the Ministry of Education's project procurement process, school districts are required to follow the Ministry of Education Capital Plan Framework and schedule as outlined below;



Responsibility:

- Ministry of Education
- School Districts
- Ministry of Education and School Districts

2.0 LONG TERM FACILITY PLAN GUIDING PRINCIPLES

SCHOOL DISTRICT NO. 28 (QUESNEL) MISSION, VISIONS AND VALUES

Mission Statement

The purpose of the British Columbia School system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Vision

All students in the Quesnel School District will grow and learn; the success of our students is at the core of all our decisions and actions. Collaboration and evidence based conversations will inform our work in assessment, instruction, and intervention so that all students will experience academic, social and emotional growth, and ultimately, their transition into adulthood is nurtured. Our advocacy on behalf of each student will make School District #28 a district where engaged students become critical thinkers and responsible citizens.

Values

In order to achieve our vision we, in the Quesnel School District, commit to:

- providing early literacy intervention Grades K-2
- providing literacy intervention Grades 3-12
- providing numeracy intervention Grades K-12
- providing social emotional learning grades K-12
- engaging in collaboration (Subject, Grade, School, District)
- including parents in supporting children's learning
- serving a diverse population of students in an inclusive environment
- developing and using common, authentic assessments
- building positive relationships among all District personnel
- providing training, in service and opportunities for professional development
- effectively using resources (facilities, staffing, equipment, technology)

Motto

"Together We Can"

LONG TERM FACILITY PLAN GUIDING PRINCIPLES

The first priority in the decision making process for the Long Term Facility Plan was to develop Guiding Principles for the Plan. The Guiding Principles centre around eight themes to provide a district-wide framework to evaluate the challenges, opportunities and long-range strategies for the district.

The principles below are not listed in a particular order that reflect priority of one principle over another.

1. Educational Programs

- Facility planning is driven by curriculum, program, instruction, student needs and assessment;
- Decisions are made in the best interest of students;
- Program opportunities are provided to students where demand, space and pro-gram sustainability exist;
- Suitable education programs and locations are accessible to service all students;
- Unique program opportunities may be provided to either a family of schools, individual schools or alternate facilities as deemed most appropriate to service students;
- Flexibility is provided in educational programs and facilities for current and future educational delivery models;
- Planning should meet the challenges and opportunities of new educational paradigms to;
- Stay current with the BC Ministry of Education curriculum policies and procedures;
- Provide educational facilities and programming that enable 21st Century Learning skills;
- Implement facility planning concepts that enable interdisciplinary themes, inquiry and project based learning with competency-based measures of student progress;
- Provide learning environments that promote teacher collaboration;
- Provide change leadership for systemic change to shift the educational focus to student outcomes.

2. Financial Responsibility:

The LTFP should:

- Conform to all legislative requirements;
- Align financial resources with the goals and core values of the District;
- Promote excellence in instruction and expand student programs at a level that the District can support;
- Provide equity in programs and facility conditions in all schools wherever possible;
- Encourage efficiencies and support best practices;
- Consider long-term stability and sustainability in financial decisions.

3. Reconciliation of Enrolments & School Capacities

The LTFP-should optimize the use of school space in all SD No. 28 Schools as much as possible, taking the following factors into consideration:

- Accommodation for existing and projected enrolments in a timely manner;
- Increased space utilization of existing schools where surplus space exists;
- Provision of educational services to students in rural areas;
- Identification of new site and space requirements;
- Identification of surplus space and potential consolidations and/or closures;

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- Maintenance of neighborhood school catchment areas so that historical community boundaries and geographic barriers are respected wherever possible;
- Review of school feeder patterns in order to maximize effectiveness of facilities.

4. School Size:

- The size of schools may vary dependent on:
 - The number of students in any given area and their proximity to adjacent schools
 - The capability and viability to sustain suitable educational programming;
 - The ability to provide early intervention or other specific support services;
 - The financial viability of maintaining schools and providing transportation services.

5. Grade Configuration

In so far as practical, the desired grade configuration shall be:

- Elementary: K-7
- Middle: 8-9
- Secondary: 10-12

6. Facility Renewal & Facility Reconfigurations

- Continue to renew and/or upgrade schools to enhance the learning environment by maintaining the integrity of the building and building systems;
- Remodel space when there is a need to adapt for changes in program delivery;
- Ensure buildings are safe, clean and in good condition for students and staff which inspires a sense of welcoming, pride and ownership;
- Consider Facility Condition Assessments and lifespan of facilities when planning for renewal or replacement;
- Consider energy conservation integration when considering replacement and/or building system upgrades in accordance with the District's Policy on Energy and Conservation.

7. Community Relationships & Partners

- Continue mutually beneficial community partnerships in collaboration with municipal and various community partners, creating opportunities for children and youth;
- Continue to identify specific needs of children and families and enhance community access and resources through mutually beneficial programs.

8. District Support Facilities

- Continue to renew and/or upgrade District Administration and Support Facilities to facilitate and ensure effective delivery of services and support for all schools in the District;
- Maintain an Administration and Operations offices;
- Continue to optimize the school bus transportation system wherever practical.

GRADE CONFIGURATION

The Junior School structure was designed with the following considerations:

- Students divided into smaller learning communities
- A focus on core subjects
- Interdisciplinary teaching teams
- Stronger connections with parents and families

The compelling benefits of this structure for adolescents

- Grade 8 and 9 students are best supported in an environment where the staff is able to focus on; student engagement and learning through interdisciplinary teams, on social development and parent engagement, and teaching students critical skills and strategies before there is significant need to focus on specific content and provincial exams.
- Grade 8 and 9 students are failing or are at risk of failing more courses than other grade groups
- Greater opportunities for extended extra-curricular and leadership activities
- Lower enrolment would provide opportunities for team building (house structures) contribute to a positive school climate and an enhanced sense of belonging
- Structures would be in place to provide support for students through interdisciplinary teams which would include LA, Counselling, behavior support, classroom teachers etc.
- Students would have fewer teacher contacts which would strengthen relationships with their classroom teacher
- Teams will focus on ensuring student success and early intervention when students begin to struggle
- The closed campus during the lunch time provides opportunity for positive activities and reduced exposure to problems behaviors ex. smoking
- Reduced negative influence from older students
- Staff will develop closer ties with families and guardians
- Enhanced leadership opportunities
- Opportunity to improve the transition to high school for grade 7 students
- The exam schedule and graduation program will no longer impact instructional time

The Senior Secondary school would provide enhanced programming options leading to increased graduation rates. The following elements were considered:

- Support for students at risk for failing courses
- Providing a wider range of electives without compromising the core subjects
- Opportunities for new courses or courses to be revived due to larger enrolment
- Multiple offerings of core subjects offered in each semester
- Greater ability to have subject area specialists
- Greater ability to develop career strands in core subjects and elective areas

The configurations of junior schools are critical to student to success. The District remains committed to serving grade 8 and 9 students in ways that are most beneficial to their intellectual, physical and social-emotional needs. While providing grade 10-12 students with a graduation program that prepares for post-secondary education and adulthood.

3.0 CURRENT CAPITAL ASSET INVENTORY AND SCHOOL CAPACITIES

CAPITAL ASSET INVENTORY – EXISTING SITUATION

SCHOOLS

School District No. 28 (Quesnel) has an inventory of 15 schools:

- 12 Elementary Schools
- 1 Middle School
- 1 Secondary School
- 1 Alternate Program school

The distribution of facilities in each geographic region is very good and serves the diverse needs of each area, however there is surplus space available particularly in the secondary schools.

The district has good preventive maintenance programs in place and the educational facilities in the district have been well maintained.

The majority of planned capital investment for the next ten years (Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, Bus Acquisition Program, Annual Facilities Grant and Maintenance Funds) will be focused on mechanical, boiler, electrical and technology upgrades as well as ongoing annual roofing, flooring, painting, and both interior and exterior building upgrades and refreshment. These funding programs will support and enhance both the functionality of the buildings and safety of students.

The immediate need under the capital plan is the replacement of Quesnel Junior School; this issue is covered in the body of this report.

For additional information on school condition, see Section 4.0, Facility Condition and Renewal and Appendix B, C & D.

DISTRICT SUPPORT FACILITIES

The District's Support services are currently accommodated in the School Board office.

The Board Office building was constructed in 1993. It also accommodates an Early Learning Program in the lower level, as well as a technology and finance department. The facility is generally in good, functional condition.

NON-SCHOOL USES OF DISTRICT FACILITIES

The District has entered Facility Agreements with community agencies where surplus space exists and where the agency programs complement children and family needs. These generally take the form of Leases or a License of Occupation at the following locations:

- Quesnel Junior School Annex – Strong Start facility
- Quesnel Junior School – Child Development Centre Youth Action Group Committee

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- Quesnel Junior School – DLC Day School
- Helen Dixon Centre – Farmer's Market (weekends)
- Helen Dixon Centre – College of New Caledonia first aid program
- Barlow Creek Elementary – Strong Start facility
- Bouchie Lake Elementary – Six Mile Daycare
- Bouchie Lake Elementary – Strong Start facility
- Nazko Valley Elementary School – Community Center
- Nazko Valley Elementary School – Teacherage house rental
- Parkland Elementary School – Community Center
- Ecole Baker Elementary – Quesnel Technics Gymnastics,
- Ecole Baker Elementary – Little Pioneers Daycare
- Ecole Baker Elementary – Youth Leadership Program
- Ecole Baker Elementary – 768 Jet Ranger Squadron (Cadets)

The District also has a "Joint Use Agreement" with the City of Quesnel to allow the public to use its facilities (gym or class space) after 5pm. The City of Quesnel pays \$50,000 per year to the District to cover costs such as equipment replacement, hydro and furnace costs.

