

Long Term School District Facility Plan

School District No. 22 (Vernon)



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Submitted by:

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1. EXECUTIVE SUMMARY

1.1. School District Long Range Facility Plan – Purpose and Process

The Vernon School District Long Term Facility Plan (LTFP) forms the basis of the School District's Capital investment decisions for supporting a long term vision for the District. The Plan takes into consideration enrolment projections, educational program requirements and trends, operating capabilities and current conditions of existing facilities, the need for funding of capacity and non-capacity capital projects, space rejuvenation and other long-term planning considerations.

The Plan is a guiding document which provides a district-wide framework for making educational facility planning decisions over the next decade. It has also been created to provide the critical context for discussions with the Ministry of Education regarding requests for capital funding consideration and to provide a consistent and organized approach to determine capital priorities.

The steps that have been followed in developing the plan include:

- Establishment of a SD 22 Long Term Facility Plan Steering Committee made up of professional and technical staff to guide the preparation of the Plan. The Steering Committee Members includes Sterling Olson, Secretary Treasurer, Adrian Johnson, Assistant Secretary Treasurer, Jerry Westby, Director of Facilities, John Garrosino, Manager of Facilities, Robyn Stephenson, Manager of Transportation, Linda Spiller, Director of Instruction, Truman Spring, Director of Instruction, Mike Grace, Elementary Principal and Malcom Reid, Secondary Principal.
- The drafting of Guiding Principles and methodology for the Long Term Facility Plan (See Stage 1 report attached as Schedule A to this Plan);
- An in-depth study by the Long Term Facility Plan Steering Committee of the current circumstances of School District No. 22, as well as enrolment projections for the future (See Stage 2 Report attached as Schedule B to this Plan);
- Development of the Draft Long Term Facility Plan, including options and recommendations for school facility reorganization within five families of schools groupings – delivered May 18, 2016.
- Presentation to Board of Education – Board receives draft plan and initiates public review process on May 25, 2016.
- The Draft Long Term Facility Plan is posted on the School District Web site, with on line feedback provisions, to provide the school community, parents and the general public with an opportunity to review the plan and to provide comments or feedback by June 10, 2016.
- Consultant and SD 22 staff review and consider all feedback and make final improvements to the Plan between June 13 and 16. Consultant prepares Final Plan document – to be delivered by June 17, 2016.
- Final Long Term Facility Plan to be received by the Board of Education for approval on June 22, 2016.

1.2. Ministry of Education Facility Plan Objectives

The Ministry of Education has introduced the requirement for all Districts to complete a district wide Long Term Facility Plan. The Plan will form the basis for provincial capital investment decisions with each school district. The Ministry overview of the requirement for the Long Term Plan indicates that the plan should take into consideration education program requirements and trends, operating

capacities, and current condition of existing facilities, current use, anticipated changes in land use, absorption rates, yield rates, community demographics, local community and economic development strategies and other pertinent considerations.

The Long Term Facility Plan is acknowledged by the Ministry as a guiding document that:

- Provides a district-wide framework for key decisions by Boards of Education, such as school consolidations, locations of district programs and maintenance priorities;
- Outline concrete plans for a ten year planning horizon with more consideration for the longer term.

1.3. School District No. 22 Profile, Mission and Goal

Mission:

Our mission is to develop in all students a lifelong love of learning and to prepare them to strive in a changing world.

Goal:

To achieve a 100% success rate for all students.

School District No. 22 (Vernon) serves an estimated population of 68,453 in 2016¹ which is approximately 76% of the total population of Regional District of North Okanagan.

The School District is comprised of 5,563 square kilometres and is located in the Regional District of North Okanagan (RDNO)² including City of Vernon, District of Coldstream, Village of Lumby, unincorporated rural communities of Lavington and Cherryville, and rural areas within Electoral Areas B, C, D, and E.

Vernon School District students are currently served by 19 schools and alternate program facilities:

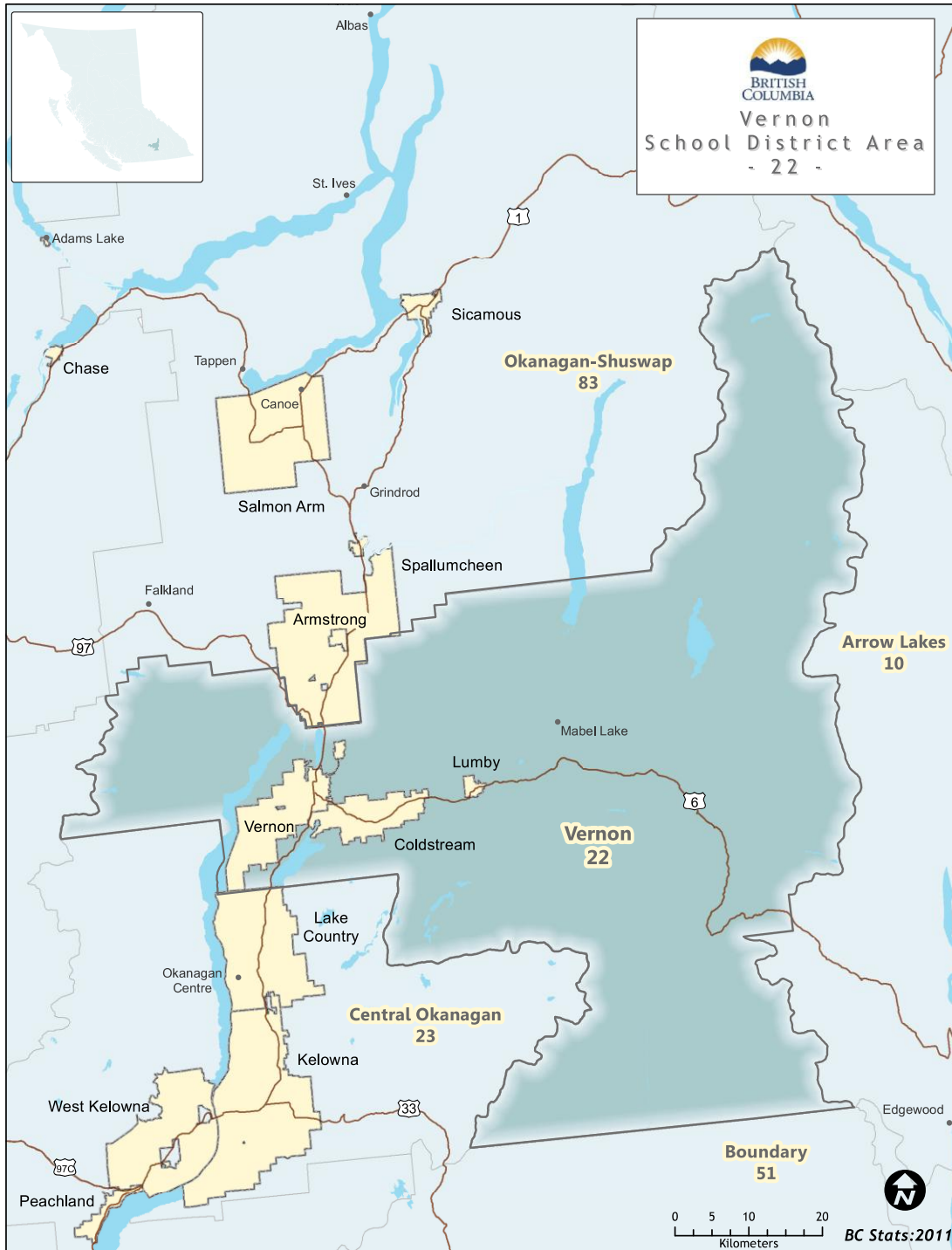
- 14 elementary schools (4,697 students)
- 5 secondary schools (3,202 students)
- Alternate Programs (136 students)
- VLearn (324 distributed learning FTE students)

In September 2015 Vernon School District had 8,359 K to 12 students enrolled in the district³ and employed 767 FTE staff. These employees hold a variety of positions including the 634 Teachers, 161 Education Assistants, 35 Principals and Vice Principals, 252 Support Staff, 17 other professionals and 7 Board of Education Trustees.

¹ Projection of school district population based on Regional District of North Okanagan (RDNO) projections by municipality and electoral area – Growth Management Plan and 2015 PEOPLE projection report for SD 22 - BC Stats.

² The Vernon School District does not include City of Armstrong, City of Enderby, Township of Spallumcheen or Electoral Area F in RDNO.

³ Headcount including international/fee paying students (202 in 2015), excluding adult continuing education.



1.4. Programs and Services

The Vernon School District's motto is 'A Great Place to Learn'. The District is rich in opportunities for learning due to its geographical location and cultures within its communities.

District Educational Programs at Vernon School District include:

Program	School and Grades
Early French Immersion	- École Beairsto Elementary Grade 1-7, - Harwood Elementary Kindergarten, and - Alexis Park Elementary Kindergarten.
Late French Immersion	Harwood Elementary Grade 6-7
Montessori Program	Silver Star Elementary Grade 1-6
Vernon Community School	Clarence Fulton Secondary Grade 7-12
Forestry Program	Charles Bloom Secondary Grade 11-12

Unique career preparation programs provided by Vernon School District include:

Aircraft Maintenance Engineering	Electrical
Professional Cook Training	Welding
Residential House Construction	

As well, students are provided with a wide number of innovative programs and academies:

Distributed Learning (VLearn)	Students Without Borders
Career Education Programs	Aboriginal Entrepreneurship
Secondary High Performance Program	RCMP Youth Academy
Snowsport Academy	Strong Start Centres
Hockey Academy	Okanagan Aboriginal Language Program
Soccer Academy	Advanced Placement Courses
Baseball Academy	

The district also provides an International Program for students from outside of the Province of BC to attend the school districts educational programs and services.

The Vernon School District continues to add Academies to support increased choice and engagement for students. Student support services work with schools to increase student choice, provide more project based learning and use technology across the curriculum.

1.5. Long Term Facility Plan Guiding Principles

The Board of Education is currently developing its new Strategic Plan which will be a separate consultation and review process. The LTFP Guiding Principles are preliminary to that process, intended to provide a preliminary district framework to evaluate the challenges, opportunities and long term facility planning strategies of the District in the following eight areas:

1. Governance and Policy Alignment

- The Long Term Facility Plan will consider the existing educational framework in the district so that facility planning would be driven by curriculum, program, instruction and student needs.
- The Plan will be responsive to all changes in Education Program and Operational requirements that may result from Provincial or Board of Education Policies or Strategies.

2. Enrolment and Capacity

- Ensure the reliable and up to date enrolment projections are maintained for all schools in the district.
- Consider capacity and space utilization for all schools.
- Include local knowledge gained through consultation with local governments and school district community.
- Provide accommodation for existing and projected enrolment in a timely manner.
- Reduce overcrowding and the need for temporary portable classrooms wherever possible.
- Increase the space utilization of schools where surplus space exists.

3. Education Programs

The Long Term Facility Plan will encourage future decisions that:

- Encourage equitable program opportunities for all students in the district.
- Strive to meet the challenges and opportunities of new Educational Paradigms;
 - Meet the criteria of the BC Education Plan;
 - Provide educational structures and programming that enable 21st Century Learning skills;
 - Implement concepts and educational structures that enable interdisciplinary themes, decision and project based learning with competency-based measures of student progress;
 - Provide learning environments to empower teachers to move from isolation to collaboration.
 - Provide suitable education programs in locations to service vulnerable students.
 - Provide a framework of inclusiveness for all vulnerable students through program offerings and locations.
- Harmonize educational philosophies with facilities, and sustainable programs and services.
 - Review opportunities to provide unique programs to a family of schools rather than individual schools;
 - Break down facility silos and provide greater transitions and continuum from Early Learning to Post Secondary programs;
 - Consider secondary schools as the connection hub for various programs to the elementary feeder schools and community.

4. Flexibility of Environments

- Provide flexibility in educational structures and programs for current and future educational delivery models;
 - Ensure spaces are flexible in use for future program needs, changes and enrolment growth in programs.
 - Work to bridge new programs and delivery models – example;
 - Support the integration and use of learning technologies.
- Provide flexibility of different access points for different students and schedules
 - Ability to accommodate traditional schedules, spare blocks, extended day and after hours schedules where appropriate;
 - Ensure ease of access to programs open to the community while ensuring safety and security of students.

5. Facilities Renewal

- Ensure facility renewal of older schools occurs to provide suitable learning environments and equity in education.
- Ensure facilities are livable spaces where students and staff thrive with;
 - Acceptable quality;
 - Safe and healthy learning environments;
 - A sense of welcoming, pride and ownership.
- Consider the building condition facility condition assessments and lifespan of facilities when planning for renewal or replacement.
- Maximize the efficient use of existing space;
- Include renewal of temporary portable structures where it is not possible to replace them with permanent space;
- Maximize the sustainability of school facilities in accordance with the energy and sustainability policies of the District.

6. Community Partnerships

- Support the continuation of Community Schools Partnership and collaborate with municipal and community partners to work alongside schools in addressing vulnerabilities and creating opportunities for children;
- Continue to enhance and expand programs with post-secondary institutions;
 - Develop access to colleges, dual credit programs, trades training or other post-secondary programs;
 - Provide opportunity to introduce younger students to post-secondary opportunities;
- Ensure long term stability and sustainability are considered in community partnerships and on-going financial decisions;
- Ensure sufficient flexibility is maintained in community partnerships to accommodate unexpected challenges, growth or changes in direction;
- Continue support and application for funding of Neighbourhood Learning Centre space in new Capital Projects to enhance student and community use of school facilities.

7. First Nations Consultation and Respect

- Ensure continued consultation with First Nations to serve aboriginal student needs.

8. Neighbourhood Planning

- Support community values and reinforce the value of community school;
- Encourage municipal governments to ensure all neighbourhood planning includes school requirements;
 - Wherever possible and appropriate, locate parks adjacent to schools;
 - Plan adequate and safe traffic and pedestrian routes adjacent to schools.

1.6. School District Enrolment Growth Projections

Student enrolment projections are a key component of the Long Term Facility Plan. Enrolment projections and space utilization estimates at schools are essential to determining future facility requirements of the School District. Enrolment projections are important to determine the long term costs of the school district.

School projections must be developed using sound data and methodology that can be relied upon for accuracy, to make reasonable decisions for the future.

Long term enrolment projections have been developed for the Long Term Facility Plan using variety of factors:

- Census population data and historical population growth;
- External population projections (BC Stats, Health Region and Ministry of Education data);
- Regional District of North Okanagan Regional Growth Management Plan and projections;
- Consultation with City of Vernon on their Official Community Plan and growth projections;
- Consultation with District of Coldstream on their Official Community Plan and growth projections;
- Consultation with Village of Lumby on their Official Community Plan and growth projections;
- Estimating in-coming kindergarten students based on an accurate projection of 5 year olds;
- Review of out of catchment enrolment by school and grade configuration considerations;
- Review of the historic draw of District programs, including Early French Immersion, Late French Immersion, Montessori, and Vernon Community School;
- Including local knowledge on new housing from Local Governments in new school enrolment projections, using Baragar Systems Vernon School District 2015 Demographics Dynamics software. This software has accurate estimates of age specific school age population and historic enrolment data for each school and school catchment, which is annually updated into the program. The software estimates the catchment retention of population in enrolment, grade to grade retention and adjusts to migration rates and demographic trends or changes that happen within school catchments and the district as a whole.

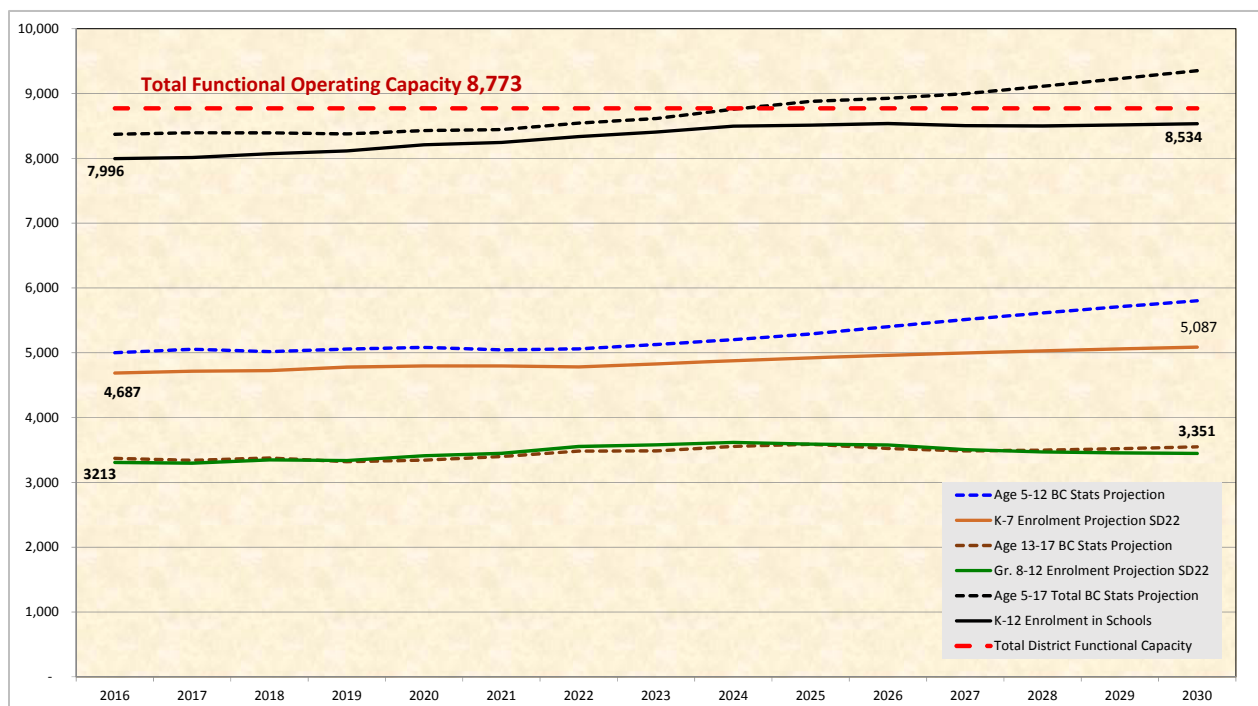
A Stage 2 Report entitled Projections and Space Utilization is a detailed background report attached to this plan which provides information on demographics and population projections in Vernon School District, and provides enrolment projections for all schools and the District as a whole.

The Vernon School District enrolment is projected to grow by approximately 538 K-12 students between 2015 and 2030. The relatively moderate rate of growth is due to projected migration trends and maturing population base. The graph below illustrates the new enrolment projections for schools in Vernon School District (excluding international and VLearn students) as compared with the school age 5 to 17 age cohort. The BC Stats projections are more aggressive after 2024 with the Provinces assumption that migration rates will be higher in the long run.

The SD 22 projections include local knowledge on demographic trends and local government residential build out estimates, existing municipal land use policies and projected housing growth within current land use plan limits. Some school neighbourhoods are projected to continue to mature. Changes to land use plans by local government could add new residential development build out areas. This may result in more affordable housing units, attracting younger families in good market conditions, with higher student yield per dwelling unit and potentially resulting in higher long term enrolment actuals at some school catchments.

SD #22 Enrolment Projections 2016-2030 (excluding international students and VLearn)

Projected Grades K to 7, 8 to 12 and K to 12 & comparison with BC Stats projections of corresponding school age cohorts: 5 to 12, 13 to 17 and 5 to 17



Sources: BC Stats PEOPLE report - school age cohorts by school district and SD22 Enrolment Projections

1.7. Summary of Strategic Initiatives

Boundary Review

A comprehensive boundary review may be required to support future capital project requests. Boundary adjustments may be considered to balance enrolment and space utilization between schools and may result in transportation efficiencies. Boundary moves should be phased in and consideration should be given to the effect on current students and their siblings.

Grade Configuration Review

A grade configuration review of current programs and offerings may be required to support capital project proposals.

