Long Range FACILITIES PLANNING

School District No. 8

Public Presentations Round 3

February 29, 2016

Kaslo/Crawford Bay Family of Schools

Guiding Principles

Board's Visioning

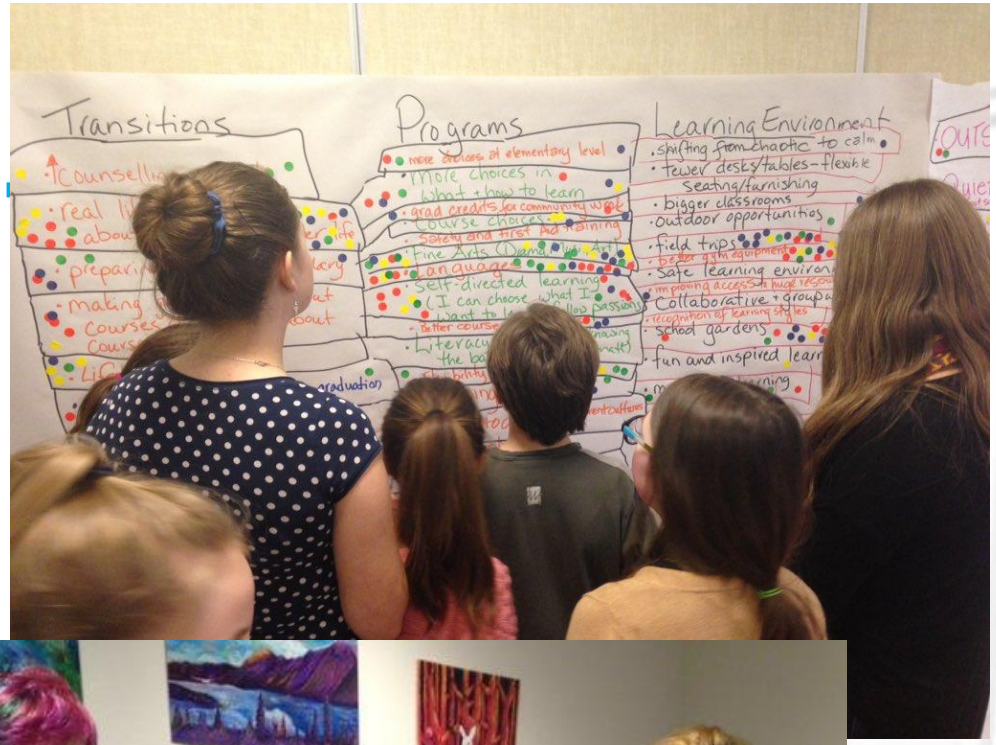
- Why is a facilities plan necessary? What should it accomplish?
  - Provide best learning environment for students
  - Sustainability and stability
  - Renewal
  - Better, more pro-active delivery of services to students and stakeholders
  - More competitive, effective organization
  - Provide best workplace for employees
  - Lower the cost of ownership
  - Transfer of $$ from operations & capital to classrooms
  - Other

A credible strategic facilities plan should not focus on a specific outcome or preconceived solution

How Did We Get Here? Why now?

- Declining Enrolment: 1996/97 to 2015/16 – 2,000 student decline
- Capacity "Under" Utilization – 1,751 empty seats
- Looming Future Capital/Deferred Maintenance Costs – $83 million
- Increasing Critical Building Envelope Failures
- Increasing Pressure from Staff and PAC's to Complete Work Orders

However, ~~more~~ MOST importantly...



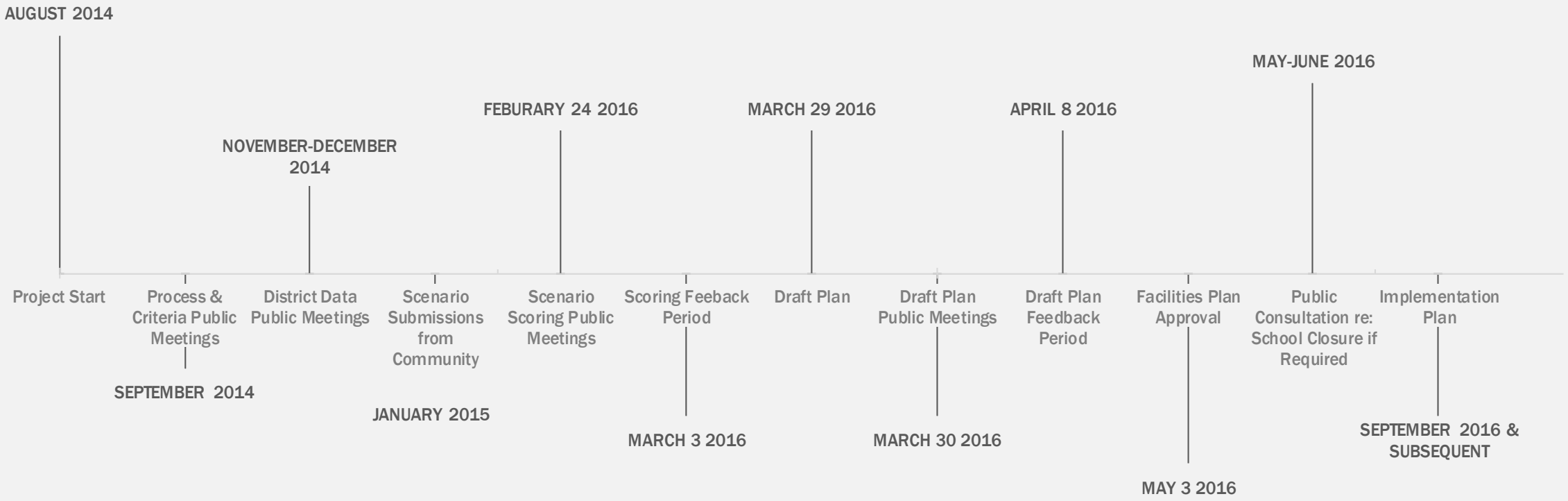
“Alongside quality teaching and purposeful leadership, decent school environments inspire pupils to give their best and properly enable our teachers to teach.”