SURPLUS FACILITIES AND SITES

Former Maple Drive Junior School

- Located in the south end of Quesnel (950 Mountain Ash Road)
- Building size: 52,650 square feet
- Originally built in 1976
- School closed June 27, 2003 due to declining enrolment
- Building in very poor condition
- \$1.7 Million received from the Ministry of Education to renovate for the temporary use of Quesnel Junior School
- Will be put forth in the Project Definition Report due October 31, 2018 for the future site of the replacement of Quesnel Junior School

Former École Baker Elementary

- Located in the West end of Quesnel (610 Wade Avenue)
- Building size 36,130 square feet
- Originally built in 1958
- School closed on June 30, 2016 due to declining enrolment
- Building in poor condition
- Home to one of our strong start facilities
- Portions of the facility used for District storage and computer tech work room
- Current tenants include: Little Pioneers Daycare (classroom), Air Cadets (classroom), Quesnel Technics Gymnastics (Gymnasium and classrooms), Youth Program (Library and staff room)

Carson Pit Road

- Located in the North end of Quesnel (982 Carson Pit Road)
- Current tenants are Fowler Moving and Storage

CLOSED SCHOOLS

Due to declining enrollment, the Quesnel District has closed several schools since 2000:

Richbar Elementary

- Closed in 2002
- Sold in 2012

Maple Drive Junior Secondary

- Closed in 2003
- From 2003 to 2017, the facility was being rented to various tenants
- The District has put in requests since 2005 to the Ministry of Education to convert this school into a new Middle School for the community without success
- The District has applied and received (in 2017) emergent funding of \$1.7M to temporarily host the students of Quesnel Junior School until a replacement school is built on this site.
- This site is the number one option for a replacement for Quesnel Junior School. The Project Definition Report will be submitted by October 31, 2018.

West Fraser Elementary

- Closed in 2004
- Sold in 2005

Narcosli Elementary

- Closed in 2014
- Sold in 2016

Ecole Baker Elementary

- Closed in 2016
- Currently owned by the District and is being used as a Strong Start facility and for public rental to the community

SCHOOL BUS INVENTORY AND TRANSPORTATION OF STUDENTS

School District No. 28 has established a system of transporting eligible students as permitted under the School Act. The Board believes that students who are transported on the Board's conveyances are entitled to safe and efficient travel in a caring manner.

As per Ministry of Education guidelines, School District No. 28 currently funds "Eligible" riders; which are defined as children in Kindergarten to Grade 3 that live beyond 4.0 km from their designated age appropriate and/or program appropriate school or children in Grades 4 to 12 who live beyond 4.8 km from their designated age appropriate and/or program appropriate school. Approved school catchment boundaries are used to determine student transportation entitlement.

The District currently provides school bus transportation to approximately 1,000 students daily (30% of total enrolment). These students are transported on 22 district buses that handle daily routes. The routes vary dependent on the where students live and which school they attend in any given year.

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Replacement School Buses

School buses are considered capital assets and any new or replacement buses are funded as part of a Board of Education's Capital Plan submission. New and replacement school buses are dependent on the Ministry's funding criteria and funding availability.

Replacement of an existing school bus will be considered according to the following age and mileage criteria:

- Type A2 mini buses (20 -29 passengers), which are more than 10 years old or have more than 250,000 km.
- Type C conventional buses (34-76 passengers), which are more than 12 years old or have more than 325,000 km.
- Type D-RE & Type D-FE buses (80+ passengers), which are more than 15 years old or have more than 400,000 km; or
- None of the above applies, but the need for replacement can be substantiated.

SCHOOL CAPACITY DEFINITIONS

Ministry of Education Nominal Capacity

Under Ministry of Education guidelines, nominal capacity represents the student capacity of a school based on the following number of students per instructional space:

Nominal Capacities	
Kindergarten Classrooms	20
Elementary	25
Middle and Secondary	25

All Capital Plan submissions and allowable space standards for designing new schools or additions are based on nominal capacity.

Ministry of Education Operating Capacity

Under Ministry of Education guidelines, the operating capacity of a school is determined by adjusting the nominal capacity to reflect differing grade structures and class sizes. The operating capacity and nominal capacity will likely be the same for most secondary schools.

Operating Capacities	
Kindergarten Classrooms	19
Grade 1 to 5 Classrooms	22.6
Grade 1 to 6 Classrooms	23
Grade 1 to 7 Classrooms	23.29
Grade 8 to 12 Classrooms	25

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All nominal and operating capacities calculated for an existing school must be agreed to by the Ministry. The Ministry's designated nominal and operating capacity is used to make comparisons across the province, and is not a mandated or maximum capacity. School boards determine their own preferred school sizes, based on local decisions, subject to the limits established by the *School Act*.

ELEMENTARY SCHOOL CAPACITIES

The capacity of an elementary school also fluctuates annually due to class size regulations set by the Ministry of Education and the number of students in each grade, so caution must be exercised when using stated capacities.

If an elementary school has a greater number of students in intermediate grades (with larger size classes), it will be able to hold more students and therefore has a larger capacity. If there is a larger number of K's and primary students in a specific year (requiring smaller class sizes), a school will be able to hold less students and will have a smaller capacity that year.

The number of students identified with special needs in any class could also impact the class size and capacity. The official listed capacities are only accurate when there are an equal number of students in all grades, as numbers in each grade each year will dictate the actual number of classrooms required.

In the School Capacity Charts below, the number of fixed classrooms reflects the number of classrooms listed by the Ministry of Education for each school. There may be other rooms within the school facility that were initially designed or designated as multi-purposes rooms, special education rooms, resource rooms, and computer rooms etc. that are being used as a classroom on an interim basis, or alternatively there may be classrooms used for other purposes by school choice, however these interim uses do not change the official capacity of the school.

School	Grade	Nominal Capacity				Operating Capacity				Fixed Classes	Portables
		K	Elementary	Secondary	Total	K	Elementary	Secondary	Total		
Barlow Creek Elementary	K - 7	20	175	0	195	19	162	0	181	9	
Bouchie Lake Elementary	K - 7	20	225	0	245	19	209	0	228	12	
Carson Elementary	K - 7	20	150	0	170	19	139	0	158	8	
Dragon Lake Elementary	K - 7	20	200	0	220	19	186	0	205	11	
Kersley Elementary	K - 7	20	75	0	95	19	69	0	88	4	
Lakeview Elementary	K - 7	20	225	0	245	19	209	0	228	12	
Nazko Valley Elementary	K - 7	0	75	0	75	0	69	0	69	4	
Parkland Elementary	K - 7	20	200	0	220	19	162	0	181	5	
Red Bluff Elementary	K - 7	20	225	0	245	19	210	0	229	12	1
Riverview Elementary	K - 7	20	240	0	260	19	162	0	181	9	
Voyageur Elementary	K - 7	20	225	0	245	19	210	0	229	12	1
Wells/Barkerville Elementary	K - 7	Not owned by the District				Not owned by the District				1	
Total Elementary		200	2,015	-	2,215	190	1,787	-	1,977	99	
Quesnel Junior School	8 - 9	0	0	875	875	0	0	875	875		
Correlieu Secondary School	10 - 12	0	0	800	800	0	0	800	800		4
Total Secondary		0	0	1675	1675	0	0	1675	1675		

STRONGSTART PROGRAMS

The District's Strong Start programs underwent reconfiguration before the start of the 2016/17 school year. Previously we had three (3) full time Strong Start facilities and two (2) outreach facilities. The Quesnel School District now operates four (4) full time strong start programs at the following locations:

- Barlow Creek Elementary (North Zone)
- Bouchie Lake Elementary (West Zone)
- Ecole Baker Elementary (West Zone)
- Quesnel Junior School Annex (Downtown Quesnel)

The Barlow Creek and Bouchie Lake Strong Start locations are operated out of these operating schools which have excess capacity. Ecole Baker Elementary is a closed school facility where the District rents out spaces to a daycare and other community programs supporting students. The Quesnel Junior School Annex sits on the same property as our Quesnel Junior School (middle school) and was previously a vacant property that was repurposed to a Strong Start Facility.

At present, there are no plans to change the configuration or location of any of these StrongStart programs. However, with relocation of Quesnel Junior School, the District will have to reconsider its location of the StrongStart location at the QJS Annex. In the time being, no moves are currently anticipated but will be considered in the future.

SECONDARY SCHOOL CAPACITIES

For middle and secondary schools, the nominal and operating capacity are generally the same, as all students have the same class size criteria in Grades 4 through 12. The class- room count is based on all "teaching spaces" regardless of their elective use. The library/ media tech, gym, multi-purpose room and special education spaces are considered "core spaces" rather than teaching spaces and are not included in the classroom count.

SPACE OPTIMIZATION

The Ministry requires that the school district demonstrate with applications for capital funding that available space has been "optimized" before any additions or replacements can be awarded. Key to optimizing space utilization is to consider that a public schools highest and best use is for instruction to students. School District No. 28 has met the measures of space utilization through its school closure exercise of 2016-2017. The Rural Education Enhancement Fund criteria has eliminated the need to justify utilization in the rural areas.