Currently the Vernon Schools have a variety of grade configurations, based on programs and location. The regular program is generally K-7 at elementary schools and grade 8-12 at secondary schools, except for the Charles Bloom family of schools which accommodates regular K-6 at JW Inglis and Cherryville Elementary and grade 7-12 at Charles Bloom Secondary. Also, Vernon Community School is an alternate program located at Clarence Fulton Secondary that accommodates grade 7 to 12 students in the program.

The Montessori Program currently is a grade 1-6 district program. Students completing regular Kindergarten may transfer to grade 1 Montessori at Silver Star Elementary and students completing Grade 6 Montessori at Silver Star Elementary would transfer back to a regular program. Silver Star Elementary is currently above functional capacity and the Montessori Program cannot grow to a K-7 model unless there is additional space added to accommodate the program.

The Early French Immersion district program enrolment is organized with kindergarten at Harwood Elementary and Alexis Park Elementary and grade 1-7 Early French at Beirsto. Beirsto Elementary will remain a Grade 1-7 French Immersion school unless an addition is provided to the school. Harwood Elementary also accommodates Gr. 6-7 Late French Immersion district program students.

Program Location Strategy

Program location decisions may be reviewed by the School District, based on changing educational needs of students. The Long Term Facility Plan will provide guidance to facilitation of these programs which must be responsive to changing learning needs of the community.

Improving Learning Environment

Renovations or new construction of learning environments should address 21st Century Learning needs by creating and supporting learning environments that meets the needs of all students.

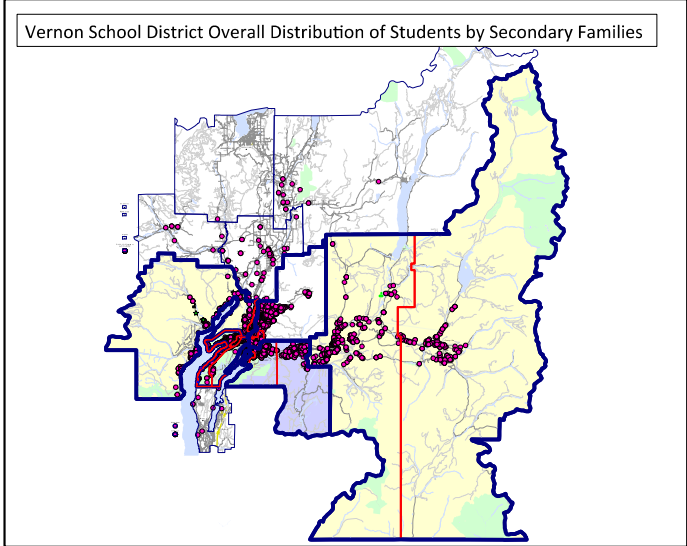
Community Partnership Opportunities

Community partnerships that enhance learning environments in Vernon School District should be supported and encouraged. School sites should be considered for potential park and school joint use initiatives with Local Government.

Facilities Renewal

Determination of how facility renewal will be funded, by which funding source and develop plans accordingly, including supplementary funding plans for facility improvement projects that are not supported through the Capital Plan framework.

1.8. Summary of Recommendations by Family of School

Family Groupings of Vernon School District (SD 22): Schools are organized by secondary school “families of schools”. The following are the elementary school family groupings for each secondary school: Charles Bloom Secondary Family • <i>J.W. Inglis Elementary</i> • <i>Cherryville Elementary</i> Clarence Fulton Secondary Family • <i>Ellison Elementary</i> • <i>Okanagan Landing Elementary</i> • <i>Mission Hill Elementary</i> Kalamalka Secondary Family • <i>Coldstream Elementary</i> • <i>Kidston Elementary</i> • <i>Lavington Elementary</i> Vernon Secondary Family • <i>Silver Star Elementary</i> • <i>Hillview Elementary</i> • <i>BX Elementary</i> WL Seaton Secondary Family • <i>Ecole Beairsto Elementary</i> • <i>Harwood Elementary</i> • <i>Alexis Elementary</i>	Vernon School District Overall Distribution of Students by Secondary Families 
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Recommended Options for Charles Bloom Secondary Family of Schools

That a replacement project be identified in the Five Year Capital Plan for Charles Bloom Secondary as a high priority project, considering one of the following options:

- Replace Charles Bloom Secondary with a smaller school. This may be the preferred option if SD22 assumes status quo to current programs and grade configuration. The replacement school would result in “right sizing” Charles Bloom Secondary by replacing with a smaller capacity school while addressing the very poor condition of the school building. This option will require consultation with the school community as it may result in a reduction in the valuable program space, design area, collaborative spaces and workshops that are well used in the existing school and may impact program enrolment at Charles Bloom Secondary. Adding a Neighbourhood Learning Centre would add 15% to the area standards for the replacement to accommodate community learning opportunities;

Or;

- Replace Charles Bloom with a model K-12 school. This Option requires school community consultation on grade configuration, student accommodation and enrolment consolidation implications. The K-12 school option would address the poor to very poor facility condition of all three schools in this family and would also ensure that facility capacity is right sized for future enrolment. Creative approaches to build learning communities in a K-12 school model, as well as including a Neighbourhood Learning Centre which adds 15% to the area standards to provide community learning opportunities should be considered.

Recommendation:

That the Board of Education include the replacement of Charles Bloom Secondary as a high priority project on the Board's five year capital plan, and further, that the Board engage in a consultation process with the Charles Bloom Secondary community to help determine the preferred option and alternative for the school project.

Recommendation for Clarence Fulton Secondary Family of Schools

No capital projects are recommended for the Clarence Fulton Family of Schools due to relatively better condition of school facilities in this family and sufficient capacity to accommodate long term enrolment. Only maintenance and minor upgrades may be required.

Recommendation for Kalamalka Secondary Family of Schools

That the Board of Education initiate a boundary review for Kalamalka family of schools to reduce enrolment growth pressures on Coldstream Elementary, balancing enrolment with Lavington Elementary and Kidston Elementary which both have room for growth. No capital projects are recommended for Kalamalka Family of Schools due to relatively better condition of facilities in this family. Only maintenance and minor upgrades may be required.

Recommendation for Vernon Secondary Family of Schools

That replacement projects be identified in the Five Year Capital Plan for both Silver Star Elementary and BX Elementary as high priority capital projects to address the current and projected overcrowding and very poor facility condition at both elementary schools. The replacement schools would add 10 classrooms to BX Elementary and 3 classrooms Silver Star Elementary, thereby eliminating projected overcrowding. Upgrades and minor renovations to Hillview Elementary may still be needed.

Recommendation for WL Seaton Family of Schools

That an addition to Alexis Park Elementary be included in the Five Year Capital Plan as a high priority project. An addition to Alexis Park is the preferred option as Alexis Park is the smaller of the three elementary schools in this family of schools and enrolment is projected to grow over capacity.

An addition of 3 classrooms would relieve projected overcrowding at Alexis Park Elementary and accommodate all of the Kindergarten French Immersion students on the same site. The number of French Immersion Kindergarten divisions at Alexis Park would be increased from 2 divisions to 4, after moving the Kindergarten French Immersion students from Harwood Elementary. Beairsto Elementary would continue to accommodate grade 1-7 Early French Immersion and Harwood Elementary would accommodate regular K-7 and Late French Immersion grade 6-7 enrolment.

That the Board of Education initiates a program option and grade information review for French Immersion.

Alternatives to this recommendation that may be further considered by the Board include:

- Addition to Beairsto Elementary to consolidate K-7 French Immersion on the same site; or
- Addition to Harwood Elementary to accommodate regular K-7 and all Kindergarten Early French Immersion and Late French Immersion grade 6-7 enrolment; or
- Other alternatives considered through Program Location Strategy and Grade Configuration Review.

Recommendations for Alternate Programs

Due to the high cost of leasing privately owned property to accommodate Alternate Programs, alternatives need to be considered to reduce or eliminate leasing costs. Currently the Open Door, VLearn and Continuing Education are accommodated in leased facilities.

That the Board of Education develop options for alternate programs including the following:

- Review accommodation options of alternate programs in current school district sites;
- Consider the possibility of centralization of some programs in a district owned facility;
- Major renovation or replacement possibilities of the Dorothy Alexander Centre;
- Status Quo Option.

Recommendations for the Board Office Facility

The Board Office has the worst facility condition in the district with a “very poor” rating with a deferred maintenance cost equal to 86% of replacement value of the building.

That the five year Capital Plan include a replacement building for the Board Office as a high priority project.

That the Board of Education seek clarification from Ministry of Education regarding governments capital funding support for the renovation or replacement of the school district board office.

That the Board of Education consider alternatives for the Board Office, including:

- Major renovation to Board Office;
- Replace the Board Office building to accommodate current functions only;
- Replace the Board Office with a District Education Centre centralizing services, including both educational and administrative components.

Recommendations for the Maintenance Operations Facility

That the maintenance operations facility be considered for future upgrades and improvements to be phased in as needed to accommodate maintenance operations.

Recommendations for the Bus Garage Facility

Future renovations and upgrade to the Bus Garage and storage areas should focus on identified problem areas with priority to:

- Paving of bus parking surface areas;
- Adding a wash bay for bad weather clean up;
- Addressing mechanical department need for a working hoist;
- Improving office accessibility and privacy to work spaces.

Recommendations on School District Owned Undeveloped Sites

Vernon School District owns 5 undeveloped sites that have not been designated surplus by the Board of Education including:

1. Heritage Park Site - 5201 Heritage Drive, Vernon (2.34 Ha)
 2. Lake Ridge Site - 7001 Lake Ridge Drive, Vernon (2.27 Ha)
 3. N'Kwala Park site – 5440 MacDonald Road, Vernon (3.02 Ha)
 4. Middleton Mountain Site – 600 Mt. Ida Road, Coldstream (4.63 Ha)
 5. Field West of Dorothy Alexander Centre (Dorothy Alexander site is 1.28 Ha, the undeveloped field is approximately 0.97 Ha)
- The School District ensures ownership of real property and improvements are managed in the best interest of the district, as directed by the Board of Education.
 - The Board of Education should determine if the five undeveloped sites owned by the District should be held for potential future educational facility purposes or if they are no longer required and should be designated surplus, leased out or disposed pursuant to Provincial Guidelines and Ministerial Order for Disposal of Land and Improvements.
 - The Board of Education must engage in broad consultation regarding underutilized school property owned by the Board to determine alternative uses prior to property disposition pursuant to Ministerial Orders.

Recommendations for Surplus Property Disposal

After considering the existing and future educational needs of the district, the Vernon School District Board of Education passed a bylaw on April 13, 2013 to dispose of closed Whitevale Elementary School Site located at 423 Whitevale Road in Lumby. The property is subject to disposal pursuant to Provincial Orders. School closures and disposal of school board property are guided by two Ministerial orders: The School Opening and Closure Order, and the Disposal of Land and Improvements Order. Both of these Orders are pursuant to the authority of the School Act, Section 73, 168 (2) (p) (t), and 96 (3).

It is recommended that the Board obtain a new real estate appraisal or an update to an existing real estate appraisal prepared between 3 and 12 months prior to proposed site disposal, to ensure that fair market value is obtained at the time of disposal.

2. SCHOOL CAPACITIES AND UTILIZATION

2.1. Current Capacity and Space Utilization

Vernon School District (SD#22) currently has 19 schools and according to Ministry of Education records for September 2015 SD22 has 8,359 K-12 students including 202 international/fee paying students and 8,157 students excluding international/fee paying students. International/fee paying students and Adult Continuing Education students are not included in the headcount for capacity analysis. The total Ministry defined 'operating capacity' for the 19 schools is 8,549. Accordingly, Vernon School District currently utilizes 92.4% of this capacity excluding international students (Table 3.1.1) and 94.75% with international students included (Table 3.1.2). It should be noted that Elementary Schools are at 102.1% without international students.

Table 3.1.1 - Current Operating Capacity Utilization –K-12 excluding International Students:

SD # 22	Number of Schools	September 2015 Enrolment (Excluding International/Fee Paying students)	Operating Capacity	Utilization
Elementary Schools	14	4,697	4,599	102.1%
Secondary Schools	5	3,202	3,950	81.1%
Sub-total Schools (Excluding international students)	19	7,899	8,549	92.4%
Alternate Programs/Vlearn	-	258	-	-
Total K-12 excluding International students		8,157	-	-

Table 3.1.2 - Current Operating Capacity Utilization – K-12 including International Students:

SD # 22	Number of Schools	September 2015 Enrolment (Including International/Fee Paying students)	Operating Capacity	Utilization
Elementary Schools	14	4,710	4,599	102.4%
Secondary Schools	5	3,391	3,950	85.8%
Sub-total Schools (Including international students)	19	8,101	8,549	94.8%
Alternate Programs/Vlearn	-	258	-	-
Total K-12 including International students		8,359	-	-

School Capacity Calculations

School capacities provide a measure of student accommodation of schools, based on the number of classrooms in a school, not including portable classrooms.

The Ministry of Education defines Nominal and Operational capacities for schools, which may over time be adjusted to actual utilization and physical changes in schools.

For elementary schools Nominal and Operational Capacity is calculated as follows:

1 Full Day Kindergarten classroom =

- Nominal Capacity of 20
- **Operation Capacity of 19**

1 Grade 1-7 classroom =

- Nominal Capacity of 25
- **Operational Capacity of 23.29**

For secondary schools Nominal and Operational Capacity are calculated as follows:

Grade 8-12 classroom (or instructional space unit) =

- Nominal Capacity of 25
- **Operational Capacity of 25**
- Operating Capacity is the same as Nominal Capacity **for** secondary schools.

The Ministry defined operational capacities are a comparative base for measuring utilization of schools when considering capital funding proposals. Ministry recorded operational capacities require to be updated to actual student accommodation at schools. It is therefore important that the operational capacities are accurately reflected in planning reports related to capacity and space utilization. For this reason, SD22 (Vernon) reviewed capacities at all schools, through an actual classroom count and preparation of revised design aid reports for every school in the District. The design aid forms were used to provide a calculation of actual operational capacity based on current Area Standards for British Columbia schools.

For the purpose of the Plan, the actual operational capacity in SD 22 schools has been termed “**functional capacity**” which may differ from operational capacity recorded for schools by Ministry of Education, but are based on design aid updates by Vernon School District, following a school floor plan review and actual classroom count for each school.

The formulas for functional operational capacity for SD 22 schools is based on an identical calculation for operational capacity for schools as set out above by the Province, but local knowledge about actual space usage and number of classrooms within a school has been reviewed using design aid formula calculations, resulting in some differences between the school district’s functional capacities and the operational capacities that were on Ministry of Education capital planning records. The Functional Capacity for schools therefore is simply an adjusted operational capacity, based on design aid review of actual instructional area at each school in Vernon School District.

The Ministry operating capacity calculations also deducts 23.29 operating capacity from schools which host a Strong Start (Early Childhood Education) Centre.

Based on Ministry records, the current K-12 operating capacity for Vernon School District is 8,549.

In determining the operating capacity of a school building only enrolling classroom spaces are included. The calculation of operating capacity does not include ancillary spaces or temporary portables. Ancillary spaces include: multipurpose rooms, cafeterias, gymnasiums, libraries, special education rooms, offices and play spaces within school building.

Portable Classrooms

Currently there are 12 portables located as classrooms at schools which are not considered part of the school capacity. On site portables are an operational expense to the School District and intended to provide temporary accommodation of students where space is not available.

Of the 12 portables located at school sites, 7 portables may be available for relocation to accommodate growth at other schools, including 3 portables at Charles Bloom Secondary, 2 portables at JW Inglis and 2 portables at Mission Hill. All three of these schools appear to have sufficient capacity to accommodate enrolment projections for the next ten years. There is also a need to immediately remove the portables off of Mission Hill Elementary to accommodate a

planned storm water Containment Project in 2016-17 school year. There are also 5 portable classrooms warehoused at the Maintenance Yard for future school use, not including 4 portable buildings used for administrative purposes at the Board Office.

In total there are 12 portable classrooms (including the five warehoused portables) can be relocated to accommodate future space needs, until space is made available where needed.

3. FACILITY CONDITION AND RENEWAL

3.1. Facility Improvement Funding Sources

The graph below illustrates types of funding available to maintain, improve and construct public schools in British Columbia;

- **Annual Facility Grant:** This annual grant from the Province funds major facility renewal or renovation projects that are less than \$1.5 million;
- **Maintenance Operating Funds:** These are funds for minor facility repair, maintenance and day to day upkeep that is part of the district's operating funding;
- **Local Capital:** These are funds from the sale of assets or operating funds allocated to local capital.
- **Capital Funding:** These are grants from the Province to fund approved capital projects and may include site acquisition, major facility renewal, new schools, additions, replacements, seismic, or mechanical upgrades.

FACILITY IMPROVEMENT FUNDING SOURCES



3.2. Seismic Upgrades

The Ministry of Education Seismic Mitigation Program has focused on schools in areas prone to seismic activity, particularly along the British Columbia coast. Seismic projects at schools having a high seismic risk were deemed to be a priority for capital funding by Ministry of Education.

No school in Vernon School District 22 has been identified with any level of risk that would warrant seismic risk mitigation.

3.3. Annual Facility Grant

The amount of a board of education's annual facility grant will be calculated by the Ministry of Education using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

The Board of Education may expend its annual facility grant for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

The Board of Education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

3.3.1. Categories of Eligible Annual Facility Grant Expenditure

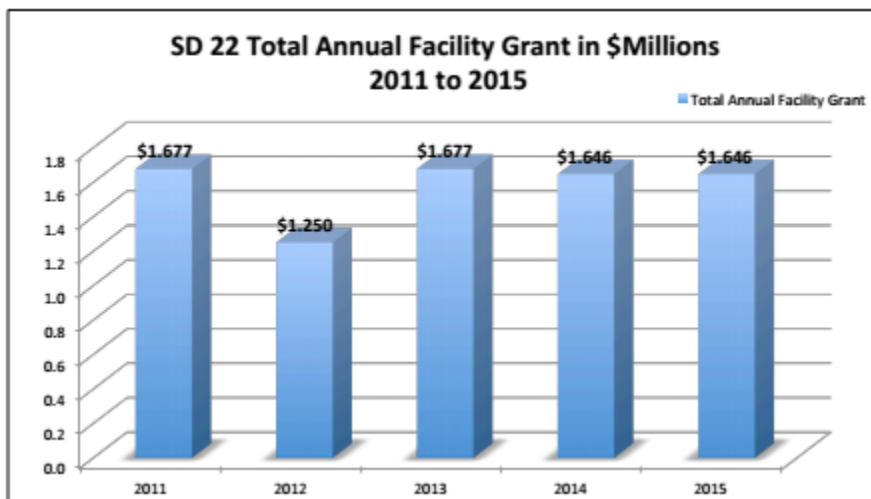
There are 12 categories of eligible annual facility grant expenditures for BC public schools:

1. Roof Replacements (including scheduled roof replacements and major roof repairs);
2. Mechanical System Upgrades (improvements, replacements or provision of heating, ventilation, air conditioning or plumbing systems);
3. Electrical System Upgrades (improvements or replacements of power supply and distribution systems);
4. Facility Upgrades (improvements to protect the fabric of the plant, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation);
5. Loss Prevention Projects (improvements, replacements or provision of fire protection system);
6. Functional Improvements (improvements of school facilities related to the provision of educational programming);
7. Technology Infrastructure Upgrades (improvements to accommodate computer and telecommunications networks);
8. Site Upgrades (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing, contaminated soil remediation; underground storage tanks removal);
9. Disabled Access (improvements related to access for persons with physical disabilities);

10. Asbestos Abatement
11. Health and Safety Upgrades (improvements related to indoor air quality, traffic safety, and non-structural upgrades); and
12. Site Servicing (improvements, replacements or provision of sewer, drainage or water services; underground irrigation systems).

Provincial AFG funding for the district has not grown for the district over the past five years. During the past five years the value of the 'construction dollar' has decreased proportionally to increases in Construction Price Index in BC. The inflationary pressures and construction price increases have made it more difficult for Vernon School District to address all of its minor renovation project requirements.