T. Goddard, Director, British Council for School Environment

Key Stages

Understanding	Analyzing	Planning	Acting
District Goals	Data	Decision Making	Implementation
Student Expectations	Scenarios	Phasing	Feedback
Achievement Gaps	Learning Impact	Flexibility	Evaluate
Departmental Strategic Plans	Business Case		Adjust
Existing Facilities			

Facilities Plan

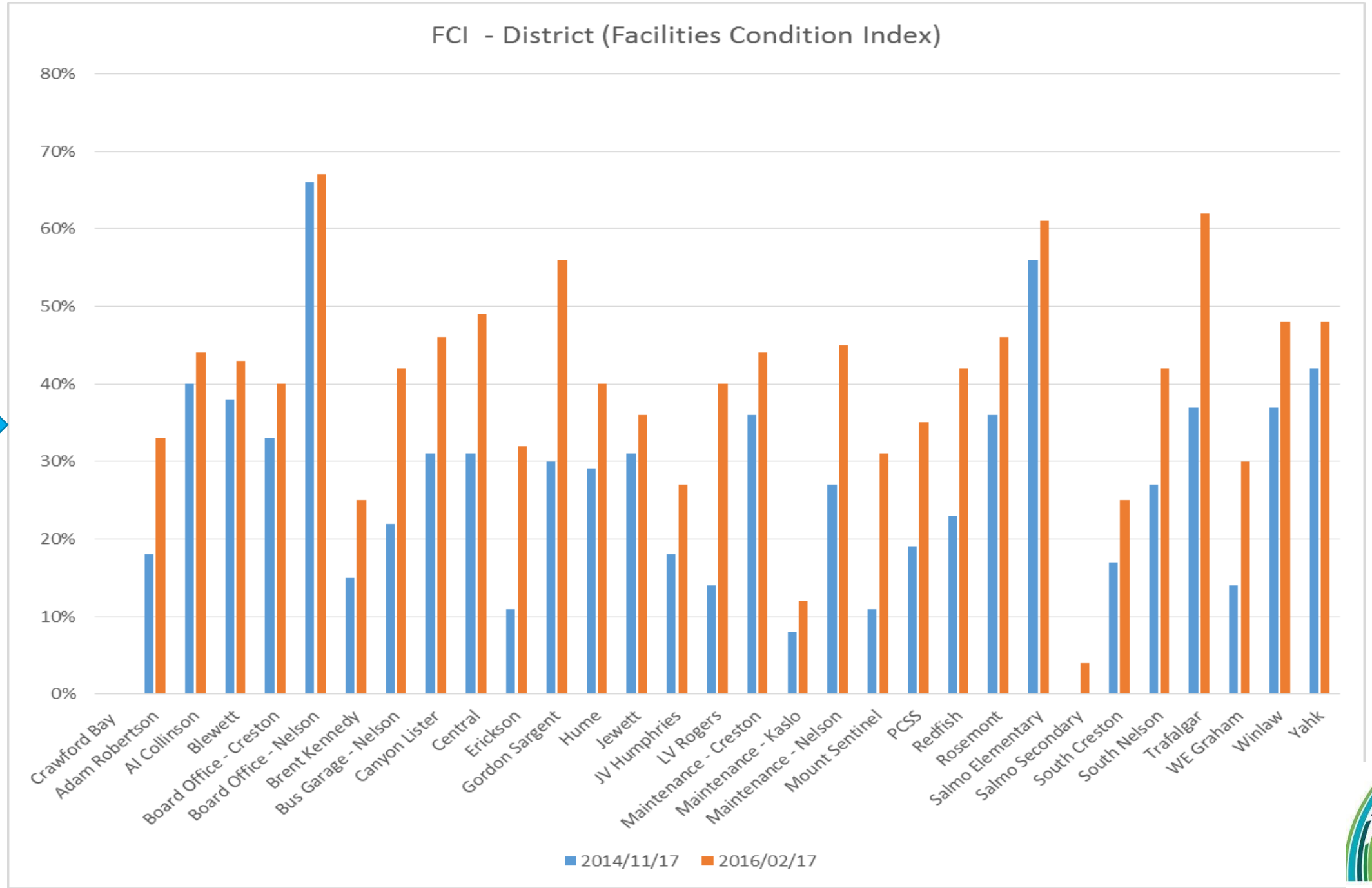


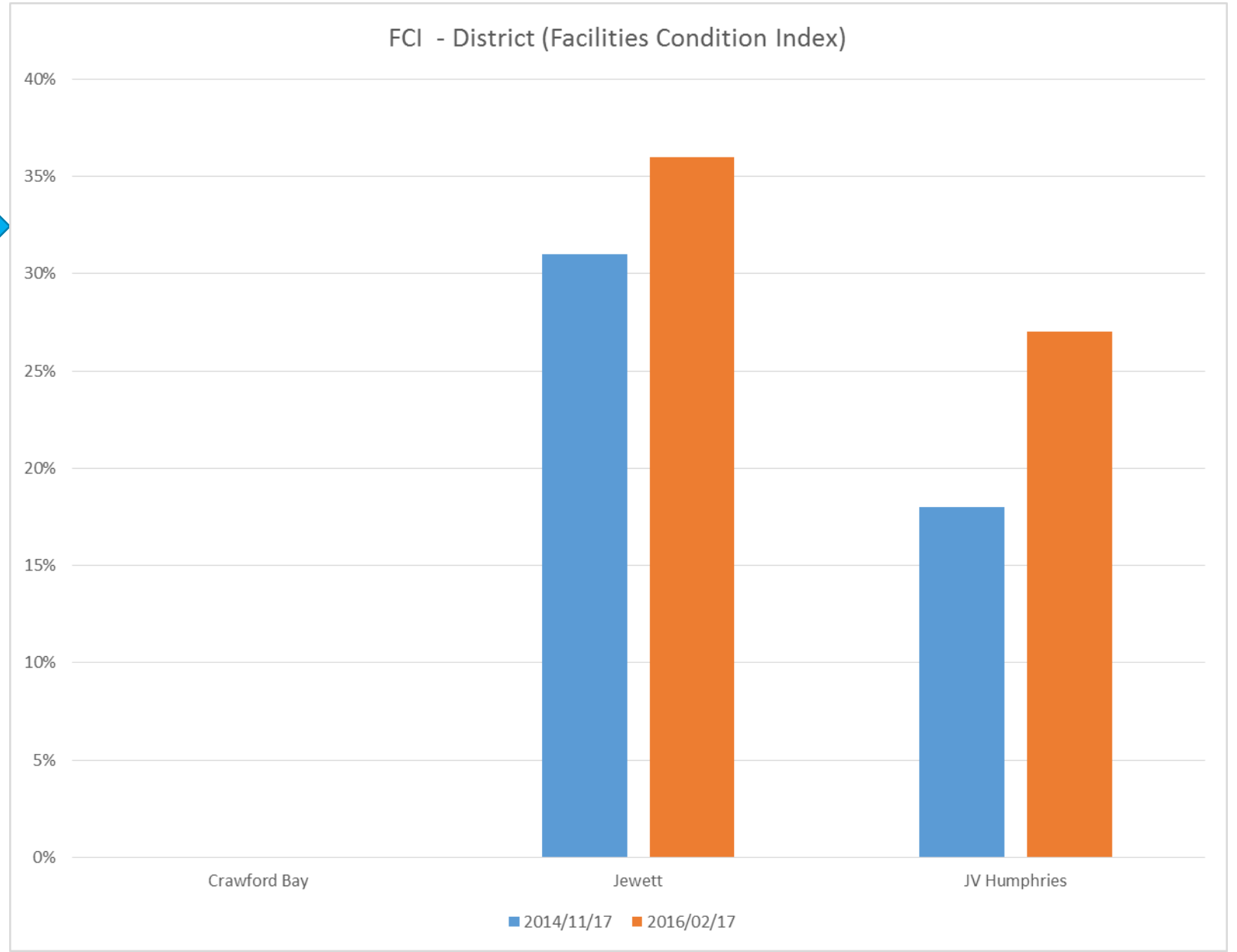
Updated Data

- Since November/December 2014:
  - VFA Data (FCI = Building Condition)
  - Enrolment (Actual 15/16 incorporated)
  - Capacity Utilization