4.0 CAPITAL AND MAINTENANCE FUNDING PROGRAMS

There are various funding programs available to repair, maintain and construct schools:

Maintenance Operating Funds: Provided as part of the district's operating funding. (General facility repair, maintenance and upkeep provided primarily by district maintenance and grounds staff);

Annual Facilities Grant (AFG): Any facility renewal or renovation projects less than \$1.5 million, beyond the scope of district maintenance staff, are typically expected to be managed using the Annual Facility Grant funding. (Roofing, building systems, minor mechanical upgrades, facility and site upgrades etc.);

School Enhancement Program (SEP): SEP projects are those that will contribute to the safety and functioning of the school. Also it is intended that the project will extend the life of the building. Eligible projects should be more than \$ 100,000 but less than \$ 3,000,000. Flooring and Washroom upgrades for a variety of schools can be bundled to form one project. This fund addresses projects that are too large to upgrade through maintenance or AFG funds such as large electrical, mechanical or energy upgrades, health and safety issues, or large roofing project.

School Replacement (REP)

Where schools have reached the end of their functional life and further investment cannot be substantiated due to major structural issues or the accumulation of maintenance needs that exceed to cost of replacement, may be considered for replacement.

Carbon Neutral Capital Program (CNCP)

CNCP provides funding for those projects the promote energy efficiency and would lower the school districts carbon emissions. Smaller projects may be bundled to provide a one large project.

Expansions (EXP) – New School, Additions and Site Acquisition

EXP projects may be eligible provided the school district can demonstrate that steps have been taken to optimize space utilization has taken place and enrolment pressures require additional space.

Building Envelope Program (BEP)

School buildings completed between 1980 and 2000 have a risk of building envelope issues and abatement may be considered to remedy the situation. Rural locations are given priority consideration in this program.

Seismic Mitigation Program (SMP)

It is unlikely that School District No. 28 would receive funding from this program.

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

CAPITAL ASSET MANAGEMENT SYSTEM (CAMS)

The British Columbia Ministry of Education has initiated facility condition assessments of all British Columbia school facilities over a five year period to determine the age and condition of school buildings and systems, and to determine what additional capital funding resources may be required.

The Ministry of Education commissioned VFA Canada to create the Capital Asset Management Services (CAMS) database. School District No. 28 District Facilities Staff are working with VFA and the Ministry of Education to ensure compatibility of the CAMS database with their in-house district databases. Funding for the CAMS program is charged annually by the Ministry as a charge against the "Annual Facility Grant".

FACILITY CONDITION INDEX RATING (FCI)

Through recording of the building system data, and visual observations, an overall facility condition index (FCI) is developed for each building. The FCI is a comparative indicator of the relative condition of each school facility across the province. The FCI is expressed as a percentage, or ratio, of the cost of remedying maintenance deficiencies to the current replacement value. This calculation also provides a corresponding rule of thumb for the annual reinvestment rate (funding percentage) to prevent incremental deferred maintenance deficiencies.

FCI % Rating	Rating Title	Definition
0.00 to 0.05	Excellent	Near new condition. Meets present and foreseeable future requirements.
0.05 to 0.15	Good	Good condition. Meets all present requirements.
0.15 to 0.30	Average	Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal lifecycle.
0.30 to 0.60	Poor	Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at the end of their lifecycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of some systems.
0.60 and higher	Very Poor	Does not meet requirements. Immediate attention required to most significant building systems. Most significant building systems at the end of their lifecycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of most systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for replacement or rejuvenation projects. There are numerous schools in the province that are in very poor condition and rate .60 or higher. Generally a school will not be considered for replacement unless it falls close to or above this range.

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

School District No. 28 schools are generally in average condition, however some schools are rated in poor condition.

Relative to other school districts in BC, School District No. 28 schools have a similar Facility Condition Index as the provincial average of .39. Under the CAMS FCI ranking criteria, School District No. 28 schools, on average ranks 36th of the 60 school districts assessed in the province.

Rank	SD#	SD Name	School District FCI as of last Facility Condition Assessment	Rank	SD#	SD Name	School District FCI as of last Facility Condition Assessment
1	19	Revelstoke	0.12	31	62	Sooke	0.26
2	93	Conseil Scolaire Francophone	0.12	32	47	Powell River	0.27
3	48	Sea To Sky	0.15	33	82	Coast Mountains	0.28
4	49	Central Coast	0.15	34	84	Vancouver Island West	0.28
5	33	Chilliwack	0.16	35	27	Cariboo-Chilcotin	0.29
6	63	Saanich	0.16	36	28	Quesnel	0.29
7	70	Alberni	0.19	37	51	Boundary	0.29
8	78	Fraser-Cascade	0.19	38	46	Sunshine Coast	0.31
9	20	Kootenay-Columbia	0.2	39	58	Nicola-Similkameen	0.31
10	79	Cowichan Valley	0.2	40	61	Greater Victoria	0.31
11	42	Maple Ridge-Pitt Meadows	0.21	41	41	Burnaby	0.32
12	53	Okanagan Similkameen	0.21	42	54	Bulkley Valley	0.32
13	67	Okanagan Skaha	0.21	43	73	Kamloops/Thompson	0.32
14	69	Qualicum	0.21	44	81	Fort Nelson	0.32
15	83	North Okanagan-Shuswap	0.21	45	85	Vancouver Island North	0.33
16	5	Southeast Kootenay	0.22	46	43	Coquitlam	0.34
17	64	Gulf Islands	0.22	47	74	Gold Trail	0.34
18	87	Stikine	0.22	48	6	Rocky Mountain	0.35
19	22	Vernon	0.23	49	37	Delta	0.35
20	38	Richmond	0.23	50	91	Nechako Lakes	0.36
21	57	Prince George	0.23	51	23	Central Okanagan	0.37
22	8	Kootenay Lake	0.24	52	75	Mission	0.37
23	36	Surrey	0.24	53	10	Arrow Lakes	0.38
24	45	West Vancouver	0.24	54	59	Peace River South	0.38
25	71	Comox Valley	0.24	55	92	Nisga'a	0.39
26	34	Abbotsford	0.25	56	72	Campbell River	0.4
27	68	Nanaimo-Ladysmith	0.25	57	50	Haida Gwaii	0.42
28	35	Langley	0.26	58	39	Vancouver	0.43
29	44	North Vancouver	0.26	59	40	New Westminster	0.51
30	60	Peace River North	0.26	60	52	Prince Rupert	0.56

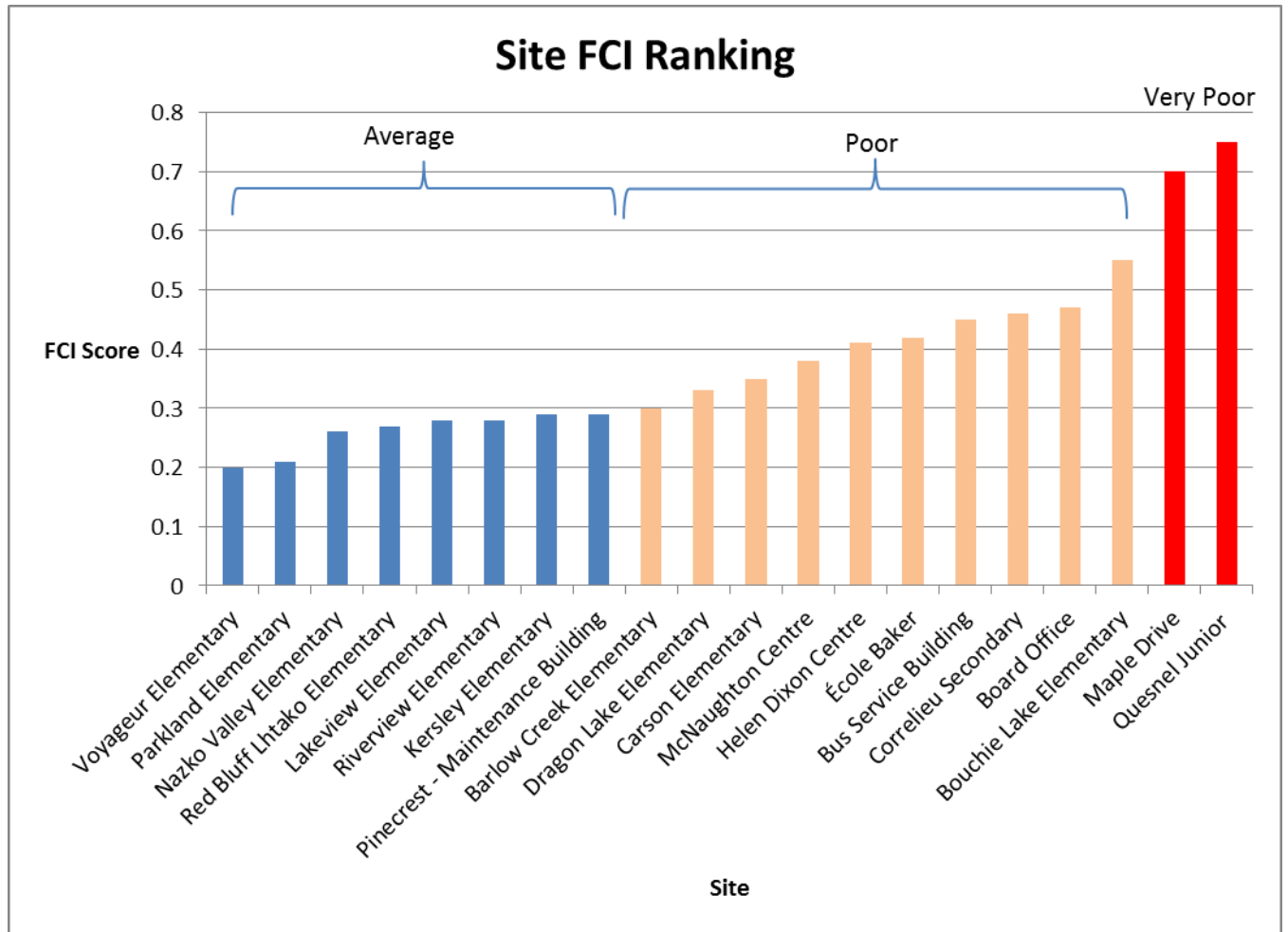
Source: Ministry of Education Capital Branch Division

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

CAMS RANKING OF SCHOOL DISTRICT NO. 28 SCHOOLS

Below and on the following page are charts of the Facility Condition Index Rankings by school.