With the limited AFG funding available, Vernon School District Facilities staff evaluate existing building systems, by system type, and allocate funding where required, on an annual basis. Projects with larger scope costing over \$1.5 million would typically be included in the Five Year Capital Plan instead. This threshold is a major limitation for the District, as any larger minor project that costs between \$500,000 and \$1.5 million would significantly deplete the limited AFG funds available in SD 22, further reducing the district's ability to address its minor project needs. In some cases the project scope for more than one minor project may be combined in the Five Year Capital Plan as a major project, or funds allocated through local capital reserves to relieve pressure on the AFG funds for the district.



3.4. Maintenance and Operating Funds

General maintenance and operating funds are allocated through the operating budget for the district, which is based on per student funding allocations for this purpose by the Ministry of Education. These funds cover the day to day repair, maintenance and upkeep of all school district facilities and transportation vehicles, but do not include minor projects that are eligible for the annual capital grant or capital projects included in the Five Year Capital Plan.

As buildings age they generally have higher maintenance costs and if those costs are not addressed quickly they face inflationary pressures. As building maintenance costs are not fully funded by the Ministry, not all appropriate maintenance work can be accommodated with Vernon School District's

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annual budget. Accordingly, significant maintenance work may be deferred each year. Deferred maintenance for a school can mean that replacement of major building components of schools are overdue such as roofs, fire alarm systems, heating systems flooring, interior finishes, plumbing, lighting and exterior windows. The cumulative impact of deferred maintenance is a major concern for facility management in Vernon School District.

Some of deferred deficiencies have been addressed through Annual Facility Grant or routine capital project funding, and this may continue in future years. If the condition of a school supports a major renovation or a replacement, the deferred deficiency costs could be addressed as part of the major capital project. The process and timing of capital project funding approval therefore is an important consideration of the Long Term Facility Plan.

3.5. Local Capital

Proceeds from the sale of assets are deposited to Local Capital. Some proceeds are restricted funds and require the permission of the Minister of Education to be utilized. School Districts must fund any capital projects not otherwise funded by the Province through their own funding sources. Operating funds are provided to cover all aspects of the schools districts operations including capital expenditures. This would include the purchase of capital assets or the transfer of operations funds to Local Capital to fund approved capital projects.

3.6. Capital Plan Project Identification and Approval Process

Each year the Ministry publishes Five Year Capital Plan Instructions to guide capital plan submission process in the Province. In a normal year the Ministry initiates the capital planning submission process releasing capital plan instructions. The school district is required to submit a five-year capital plan, providing details of high priority major projects needed within the district and must comply with the instructions provided.

There are many things that do not change from year to year in the capital planning process. The Ministry has continually required that major capital projects over \$1.5 million in value must be submitted as a proposal in the Five Year Capital Plan for the District. The Ministry of Education also requires the completion of a School District Long Term Facility Plan, which provides the planning strategy to guide the preparation of the Five Year Capital Plan including project identification and prioritisation of high priority capital projects.

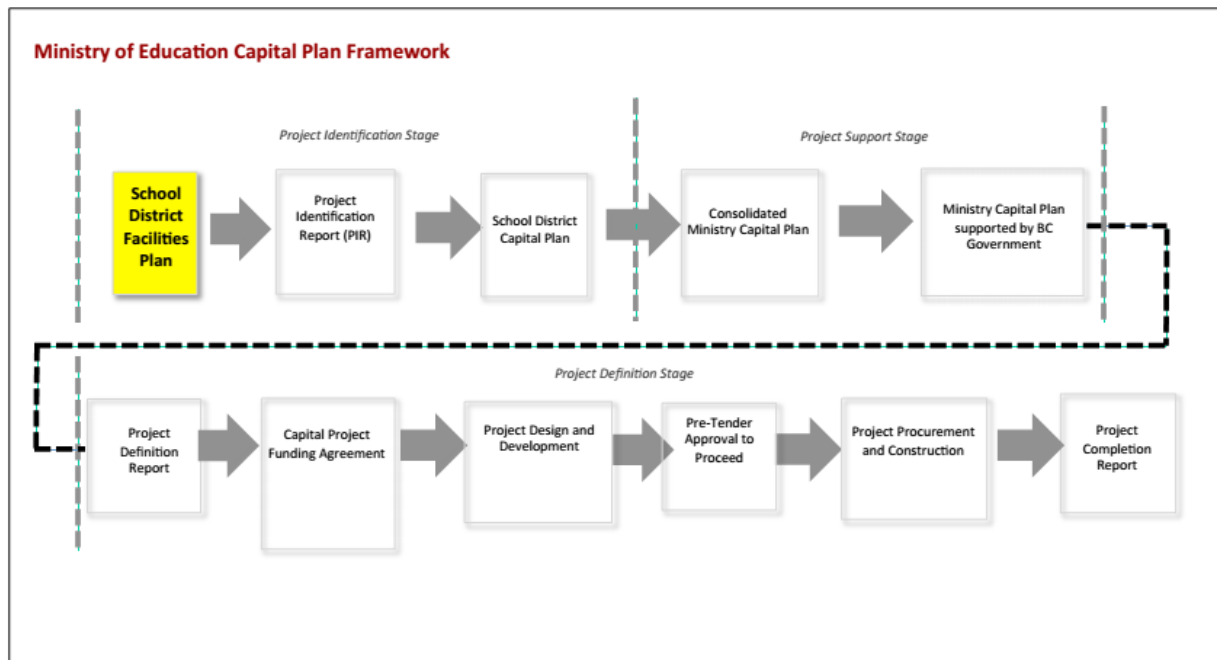
Capital Projects included in the Five Year Capital Plan include the following categories for proposals: Non Capacity Projects and Capacity Projects, as described below:

1. **Non Capacity Projects:** Including renovations, mechanical, facility or system upgrades that will not result in changes to capacity of schools;
2. **Capacity Projects:** Including site acquisition and construction of new schools, additions, alterations or replacements that will result in changes to capacity of schools;

The Five Year Capital Plan ranks the project priorities, with the highest priority projects listed in the funding year (the funding approval year is normally year 3 of the Five Year Plan). The Ministry in the past has allowed submission of some urgent routine capital proposals such as roof replacements or mechanical upgrades for funding beginning in year 1 of the plan, but actual submission rules may vary from year to year, subject to Provincial instructions.

The highest priority capital project proposals require submission of a Project Identification Report (PIR) with the Five Year Capital Plan, definition the project scope, rationale and cost estimates for

the project. The Minister announces projects that receive approval through the project support stage, which involves the Ministry reviewing a consolidated Capital Plan, prioritizing the needs of all school districts within the available capital investment when determined by the Province. There is no guarantee that the highest priority capital project submissions will receive project approval in any given year. The few projects that receive approval through the Province move into the Project definition stage, where a Project Definition Report (PDR) including more detailed review of supporting information, concept, scope and costs of the project is required to be provided to the Ministry. The Ministry reviews the Project Definition Report and where supported leads to a Capital Project Funding Agreement between the School District and the Province. These steps must be completed before the project design and development process can proceed.



3.7. Facility Condition Assessments - Capital Asset Management System (CAMS)

BC Ministry of Education has initiated facility condition assessments of all BC school facilities to determine the age and condition of school buildings and systems, and to help determine what additional capital funding resources will be required.

The Ministry of Education commissioned **VFA Canada** to create the Capital Asset Management Services (CAMS) database for the Province of BC. The review of the facility assessments for SD22 Vernon School District were undertaken by VFA Canada through BC Ministry of Education with ratings completed in 2009-2010. The VFA ratings are scheduled to be updated beginning in July 2016 with completion in Fall 2016.

The CAMS assessments for school districts by VFA Canada was carried out through recording of all building system data, and visual observations to develop an overall facility condition index (FCI) for each facility in the school district relative to the assessment of each school facility throughout the province. The FCI is expressed as a percentage, or ratio, of the cost of remedying maintenance

deficiencies to the current replacement value. A higher the percentage, or ratio, indicates that a facility is in a worse condition while a lower percentage, or ratio, indicates that a facility is in better condition.

This calculation also provides a corresponding rule of thumb for the annual reinvestment rate (funding percentage) to prevent incremental growth of deferred maintenance deficiency costs for schools throughout the Province. The FCI is a significant factor that the Ministry of Education uses to determine funding priorities for replacement or rejuvenation projects.

FCI – Key

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 life cycle.
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 life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.
0.60 and above – Very Poor Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

Generally a school would not be considered for replacement unless it has a “very poor” rating. It is also noted that with the exception of Vernon Secondary School and Coldstream Elementary which are newer facilities in excellent shape, Vernon School District schools are rated in poor or very poor condition. In fact the VFA assessments found 10 facilities (including 1 secondary school, 6 elementary schools and 3 other facilities) to be in “very poor” condition and 11 to be in “poor condition” as illustrated in the table below (see 4.5.2 FCI ratings).

These ratings are scheduled to be adjusted through the 2016 CAMS assessments planned for June 2016 through VFA by the BC Government. The adjustments to the estimated replacement value of buildings will reflect the impact of continued aging of structures, investments to capital projects by the school district since the current assessments were carried out and inflationary factors. The planning process must consider local knowledge on current condition of facilities and any update to FCI ratings that VFA Canada provides in its facility rejuvenation plans for the future.

Although the CAMS FCI ratings is a valuable tool for capital planning, the ratings are not up to date and do not include facility improvements between 2009 and 2015 by the school district. Adjustments to facility condition information should be included in future amendments to the plan and any project identification or definition reports that will be required for capital projects.

Vernon School District has invested approximately \$7.5 million on capital improvements between 2009 and 2015. This is approximately 8.3% of the deferred maintenance cost estimate of \$89.3 Million, based on the FCI ratings and replacement value in the VFA report completed in 2010.

For the purpose of this plan, the consultant estimates that any facility currently with a 0.60 FCI rating or higher remains in “very poor” condition, even if it had some improvement investments to the facility or its systems since the current FCI rating was set.

3.7.1. FCI Ratings (2009)

The FCI ratings are illustrated below, from highest to the lowest ratio without adjustments to minor facility improvements after the ratings were set based on conditions in 2009.

Local knowledge on facility investments that may be missing from the FCI rating is an important consideration, and the School District’s priorities may differ from the current FCI rating based on direct knowledge on recent building condition improvements as well as other factors. Staff and student safety concerns, accessibility, operational deficiencies, supervision concerns and the number of students impacted are other factors which may be considered when prioritizing projects.

FCI - highest to lowest rating - SD #22

Board Office	0.86	VERY POOR CONDITION
Silver Star Elementary	0.75	
Maintenance Building	0.74	
Charles Bloom Secondary	0.72	
Hillview Elementary	0.69	
Dorothy Alexander Centre	0.69	
Cherryville Elementary	0.66	
Harwood Elementary	0.62	
Okanagan Landing Elementary	0.60	
BX Elementary	0.60	POOR CONDITION
WL Seaton Secondary	0.59	
J W. Inglis Elementary	0.58	
Mission Hill Elementary	0.57	
Alexis Elementary	0.56	
Clarence Fulton Secondary	0.54	
Bus Garage	0.50	
Lavington Elementary	0.49	
Kalamalka Secondary	0.48	
Beairsto Elementary	0.46	
Kidston Elementary	0.34	
Ellison Elementary	0.33	EXCELLENT CONDITION
Vernon Secondary	0.04	
Coldstream Elementary	0.04	

In summary, the Facility Condition Index (FCI) is an industry-standard index that measures the relative condition of a facility by considering the costs of deferred maintenance and repairs as a percentage of replacement value. The Index is provided by Ministry of Education (through VFA) and is scheduled to be updated in June 2016.

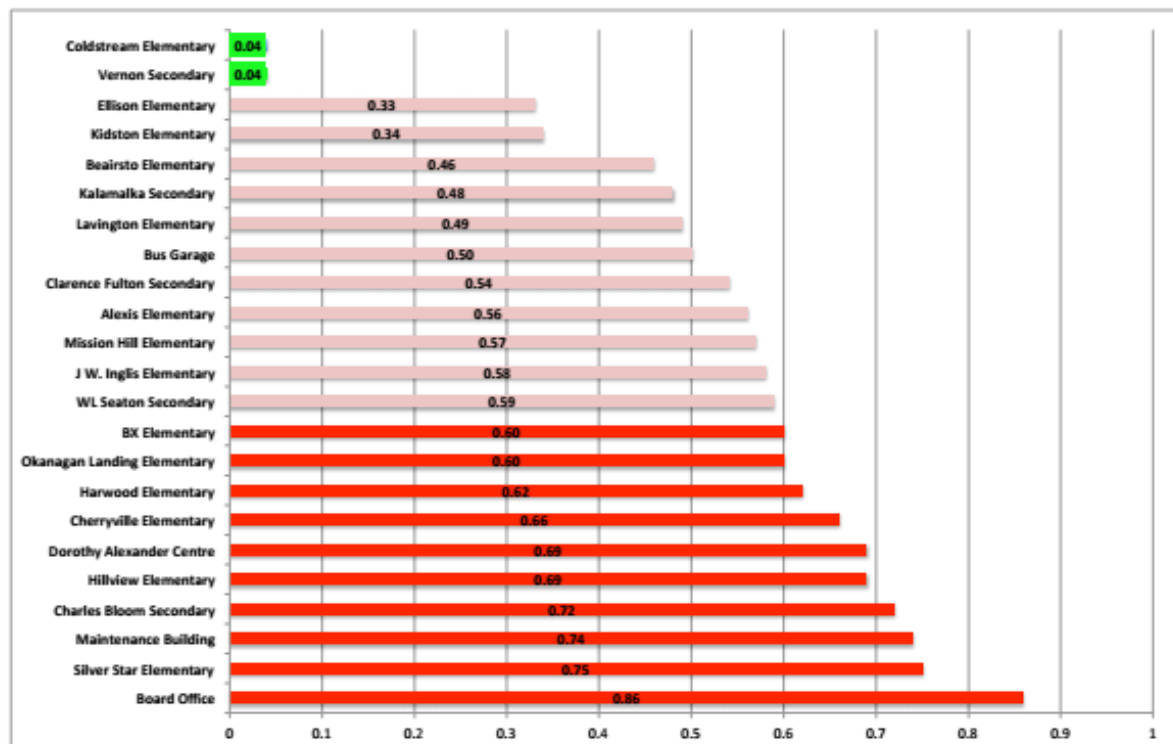
It is noted that the FCI rated the SD #22 Board Office as having the worst facility assessment rating in the district at 0.86 – indicating a “very poor” rating which is on the extreme end of the scale. Other buildings rated in “very poor” condition include Silver Star Elementary which has the second worst rating at 0.75, followed by the SD#22 Maintenance Building at 0.74, Charles Bloom Secondary at 0.72, Hillview Elementary at 0.69, Dorothy Alexander Centre at 0.69,

Cherryville Elementary at 0.66, Harwood Elementary at 0.62, Okanagan Landing Elementary at 0.60 and BX Elementary at 0.60.

Vernon SD22 received an average FCI rating of 0.44 (“poor”) which was the 14th worst rating amongst 60 British Columbia school districts. Also the FCI rating was higher than the average FCI for the Province as a whole (0.39). The Ministry has indicated that it would look positively on projects that help reduce FCI ratings below the Provincial FCI average. There are only 4 schools that had lower FCI ratio than the Provincial average; Kidston Elementary, Ellison Elementary, Vernon Secondary and Coldstream Elementary.

The graph below shows that 13 schools in Vernon School District have an FCI rating of 0.50 to 0.75. This means these schools have a deferred maintenance that will cost between one-half to three-quarters the cost to build a new replacement school. Although FCI ratings may have improved for some schools due to system investments over the past five years, the magnitude of the cumulative deferred cost implications still continues for most school facilities in Vernon School District. The long term cost implications of facility rejuvenations is a significant concern for the Board of Education.

2009 FCI Ratings - Graph Lowest (best) to Highest (worst)



3.7.2. FCI Ratings by Family of Schools and Other Facilities

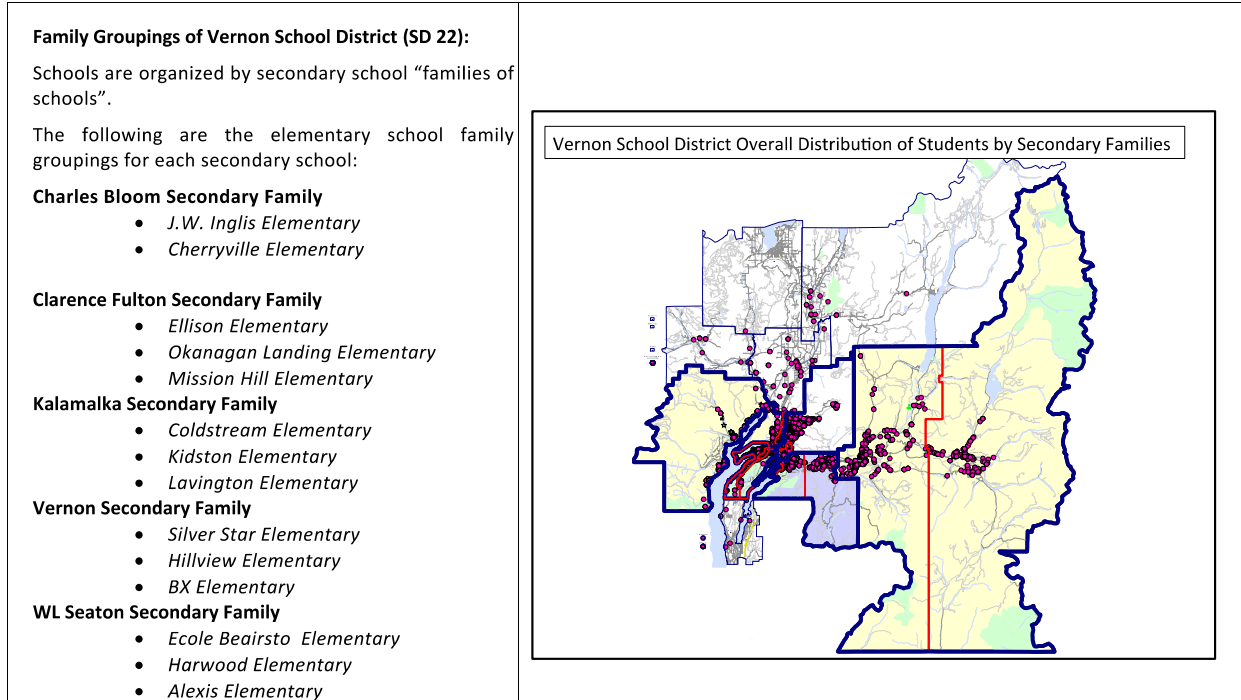
The table below illustrates the 2009 facility FCI ratings for the 5 secondary schools and 14 elementary schools in SD22, organized by secondary schools with their feeder grouping of elementary schools, as families of schools. The table also includes FCI rating of other SD22 Facilities, including the Board Office, Bus Garage, Maintenance Building and Dorothy Alexander Centre.