Facility Condition Index

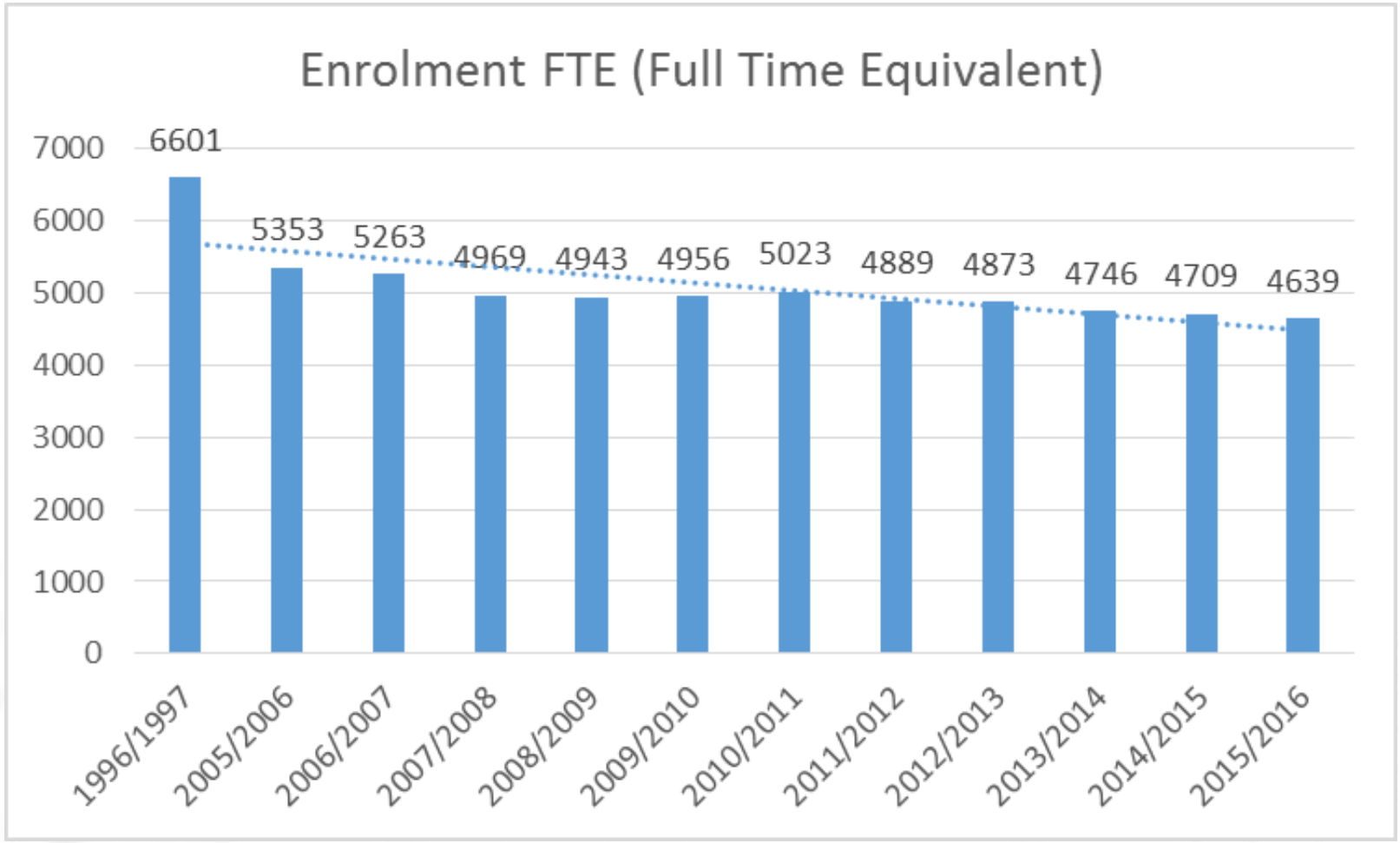
- **Facility Condition Index:** the lower the better condition your building
- FCI = $\frac{\text{Deferred Maintenance Costs (“Requirements”)}}{\text{Cost to Rebuild (“Replacement”)}}$
- Deferred Maintenance Costs = future repairs to keep asset functioning
- Replacement = cost to build “like kind”
- NOTE: MOE replacement likely would not rebuild exactly what we have now; would replace at current design build standards per the capital branch


FCI - District (Facilities Condition Index)
80%
70%
60%
50%
40%
30%
20%
10%
0%
Crawford Bay
Adam Robertson
Al Collinson
Blewett
Board Office - Creston
Board Office - Nelson
Brent Kennedy
Bus Garage - Nelson
Canyon Lister
Central
Erickson
Gordon Sargent
Hume
Jewett
JV Humphries
LV Rogers
Maintenance - Creston
Maintenance - Kaslo
Maintenance - Nelson
Mount Sentinel
PCSS
Redfish
Rosemont
Salmo Elementary
Salmo Secondary
South Creston
South Nelson
Trafalgar
WE Graham
Winlaw
Yahk
2014/11/17
2016/02/17


FCI - District (Facilities Condition Index)
40%
35%
30%
25%
20%
15%
10%
5%
0%
Crawford Bay
Jewett
JV Humphries
2014/11/17
2016/02/17

Enrolment Update

Enrolment


Enrolment FTE (Full Time Equivalent)
7000
6000
5000
4000
3000
2000
1000
0
6601
5353
5263
4969
4943
4956
5023
4889
4873
4746
4709
4639
1996/1997
2005/2006
2006/2007
2007/2008
2008/2009
2009/2010
2010/2011
2011/2012
2012/2013
2013/2014
2014/2015
2015/2016