CAMS FACILITY CONDITION INDEX BY FCI RANKING				
SCHOOL	BLDG FCI	SITE FCI	YEAR CONSTRUCTED	Ranking (Based on BLDG FCI)
Barlow Creek Elementary	0.30	0.05	1997	Poor
Bouchie Lake Elementary	0.55	0.27	1958	Poor
Carson Elementary	0.35	0.64	1958	Poor
Correlieu Secondary	0.46	0.17	1971	Poor
Dragon Lake Elementary	0.33	0.09	1958	Poor
Kersley Elementary	0.29	0.08	1966	Average
Lakeview Elementary	0.28	0.22	1964	Average
McNaughton Centre	0.38	0.81	1967	Poor
Nazko Valley Elementary	0.26	0.09	2000	Average
Parkland Elementary	0.21	0.14	1993	Average
Quesnel Junior	0.75	0.61	1950	Very Poor
Quesnel Junior School Annex (StrongStart)	0.65		1953	Very Poor
Red Bluff Lhtako Elementary	0.27	0.10	1956	Average
Riverview Elementary	0.28	0.13	1997	Average
Voyageur Elementary	0.20	0.38	1974	Average
Wells Elementary	<i>Not owned by SD 28</i>			
ADMINISTRATION:				
Child Care Centre	0.17	0	1997	Average
Helen Dixon Centre	0.41	0.26	1937	Poor
Board Office	0.47	0.31	1993	Poor
Bus Service Building	0.45	0.7	1967	Poor
Pinecrest - Maintenance Building	0.29	0.18	1964	Average
Pinecrest - Landscape Maintenance Garage	0.03		2006	Excellent
CLOSED SCHOOLS:				
École Baker	0.42	0.32	1958	Poor
Maple Drive Jr Secondary	0.70	0.18	1974	Very Poor



CAMS CAUTIONS AND CONCERNS

The CAMS information provides a valuable tool for the Ministry of Education Capital Planning Branch. However, at this point in time not all the CAMS data can be considered entirely reliable. With the implementation of the new system, the Ministry of Education has completed CAMS quality assurance checks with several Districts, and a process is continuing for all Districts to work with the Ministry and VFA Inc. to correct errors and omissions over time.

It should also be noted that the CAMS assessment only includes evaluation of existing systems and does not include systems that do not exist in the building at the time of assessment. (Example: An elevator to meet handicapped accessibility requirements at a school cannot be evaluated as it does not exist – however it is a building code deficiency in the school which is not recognized in CAMS.)

For the protection of School District facilities, local knowledge should take precedence when it is more accurate, reliable and verified by professional consultants.

As such, School District priorities may differ from the current CAMS Facility Condition or Requirement Index rating. Aside from the direct knowledge the District has of the building condition, other factors are also considered when prioritizing projects such as: the number and type of work orders associated with the facility, user complaints, educational deficiencies, staff and student safety, accessibility, operational deficiencies and concerns, supervision concerns, site and traffic concerns and the number of students impacted.

SCHOOL DISTRICT FACILITY CONDITION PRIORITIES

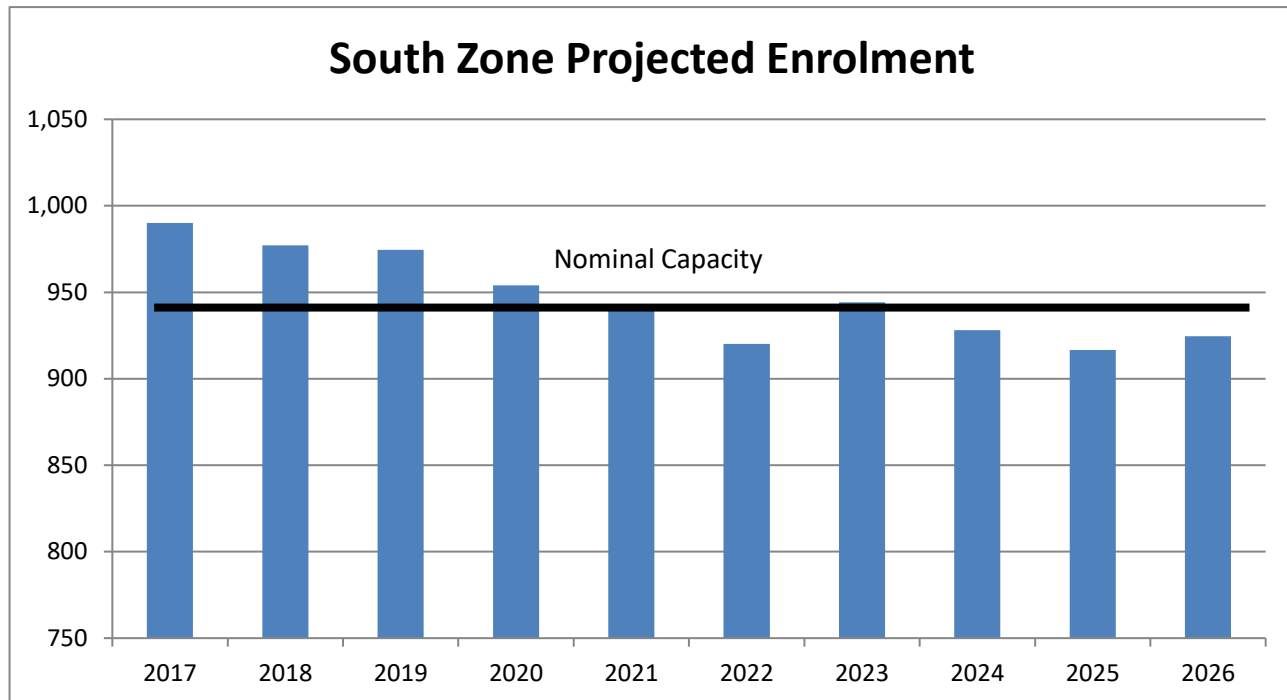
The School District Operations Department has reviewed the CAMS data and utilized this information where deemed appropriate. The District has also completed external facility condition and building system reviews with professional engineers and other consultants, and has completed internal maintenance and operational assessments to develop their AFG.

5.0 ELEMENTARY ENROLMENT AND CAPACITY AND OPTIONS

South Quesnel Elementary Zone

There are five elementary schools (all K – 7) in South Quesnel – Lakeview, Dragon Lake, Red Bluff Lhtako, Carson and Kersley.

Enrolment and Capacity Analysis



School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

ELEMENTARY SCHOOLS	CAPACITY	ACTUAL JAN 2016	Projected									
			SEPT' 2017	SEPT' 2018	SEPT' 2019	SEPT' 2020	SEPT' 2021	SEPT' 2022	SEPT' 2023	SEPT' 2024	SEPT' 2025	SEPT' 2026
Carson	170	170	173	173	170	163	159	152	183	156	154	156
Dragon Lake	220	202	196	189	195	191	193	187	189	192	191	192
Kersley	95	54	54	50	49	48	44	47	44	44	43	43
Lakeview	245	266	270	270	255	248	241	234	233	236	233	235
Red Bluff	220	285	297	296	306	303	306	301	294	300	296	298
TOTAL ELEMENTARY*	950	977	990	977	974	954	943	920	944	928	917	925
Over (Under) Capacity		27	40	27	24	4	-7	-30	-6	-22	-33	-25
*Does not include Quesnel Distributed Learning												

Identified Challenges and Opportunities

- Lakeview Elementary is operating over its capacity. Based on projected enrollment in the long term, more space becomes available at the school. In the short term, the South Zone, especially at schools such as Lakeview and Red Bluff may have students that we have to redirect to a neighboring school. Considerations will have to be made with respect to catchment boundaries or changes to school of choice policy with respect to space reserved for students in-catchment mid-year will have to be reviewed.
- Red Bluff Lhtako Elementary (Red Bluff) is over its capacity. Red Bluff is a dual track school, home to Regular and French Immersion programming. The dual track concept may present overcrowding challenges. The offerings may have to be capped or boundaries for students in that area may have to be reviewed. An addition may have to be proposed in the very near future.
- Red Bluff Lhtako was built in 1956, as time passed, additions were added to the school to increase its capacity. The facility is in significant need of replacement due to it being over-capacity and a school of choice within our district due to the fact that it houses the French Immersion Program. Many of its systems are beyond their useful life and would be very costly to replace. The south zone of Quesnel is very full and the projected enrollment on a go-forward basis shows Red Bluff being at capacity for the foreseeable future. We will work with professional consultants to submit Red Bluff for school replacement.
- Red Bluff is a school that is addressing moisture mitigation in the crawlspace and we are continuously monitoring air quality within the school. The issues of mold within the school have since been remediated to the satisfaction of Worksafe BC and the Northern Health Authority. The concern by parents, staff and the community still linger about this school and the District has a monitoring plan in place to ensure the issue is under control. However, despite the District's best efforts to continually monitor and remediate, there can be no assurances that mold issues will not resurface. A potential future challenge should mold issues resurface is whether the school may need to be closed and students relocated or whether the district can continue to remediate the situation with the assistance of mold experts, Northern Health and Worksafe BC. As there is capacity within our district, an unforeseen school closure could be accommodated. Boundaries

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

would have to be redrawn and the school would have to be divided amongst several schools outside of their neighborhoods to accommodate all students. Furthermore, the redrawing of boundary lines would likely increase transportation costs.