FCI ratings by Secondary Family Groupings of all schools			FCI rating other SD22 Facilities		
Vernon Secondary	0.04	EXCELLENT	Board Office	0.86	VERY POOR
Silver Star Elementary	0.75	VERY POOR	Bus Garage	0.50	POOR
Hillview Elementary	0.69	VERY POOR	Maintenance Building	0.74	VERY POOR
BX Elementary	0.60	VERY POOR	Dorothy Alexander Centre	0.69	VERY POOR
WL Seaton Secondary	0.59	POOR			
Harwood Elementary	0.62	VERY POOR			
Alexis Elementary	0.56	POOR			
Bearisto Elementary	0.46	POOR			
Clarence Fulton Secondary	0.54	POOR			
Ellison Elementary	0.33	POOR			
Okanagan Landing Elementary	0.6	VERY POOR			
Mission Hill Elementary	0.57	POOR			
Kalamalka Secondary	0.48	POOR			
Coldstream Elementary	0.04	EXCELLENT			
Kidston Elementary	0.34	POOR			
Lavington Elementary	0.49	POOR			
Charles Bloom Secondary	0.72	VERY POOR			
J W. Inglis Elementary	0.58	POOR			
Cherryville Elementary	0.66	VERY POOR			

3.7.3. Preliminary Order of Magnitude Impact on FCI - Estimate of Improvements 2009- 2015

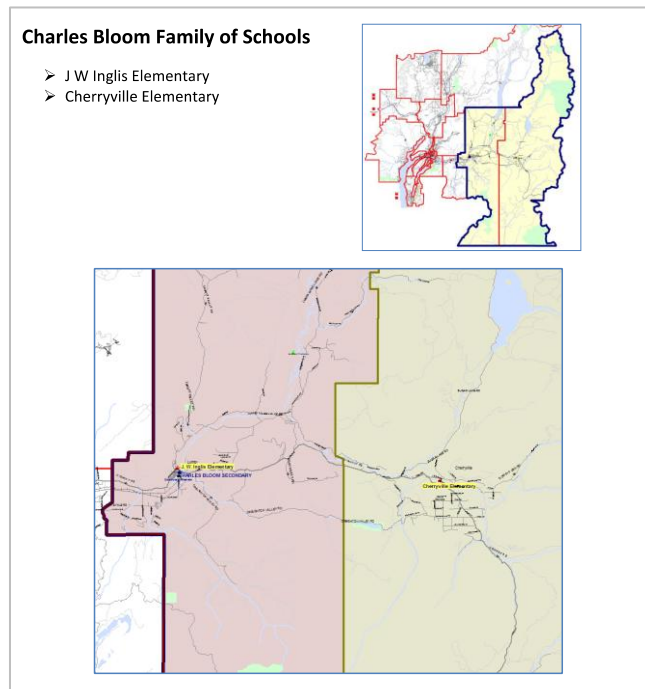
FACILITY	FCI	Replacement Value 2009	ORDER OF MAGNITUDE OF INVESTMENTS 2009-2015 RATIO OF REPLACEMENT VALUE 2009	ADJUSTED FCI ESTIMATE WITHOUT VALUE ADJUSTMENT
BX ELEMENTARY	0.60	\$ 4,568,924	0.072	0.53 VERY POOR TO POOR
HILLVIEW ELEMENTARY	0.69	\$ 5,250,440	0.057	0.63 VERY POOR
SILVER STAR ELEMENTARY	0.75	\$ 6,377,524	0.044	0.71 VERY POOR
ALEXIS PARK ELEMENTARY	0.56	\$ 6,375,339	0.040	0.52 POOR
BEAIRSTO ELEMENTARY	0.46	\$ 11,238,775	0.063	0.40 POOR
HARWOOD ELEMENTARY	0.62	\$ 5,926,734	0.180	0.44 VERY POOR TO POOR
WL SEATON SECONDARY	0.59	\$ 21,847,918	0.004	0.59 POOR
CLARENCE FULTON	0.54	\$ 22,965,683	0.012	0.53 POOR
ELLISON ELEMENTARY	0.33	\$ 6,610,587	0.036	0.29 POOR TO AVERAGE
MISSION HILL ELEMENTARY	0.57	\$ 5,439,930	0.076	0.49 POOR
OKANAGAN LANDING ELEMENTARY	0.60	\$ 5,190,062	0.168	0.43 VERY POOR TO POOR
KALAMALKA SECONDARY	0.48	\$ 18,694,561	0.021	0.46 POOR
KIDSTON ELEMENTARY	0.38	\$ 5,184,172	0.036	0.34 POOR
LAVINGTON ELEMENTARY	0.49	\$ 4,674,098	0.062	0.43 POOR
CHARLES BLOOM SECONDARY	0.72	\$ 14,405,275	0.025	0.70 VERY POOR
CHERRYVILLE ELEMENTARY	0.66	\$ 2,661,560	0.011	0.65 VERY POOR
JW INGLIS ELEMENTARY	0.58	\$ 5,381,488	0.191	0.39 POOR
BOARD OFFICE	0.86	\$ 1,832,349	0.038	0.82 VERY POOR
MAINTENANCE BUILDING	0.74	\$ 1,672,662	0.160	0.58 VERY POOR TO POOR
DOROTHY ALEXANDER CENTRE	0.69	\$ 1,158,724	0.038	0.65 VERY POOR

4. LONG TERM PLANNING STRATEGY CONSIDERATIONS BY FAMILIES OF SCHOOLS



4.1. Charles Bloom Secondary Family of Schools (CBF)

The Charles Bloom Secondary family of schools corresponds to the school catchment of Charles Bloom Secondary School, and includes JW Inglis Elementary, and Cherryville Elementary.



4.1.1 Facility Conditions of Charles Bloom Secondary Family of schools:

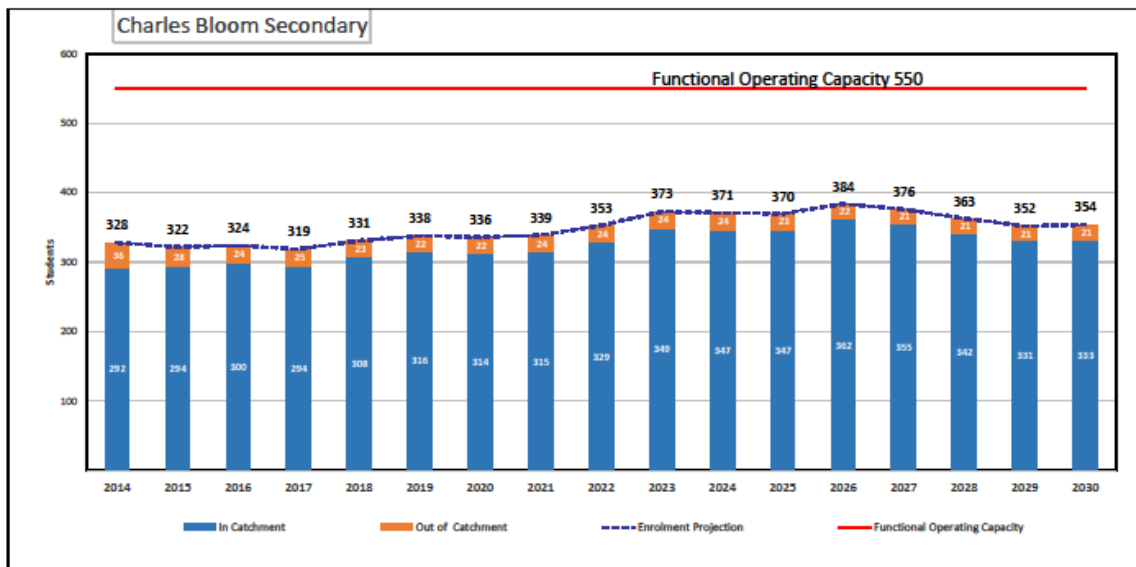
Charles Bloom Secondary has a “very poor” condition and may be a good candidate for a replacement capital project. Charles Bloom Secondary schools facility rating is the second worst of all schools in School District #22 (not including the Board office or Maintenance Building, which have worse ratings). The feeder elementary schools in the Charles Bloom Family of Schools include: J.W. Inglis which has a “poor” condition and Cherryville Elementary which is rated with a “very poor” condition. This family of schools may require considerable facility and systems investments to improve facility conditions.

Charles Bloom Secondary	0.72	VERY POOR
J W. Inglis Elementary	0.58	POOR
Cherryville Elementary	0.66	VERY POOR

Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings for schools in this family will remain in their poor and very poor condition ratings.

4.1.2 Space Utilization of Charles Bloom Secondary Family of schools:

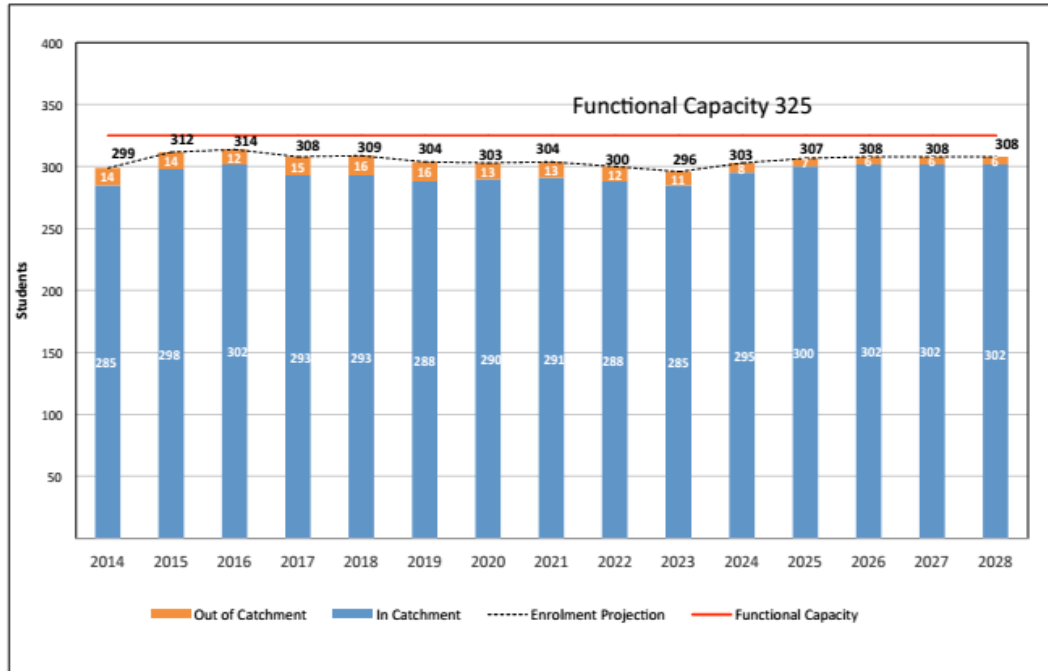
Charles Bloom Secondary accommodates a grade 7-12 regular program and its enrolment is currently at 61% functional operating capacity. The school's enrolment is projected to gradually grow to 66% by 2030.



JW Inglis Elementary

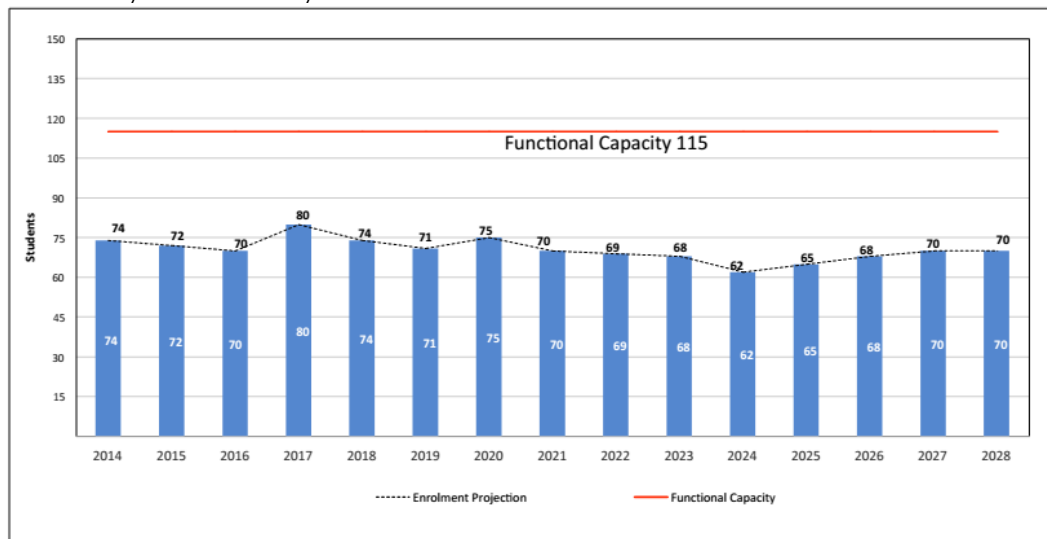
J W Inglis Elementary accommodates a K-6 program and is near capacity with enrolment currently at 96% of the schools functional operating capacity and is projected level to 2028.

JW Inglis Elementary



Cherryville Elementary accommodates a regular K-6 program. Enrolment is at 63% of the schools functional operating capacity and is projected level to 2028.

Cherryville Elementary



4.1.3 Alternative Capacity Considerations – Charles Bloom Secondary Family of Schools:

- a) CBF Capacity Status Quo Alternative – No space additions
Both Cherryville Elementary and JW Inglis Elementary will remain below functional operating capacity and additional space will not be needed. The status quo alternative for no space additions supports long term planning in this family of schools.
- b) CBF Secondary School Capacity Reduction Alternative
Replacing Charles Bloom Secondary at a smaller size may be a consideration, but may be difficult to achieve without losing valuable design space and program growth opportunities in the existing school building.
- c) CBF Consolidation Alternative - Replacement of Charles Bloom as a K-12 School
Replacing Charles Bloom Secondary as a K-12 Secondary School would result in closure to JW Inglis Elementary and, as an option, Cherryville Elementary. This alternative would require extensive consultation with the school community, staff and parents.

4.1.4 Program and Boundary Alternatives for Charles Bloom Secondary Family of Schools:

- a) CBF Program and Boundary Status Quo – No program or boundary changes
- b) CBF Program Location Alternative:
Program additions to Charles Bloom Secondary could result in enrolment growth and improvement to space utilization at the secondary school.
- c) CBF Boundary Review Alternative:
A boundary move from JW Inglis to Cherryville would improve space utilization at Cherryville but may be impractical to accommodate. Due to the remote location of Cherryville, it may be difficult to provide a boundary move from JW Inglis to Cherryville. This is less plausible than bussing noted above. A comprehensive boundary review for the District may support capital projects.
- d) CBF Grade Configuration Review Alternative:
The current regular program grade configuration for the Charles Bloom family of schools is K-6 for the two elementary schools and grade 7-12 for Charles Bloom Secondary. Vernon School District currently has no plans to change the current grade 7-12 grade configuration for Charles Bloom Secondary. The Grade K-6 / Gr. 7-12 grade configuration improves the space utilization of Charles Bloom Secondary which still remains underutilized. This grade configuration also helps avoid overcrowding at JW Inglis Elementary but does not help with the underutilization at Cherryville Elementary. Another alternative that needs to be looked at is if a K-12 school replacement of Charles Bloom Secondary would address the facility needs of the Charles Bloom Secondary Family of Schools. A grade reconfiguration would be a difficult choice, requiring extensive consultation with the school community, including staff, parents and students.

4.1.5 Facility upgrade (routine capital, replacement or major renovation) Alternatives:

- a) CBF Facility Status Quo – No major upgrades
The “poor” to “very poor” condition of the two elementary schools in this family of schools needs to be significantly improved in order to improve the quality of learning for students. For this reason, the status quo alternative of not providing major upgrades

may not support long term planning objectives for the Charles Bloom Secondary family of schools.

- b) Charles Bloom Secondary (Replacement or Major Renovation)
A replacement or major renovation of Charles Bloom may be needed as a high priority project.
- c) Cherryville Elementary (Major Renovation or Routine Capital upgrades)
A major renovation of Cherryville Elementary may be needed as a high priority project. Routine capital upgrades may also be considered.
- d) JW Inglis Elementary (Major Renovation or Routine Capital upgrades)
A major renovation of JW Inglis Elementary may be needed as a high priority project. Routine capital upgrades and minor renovations may also be considered.

4.1.6 Long Term Capital Planning Options for Charles Bloom Secondary Family of Schools

OPTION 1	OPTION 2	OPTION 3
Replace (smaller capacity): Charles Bloom Secondary Upgrades: Cherryville Elementary JW Inglis Elementary	Major Renovation: Charles Bloom Secondary Upgrade: Cherryville Elementary JW Inglis Elementary	Replacement K-12 School: Charles Bloom Secondary Alternatives to this option: - Consolidate K-12 enrolment at Charles Bloom replacement building designed for K-12, by moving K-6 enrolment from both Cherryville Elementary and JW Inglis Elementary; or - Consolidate K-12 enrolment at Charles Bloom replacement building designed for K-12, by only moving K-6 enrolment from JW Inglis Elementary, while Cherryville Elementary would remain a K-6 school;

Considerations of Capital Plan Options Charles Bloom Secondary Family of Schools:

Option 1 would result in “right sizing” Charles Bloom Secondary by replacing it with a smaller capacity school. This may result in a reduction in the valuable program space, design area, collaborative spaces and workshops that are well used in the existing school and may impact program enrolment at Charles Bloom Secondary. Adding a Neighbourhood Learning Centre would add 15% to the area standards for the replacement to accommodate community learning opportunities.

Option 2 would result in major renovations to Charles Bloom Secondary, keeping intact the schools abundant program space, design area, collaborative spaces and workshops. The school capacity will remain underutilized in this option, unless program improvement attracts more students from outside of this family of schools. The Ministry does not fund Neighbourhood Learning Centres in

existing school buildings.

Option 3 would result in a replacement of Charles Bloom Secondary as a new K-12 school, with alternatives for consolidating K-12 by moving elementary enrolment from Cherryville and JW Inglis or alternatively only from JW Inglis to Charles Bloom (Cherryville Elementary would continue as a K-6 school in its more remote location).

Recommended Options for Charles Bloom Secondary Family of Schools

Option 1- Replacing Charles Bloom Secondary with a smaller school may be the preferred option if we assume status quo to current programs and grade configuration (although option 3 may also be a consideration for further consultation). If Option 1 is implemented Charles Bloom would be replaced with a smaller building, right-sized to projected enrolment. This option addresses the very poor facility condition rating of Charles Bloom Secondary and improves the schools space utilization but may end up in reducing valuable collaborative spaces at the school. Including a Neighbourhood Learning Centre in the replacement is recommended. Facility upgrades may still be required at Cherryville Elementary and JW Inglis Elementary.

OR

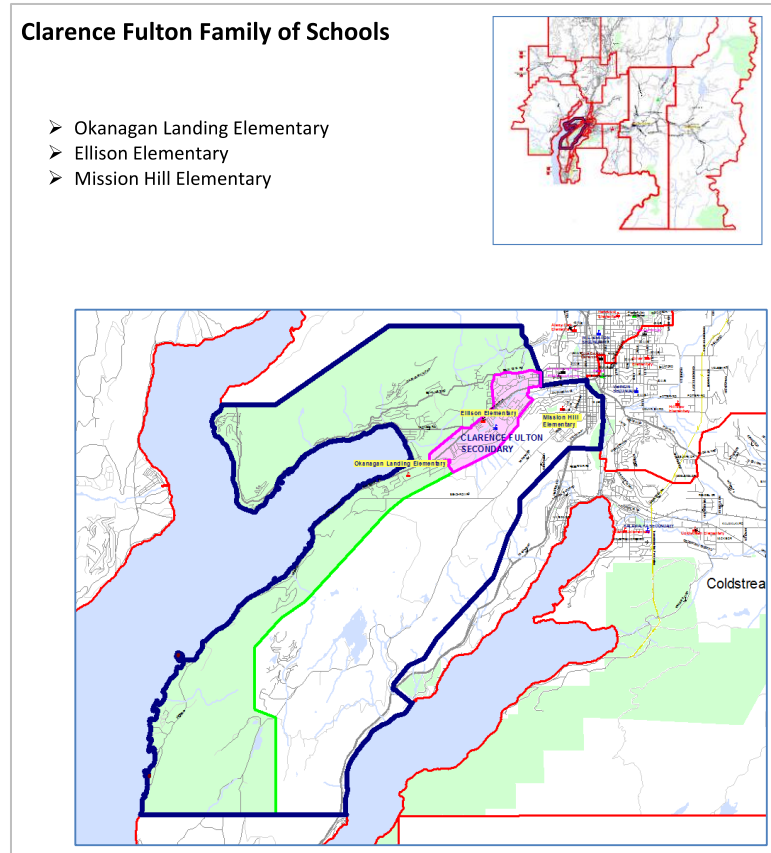
Option 3 – replacing Charles Bloom with a K-12 school model may also be a consideration but requires school and community consultation on grade configuration and enrolment consolidation implications. The K-12 school option would address the poor to very poor facility condition of all three schools in this family and would also ensure that facility capacity is right sized for future enrolment. Creative approaches to build learning communities in a K-12 school model, as well as inclusion of a Neighbourhood Learning Centre should be considered.