Capacity Utilization

Summary of Utilization

District				
Year	Headcount	Nominal Capacity	Capacity Utilization	Empty Seats
11/12	4474	5975	75%	1501
12/13	4335	5975	73%	1640
13/14	4326	5975	72%	1649
14/15	4471	5975	75%	1504
15/16	4400	5975	74%	1575
16/17	4622	6585	70%	1963
17/18	4646	6585	71%	1939
18/19	4664	6585	71%	1921
19/20	4723	6585	72%	1862
20/21	4795	6585	73%	1790
21/22	4823	6585	73%	1762
22/23	4834	6585	73%	1751
23/24	4882	6585	74%	1703

DISTRIBUTED LEARNING UPDATE

Creston Ed (South Creston Elem) & Central Ed not included

Creston Ed (Capacity 240) & Central Ed (Capacity 370) Centres:
90 seats Homelinks Creston
24 seats Wildflower Creston
90 seats DESK
112 seats Wildflower Nelson
20 seats REACH

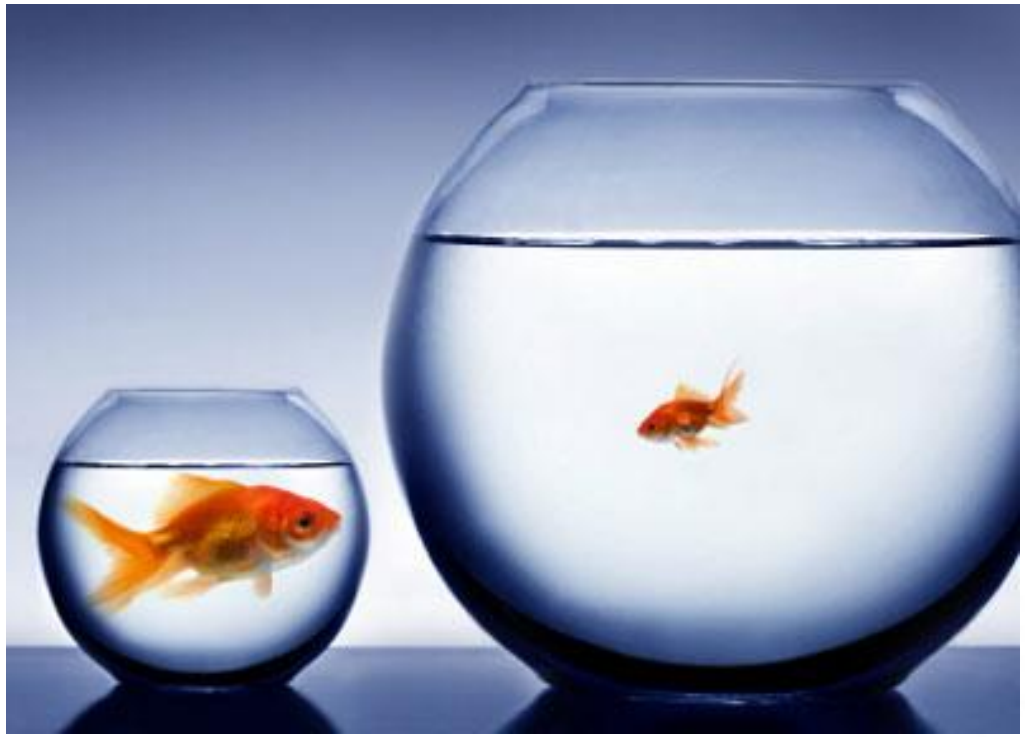
Summary of Unutilized Space

Summary of Capacity Utilization		
Family of Schools	Empty Seats (22/23)	Underutilization Rate (%)
District	1751	27%
Creston	584	30%
Salmo	124	26%
Kaslo/Crawford B	315	50%
Slocan	260	27%
Nelson	468	18%

Summary of Unutilized Space

Summary of Capacity Utilization		
Family of Schools	Empty Seats (22/23)	Underutilization Rate (%)
Kaslo/Crawford Bay	315	50%
Jewett	86	91%
JV Humphries	139	38%
Crawford Bay	90	53%

Weighted Criteria (Scorecard)



What is Criteria?

Criteria is meant to place values statements in order that facilities scenarios can be assessed using data rather than preconceived notions or 'gut' feelings or anecdotal comments.

Values statements take into account various measures of success so that facilities decisions are business case driven and not simply cost based decisions.

Many factors must be taken into account when making decisions about learning environments for students. We must consider how to harness our facilities effectively to add value to learning.

Our greatest investment is in our students and for this reason our measure of a successful scenario CANNOT be cost based alone.

What Will the Board Do with the Criteria?

The Board asks itself:

- What do we want from a facilities plan (criteria)?

And then it asks:

- How important is each criteria (weight)?

And then we:

- Measure one scenario against another using weighted criteria (score).