- Kersley Elementary is operating at approximately 60% of its capacity. It is a rural school located in the community of Kersley, south of Quesnel. Kersley Elementary is one of our rural schools that the provincial government provided ongoing funding for, commencing in the 2016/17 school year to keep it open. As such, despite the ability to relocate the students in this school to another school which has capacity in the South end of town, the Board is committed in keeping this facility open so long as the funding promised for the Rural Education Enhancement Fund is sustained. Kersley Elementary is considered a rural school and as such, there are multi-grade classes sometimes consisting of 3 or 4 grades. The multi-grade classes are especially likely as the enrollment at this school continues to decline over the upcoming decade. This represents an opportunity for rural educators in our school district to become leaders and innovators of rural education.
- All South zone schools require ongoing maintenance to ensure their health and safety. The annual facilities grant (AFG) money the District receives is prioritized according to the needs of the school as assessed by the Operations department. The Operations Manager has identified several significant projects that we hope to address through AFG or the School Enhancement Program over the next year to 10 years. These projects are in addition to the ongoing regular maintenance undertaken at schools on an annual basis.

Identified Options to Manage South Zone Facilities

The District will continue to monitor the mold issue at Red Bluff with the assistance of experts to ensure good air quality and that the moisture in the crawlspace is mitigated. The District has a plan for scheduled air quality tests throughout the year and has consulted with a civil engineer to provide further recommendations for remediation. Unrelated to the issues of mold, the District intends on requesting replacement for this facility from the Ministry of Education. The building was built in 1956 and many of its systems are beyond their useful life.

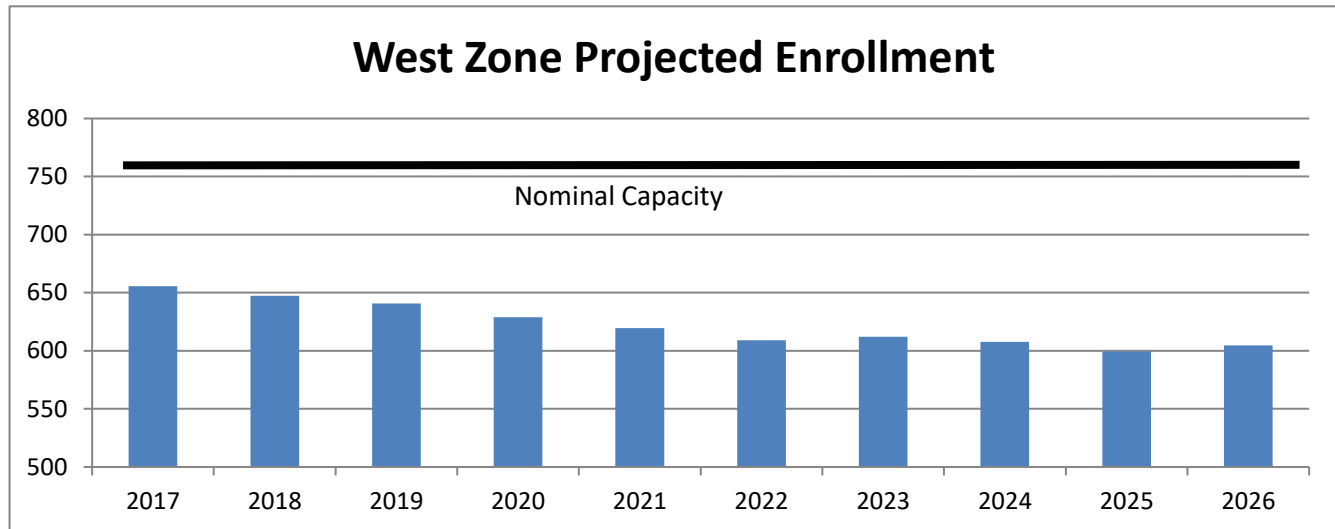
For Carson, Lakeview, Dragon Lake and Kersley, there is no expected work to be done with respect to these facilities other than to carry on with the ongoing maintenance plan in place. Based on the CAMS and knowledge of our Operations department, please refer to Appendix A for the major projects for the South zone facilities needed in addition to the regular ongoing maintenance.

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

West Quesnel Elementary Zone

As of September 2016, there were four elementary schools (all K – 7) in West Quesnel – Voyageur, Bouchie Lake, Riverview and Nazko.

Enrolment and Capacity Analysis



ELEMENTARY SCHOOLS	CAPACITY	Projected											
		ACTUAL JANUARY 2016	SEPT' 2017	SEPT' 2018	SEPT' 2019	SEPT' 2020	SEPT' 2021	SEPT' 2022	SEPT' 2023	SEPT' 2024	SEPT' 2025	SEPT' 2026	
Bouchie Lake	245	141	149	153	163	161	162	157	159	159	157	158	
Nazko	75	34	32	32	26	25	24	24	23	23	23	23	
Riverview	195	182	171	164	162	159	152	149	147	149	147	148	
Voyageur	245	302	304	299	289	284	282	279	282	277	273	276	
TOTAL ELEMENTARY*	760	659	656	647	641	629	620	609	612	608	599	605	
Over (Under) Capacity		-101	-104	-113	-119	-131	-140	-151	-148	-152	-161	-155	
*Does not include Quesnel Distributed Learning													

Identified Challenges and Opportunities

- Voyageur Elementary is operating over capacity and requires the use of a portable. Based on projected enrollment in the long term, it is anticipated that the school will continue to operate at capacity. The District may have to look to revising boundary catchment areas. In the short term, if there are student overflow issues, new students to the district may have to go to alternate schools for a year such as Carson or Riverview until space frees up.

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

- Voyageur Elementary is located in an area where the land stability is compromised. The City of Quesnel is working hard to remediate the issue but presently, there is still ground movement which causes on-going maintenance at the school to deal with the shifting footprint. If the City of Quesnel is unable to fully remediate the land stability issue and the facility presents safety issues for staff and students, the school may need to be closed with students relocated to other schools around the district. This would present significant changes and challenges on how to redraw boundary lines and move students where there is capacity which would be away from their neighborhood. Furthermore, the redrawing of boundary lines would likely increase transportation costs.
- Voyageur was built in 1974, as time passed, additions were added to the school to increase its capacity. The facility is in significant need of replacement due to it being over-capacity. As well, many of its systems are beyond their useful life and would be very costly to replace. Voyageur is very full and the projected enrollment on a go-forward basis shows the school being at or over capacity for the foreseeable future. We will work with professional consultants to submit Voyageur for school replacement.
- Bouchie Lake Elementary operates well below its capacity at about 50%. Presently, part of the building is being rented out for use to a Daycare and to run a Strong Start Program. The school staff at the facility has organized themselves to be able to section themselves off in one area of the building to try to achieve greater efficiency in the school.
- Nazko Elementary operates well below its capacity at about 30%. The location of this school is located a significant ways from town center making transportation of these students to an elementary school in-town challenging with bus rides being about 90 minutes.
- All West zone schools require ongoing maintenance to ensure their health and safety. The annual facilities grant (AFG) money the District receives is prioritized according to the needs of the school as assessed by the Operations department. The Operations Manager has identified several significant projects that we hope to address through AFG or the School Enhancement Program over the next year to 10 years. These projects are in addition to the ongoing regular maintenance undertaken at schools on an annual basis.

Identified Options to Manage West Zone Facilities

The District will continue to monitor the land stability issue at Voyageur with the City of Quesnel. At present, there are no safety issues within the school. The school will continued to be monitored and ongoing maintenance will be completed. The District will continue to have engineers come through the facility to assist the District with ongoing monitoring and suggested maintenance. Unrelated to the issues of land stability, the District will be requesting from the Ministry of Education a replacement for Voyageur as many of its systems are beyond their useful lives.

