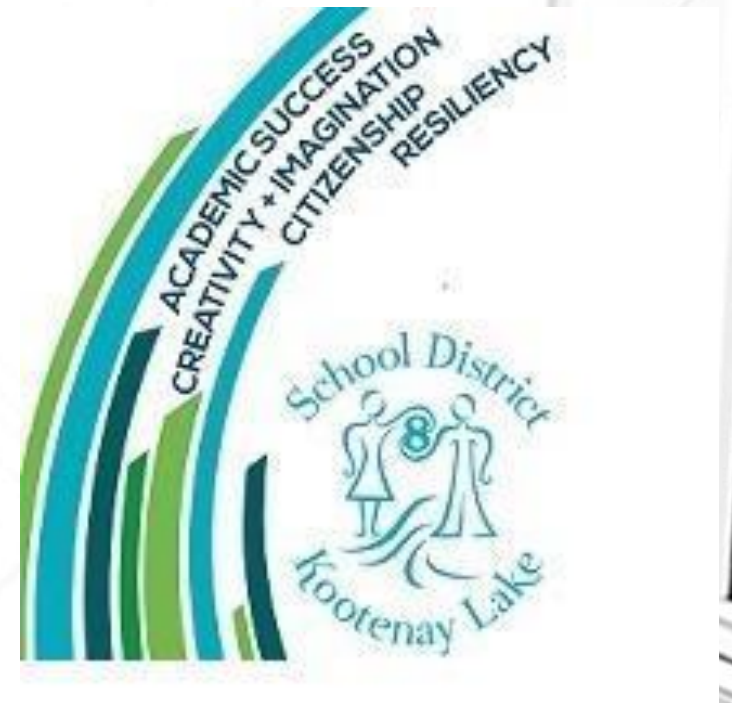


# Long Range FACILITIES PLANNING

School District No. 8  
Public Presentations Round 3  
February 24, 2016  
Nelson



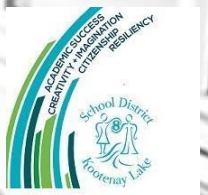
# Guiding Principles

## 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

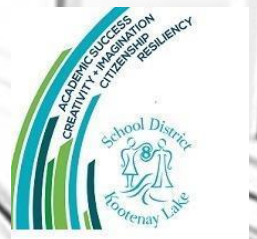


**A credible strategic facilities  
plan should not focus on a  
specific outcome or  
preconceived solution**

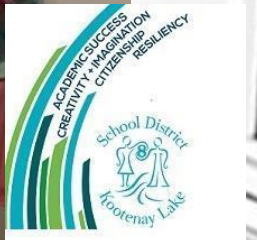
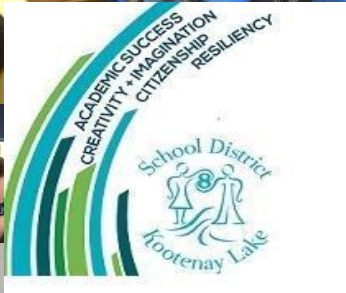


# How Did We Get Here? Why now?

- Declining Enrolment: 1996/97 to 2015/16 – **2,000 student decline**
- Capacity “Under” Utilization – **1,625 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