Recommendation:

That the Board of Education include the replacement of Charles Bloom Secondary as a high priority project on the Board's Five Year Capital Plan, and further that the Board engage in a consultation process with the Charles Bloom Secondary community to help determine the preferred option and alternative for the school project.

4.2 Clarence Fulton Secondary Family of Schools

The Clarence Fulton family of schools corresponds to the school catchment of Clarence Fulton Secondary School, and includes Ellison Elementary, Okanagan Landing Elementary and Mission Hill Elementary.



4.2.1 Facility Conditions of Clarence Fulton Secondary Family of schools:

Clarence Fulton has a “poor” condition and its feeders were also rated with poor conditions, with Okanagan Landing rated in “very poor” condition, Ellison Elementary rated in “poor” condition (although a relatively better rating with FCI at 0.33) and Mission Hill Elementary is rated in “poor” condition.

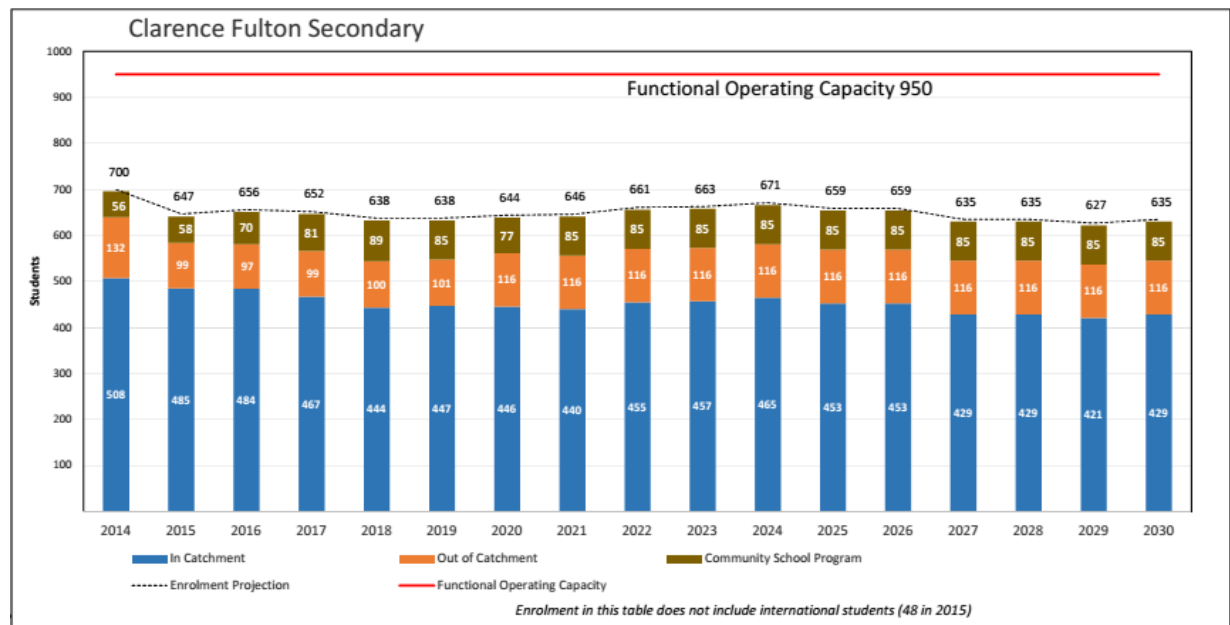
Clarence Fulton Secondary, Okanagan Landing Elementary and Mission Hill Elementary require considerable facility and systems investments to improve facility conditions. Ellison Elementary although rated poor, is in much better shape and may not support a capital project.

Clarence Fulton Secondary	0.54	POOR
Ellison Elementary	0.33	POOR
Okanagan Landing Elementary	0.6	VERY POOR
Mission Hill Elementary	0.57	POOR

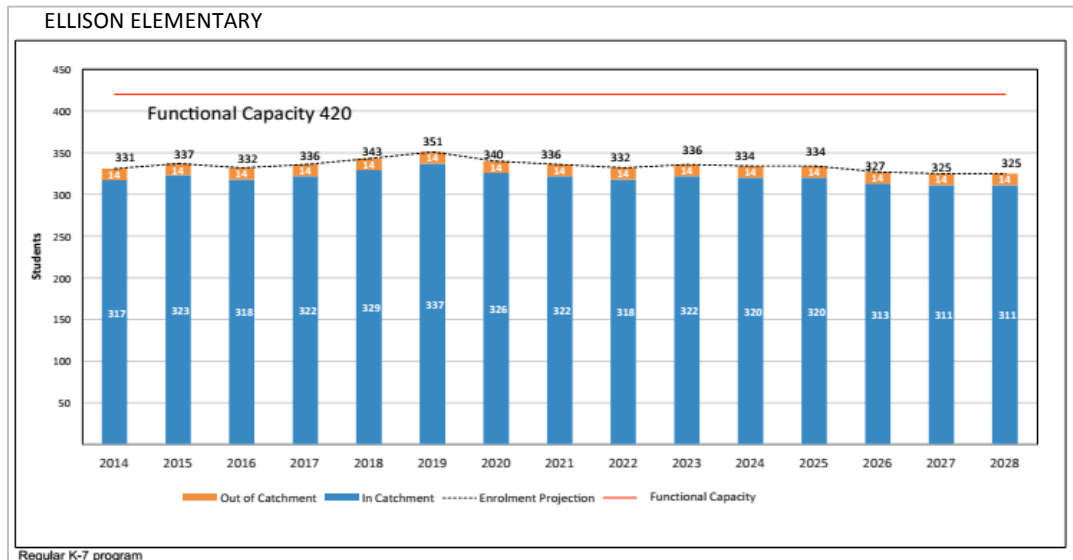
Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings may improve, with Ellison Elementary FCI rating likely to improve from “poor” condition to “average” condition and Okanagan Landing may improve from “very poor” condition to “poor condition”. The ratings for Mission Hill Elementary and Clarence Fulton Secondary will remain in “poor” condition.

4.2.2 Space Utilization of Clarence Fulton Secondary Family of schools (CFF):

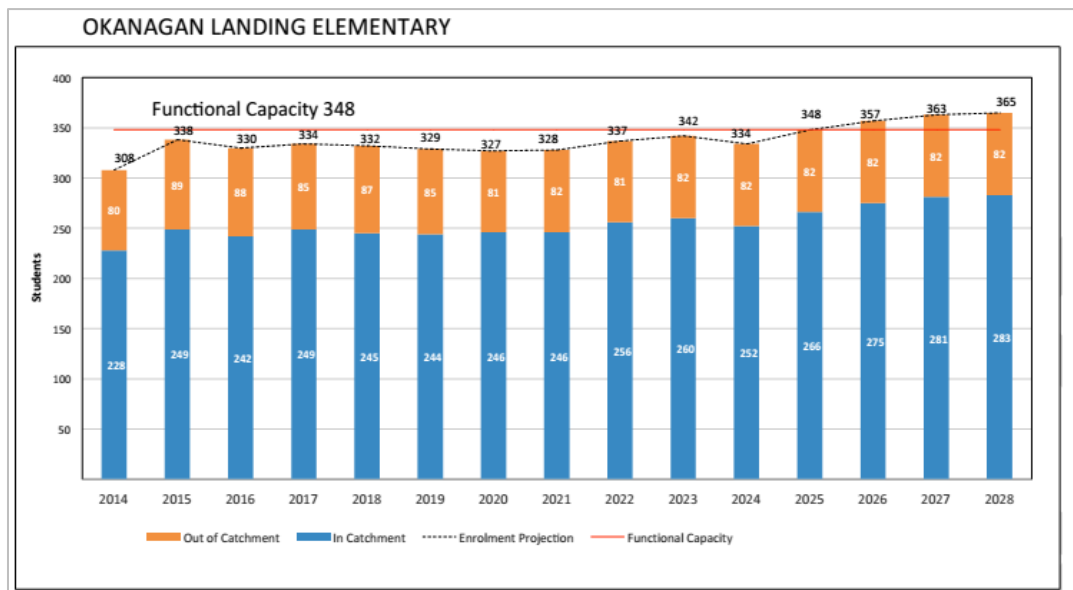
Clarence Fulton Secondary enrolment is currently at 68% functional operating capacity and projected enrolment is projected level to 2030. Clarence Fulton is a dual program school, including the grade 7-12 Vernon Community School and the Gr. 8-12 regular secondary program.



Ellison Elementary has enrolment currently at 80% of the schools functional operating capacity and is projected relatively level with 77% of functional operating capacity by 2028.

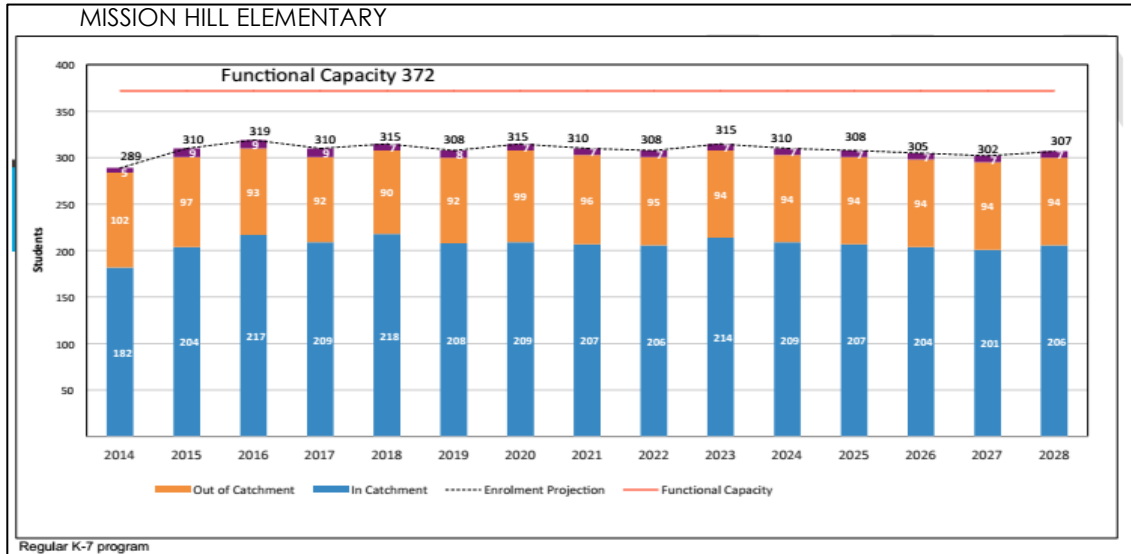


Okanagan Landing Elementary enrolment is at 97% of the schools functional operating capacity. This school includes a regular K-7 program. Enrolment is projected to grow to 105% of the schools functional operating capacity by 2028.



Mission Hill Elementary

Mission Hill Elementary enrolment is at 81% of the schools functional operating capacity. This school includes a K-7 regular program. Enrolment is projected to grow to 85% of the schools functional operating capacity by 2028. The school has room for program growth.



4.2.3 Alternative Capacity Considerations - Clarence Fulton Secondary Family of Schools:

- a) CFF Capacity Status Quo Alternative– No space additions
The status quo alternative supports long term capital planning. The family of schools has sufficient space in secondary and elementary schools to accommodate projected enrolment. Added capacity is not required in this family of schools.

4.2.4 Program and Boundary Alternatives for Clarence Fulton Secondary Family of Schools:

- a) CFF Status Quo – No program or Boundary changes
There are no plans to move Vernon Community School program from Clarence Fulton Secondary. Vernon Community School is a district program accommodating grade 7-12 students. Clarence Fulton will also continue to accommodate grade 8-12 regular program students.
- b) CFF Program Location Alternative
Clarence Fulton family of schools has significant room to accommodate program growth. Program expansions, additions or moves from outside of Clarence Fulton Secondary family of schools can be accommodated in the long term, to improve space utilization of schools.
- c) CFF Boundary Review Alternative
A boundary move from Okanagan Landing to Ellison and Mission Hill may help balance enrolment growth, but will not reduce the overall space surplus for the Clarence Fulton Secondary family of schools, unless boundaries or programs move from outside of the family of schools. A comprehensive boundary review may be needed to support school district planning.
- d) CFF Grade Configuration Review Alternative

The current grade K-7 configuration at elementary schools and grade 8-12 regular program and Grade 7-12 Vernon Community School program at Clarence Fulton Secondary does not result in student space shortage at elementary or secondary schools. It should be noted that if the regular grade seven was moved to Clarence Fulton Secondary it would result in a K-6 elementary configuration, adding surplus space at the three elementary schools. A grade reconfiguration would be a difficult choice for the Clarence Fulton Secondary family of schools, requiring extensive consultation with the school community, including staff, parents and students. A comprehensive grade configuration review may be needed to support capital projects.

4.2.5 Facility upgrade (routine capital, replacement or major renovation) Alternatives:

- a) CFF Facility Status Quo – No major upgrades
The “poor” to “very poor” condition of the three elementary schools in this family of schools needs to be significantly improved in order to improve the quality of learning for students. For this reason, the status quo alternative of not providing major upgrades may not support long term planning objectives for the Clarence Fulton Secondary family of schools.
- b) Okanagan Landing Elementary (Major Renovation or Routine Capital upgrades)
A major renovation or routine capital upgrades to Okanagan Landing Elementary may be needed.
- c) Mission Hill Elementary (Major Renovation or Routine Capital upgrades)
Routine capital upgrades may be needed for Mission Hill Elementary.
- d) Ellison Elementary (Routine Capital upgrades)
Routine capital upgrades may be needed for Ellison Elementary.
- e) Clarence Fulton Secondary (Major Renovation or Routine Capital Upgrades)
Routine capital upgrades may be needed for Clarence Fulton Secondary.

4.2.6 Capital Plan Options for Clarence Fulton Secondary Family of Schools

OPTION 1	OPTION 2
Major Renovation - Okanagan Landing Elementary Routine Capital - Mission Hill Elementary - Clarence Fulton Secondary Minor Upgrades - Ellison Elementary	No Capital Projects Required Maintenance and minor upgrades only - Okanagan Landing Elementary - Mission Hill Elementary - Ellison Elementary - Clarence Fulton Secondary
Capital Plan Options for Clarence Fulton Secondary Family of Schools: Option 1 would result in a major renovation of Okanagan Landing Elementary which had a very poor FCI rating. Mission Hill Elementary and Clarence Fulton Secondary would receive routine capital upgrades and Ellison Elementary may require minor upgrades.	

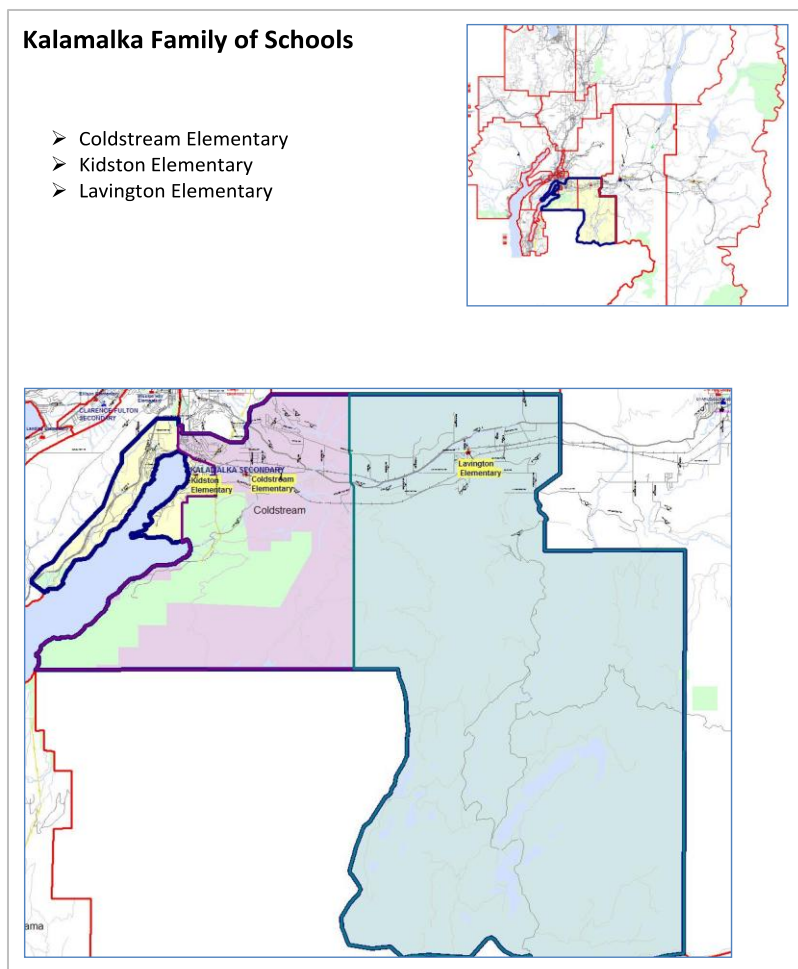
Option 2 would involve only maintenance and minor upgrades to all four schools.

Recommended Option for Clarence Fulton Secondary Family of Schools

Option 2 – No capital projects required is the preferred option. Due to relatively better condition of facilities in this family. Okanagan Landing Elementary schools facility condition may have improved from “very poor” condition to “poor” condition due to recent system investments by SD22. Only maintenance and minor upgrades may be required.

4.3 Kalamalka Secondary Family of Schools (KFS)

The Kalamalka family of schools corresponds to the school catchment of Kalamalka Secondary School, and includes Coldstream Elementary, Kidston Elementary and Lavington Elementary.



4.3.1 Facility Conditions of Kalamalka Secondary Family of schools:

Kalamalka has a “poor” condition. The feeder elementary schools in this family include: Coldstream which is a newer facility with “excellent” condition, Kidston Elementary with “poor condition” and Lavington Elementary which is also rated with a “poor” condition.

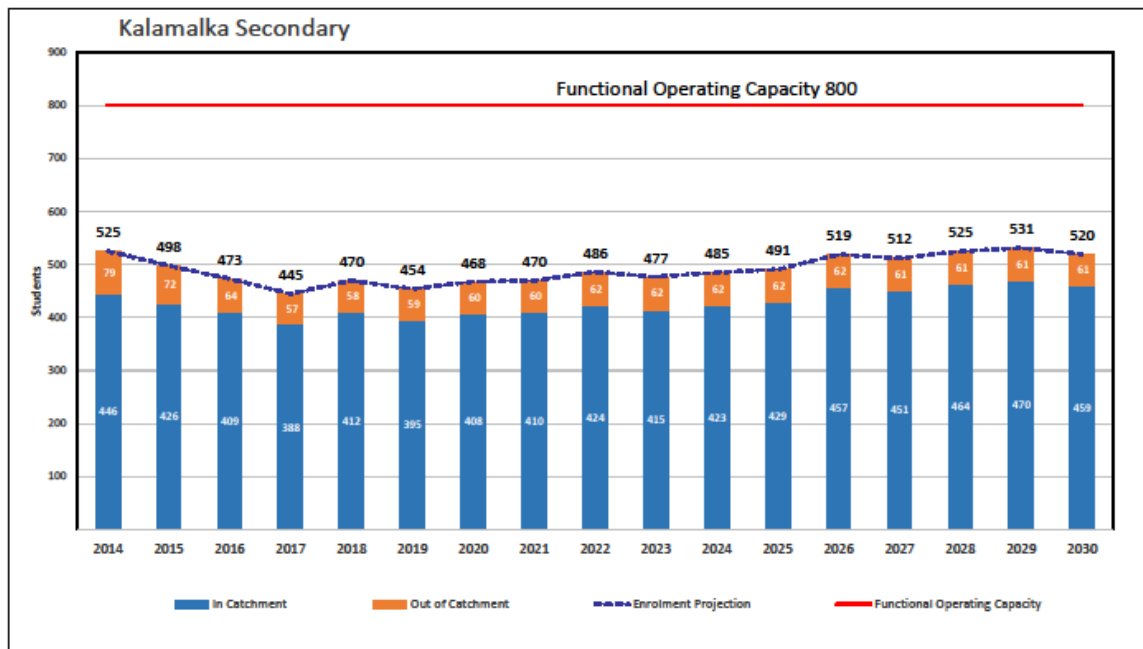
Kalamalka Secondary and Lavington Elementary may require considerable facility and systems investments to improve facility conditions. Kidston Elementary although rated poor, is in much better shape and would not support a major capital project.