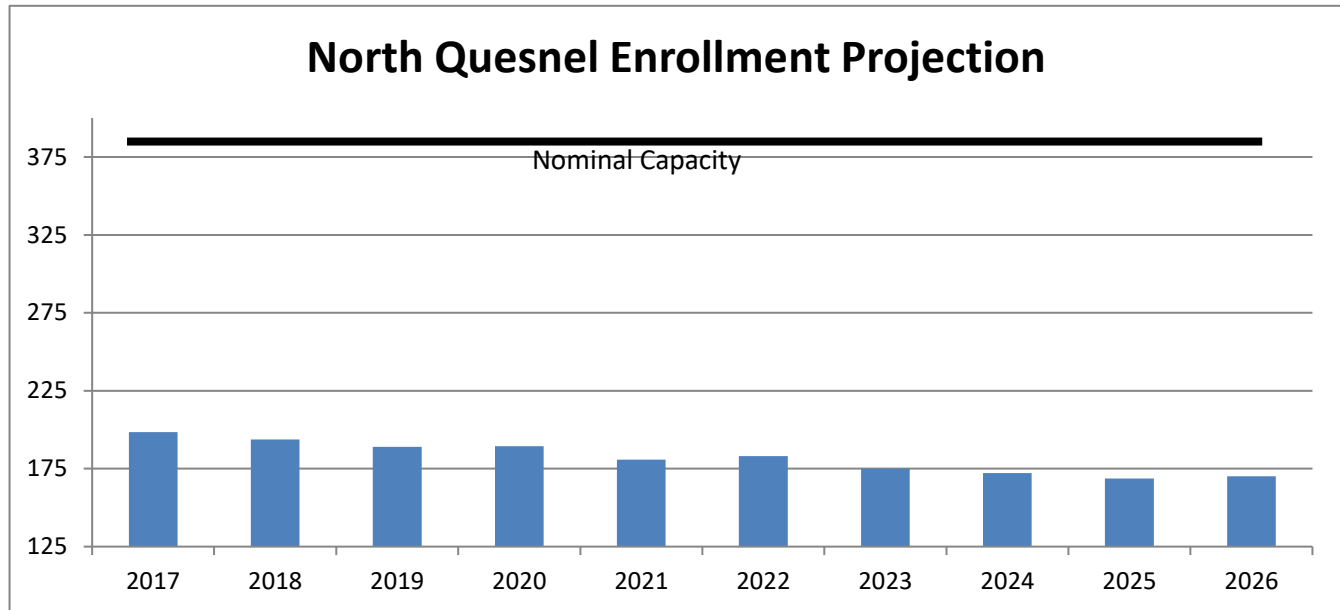
For Bouchie Lake, Riverview, Nazko, there is no expected work to be done with respect to these facilities other than to carry on with the ongoing maintenance plan in place. Based on the CAMS and knowledge of our Operations department, refer to Appendix A for major projects for the West zone facilities needed in addition to the regular ongoing maintenance.

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

North Quesnel Elementary Zone

As of September 2016, there were three elementary schools (all K – 7) in North Quesnel – Barlow Creek, Parkland and Wells.

Enrolment and Capacity Analysis



ELEMENTARY SCHOOLS	CAPACITY	ACTUAL SEPTEMBER 2016	Projected										
			2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
			SEPT' 2017	SEPT' 2018	SEPT' 2019	SEPT' 2020	SEPT' 2021	SEPT' 2022	SEPT' 2023	SEPT' 2024	SEPT' 2025	SEPT' 2026	
Barlow Creek	195	99	101	97	90	90	85	85	84	80	77	78	
Parkland	195	75	79	78	80	79	75	79	70	72	71	72	
Wells Barkerville	N/A	16	19	19	19	20	21	18	21	21	20	20	
TOTAL ELEMENTARY*	390	190	198	194	189	190	181	183	175	172	169	170	
Over (Under) Capacity		-200	-192	-196	-201	-200	-209	-207	-215	-218	-221	-220	
*Does not include Quesnel Distributed Learning													

School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

Identified Challenges and Opportunities

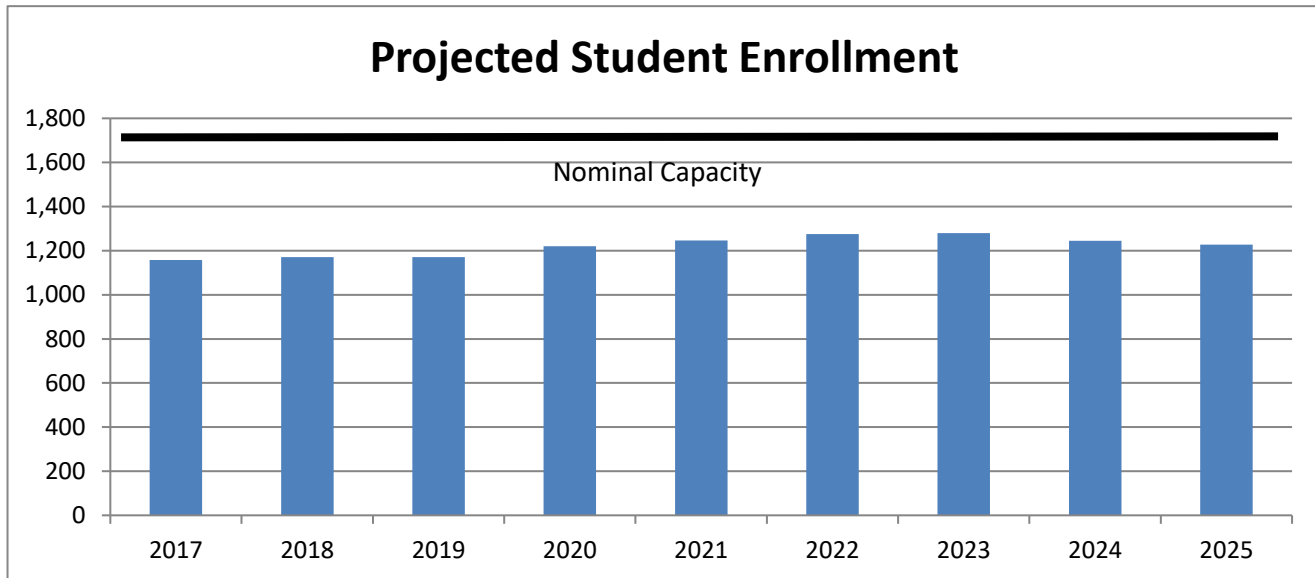
- Parkland Elementary is operating at 34% of its capacity. Enrollment over the long term for Parkland is expected to slightly decline over the next 10 years. Parkland Elementary is one of our rural schools that the provincial government provided ongoing funding for, commencing in the 2016/17 school year to keep it open. As such, despite the ability to relocate the students in this school to another school which has capacity also in the North end of town, the Board is committed in keeping this facility open so long as the funding promised for the Rural Education Enhancement Fund is sustained. Currently, Parkland community Centre rents approximately half of the building space.
- Barlow Creek is operating at 44% of its capacity. Enrollment at Barlow Creek is expected to slightly decline over the next 10 years. Barlow Creek's population is small enough to be moved into Parkland Elementary, especially as both Parkland and Barlow's enrollment are expected to decline. The closure of a school would serve to generate a cost savings for the District, though calculations and consultations have not yet begun nor are contemplated at this time.
- Wells Barkerville is not a facility that the School District owns. The District sold this property to the City of Wells and the District rents back space needed to run its teaching facility for that Community.
- All North zone schools require ongoing maintenance to ensure their health and safety. The annual facilities grant (AFG) money the District receives is prioritized according to the needs of the school as assessed by the Operations department. The Operations Manager has identified several significant projects that we hope to address through AFG or other program funding over the next year to 10 years. These projects are in addition to the ongoing regular maintenance undertaken at schools on an annual basis.

Identified Options to Manage North Zone Facilities

The District currently has no plans for further facility consolidation in the North zone, however, moving the student population from Barlow Creek to Parkland could be contemplated at the future time as the students of Barlow Creek could move as one cohort and fit comfortably into Parkland Elementary School. Significant consultation and analysis would have to be done before proceeding.

For Parkland, Barlow and Wells, there is no expected work to be done with respect to these facilities other than to carry on with the ongoing maintenance plan in place. Based on the CAMS and knowledge of our Operations department, refer to Appendix A for major projects for the North zone facilities needed in addition to the regular ongoing maintenance.

6.0 SECONDARY SCHOOL ENROLMENT, CAPACITY AND OPTIONS



	CAPACITY	ACTUAL JAN 2017	PROJECTED								
			2017	2018	2019	2020	2021	2022	2023	2024	2025
MIDDLE/SECONDARY SCHOOLS			SEPT' 2017	SEPT' 2018	SEPT' 2019	SEPT' 2020	SEPT' 2021	SEPT' 2022	SEPT' 2023	SEPT' 2024	SEPT' 2025
Quesnel Junior School	875	412	445	444	467	495	500	497	478	436	443
Correliou Senior Secondary School	800	723	653	666	643	665	687	719	742	748	725
McNaughton Centre	60	60	60	60	60	60	60	60	60	60	60
TOTAL MIDDLE/SECONDARY*	1,735	1,195	1,158	1,170	1,170	1,220	1,247	1,276	1,280	1,244	1,228
Over (Under) Capacity		540	577	565	565	515	488	459	455	491	507

* Secondary totals exclude school-aged Continuing Education and Distributed learning

Correliou Secondary School

Correliou is School District 28's only secondary school and currently houses the grade 10 – 12 student population. The school was built in 1971 and has an FCI of 0.47 which is classified as "poor". The current population of the school is 716 students as of September 2016, and has a nominal and operating capacity for 800 students. There is a significant amount of deferred maintenance required for the school and the District has done its best to keep up with maintenance requirements.

Quesnel Junior School

Quesnel Junior School is School District 28's only middle school. It currently houses the grade 8 and 9 student population. The school was built in 1950 and has an FCI of 1.24 which is classified as "Very Poor". In the past, Quesnel Junior School was a secondary school which provided educational programming for grades 8 – 12. Upon its reconfiguration to a junior school, a middle school model was implemented which served as a gentler transition to secondary school. Quesnel Junior School currently uses a "house" system where students are divided into smaller learning communities, much like elementary school settings. The configuration of this model requires significantly more space than a traditional grade 8 – 12 model. The school has a nominal and operating capacity of 875 and thus based on current enrollment, the space should only be used 50% though given the space available, more is utilized.

As noted by the FCI of 1.24, the building is in very poor condition. An engineering report was completed in 2003 and at that time the building was described as *in need of significant upgrades*.