At the end of the analysis the value assigned to each criteria for a scenario forms the ‘scorecard’ with highest scoring scenarios forming the first draft of the Facilities Plan.

SD8 Facilities Plan

Evaluation Criteria

Group	Individual Criteria	Reference	Weight
Economic	1. Minimize total net capital costs over planning horizon	Basic	**9%**
22%	2. Minimize total initial capital expenditure	Basic	**5%**
	3. Minimized total operational cost over planning horizon	Basic	**9%**
Educational	4. Maximize the range of opportunities	Principle	**9%**
40%	5. Best meet the developmental needs of each age group	Principle	**10%**
	6. Minimize the distance to school for elementary students	Principle	**7%**
	7. Provide schools within preferred capacity ranges	Principle	**4%**
	8. Minimize the number of transitions between schools	Principle	**5%**
	9. Promote a unified community	Principle	**5%**
Operational	10. Improve the safety and quality of educational facilities	Basic	**11%**
19%	11. Maximize the sustainability of school facilities	Principle	**8%**
Strategic	12. Maximize the potential to respond to future change	Principle	**6%**
19%	13. Maximize potential partnership opportunities	Principle	**5%**
	14. Minimize implementation risks	Basic	**3%**
	15. Minimize disruption due to construction projects	Basic	**2%**
	16. Maximize the potential for broad community acceptance	Basic	**3%**
			100%

Scoring

- Fit Analysis
- Team Formation
- Team Scoring
- Peer Presentation (Defend Assumptions/Rationale)
- Board Presentation (Working Session)
- Public Presentation
- Feedback Period

1st Step: "Fit" Analysis

- Which scenarios made it through to scoring?
  - Filter 1 – Capacity Utilization – Nominal – 110% or less
  - Filter 2 – Capacity Utilization – Functional – 110% or less
  - Filter 3 – Overall Family of Schools Capacity Utilization >85%

Scored

- Kaslo/Crawford Bay Family of Schools that passed through 3 filters
- Scenarios that WERE scored

Scenario #	Source	**Slocan Valley**
KC-1	Email	CBESS K-9, LVR 10-12
KC-2	Email	Close Jewett
KC-3	Staff	Jewett K-3, JVH 4-5
KC-4	Staff	Close Jewett Building, Re-Configure to K-3 @ Community Hall, 4-7 to JVH
KC-5	F&O Cmtee	Close Jewett but community space to facilitate distance learning

Scoring

- Once we completed the fit analysis we were ready to start assigning values to each scenario and to each criteria
- Staff evaluated scenarios in terms of each Family of Schools
- The ranking you see today is not a “district” rollup but a snapshot of the Kaslo/Crawford Bay Family of Schools
- District rollup, including potential administration relocation, will happen in preparation of Draft 1 of the facilities plan

Scoring Teams

Group	Criteria	Team Leader	Team Members
Economic	1 to 3	Kim Morris, Secretary Treasurer	Larry Brown, Director of Operations
			Bruce MacLean, Manager of Operations
Educational	4 to 9	Jeff Jones, Superintendent	Lorri Fehr, Director of Innovative Learning
			Ben Eaton, Director of Independent Learning
Operational	10 to 11	Larry Brown	Bruce MacLean, Manager of Operations
			Kim Morris, Secretary-Treasurer
Strategic	12 to 16	Kim Morris, Secretary Treasurer	Larry Brown, Director of Operations
			Bruce MacLean, Manager of Operations

Scoring Assumptions/Rationale

- On what principles and assumptions were the scenarios scored in each criteria?

- HINT: Here's where we need your feedback:
  - Did we hit the mark (measure the right stuff)?
  - Are there other factors we should have considered?
  - Are assumptions rational?

1. Minimize Net Capital Costs over Planning Horizon (9 Points)

- Scores are based on future Deferred Maintenance Costs
  - VFA data (Ministry facility auditors – June 2014; updated each January)
  - Scenarios with lower future capital costs score higher (scenario lowers cost of ownership)
  - Status quo scenario has the lowest score because does not reduce the future deferred maintenance costs

2. Minimize Total Initial Capital Expenditure (5 Points)

- Scores are based on:
  - Estimated construction costs and portable costs for additional, new or renovated spaces
  - Minor renovations for reconfigurations
  - Net of proceeds of disposal (sale of closed sites)
  - Net of avoided deferred maintenance costs (Criteria 1)
  - Assumes schools in a scenario are closed July 1st and sold July 1st for the purpose of the exercise
  - Proceeds of disposal are estimated, not appraised values

3. Minimize Total Operating Costs over Planning Horizon (9 Points)

Scores are based on:

- Custodial labour savings based on each scenario and custodial supplies savings @ $1.65/sq m
- Bussing impact
- Teacher savings based on banding PTR for like size schools with scenario enrolment
- Any time a building is closed, there will be moving costs to relocate teachers
- $0 savings on grounds until site sold
- Clerical Savings = 50% of cost; assume 50% of clerical hours will transfer to receiving schools
- Administration - P/VP Savings = 65% of cost; assume 35% of P/VP time will transfer to receiving schools
- Noon Hour Supervision Savings = 100% of cost, except where Regular Enrolment increases at a DL site
- Administration Services & Supplies Savings = Telephone & Copier Lease
- Supplies Savings = $0 = all of school allocations are per student based and will follow the students
- Utilities = 50% of cost; assume 50% additional utilities savings upon disposal of building
- No savings for maintenance crew (Journeymen/Trades/Labourers etc) contemplated in any scenario

4. Maximize the Range of Opportunities (9 Points)

- Scores are based on anticipated in-school learning opportunities and school-based extra-curricular opportunities
- Have not taken into account potential in-community opportunities that exist outside of school

5. Best Meets the Developmental Needs of Each Age Group (10 Points)

- The team considered preferred divisions (K-4 and 5-7)
- recognized that research is inconclusive (ie you can find research that promotes middle years divisions)
- considered cohort size and extension of opportunities that could be offered to larger cohorts in intermediate and secondary

6. Minimize the Distance to School for Elementary Students (7 Points)

- Prioritized K-4 in terms of proximity to school
- Assumed that existing catchment areas have considered youngest learners.

7. Provide Schools with Preferred Capacity Ranges (4 Points)

- With cohort size in mind, the team valued flexible, available teaching/learning spaces:
  - 1 – 0 to 50%, or >85% utilization
  - 2 – 50% to 60% or 80% to 85% utilization
  - 3 – 60% to 70%, and 75% to 80% utilization
  - 4 – 70% to 75% utilization

8. Minimize the Number of Transitions Between Schools (5 Points)

- 2 – Unknown information about transitions
- 3 – Three or more transitions and/or a transition at primary level
- 4 – Two or fewer transitions
- 5 – No transition or transition occurs at grad program

9. Promote a Unified Community (5 Points)

- 2 – scenario included closure of a school

- 3 – team felt promotion of a unified community would be community dependent and/or there is a transition at the primary grades

10. Improve the Safety and Quality of Educational Facilities (11 Points)

Positive points are awarded based on the following criteria:

- Lowering the Facility Condition Index (FCI)
- Lowering the overall age of buildings in a Family of Schools
- Retention or improvement to handicap access
- Right-sizing the building inventory

11. Maximize the Sustainability of School Facilities (8 Points)

The definition of a sustainable building:

- *structure and use of processes that are environmentally responsible and resource-efficient throughout a building's life-cycle: from siting to design, construction, operation, maintenance, renovation, and demolition;*

- *doesn't emit, or emits at a lower level, pollutants into the water, land or air;*
  - Rating score assigned to existing facilities and any proposed changes (electricity, natural gas, propane, geo-exchange, water, and waste)

- *keeps people comfortable with the resources available on site (for example, collect rainwater to use for irrigation);*
  - Rating score assigned to existing and any proposed changes

12. Maximize the Potential to Respond to Future Change (6 Points)

- Capacity Utilization – the idea of having “room” for enrolment growth in each family of school

13. Maximize Potential Partnership Opportunities (5 Points)

- Displacement of tenants reduces potential
- New builds have most potential for partnership

14. Minimize Implementation Risks (3 Points)

- Initial capital costs are risky; require support of 3rd party and not in SD8's control
- Number of sites affected in a Family of Schools is risky because may be unpopular and disruptive

15. Minimize Disruption Due to Construction Projects (2 Points)

Construction projects on school sites is disruptive to the education of students.

Disruption can be divided into two types;

Physical

To what extent is the site changed? The greater the change to the site increases the potential of disruption.

Schedule

What is the duration of the project? The greater the duration of the project increases the potential of disruption.

16. Maximize Potential for Broad Community Acceptance (3 Points)

- School closure will have least community acceptance
- New build will have highest community acceptance; next renovation
- Higher “Educational Group” score (Criteria 4-9) will more acceptable to community (learning conditions improve)
- Reconfiguration will have some community acceptance
- Status quo will be neutral (some happy/some unhappy)

Scoring Results

Scoring Results – Economic Group

School District No. 8 (Kootenay Lake)				
Scoring Rollup				

Scenario	Criteria 1 Minimize Capital Costs over Horizon (9 Points)	Criteria 2 Minimize Initial Capital Costs (5 Points)	Critera 3 Minimize Operating Costs over Horizon (9 Points)	Economic Rollup (22 Points)
CRAWFORD BAY/KASLO				
KC-4: Close Jewett/K-3 to Hall/4-5 JVH	0.90	3.33	0.45	4.68
KC-2: Close Jewett	0.90	3.33	- 0.45	3.78
KC-5: Close Jewett/Move to DL	0.90	3.33	- 0.45	3.78
KC-SQ	-	2.08	-	2.08
KC-3: Jewtt K-3, JVH 4-5	-	2.08	-	2.08
KC-1: CBESS K-9, LVR 10-12	-	2.08	- 0.90	1.18