Kalamalka Secondary	0.48	POOR
Coldstream Elementary	0.04	EXCELLENT
Kidston Elementary	0.34	POOR
Lavington Elementary	0.49	POOR

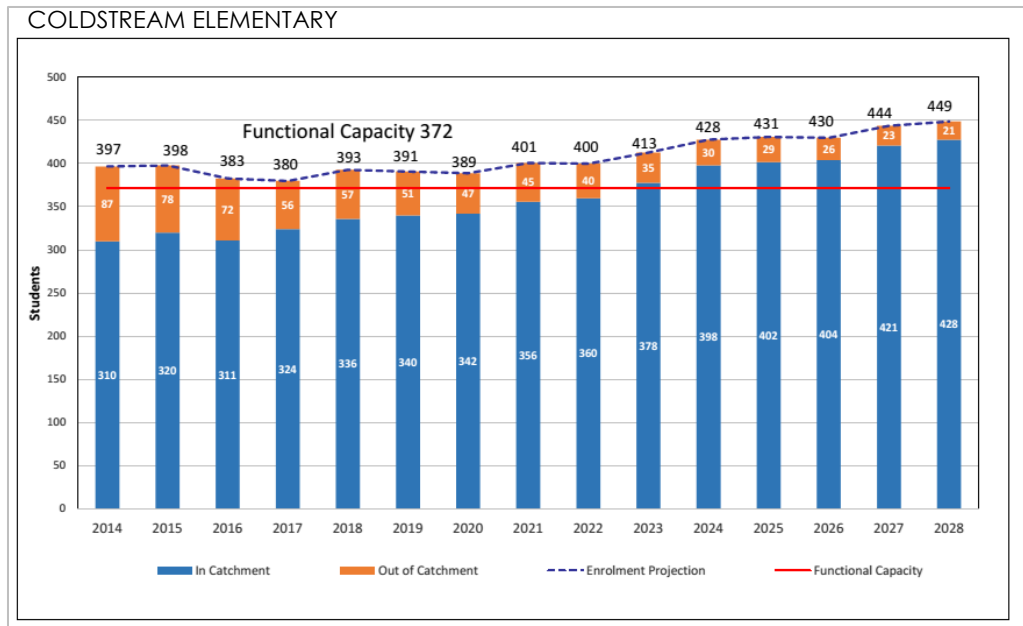
Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings for this family of schools will remain in their poor condition ratings except for Coldstream which will remain in “excellent” condition.

4.3.2 Space Utilization of Kalamalka Family of Schools:

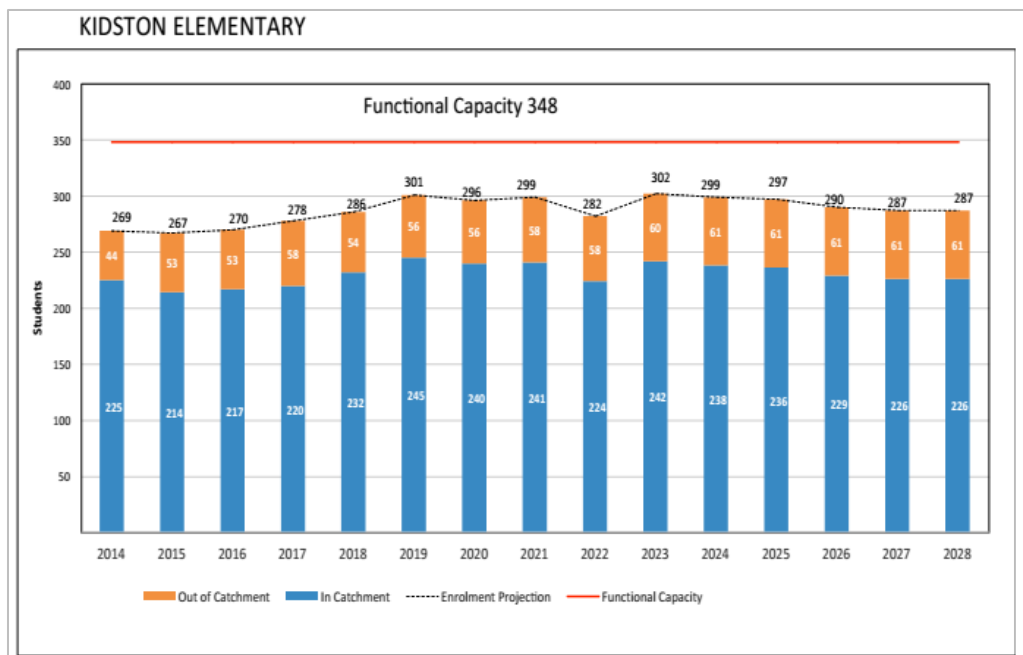
Kalamalka Secondary enrolment is currently at 67% functional operating capacity and projected enrolment is projected relatively level to 2030. Kalamalka accommodates a regular grade 8 to 12 secondary program. The school also accommodates a grade 8-12 international student program.



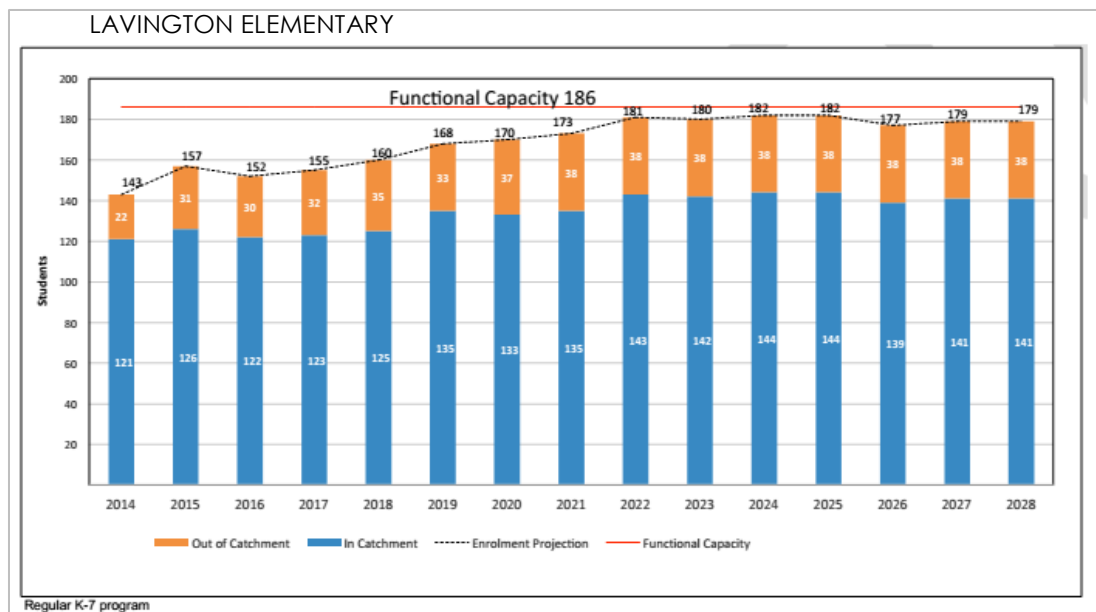
Coldstream Elementary is overcrowded with enrolment currently at 106% of the schools functional operating capacity and is projected level to 2028.



Kidston Elementary enrolment is at 77% of the schools functional operating capacity. This school includes a regular K-7 program. Enrolment is projected to grow to 82% of the schools functional operating capacity by 2028.



Lavington Elementary enrolment is at 84% of the schools functional operating capacity. This school includes a K-7 regular program. Enrolment is projected to grow to 96% of the schools functional operating capacity by 2028. The school has room for program growth.



4.3.3 Alternative Capacity Considerations – Kalamalka Secondary Family of Schools:

- a) KFS Capacity Status Quo Alternative – No space additions
The family of schools has sufficient space in secondary and elementary schools to accommodate projected enrolment. Due to the surplus space and the relatively better condition of schools, major capital improvements to schools in this family are not required for the foreseeable future.

4.3.4 Program and Boundary Alternatives for Kalamalka Secondary Family of Schools (KFS)

- a) KFS Program Status Quo Alternative – No program changes
- b) KFS Program Location Alternative
Kalamalka family of schools has very limited room to accommodate new programs at the elementary school level. Kalamalka Secondary has long term room to accommodate program additions.
- c) KFS - Boundary Review Alternative
A boundary move from Coldstream to Kidston and Lavington would help balance enrolment growth for the Kalamalka family of elementary schools. A comprehensive boundary review may be needed to support school district planning.
- d) KFS - Grade Configuration Review Alternative
Currently the grade K-7 configuration at elementary schools and grade 8-12 at Kalamalka Secondary for the regular program which this family accommodates. It should be noted that if the regular grade seven was moved to Kalamalka Secondary it would result in a K-6 elementary configuration, relieving projected overcrowding at Coldstream Elementary but also adding surplus space to Lavington and Kidston. A grade

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reconfiguration would be a difficult choice for the Kalamalka family of schools, requiring extensive consultation with the school community, including staff, parents and students. A comprehensive grade configuration review may be needed to support capital projects.

4.3.5 Facility upgrade Alternatives for Kalamalka Secondary Family of Schools:

- a) KFS Facility Status Quo – No major upgrades
The Kalamalka family of schools facility conditions are relatively better than most family of schools groupings in the district and major upgrades would be difficult to support. Coldstream Elementary is a newer building in excellent condition. Kidston Elementary, Lavington Elementary and Kalamalka Secondary are all in acceptable shape, better than the average for the district and may not require major upgrades.
- b) Coldstream Elementary
Coldstream is a newer elementary school with excellent facility condition. The school is slightly overcrowded and is projected to grow in enrolment. The enrolment pressures on the school may be reduced with boundary moves to Kidston Elementary and Lavington Elementary.
- c) Kidston Elementary (Minor upgrades and maintenance)
Minor upgrades to Kidston Elementary may be needed as AFG or routine capital improvements.
- d) Lavington Elementary (Routine capital upgrades and minor renovations)
Routine capital upgrades may be needed for Lavington Elementary.
- e) Kalamalka Secondary (Routine capital upgrades and minor renovations)
Routine capital upgrades may be needed for Kalamalka Secondary.

4.3.6 Capital Plan Options for Kalamalka Secondary Family of Schools

OPTION 1	OPTION 2
Addition to Coldstream Addition to Coldstream Elementary Maintenance and minor upgrades only. • Lavington Elementary • Kalamalka Secondary • Kidston Elementary	No Capital Projects Required Boundary moves from Coldstream Elementary to Lavington Elementary and Kidston Elementary – to be considered as part of a comprehensive boundary review. Maintenance and minor upgrades only. • Lavington Elementary • Kalamalka Secondary • Kidston Elementary
Considerations of Options Kalamalka Secondary Family of Schools: Option 1 this family of schools would require an addition to Coldstream Elementary to address long term growth. This option would also require maintenance and minor renovations at schools. Option 2 would require a boundary review to reduce long term projected enrolment at Coldstream with moves to Lavington Elementary and Kidston Elementary. The option	

would also require maintenance and minor upgrades at schools.

Recommended Option for Kalamalka Secondary Family of Schools

Option 2 - No capital projects required, with boundary moves from Coldstream, is the preferred option. Due to relatively better condition of facilities in this family, only maintenance and minor upgrades may be required.

Recommendation:

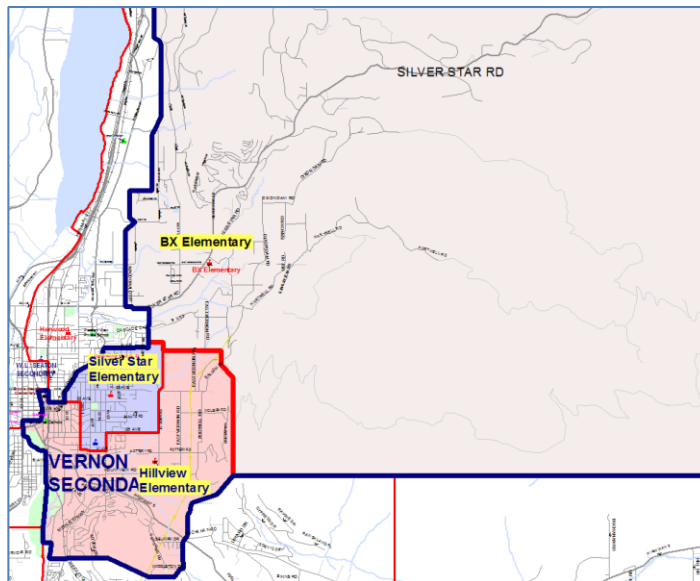
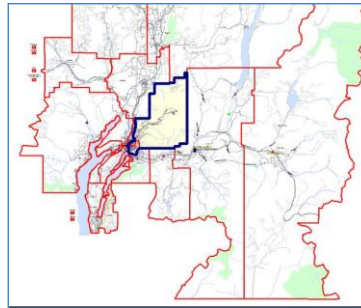
That the Board of Education initiate a boundary review for the Kalamalka family of schools.

4.4 Vernon Secondary Family of Schools (VFS)

The Vernon family of schools corresponds to the school catchment of Vernon Secondary School, and includes Silver Star Elementary, Hillview Elementary and BX Elementary.

Vernon Family of Schools

- Silver Star Elementary
- Hillview Elementary
- BX Elementary



4.4.1. Facility Conditions of Vernon Secondary Family of schools:

Vernon Secondary school is a newer facility and has an “excellent” condition while all three elementary feeder schools, Silver Star, Hillview and BX Elementary, have “very poor” facility condition ratings.

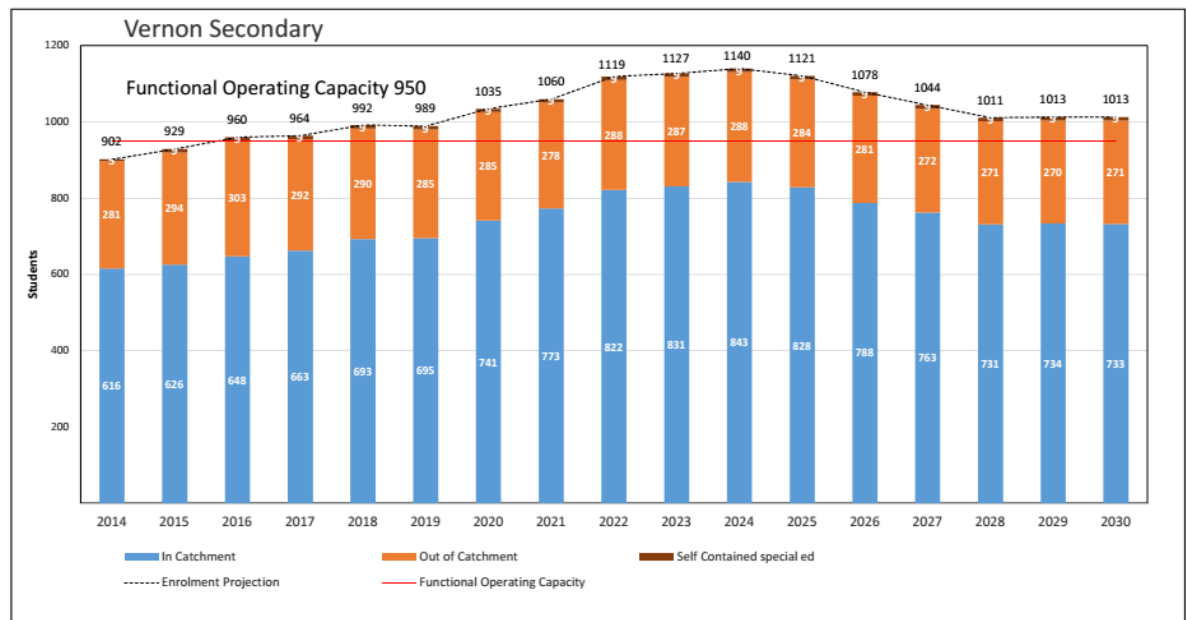
It is noted that Silver Star Elementary had the worst FCI rating amongst all schools in the school district and Hillview Elementary had the 3rd worst FCI amongst all schools in the district (not including the ratings for the Board Office, maintenance building or bus garage).

Vernon Secondary	0.04	EXCELLENT
Silver Star Elementary	0.75	VERY POOR
Hillview Elementary	0.69	VERY POOR
BX Elementary	0.60	VERY POOR

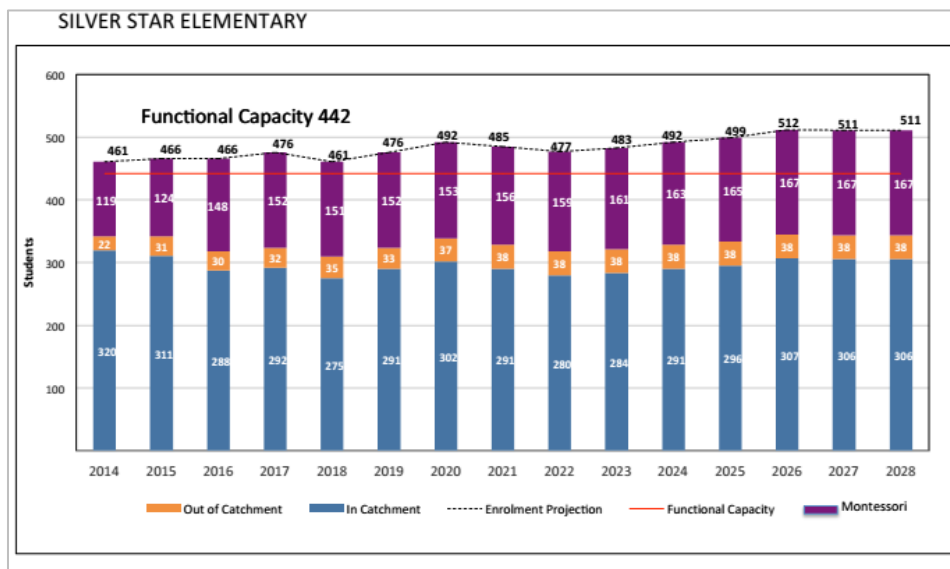
Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings for this family of schools BX Elementary will likely improve from “very poor” to “poor” condition rating. Hillview Elementary will remain in “very poor” condition and Silver Star will remain in “very poor” condition rating. Vernon Secondary will remain in “excellent condition” rating.

4.4.2. Space, Program and Education Issues – Vernon Secondary Family of Schools:

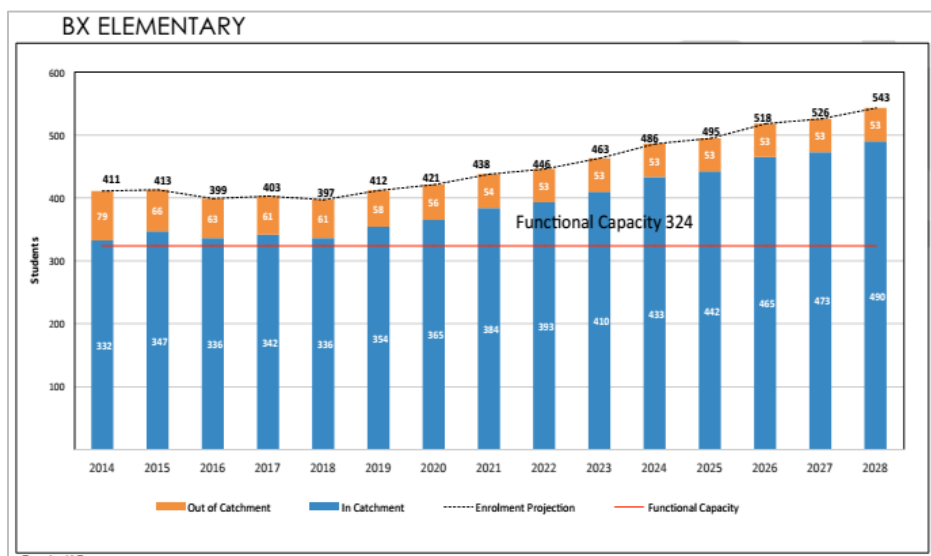
Vernon Secondary enrolment is currently at 98% of the schools functional operating capacity. Enrolment is projected to grow to 120% by 2024, after which enrolment is expected to decline to 107% of the schools functional capacity by 2030. Vernon Secondary will be able to accommodate these projections without adding portables, if the current grade 8-12 configuration is maintained. Out of catchment intake at Vernon Secondary school may need to be managed to maintain a level projection of headcount closer to the schools capacity.