In the spring of 2017, a team of an architect, and two engineers toured the school with the Operations Manager. The findings were extremely significant and concerning. The structural engineers report indicated that there were serious design issues, as well as extreme fatigue in the roof and support membrane. The recommendation of the engineer is to keep the snow from accumulating on the roof and perform regular maintenance checks on the roof and supports. This same report indicates that there are serious design issues and unacceptable conditions that include structural fatigue, deflection, deterioration and differential foundation settlement damage.

The matter has been reported to the Ministry of Education and an application to temporarily relocate these students to a "touched up" closed Maple Drive Junior School is in the works. What follows is a summary of the applications made in the past to the Ministry of Education to replace the Quesnel Junior School.

Funding of \$1.7 million was provided on an emergent basis to renovate Maple Drive Junior School to house the grade 8 and 9 students on a temporary basis. The systems within Maple Drive are very old and also require replacement and based on a team of professional experts, will not last more than 2-3 years. The Maple Drive location move will happen in the Summer of 2018 with students/staff attending the updated facility for the September 2018 school year.

Within the Ministry of Education's 2018/19 capital response letter, the Quesnel Junior School replacement was moved to the next phase of planning where a Project Definition Report will be submitted by October 31, 2018 for further funding review.

Year	Submission	Amount
2006/07	Replace QJS 875 capacity with 800 capacity	\$18,335,088
2007/08	Replace QJS 875 capacity with 800 capacity	\$18,335,088
2008/09	Replace QJS 875 capacity with 800 capacity	\$18,335,088
2009/10	Replace QJS 875 capacity with 600 capacity	\$29,150,805
2010/11	Add Addition/Reno to Maple Drive Junior Secondary (MDJS) as a Middle School	\$20,334,941
2011/12	No submission for replacement	
2012/13	Add MDJS Add/Reno of Maple Drive as replacement for QJS	\$16,359,873

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2013/14	Add MDJS Add/Reno of Maple Drive as replacement for QJS	\$16,760,500
2014/15	No capital plan submitted as per Ministry letter – July 15, 2014	
2015/16	Add MDJS Add/Reno of Maple Drive as replacement for QJS	\$17,692,355
2016/17	Addition Renovation of Correlieu Secondary to accommodate students of QJS Note: Given the issues above it is no longer feasible to consolidate these two schools. The reason is that temporary accommodation is not economically realistic, nor functionally possible in the tight time frame.	\$14,998,466
2017/18	Replacement of Quesnel Junior school	

Identified Challenges and Opportunities

1. Correlieu requires ongoing maintenance to ensure its health and safety. The annual facilities grant (AFG) money the District receives is prioritized according to the needs of the school as assessed by the Operations department. The Operations Manager has identified several significant projects that we hope to address through AFG or the School Enhancement Program over the next year to 10 years. These projects are in addition to the ongoing regular maintenance undertaken at schools on an annual basis. Please refer to Appendix A for a list of significant projects contemplated in the future.
2. Quesnel Junior School, based on its enrollments, is only 47% utilized. The school is very old and expensive to maintain as noted below:

Cost	2011/12	2012/13	2013/14	2014/15	2015/16
AFG	\$19,210	\$67,248	\$86,506	\$198,783	\$81,605
Hydro	\$45,671	\$44,295	\$57,170	\$54,076	\$52,404
Furnace	\$38,912	\$44,332	\$54,253	\$33,340	\$19,191

3. The District has requested a replacement school for Quesnel Junior School over 10 years without success. At present, Correlieu Secondary is not large enough to accommodate all students projected to be enrolled at Quesnel Junior School. Without capital funding for a replacement or addition to Correlieu, no changes of any real significance can be made.
4. In the spring of 2017, a team of an architect, and two engineers toured Quesnel Junior School with the Operations Manager. The findings were extremely significant and concerning. The structural engineers report indicated that there were serious design issues, as well as extreme fatigue in the roof and support membrane. The recommendation of the engineer is to keep the snow from accumulating on the roof and perform regular maintenance checks on the roof and supports. This same report indicates that there are serious design issues and unacceptable conditions that include structural fatigue, deflection, deterioration and differential foundation settlement damage. A replacement for QJS is required and it is necessary to relocate the students of QJS to another site as a temporary measure.

Recommendations:

- Complete another engineering study (last one done in 2003) to get
- Share the findings of the engineering report with the Capital Branch of the Ministry of Education and invite the Assistant Deputy Minister of Capital Planning to visit the Quesnel Schools, specifically Quesnel Junior School – this was completed in 2017.
- Continue to submit a replacement of Quesnel Junior school on the capital plan
- Work on the Project Definition Report for Quesnel Junior School to support a replacement of this facility at the Maple Drive site.
- Relocate students from Quesnel Junior School to Maple Drive as a temporary measure
- Engage in community consultation with stakeholders which include: City, MLA, unions, Principal/Vice Principal Association, general public.
- Continue to formulate capital priorities for Correlieu and put requests through the capital plan for continuous upgrades and improvements

ALTERNATE PROGRAMS AND LEARNING SERVICES

Alternate Programs

McNaughton Centre

McNaughton Centre is School District 28's only alternative education program accommodates Grade 9 to 12 students. Staff consists of teachers, secretarial staff, youth care workers, and aboriginal support workers. Staff will vary depending on the number and needs of enrolling students.

The McNaughton Centre program was operated in a separate building on the Quesnel Junior School property. The facility is considered to be in "poor" condition according to the Ministry of Education's building assessments. The programs at McNaughton were relocated to the Helen Dixon Centre in July 2017. The original McNaughton Centre on the QJS campus is now closed permanently and has been relocated to Helen Dixon Centre.

Helen Dixon Centre

Currently, Helen Dixon Centre houses Distance Learning, Alternate Education and Aboriginal Education. Staff consists of Teachers, Professional Staff, and support staff with staff members varying depending on the number and needs of enrolled students.

Helen Dixon is considered to be in "poor" condition according to the Ministry of Education's building assessments. The land/building is Crown owned thus selling the building/property would have no financial benefit to the District.

Continuing Education

At the April 12, 2017 meeting of the Board of Trustees it was passed that the School District should discontinue provided Continuing Education for adult learners and the program be transferred to the College of New Caledonia. General Interest courses are to be included in this transfer.

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Distributed Learning

The Distributed Learning Program is run out of the Helen Dixon Centre. Given its nature of online learning, there is not much space being utilized by this program and resources can be scaled easily to accommodate fluctuating student populations. The District is trying to grow this program, however, despite this; there is not a significant need for classroom space. The program can also be easily moved to a different location as necessary due to the programs hosted online.

Aboriginal Education

The Aboriginal Education program is also run out of Helen Dixon Centre. It was moved there in the 2015/16 school year from the Annex on the Quesnel Junior School Property.

Alternate Education (McNaughton Centre)

See above. As of September 2017, the Alternate Education program of McNaughton Centre has been relocated to Helen Dixon.

Recommendations:

- That Aboriginal Education, McNaughton and Distance Learning continue to operate out of Helen Dixon Centre

Learning Services

The District operates a variety of learning services programs to meet the personal needs of students with learning challenges. The Learning Services team is based out of the Quesnel District Administration Office. School based teams, consisting of the classroom teacher, learning services teacher, school principal and district based support staff develop a collaborative plan for the appropriate learning assistance best suited for the student and generate individualized strategies for supporting, learning and evaluation.

District staff includes school psychologist, speech and language pathologist, occupational and physical therapist, deaf/hard of hearing teacher, counselors and other professional staff are brought in as needed to support the individual student strategy.

In most instances, schools have the ability to find space to administer the learning assistance programs, though space is difficult at our larger schools including, Voyageur, Lakeview Dragon Lake and Red Bluff. There are also some schools that require accessibility upgrades and installation of improved sensory rooms, personal care and toileting rooms.

Recommendations:

- Continue to evaluate and upgrade facilities and sites to meet the unique requirements of students with special needs, where required including:
 - Increased accessibility
 - Improved adequate sensory rooms, toileting and personal care rooms
 - Ensuring adequate space for teacher learning assistance spaces at full schools.

7.0 OTHER FACILITIES

Surplus Properties

Maple Drive Junior School

Maple Drive Junior School closed as a school facility in June 2003. Since this time, the District has used it as District Storage and a rental facility. There has been very minimal maintenance and servicing to the building due to prioritization of resources on open schools. As such, the FCI score for Maple Drive is 0.7 which is classified as “very poor” condition. The property in which Maple Drive sits on is owned by the District which thus allows the District to keep the proceeds of disposition (25% to local capital and 75% to capital reserve for which Ministry approval is required to utilize the funds). Maple Drive is also the home to the Quesnel Technics Gymnastics Club and the Mark Valois Kung-Fu Program. The Kung-Fu program can be easily moved to a different site. The Gymnastics program however, requires a lot of room to fit their significant amount of equipment, making the appropriate space difficult to find in the community. This presents a barrier to sale as the Gymnastics program is deeply rooted in the community and would be considered a significant loss if the program did not have an alternate home. At one time, the Gymnastics Club was offered by the District for purchase but they declined due to some potential future plans for another site beside the Quesnel indoor soccer facility.

As there are significant safety issues with Quesnel Junior School, Maple Drive is the only logical site for temporary accommodation while a new permanent school is sought and achieved. There will be superficial repairs to the school to rejuvenate it so that the learning spaces are acceptable for the short term.