Scoring Results – Educational Group

School District No. 8 (Kootenay Lake)							
Scoring Rollup							
Scenario	Criteria 4 Maximize Range of Opportunities (9 Points)	Criteria 5 Best Meet Developmental Needs (10 Points)	Criteria 6 Minimize Distance to School for Elementary (7 Points)	Criteria 7 Provide Schools Within Preferred Capacity Ranges (4 Points)	Criteria 8 Minimize Number of Transitions Between Schools (5 Points)	Criteria 9 Promote Unified Community (5 Points)	Educational Rollup (40 Points)
CRAWFORD BAY/KASLO							
KC-SQ	5.00	8.00	7.00	1.50	4.00	5.00	30.50
KC-1: CBESS K-9, LVR 10-12	7.00	8.00	7.00	1.00	4.00	3.00	30.00
KC-4: Close Jewett/K-3 to Hall/4-5 JVH	7.00	8.00	4.00	2.00	5.00	3.00	29.00
KC-2: Close Jewett	8.00	8.00	4.00	2.00	5.00	2.00	29.00
KC-5: Close Jewett/Move to DL	8.00	8.00	2.00	2.00	5.00	2.00	27.00
KC-3: Jewtt K-3, JVH 4-5	7.00	8.00	4.00	2.00	3.00	3.00	27.00

Scoring Results – Operational Group

School District No. 8 (Kootenay Lake)			
Scoring Rollup			
Scenario	**Criteria 10 Improve Safety and Quality of Educational Facilities (11 Points)**	**Criteria 11 Maximize Sustainability of School Facilities (8 Points)**	**Operational Rollup (19 Points)**
CRAWFORD BAY/KASLO			
KC-4: Close Jewett/K-3 to Hall/4-5 JVH	7.70	2.00	9.70
KC-5: Close Jewett/Move to DL	7.70	2.00	9.70
KC-2: Close Jewett	7.70	1.00	8.70
KC-SQ	0.55	-	0.55
KC-1: CBESS K-9, LVR 10-12	0.55	-	0.55
KC-3: Jewtt K-3, JVH 4-5	0.55	-	0.55

Scoring Results – Strategic Group

School District No. 8 (Kootenay Lake)						
Scoring Rollup						
Scenario	Criteria 12 Maximize Potential to Respond to Future Change (6 Points)	Criteria 13 Maximize Potential Partnership Opportunities (5 Points)	Criteria 14 Minimize Implementation Risks (3 Points)	Criteria 15 Minimize Disruption Due to Construction Projects (2 Points)	Criteria 16 Maximize Potential for Broad Community Acceptance (3 Points)	Strategic Rollup (19 Points)
CRAWFORD BAY/KASLO						
KC-SQ	6.00	2.50	3.00	2.00	1.39	14.89
KC-1: CBESS K-9, LVR 10-12	6.00	2.50	2.40	2.00	1.19	14.09
KC-3: Jewtt K-3, JVH 4-5	6.00	2.50	2.40	2.00	1.19	14.09
KC-5: Close Jewett/Move to DL	6.00	2.50	2.70	2.00	0.79	13.99
KC-4: Close Jewett/K-3 to Hall/4-5 JVH	6.00	2.50	2.40	2.00	0.79	13.69
KC-2: Close Jewett	6.00	2.50	2.40	2.00	0.79	13.69

Scoring Results - Overall

School District No. 8 (Kootenay Lake)					
Scoring Rollup					
Scenario	**Total Score**	**Economic Rollup (22 Points)**	**Educational Rollup (40 Points)**	**Operational Rollup (19 Points)**	**Strategic Rollup (19 Points)**
CRAWFORD BAY/KASLO					
KC-4: Close Jewett/K-3 to Hall/4-5 JVH	57.07	4.68	29.00	9.70	13.69
KC-2: Close Jewett	55.17	3.78	29.00	8.70	13.69
KC-5: Close Jewett/Move to DL	54.47	3.78	27.00	9.70	13.99
KC-SQ	48.02	2.08	30.50	0.55	14.89
KC-1: CBESS K-9, LVR 10-12	45.82	1.18	30.00	0.55	14.09
KC-3: Jewtt K-3, JVH 4-5	43.72	2.08	27.00	0.55	14.09

Next Steps

- Look at scoring detail (tonight)
- Review scoring detail at www.sd8.bc.ca Facilities Planning (March 3)
- Gather in your school, as a family of schools, as neighbours, as colleagues to discuss (March 3 to 28)
- Provide your feedback to facilities@sd8.bc.ca (all emails copied to the Board)
  - Did we hit the mark (measure the right stuff)?
  - Are there other factors we should have considered?
  - Are assumptions rational?
  - Is there a scenario we should have scored but did not?
- Attend 4th round of public meetings

Remember!

- No decisions have been made
- Our communities provided us with ideas to score and scoring has been provided
- This is information, not a recommendation
- Trustees continue to gather information and Senior Leadership is committed to information exchange so engage your district leaders and Board!

Questions?

Thank you!