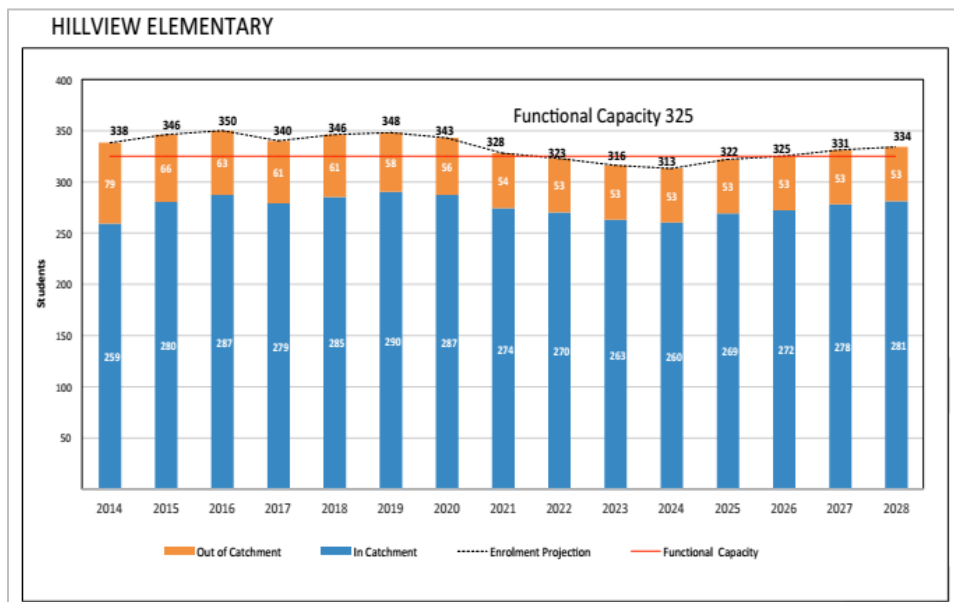
Silver Star Elementary accommodates both a regular K-7 program and a Montessori Gr. 1-6 program, but is overcrowded. Enrolment is currently at 105% of Silver Star's functional operating capacity. Enrolment is projected grow to 116% utilization by 2028. It is projected that 3 portables would needed to accommodate long term growth at Silver Star Elementary, if status quo is maintained to current programs. If the Montessori Program is moved to another school the remaining regular program enrolment would be below functional operating capacity. However, there may not be another school that has sufficient capacity to accommodate the Montessori Program.



BX Elementary includes regular K-7 enrolment and is overcrowded with enrolment currently at 127% of the schools functional operating capacity. The school currently has 5 portables on site. Enrolment is projected to grow to 168% of the schools functional capacity by 2028. It is projected that up to 10 portables would be needed to accommodate long term growth at BX Elementary.



Hillview Elementary enrolment is currently slightly over functional capacity (106%) but does not require a portable. The schools long term enrolment is projected to remain level and very close to functional capacity.



4.4.3. Alternative Capacity Considerations, Vernon Secondary Family of Schools (VFS):

- a) **VFS Status Quo Alternative – No space additions**
The elementary school enrolment and projections for this family exceeds the capacity of the three elementary schools in the Vernon Secondary Family of Schools, requiring up to 13 portables within 10 years, without any elementary school space additions and maintaining current programs and grade configuration. The status quo alternative does not support long term planning to address space shortages for the Vernon Secondary family of schools.
- b) **Addition to BX Elementary**
An addition of 10 classrooms would accommodate projected long term enrolment growth at BX Elementary.
- c) **Addition to Silver Star Elementary**
An addition of 3 classrooms would accommodate projected long term enrolment growth at Silver Star Elementary. An addition to Silver Star may not be needed if the Montessori program is relocated or a boundary move provided to the school.
- d) **New elementary school to Vernon Secondary family of schools**
A new elementary school would relieve K-7 enrolment growth pressures in the Vernon family of schools, but would be difficult to support due to higher costs, associated with new school site acquisition and construction. An existing undeveloped school district owned site may support this alternative.

4.4.4. Program and Boundary Alternatives for Vernon Secondary Family of Schools (VFS):

- a) VFS Program Alternative 5 - Status Quo – No program or boundary changes
The Montessori program would remain at Silver Star Elementary with its current Gr. 1-6 configuration. Regular K-7 program will be maintained at all three elementary schools with no boundary moves. Boundary moves within the Vernon family of schools would be difficult to achieve, as all three elementary schools are at or above capacity. The School District may need to reduce out of catchment intake at Vernon Secondary in order to avoid future student overcrowding.
- b) VFS Program Location Alternatives 6– Moving the Montessori Program:
Moving the Montessori program from Silver Star Elementary to another school would relieve enrolment pressure at the school. Such a move however may not be viable, as there may not be another school suitable for accommodating the program. The only school that has sufficient capacity to accommodate the Montessori program in is Cherryville Elementary, located in a different family of schools and considered too remote for the program location.
- c) VFS Boundary Move Alternative 7 – Boundary Review
Boundary moves may help balance enrolment between schools, but will not reduce the overall space shortfall for the Vernon family of schools, unless boundary moves to schools outside of the family of schools is provided. A comprehensive boundary review may be needed to support school district planning.
- d) VFS Grade Configuration Alternative 8 – Grade Configuration Review
The current regular program grade configuration for the Vernon Family of Schools is K-7 for the three elementary schools and grade 8-12 for Vernon Secondary. The School District currently has no plans to change the current grade 8-12 grade configuration for Vernon Secondary. It should be noted that if grade seven was to the secondary school it would relieve some of the overcrowding at elementary schools but would add to the projected overcrowding at Vernon Secondary. A grade reconfiguration would be a difficult choice for the Vernon Secondary family of schools, requiring extensive consultation with the school community, including staff, parents and students. A comprehensive grade configuration review may be needed to support capital projects.

4.4.5. Facility upgrade Alternatives for Vernon Secondary Family of Schools (VFS):

- a) VFS Facility Status Quo Alternative– No major upgrades
The “very poor” condition of the three elementary schools in this family of schools needs to be significantly improved in order to improve the quality of learning for students. For this reason, the status quo alternative of not providing major upgrades may not support long term planning objectives for the Vernon family of schools.
- b) Silver Star Elementary Facility Alternative (Replacement or Major Renovation)
A replacement or major renovation of Silver Star may be needed as a high priority project.
- c) Hillview Elementary Facility Alternative (Major Renovation or Routine Capital upgrades)
A major renovation of Hillview Elementary may be needed as a high priority project. Routine capital upgrades may also be considered.

- d) BX Elementary Facility Alternative (Major Renovation or Routine Capital upgrades)
A major renovation of BX Elementary may be needed as a high priority project. Routine capital upgrades may also be considered

4.4.6. Capital Plan Options For Vernon Secondary Family of Schools

OPTION 1	OPTION 2	OPTION 3
Addition: - BX Elementary - Silver Star Elementary Upgrades: - Silver Star Elementary - Hillview Elementary - BX Elementary	Addition: - BX Elementary Replacement: - Silver Star Elementary (larger size) Upgrades: - BX Elementary - Hillview Elementary	Replacement: - Silver Star Elem. (larger size) - BX Elementary (larger size) Upgrade: - Hillview Elementary

Considerations of Options Vernon Secondary Family of Schools:

Option 1 would result in additions to both BX Elementary (+10 classrooms) and Silver Star Elementary (+3 classrooms) to accommodate projected elementary student growth in this family of schools. Facility upgrades will also be required for Silver Star Elementary, Hillview Elementary and BX Elementary. Out of catchment intake at Vernon Secondary school may need to be restricted to avoid long term overcrowding.

Option 2 would result in an addition to BX Elementary (+10 classrooms) and replacement of Silver Star Elementary with a larger school (+3 classrooms) to accommodate the projected elementary student growth in this family of schools. This option would also address the very poor facility condition rating of Silver Star Elementary. Facility upgrades may still be required for BX Elementary and Hillview Elementary.

Option 3 would result in replacement of both Silver Star Elementary and BX Elementary with a larger size, adding 13 classrooms to the family. This option will address the very poor condition rating for both schools (both schools FCI rating are above 0.66). Facility upgrades may still be required for Hillview Elementary.

Recommended Option for Vernon Secondary Family of Schools

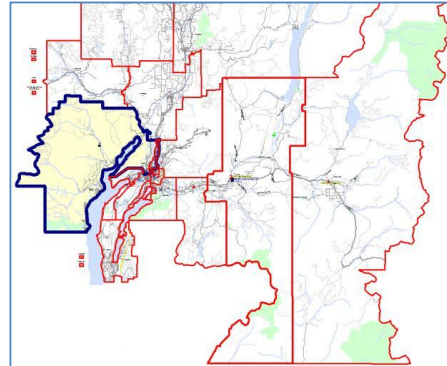
Option 3 – To replace both Silver Star Elementary and BX Elementary as high priority capital projects is the preferred option due to the current overcrowding and very poor condition of these schools. The replacement schools would add 10 classrooms to BX Elementary and 3 classrooms Silver Star Elementary, thereby eliminating projected overcrowding. Upgrades to Hillview Elementary may still be needed.

4.5. WL Seaton Secondary Family of Schools (WLSF)

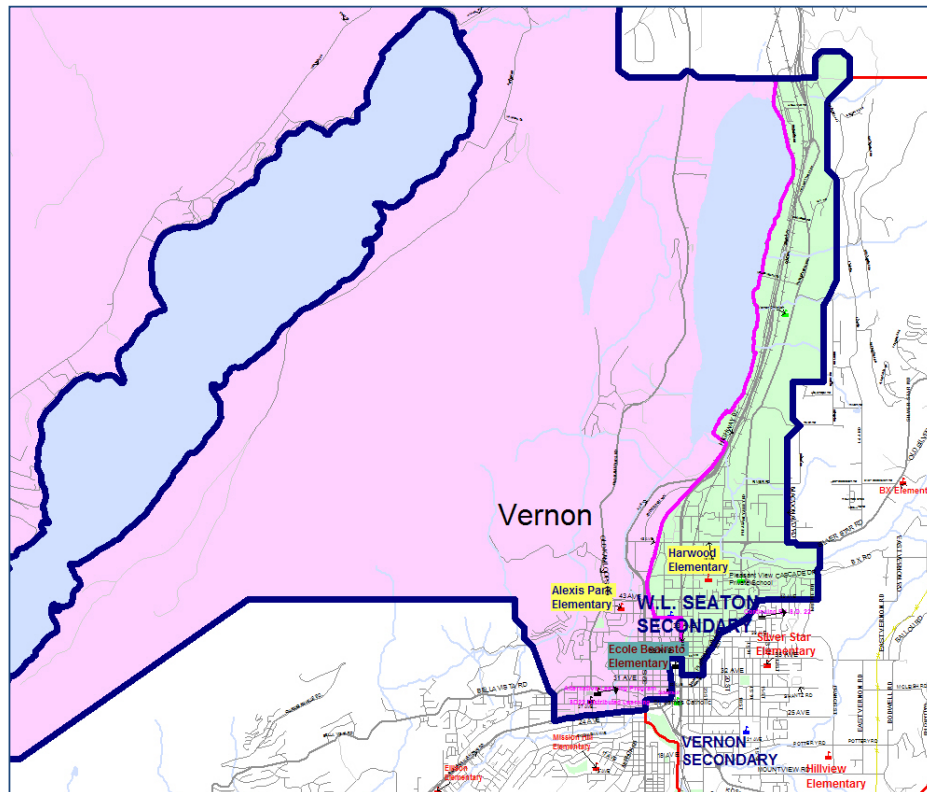
The WL Seaton family of schools corresponds to the school catchment of WL Seaton Secondary School, and includes Harwood Elementary, Alexis Park Elementary and Beirsto Elementary. This family of schools also facilitates the Early and Late French Immersion program offerings for the school district.

WL Seaton Family of Schools

- Ecole Beirsto Elementary
- Harwood Elementary
- Alexis Park Elementary



3



4.5.1. Facility Conditions of WL Seaton Secondary Family of schools:

WL Seaton has a “poor” condition and its feeders were also rated with poor conditions, with Harwood rated in “very poor” condition, Alexis Park Elementary rated in “poor” condition and Beirsto rated in “poor” condition. Beirsto Elementary is in generally better facility condition and would not support major upgrades.

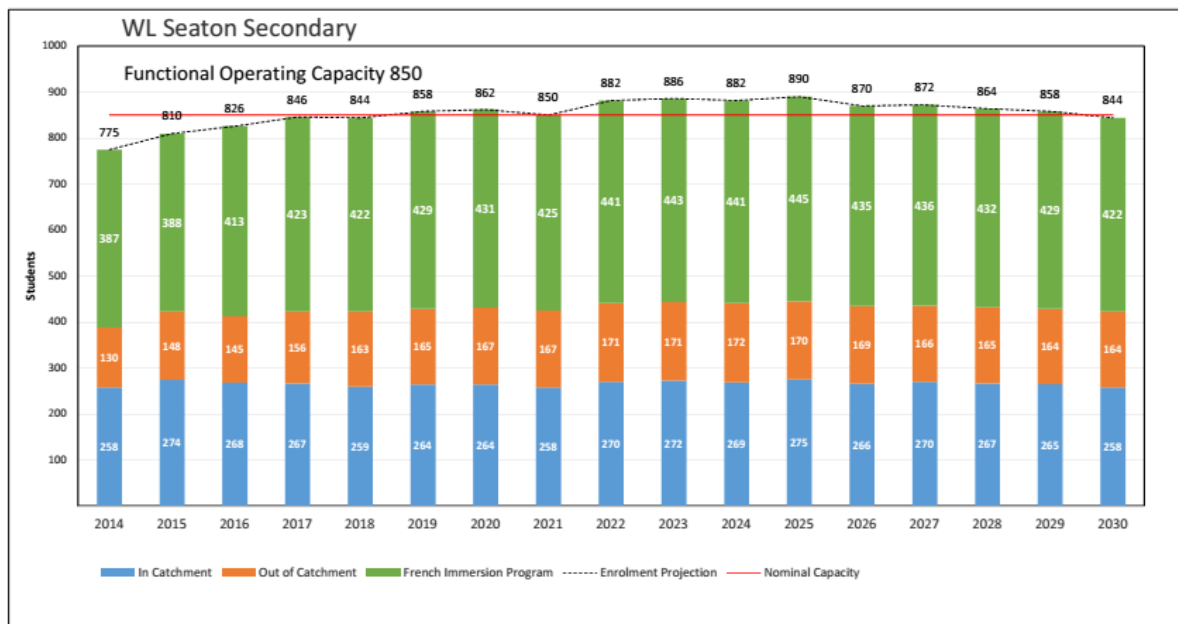
It is noted that Harwood Elementary had the 6th worst FCI rating amongst all schools in the school district. All four schools require considerable facility and systems investments to improve facility conditions, but may be subject to maintenance and routine capital funding if facility systems require upgrading.

WL Seaton Secondary	0.59	POOR
Harwood Elementary	0.62	VERY POOR
Alexis Elementary	0.56	POOR
Beirsto Elementary	0.46	POOR

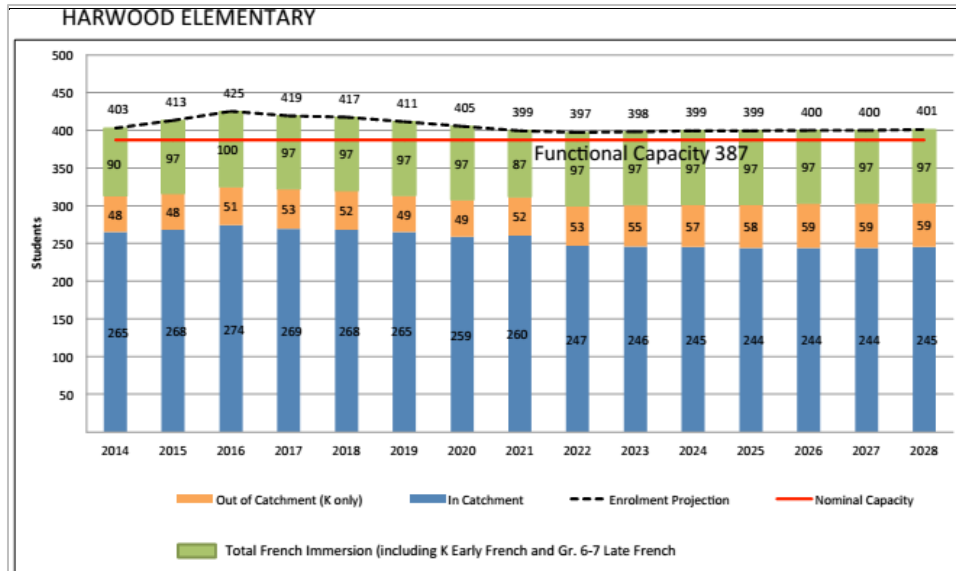
Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings for this family of schools will likely improve, with Harwood Elementary improving from “very poor” to “poor” condition. WL Seaton Secondary, Alexis Park Elementary and Beirsto Elementary will remain in their poor condition ratings.

4.5.2. Space Utilization of WL Seaton Secondary Family of schools:

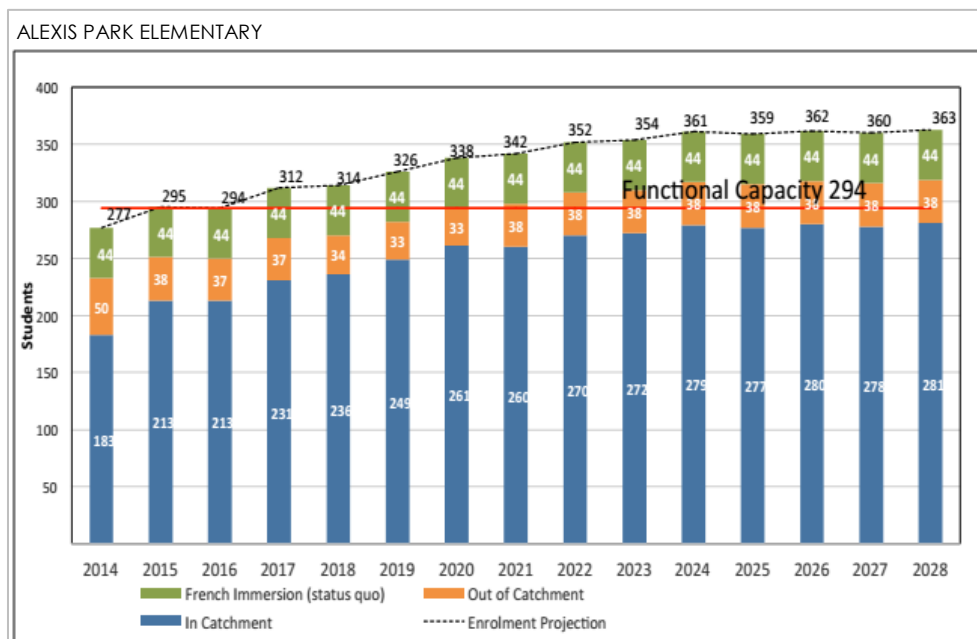
WL Seaton Secondary enrolment is currently at 95% functional operating capacity and projected enrolment is projected level to 2030. WL Seaton is a dual program grade 8-12 school which includes both regular and French immersion programs.