Recommendation:

- The Board discuss with the City the viability of the Gymnastics Club being built a new facility in Quesnel and the timeframe for which that could happen
- Using the Ministry of Education funds of \$1.7 M, to execute the renovation of Maple Drive for the Quesnel Junior School to move into for the fall of 2018.
- Consider the use of this site as the future permanent location of Quesnel Junior School

Ecole Baker Elementary

Ecole Baker was closed on June 30, 2016 in efforts to reduce capacities within our schools for purposes of saving money and to provide optimal educational outcomes by pooling school resources. Since this time, the facility has been rented out for community use and as a location for one of Strong Start Programs.

Ecole Baker is well situated as it is across the school field from Correlieu Secondary, a significant bus hub for the District. The school has an FCI score of 0.42 which classifies it as “poor” condition. There are opportunities for this facility including:

- Continue to rent it out for community use. At present, other tenants include a daycare facility, Jet Squadron 768 (i.e. Cadets), Boys and Girls Club, Gymnastics Club.
- Sell the school. Ecole Baker is owned by the Board and as such, proceeds of disposition would directly benefit the District (25% allocated to local capital; 75% to restricted capital)



School District No. 28 (Quesnel) LONG TERM FACILITY PLAN

Recommendation:

- For the time being, continue to rent the school out for community use.

Other Properties

District Administration Office

The District Administration Office was constructed in 1993 and per the FCI score, is considered to be in “poor” condition. The Administration office houses our Support Services department and itinerant teaching staff as well as various administrative staff to run the District. All spaces within the building are fully utilized and there are no expected future plans for change in its utilization. There is plenty of deferred maintenance due to the prioritization of operating schools over the needs of the administrative building. Maintenance will be completed only on an “as-needed” basis.

Maintenance Department

The Maintenance Department is located within a closed elementary school facility (Pinecrest Elementary). The Maintenance department has no expected future plans for change in its utilization. The property is larger than the current needs of that department, however, serves as District storage. Very minimal maintenance is done to the department building as resources for the District are put towards maintaining our schools. The building was constructed in 1964 and is considered in “average” condition based on its FCI score. Maintenance will be completed only on an “as-needed” basis.

Transportation Department

The Transportation department has an FCI of 0.45 which is considered to be in “poor” condition. The building was constructed in 1967. Minimal maintenance is done to the building as resources for the District are put towards maintaining our schools. There are no future plans to change the use of this building. Maintenance will be completed only on an “as-needed” basis.

8.0 DISTRICT WIDE/DISTRICT ADMINISTRATIVE SUPPORT RECOMMENDATIONS

The Long Term Facility Plan outlines how the district will manage its student enrollments and school facilities in order to deliver high quality educational programs in a sustainable manner over the next 5 – 10 years. Several district-wide recurring themes and strategies have been recognized in developing the plan.

Board Governance and Policy related to program development review and change

Board policy and regulations related to educational programs and facilities should be in alignment with the guiding principles and any approved recommendations of the long term facility plan. For example, Board policies regarding catchment area identification and transportation routes will require alignment with the plan if implemented.

Recommendation:

- When our standing committees – Human Resources, Finance and Education – review board policies, these policies should be considered in relation to the long term facilities plan where we give thought to the following:
 - Educational Programs
 - Financial Responsibility
 - Reconciliation of Student Enrollments and school capacities
 - School size
 - Grade Configuration
 - Facility renewal and facility reconfigurations
 - Community relationship and partners
 - District support facilities
 - Transportation of students

Disposal of Property

School District 28 (Quesnel) currently has surplus property as a result of previous school closures – Former Ecole Baker Elementary and former Maple Drive Junior School. Both properties are owned by the District (as opposed to Crown-owned) and as such there will be financial gain from selling the properties. There is currently no intention to market the Maple Drive site given the circumstances surrounding the Quesnel Junior School. However, discussion with the province and local government should commence on the sub-division and possible transfer of the remaining Quesnel Junior School Site should the District be successful in getting a new school for Quesnel Junior on the Maple Drive location.

There is currently no intention to market the closed Baker Elementary site as it is currently being used for community use in beneficial ways. The sale value that the district would obtain does not outweigh the benefits to the overall community and students that are able to utilize the space as rental.

These properties may be disposed of in accordance with ministry regulations and Board policy 701: School Land and/or Building Disposal.

Recommendation:

- That the Board enters into discussions with the Province and Local Government to transfer the Quesnel Junior School Site.

Facility Renewal

School District 28 has tried to maintain its facilities in the best condition possible provided the resources given. However, the District's inventory of schools continue to age and the need for facility renewal will gain greater importance and require more planning and funding for replacements, renovations, upgrades of building components of facilities that are reaching the end of their useful life. Updating facilities and their building systems should continue to be addressed in order to adequately accommodate students and provide suitable learning environments. Planning and implementation strategies for facility renewal must continue to include correction of health and safety issues, implementation of energy conservation initiatives and projects to upgrade mechanical, HVAC, building envelope and structural upgrades.

It is recommended that the District continue to review its school facilities with respect to creating an upgrade plan and schedule where required, to meet the challenges and opportunities of new educational paradigms to:

- Stay current with BC Ministry of Education curriculum policies and procedures
- Provide educational structures and programming that enable the District to best meet its mission of engaging students in meaningful and relevant learning experiences
- Be congruent with the transformation agenda to interdisciplinary themes, inquiry and project based learning with competency-based measures of student process
- Support learning environments to empower teachers to move from isolation to collaboration and
- Flexibility should be provided to educational structures and programs for current and future educational delivery models. Consideration should be given to how learning spaces are currently being transformed to better align with new concept-based and competency-driven curriculum (i.e. learning commons and project based learning spaces)

Enrolment Projections

There is a need to verify and update enrollment projections for planning and budgeting purposes on an annual basis. It is recommended that the District have ongoing (at least annual) discussions with the City of Quesnel to review longer term facility plans. Concurrently keep the local MLA apprised of current and potential challenges, both financial and facility driven, which would affect the District.

Catchment Area Review

The Board has the responsibility to provide school facilities that address changing enrolment patterns, and sustain high quality programs to meet educational expectations. One way the Board fulfills this responsibility is through the setting of school catchment areas.

While the geographic area of the District is static, many factors within the larger community area are constantly changing. The number of current students, their geographic distribution and demographic characteristics are all factors within the school district which must be considered in the formation of catchment areas.

The Current school catchment areas have evolved through many years, have largely been formed for the efficiency of school bus transportation routes, and have served the district well. However, there are a larger number of out-of-catchment students attending District schools making it difficult to plan.

Recommendation:

- That the District continually consider the need to conduct a district wide catchment area review to address changing demographics, regulate number and out-of-catchment students, in concert with school bus transportation requirements and route rationale. These considerations will be made during the preliminary budget process of each year.

School Capacity Review

Presently administration provides a District capacity review as a part of the monthly "Finance Committee" agenda that provides verification of the nominal and operating capacity of each school by comparing the current use of the school spaces to the allowable Ministry of Education Area Standards.

Community Relationship and Partners

It is recommended the District continue to explore relationships with public and private sector partners to broaden and augment opportunities for students. It is also recommended that the District seek compatible community organizations to lease/purchase surplus or closed school space.

Long Term Facility Plan Updates

It is recommended that School District 28 review the Long Term Facilities Plan annually and consider whether any significant changes are required. While this document is a "living" document, it is not intended to be changed annually. Instead, it is a document which captures the strategic directions related to facilities of the Board of Education.



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Appendix A

SOUTH ZONE

Carson

- HVAC Upgrade – \$850,000
- LED Lighting - \$80,000
- Gym Storage and Kitchen Addition - \$200,000

Dragon Lake

- Hallway and Misc. Classroom Flooring - \$110,000
- T - Bar and LED Lighting - \$150,000
- HVAC Upgrade - \$950,000
- Exterior Upgrades - \$200,000

Lakeview

- HVAC Upgrade - \$950,000
- LED Lighting Upgrade - \$80,000
- Roof Drainage/Rock Pits - \$60,000
- Exterior Upgrades - \$200,000

Kersley

- T-Bar LED Lighting - \$95,000

Red Bluff

- T-Bar LED Lighting Upgrade - \$90,000
- Sewer Upgrade - \$50,000
- Request for the replacement of this facility due to its age and expected enrollment

WEST ZONE

Bouchie Lake

- T-Bar and LED Lighting - \$175,000
- Paving - \$110,000
- Roofing - \$95,112

Riverview

- HVAC Upgrade - \$1,100,000
- LED Lighting Upgrade – \$80,000
- Roofing – \$298,914

Nazko

- LED Lighting Upgrade - \$60,000



**School District No. 28 (Quesnel)
LONG TERM FACILITY PLAN**

Appendix A (continued)

Voyageur

- HVAC Upgrade - \$1,200,000
- Repair building from stability issues - \$225,000
- LED Lighting Upgrade - \$80,000
- Parking lot replacement and expansion - \$700,000
- Request for the replacement of this facility due to its age

NORTH ZONE

Parkland

- Exterior Upgrades - \$50,000
- Gym Lighting and Flooring Replacement - \$50,000

Barlow Creek

- Flooring Replacement - \$75,000
- HVAC Upgrade - \$1,100,000

CORRELIEU SECONDARY

- Phase 4 HVAC Upgrade - \$1,300,000
- Gym Floor Replacement - \$200,000
- Roofing on entire building - \$1,200,000
- Removal and installation of new linoleum - \$300,000

QUESNEL JUNIOR SCHOOL (FORMER MAPLE DRIVE JUNIOR SCHOOL)

- Temporary Renovation - \$1,700,000