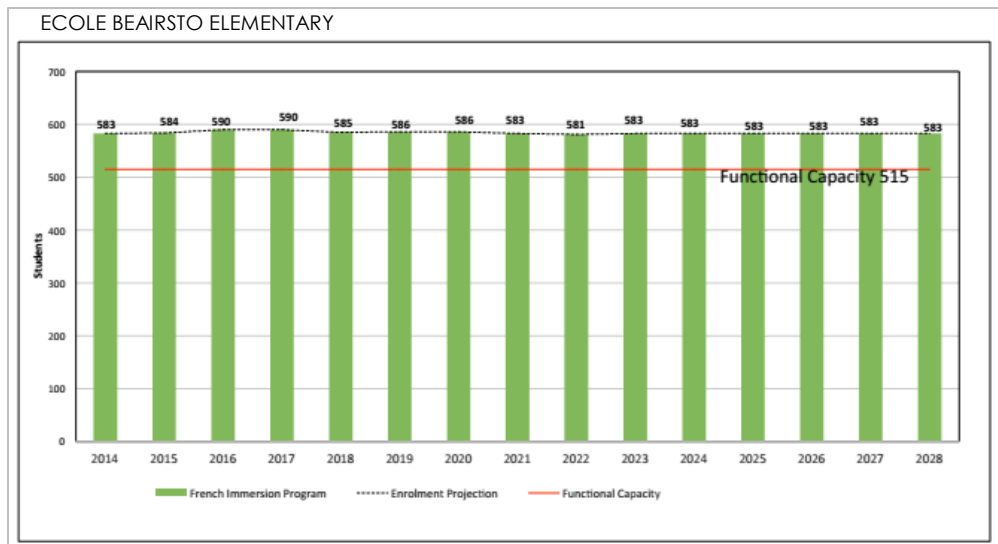
Harwood Elementary is overcrowded with enrolment currently at 101% of the schools functional operating capacity. Harwood Elementary includes a regular K-7 program, two Kindergarten Early French Immersion divisions, and a Gr. 6-7 Late French Immersion program. Enrolment is projected relatively level at 104% of the schools functional operating capacity by 2028 if programs are maintained as “status quo” at the school.



Alexis Park Elementary is at capacity with enrolment at 107% of the schools functional operating capacity. This school includes a regular K-7 program and two Kindergarten Early French Immersion divisions. Enrolment is projected to remain relatively level with some maturing trends in regular K-7 enrolment over the next 15 years. Alexis Park is projected to grow to 123% in 2028 if programs are maintained as “status quo” at the school.



Beairsto Elementary (Ecole Beairsto) is overcrowded with enrolment at 113% of the schools functional operating capacity. This school is an Early French Immersion school with grades 1 to 7. Enrolment is projected to grow to 119% of the schools functional operating capacity by 2030 if current program and grade configuration is maintained as “status quo” at the school.



French Immersion Intake may be considered to reduce growth pressures in the WL Seaton Secondary family of schools.

4.5.3. Alternative Capacity Change Considerations WL Seaton Secondary Family of Schools

- WLSF Capacity Status Quo – No space additions**
The WL Seaton family of elementary schools are projected to be overcrowded, requiring up to 4 portables on the 3 elementary school sites within 10 years, without any space additions and maintaining current programs and grade configuration. The status quo alternative does not support long term planning to address space shortages for the WL Seaton Secondary family of schools. Limiting French Immersion intake may be necessary to reduce long term overcrowding.
- Addition to Alexis Park Elementary**
An addition of 3 classrooms would accommodate projected long term enrolment growth at Alexis Park Elementary current programs and grade configuration, including regular K-7, Kindergarten Early immersion are maintained at the school.
- Addition to Beairsto Elementary**
An addition of 4 classrooms would allow Bearisto Elementary to consolidate kindergarten French Immersion and grade 1-7 French Immersion at the school. The addition would support a grade K-7 Early French Immersion program at the school, while relieving enrolment pressures at Alexis Park and Harwood.
- Addition to Harwood Elementary**
An addition of 2 classrooms would provide space to consolidate all early French Immersion kindergarten students at Harwood, in addition to the regular K-7 and Late

French Immersion grade 6-7 students attending Harwood. Moving 2 Early French Immersion divisions from Alexis Park to Harwood would relieve overcrowding at Alexis Park Elementary and consolidate the kindergarten early French cohort at one site.

- e) **Addition to Alexis Park Elementary**
An addition of 3 classrooms would provide space to consolidate all early French Immersion kindergarten students at Alexis Park, in addition to the regular K-7 at Alexis Park Elementary. The addition would address existing overcrowding and accommodate 2 additional Early French Immersion kindergarten divisions, moved from Harwood to Alexis Park. This alternative would relieve overcrowding at Alexis Park Elementary and consolidate the kindergarten early French cohort at one site.

4.5.4. Program and Boundary Alternatives:

- a) **WLSF - Status Quo Programs – No program changes**
All programs and grade configurations would stay at current locations. Beirsto Elementary would continue to accommodate grade 1-7 Early French Immersion, Alexis Park would continue to accommodate regular K-7 and kindergarten early French Immersion programs, and Harwood would continue to accommodate regular grade K-7, kindergarten early French Immersion, and grade 6-7 late French Immersion programs.
- b) **WLSF Program moves Alternative**
Consolidating Kindergarten and grade 1-7 Early French may not be viable unless an addition is provided to Beirsto Elementary. The current accommodation of Kindergarten French Immersion at Harwood Elementary and Alexis Park is working well and is generally accepted by the school community and parents. Harwood Elementary also includes a grade 6-7 late French Immersion program.
- c) **WLSF Boundary Review Alternative**
A boundary move from Alexis Park to Harwood may help balance enrolment growth between the two schools, but will not reduce the overall space shortfall for the WL Seaton Secondary family of schools, unless boundary or programs move to schools outside of the family of schools is provided. A comprehensive boundary review may be needed to support school district planning.
- d) **WLSF Grade Configuration Review Alternative**
The current regular program grade configuration for the WL Seaton Secondary Family of Schools includes grade 1-7 Early French Immersion at Beirsto Elementary, while Harwood and Alexis Park each have 2 kindergarten divisions of Early French Immersion, in addition to K-7 regular program. Harwood Elementary also has a grade 6-7 Late French Immersion program. WL Seaton Secondary accommodates regular grade 8-12 and French Immersion grade 8-12 programs. The School District currently has no plans to change the current grade 8-12 configuration for WL Seaton. It should be noted that moving grade seven to secondary school would relieve some of the overcrowding at elementary schools but would result in overcrowding at WL Seaton Secondary. A grade reconfiguration would be a difficult choice for the WL Seaton family of schools, requiring extensive consultation with the school community, including staff, parents and students. A comprehensive grade configuration review may be needed to support capital projects.

4.5.5 Facility upgrade Alternatives for WL Seaton Secondary Family of Schools:

- a) Status Quo – No major upgrades
The “poor” to “very poor” condition of the three elementary schools in this family of schools needs to be significantly improved in order to improve the quality of learning for students. For this reason, the status quo alternative of not providing major upgrades may not support long term planning objectives for the WL Seaton family of schools.
- b) Harwood Elementary (Replacement or Upgrade)
The school would not be a good candidate for a replacement, due to recent facility investments that are not reflected in the schools FCI rating. Harwood Elementary received just over \$1 million of capital investment by SD22 between 2009 and 2015. This investment is significant and is enough to reduce its FCI rating to 0.44 before value adjustments to replacement cost estimate by VFA. Harwood Elementary should be considered upgraded to “poor” condition due to these investments. Routine capital upgrades or minor renovations may still be needed at Harwood Elementary.
- c) Alexis Park Elementary (Major Renovation or Routine Capital upgrades)
Routine capital upgrades may be needed for Alexis Park Elementary.
- d) Beirsto Elementary (Routine Capital upgrades)
Routine capital upgrades may be needed for Beirsto Elementary.
- e) WL Seaton Secondary (Major Renovation or Routine Capital Upgrades)
Routine capital upgrades may be needed for WL Seaton Secondary.

4.5.6 Capital Plan Options for WL Seaton Secondary Family of Schools

OPTION 1	OPTION 2	OPTION 3
Addition: - Beirsto Elementary (+4 classrooms) Routine Upgrades and maintenance: - Harwood Elementary - Alexis Park Elementary - WL Seaton Secondary	Replacement: - Harwood Elementary (+2 K rooms) Routine Upgrades and maintenance: - Alexis Park Elementary - WL Seaton Secondary	Addition: - Alexis Park Elementary (+3 K rooms) Routine Upgrades and maintenance: - Harwood Elementary - Alexis Park Elementary - WL Seaton Secondary

Considerations of Options WL Seaton Secondary Family of Schools:

Option 1 would allow the consolidation of Kindergarten to grade 7 Early French Immersion at Beirsto, relieving enrolment at Harwood and Alexis Park Elementary by moving the Kindergarten French Immersion divisions to Beirsto. Harwood Elementary would have regular K-7 and Gr. 6-7 Late French Immersion, while Alexis Park Elementary would accommodate only Regular K-7 students. Routine upgrades and minor renovations may still be needed for Harwood Elementary, Alexis Park Elementary and WL Seaton Secondary.

Option 2 would replace Harwood with a larger building (+2 classrooms) to accommodate Regular K-7, Kindergarten French Immersion and Grade 6-7 Late French Immersion enrolment projections. Harwood Elementary has received significant routine capital upgrades between 2009 and 2015. Due to the improved facility condition of Harwood Elementary, it is not a good candidate for replacement.

Routine capital upgrades and minor renovations may still be needed at Alexis Park Elementary and WL Seaton Secondary.

Option 3 would provide an addition as a high priority capital project to Alexis Park Elementary (+3 classrooms) to accommodate Regular K-7, Kindergarten French Immersion enrolment projections. This option will allow consolidating all Kindergarten Early French Immersion students at Alexis Park Elementary (increasing it by two Kindergarten divisions, while status quo on the Regular K-7 and Gr. 6-7 Late French Immersion enrolment at Harwood). Routine capital upgrades or minor renovations may still be needed at Harwood Elementary, Alexis Park Elementary and WL Seaton Secondary.

Recommended Option for WL Seaton Secondary Family of Schools

Option 3 – to add 3 classrooms to Alexis Park Elementary is recommended, as the preferred option. If this option is implemented, as a high priority capital project Alexis Park Elementary will accommodate regular K-7 and all Kindergarten French Immersion students. Harwood would continue to have regular K-7 and Grade 6-7 Late French Immersion, while Beirsto would continue to accommodate Gr. 1-7 Early French Immersion. The option relieves overcrowding at Alexis Park with a 3 classroom addition. Adding to Alexis Park may make more sense as it is a smaller elementary school in this family of schools with current overcrowding.

Option 3 is preferred over Option 1 which requires a larger 4 classroom addition to consolidate all Kindergarten and grade 1 to 7 Early French Immersion divisions at Beirsto Elementary.

Option 3 is preferred over Option 2 which includes a replacement of Harwood Elementary, as this would likely be more costly and more difficult to support due to improved existing facility condition.

5. ALTERNATE PROGRAMS AND STUDENT SUPPORT

Alternate programs provide student support for students who may have behaviour issues or other barriers to attending school.

The following table summarizes the Alternate Programs available at Vernon School District:

Program	Location description	Student Demographic
Alternate Learning Program	Dorothy Alexander Centre.	Gr. 8-10 (Behaviour)
Vernon Community School	Clarence Fulton Secondary	Gr. 7-12
Open Door	Downtown Vernon. Leased location. 3303 30th Ave, Vernon	Gr. 11-12 (Behaviour or other barriers to attending secondary schools)
Crossroads Alternate	Lumby. Based beside Charles Bloom.	Secondary school age students with behaviour issues who live in the Lumby area. Gr. 7-12
VLearn	Second floor Maven Lane (former West Vernon Elementary building site, a	Base for the Distributed Learning Program. Remote Learning with some tutoring.

	part of which is now leased back from the new owners)	
Continuing education	Crossroads, Six Mile, Open Door	Adult Education, based in Open Door facility.

Long Term Strategy for Facilitating Alternate Programs:

Due to the high leasing costs of private property to accommodate Alternate Programs, alternatives need to be considered to reduce the need for leased property. Currently the Open Door, VLearn and Continuing Education are accommodated in leased facilities.

The Vlearn programs and services are located in leased space in the property at Maven Lane. This lease is currently only for the 2016/2017 school year with a right to renew for one additional year.

Recommendation:

That the Board of Education develop options for alternate programs including the following:

- Review accommodation options of alternate programs in current school district sites;
- Consider the possibility of centralization of some programs in a district owned facility;
- Major renovation or replacement possibilities of the Dorothy Alexander Centre;
- Status Quo Option.

6. SCHOOL DISTRICT ADMINISTRATION FACILITIES AND EDUCATION SUPPORT FACILITIES

Currently the School District Administration Facilities, include (1) Board Office including: Board Room portables, Student Support portables, Meeting Room portables, Aboriginal Education, and custodial warehouse; (2) Maintenance Department buildings including: Millwrights workshop, Maintenance office, IT office, storage building, and covered machine storage; and (3) Transportation Department including the Bus Garage. The current site of these facilities is 2.98 hectares in size, and is split in three equal parts for Administration, Maintenance and Transportation (Bus Garage), with each part approximately 0.98 hectares in size.

Facility Condition Index (FCI) Administrative, Maintenance and Transportation	
Board Office	0.86
Maintenance Building	0.74
Bus Garage	0.5

Based on a preliminary order of magnitude assessment of improvements completed by School District 22 between 2009 and 2015 the FCI ratings for the maintenance building may have improved from “very poor” condition to “poor” condition, based on facility investments since the FCI ratings were set. The Board Office will remain in “very poor” condition and the Bus Garage will remain in “poor” condition.

6.1. Board Office

The Board Office is in extremely poor condition and has the worst facility condition rating in Vernon School District, with the FCI rating at 0.86 of replacement value.

The main administrative building at the Board Office is 1,334 square metres in floor area with a footprint of approximately 667 m². The Board Office site also includes a separate single storey custodial warehouse and offices for Aboriginal Education with a total area of 268 m² and portable

buildings used as the Board Room, a meeting room and offices for Student Support Services with a floor area of 358 m².

The total size of the Board Office including its separate portables, administrative offices and Board room is 2,012 m² in size.

The combined building footprint of the Board Office buildings is 1,337 m². The site and the spread out site layout of the administrative buildings is inconvenient and inefficient, with outdoor space between buildings taking up valuable site area.

Alternatives for Consideration:

- Major renovation to Board Office;
- Replace the Board Office building to accommodate current functions only;
- Replace the Board Office with a District Education Centre centralizing services, including both educational and administrative components.

The Board Office component buildings and staff numbers are summarized in the table below:

Building	Description	Gross Floor Area (sq.m)	Number of Storeys	Net Footprint Area sq.m)	FTE (base)	Required Parking
BO – 1	Administrative Building	1,334 m ²	2	667 m ²	29	30
BO – 2	Custodial Warehouse & Aboriginal Education Services portables	320 m ²	1	Portables 320 m ²	4	7
BO – 3	Boardroom & Student Services Portables	268 m ²	1	Portables 268 m ²	10	6
BO – 4	Meeting Room Portable	90 m ²	1	Portable 90 m ²	n/a	-
Totals		2012 m² (of which 678 m ² is in portables)	1 & 2	1337 m² (of which 678 m ² is in portables)	43	43

Recommendation:

That the Five Year Capital Plan include a proposed replacement building for the Board Office as a high priority project.

That the Board of Education seek clarification from the Ministry of Education regarding government capital funding support for the renovation or replacement of the school district board office.

6.2. Maintenance Facility Buildings

The Maintenance facility is also in 'very poor' condition with 0.74 FCI rating but significant capital investments in the maintenance building between 2009 and 2015 may have improved its rating significantly.

The main Maintenance building includes Maintenance Department offices (696 m²), and there are 5 ancillary buildings including IT Office (181 m²), Millwright workshop (150 m²), Storage building (254 m²) and a covered machine storage area (56 m²). In addition to the Maintenance Department the maintenance building accommodates the Information Technology department which occupies 181 m² of the facility.

The combined building footprint of the Maintenance facilities is 1,337 m². The component buildings and staff numbers are summarized in the table below:

Building	Description	Gross Floor Area (sq.m)	Number of Storeys	Net Footprint Area (sq.m)	FTE (base)	Parking Required
M - 1	Millwright Workshop	150 m ²	1	150 m ²	-	3
M - 2	Maintenance Office	696 m ²	1	696 m ²	36 + 7	14
M - 3	IT Office	181 m ²	1	181 m ²	10	4
M - 4	Storage Building	254 m ²	1	254 m ²	-	3
M - 5	Covered Machine Storage	56 m ²	1	56 m ²	31	-
Totals		1337 m²	1	1337 m²	-	24

Recommendation:

The maintenance facility be considered for future upgrades and improvements that should be phased in as needed to accommodate maintenance operations.

6.3. Transportation – Facilities

The Vernon School District has established a system of transporting eligible students pursuant to the School Act. Approximately 3,800 students are bussed to and from school each day.

The Transportation department includes offices, bus garage with outdoor parking of busses.

The bus garage building is in a poor condition. The Mechanics shop has too low a ceiling to house a proper hoist for vehicle maintenance to be performed. The General office has a few pointed issues, mainly related to accessibility and the lack of privacy in offices. There is also no wash bays for bad weather cleanup of vehicles and no paved parking for busses. Dust control is an issue for most of the year.

Recommendation:

Future renovations and upgrade to the Bus Garage and storage areas should focus on identified problem areas with priority to:

- Paving of bus parking surface areas;
- Adding a wash bay for bad weather clean up;
- Addressing mechanical department need for a working hoist;
- Improving office accessibility and privacy to work spaces.

6.4. Undeveloped School District Owned Sites

Vernon School District owns 5 undeveloped sites that have not been designated surplus by the Board of Education including:

1. Heritage Park Site - 5201 Heritage Drive, Vernon (2.34 Ha)
2. Lake Ridge Site - 7001 Lake Ridge Drive, Vernon (2.27 Ha)
3. N'Kwala Park site – 5440 MacDonald Road, Vernon (3.02 Ha)
4. Middleton Mountain Site – 600 Mt. Ida Road, Coldstream (4.63 Ha)
5. Field West of Dorothy Alexander Centre (Dorothy Alexander site is 1.28 Ha, the undeveloped field is approximately 0.97 Ha)

Recommendations:

- The School District ensure ownership of real property and improvements are managed in the best interest of the district, as directed by the Board of Education.
- The Board of Education should determine if the five undeveloped sites owned by the District should be held for potential future educational facility purposes or if they are no longer required and should be designated surplus, leased out or disposed pursuant to Provincial Guidelines and Ministerial Order for Disposal of Land and Improvements.
- The Board of Education must engage in broad consultation regarding underutilized school property owned by the Board to determine alternative uses prior to property disposition pursuant to Ministerial Orders.

6.5. Surplus Site Disposal

After considering the existing and future educational needs of the district, the Vernon School District Board of Education passed a bylaw on April 13, 2013 to dispose of closed Whitevale Elementary School Site located at 423 Whitevale Road in Lumby. The property is subject to disposal pursuant to Provincial Orders. School closures and disposal of school board property are guided by two Ministerial orders: The School Opening and Closure Order, and the Disposal of Land and Improvements Order. Both of these Orders are pursuant to the authority of the School Act, Section 73, 168 (2) (p) (t), and 96 (3).

Recommendations:

That the Board of Education determine if the five undeveloped sites owned by the District should be help for potential future educational facility purposes or if these sites are no longer required and should be designated surplus, leased out or disposed pursuant to Provincial Guidelines and Ministerial Order for Disposal of Land Improvements.

That the Board of Education obtain updated appraisal information on the Whitevale Elementary school property and proceed with the disposal of the property.

Attachments:

Stage 1 Report

Stage 2 Report