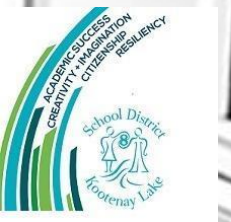


# However, more MOST importantly...



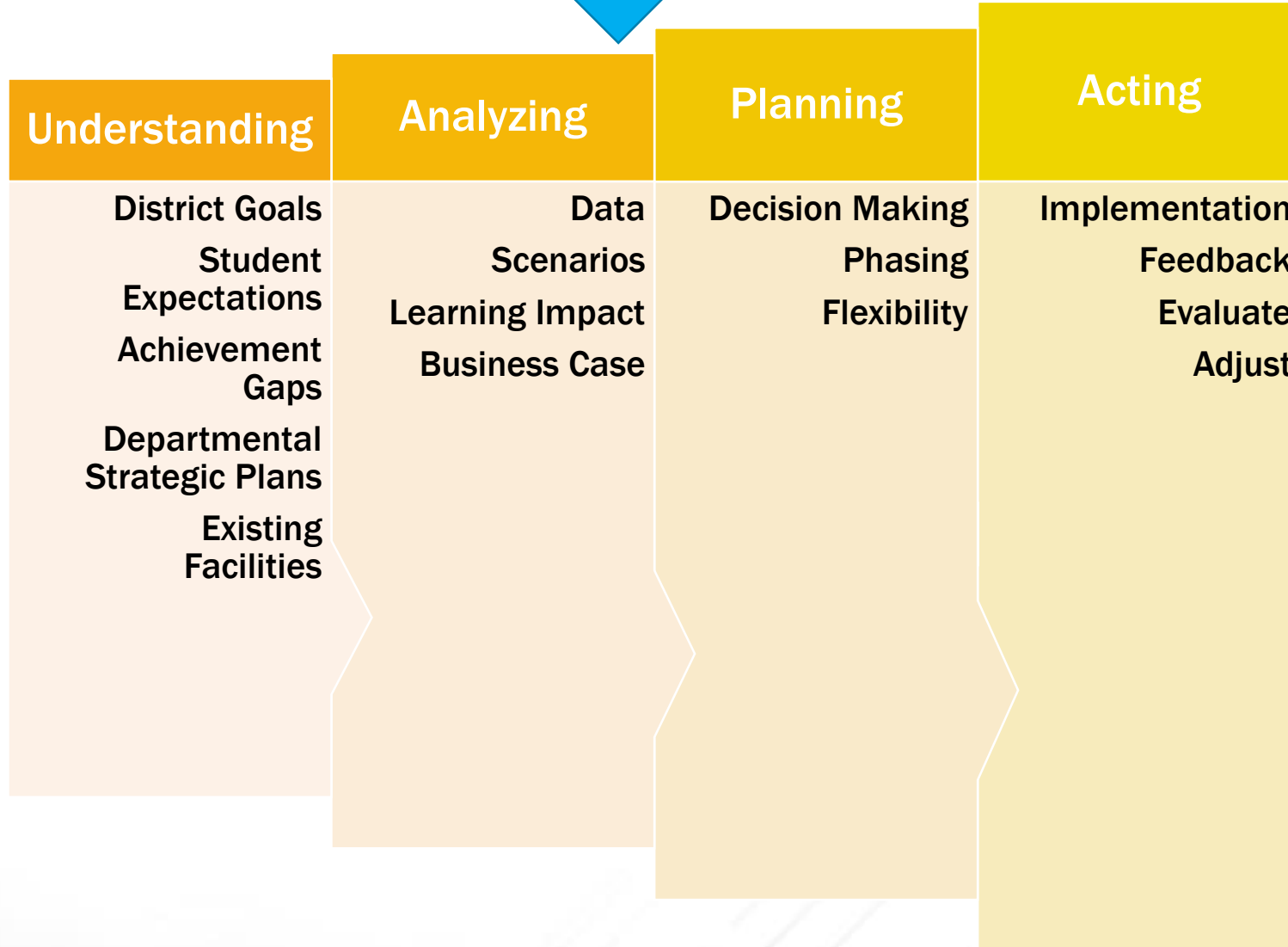
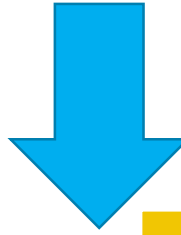
**“Alongside quality teaching and purposeful leadership, decent school environments inspire pupils to give their best and properly enable our teachers to teach.”**

**T. Goddard, Director, British Council for School Environment**





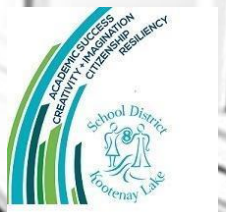
# Key Stages





# Process to Date

- August 2014
  - Board embarked on facilities planning process by discussing vision, values and criteria
- September 2014
  - First round of public meetings to introduce process and criteria
  - Homework for communities: feedback on criteria and process
- Nov 17 to Dec 8, 2014 – Second round of public meetings to introduce data: capacity utilization, future capital/deferred maintenance costs, facility condition
  - Homework for communities: send us your ideas; scenarios
- Feb 24 to Mar 2, 2016 – Third round of public meetings to provide updated data and scenario scoring
  - Homework for communities: feedback on scoring assumptions and rationale, and scorecards



# Process Going Forward

- March 3 - 28, 2016
  - Scoring feedback period
- March 29, 2016
  - Board deliberates a draft facilities plan
- March 30 – April 7, 2016
  - Fourth round of public meetings to introduce draft plan including updated scenario scoring (if needed), contemplated reconfigurations, potential school closures, potential administration relocation plan and strategies to improve learning opportunities and address capital pressures
  - Homework for communities: provide feedback on draft facilities plan
- April 8 - 30, 2016
  - Draft plan feedback period
- May 3, 2016
  - Board approves facilities plan



# Updated Data

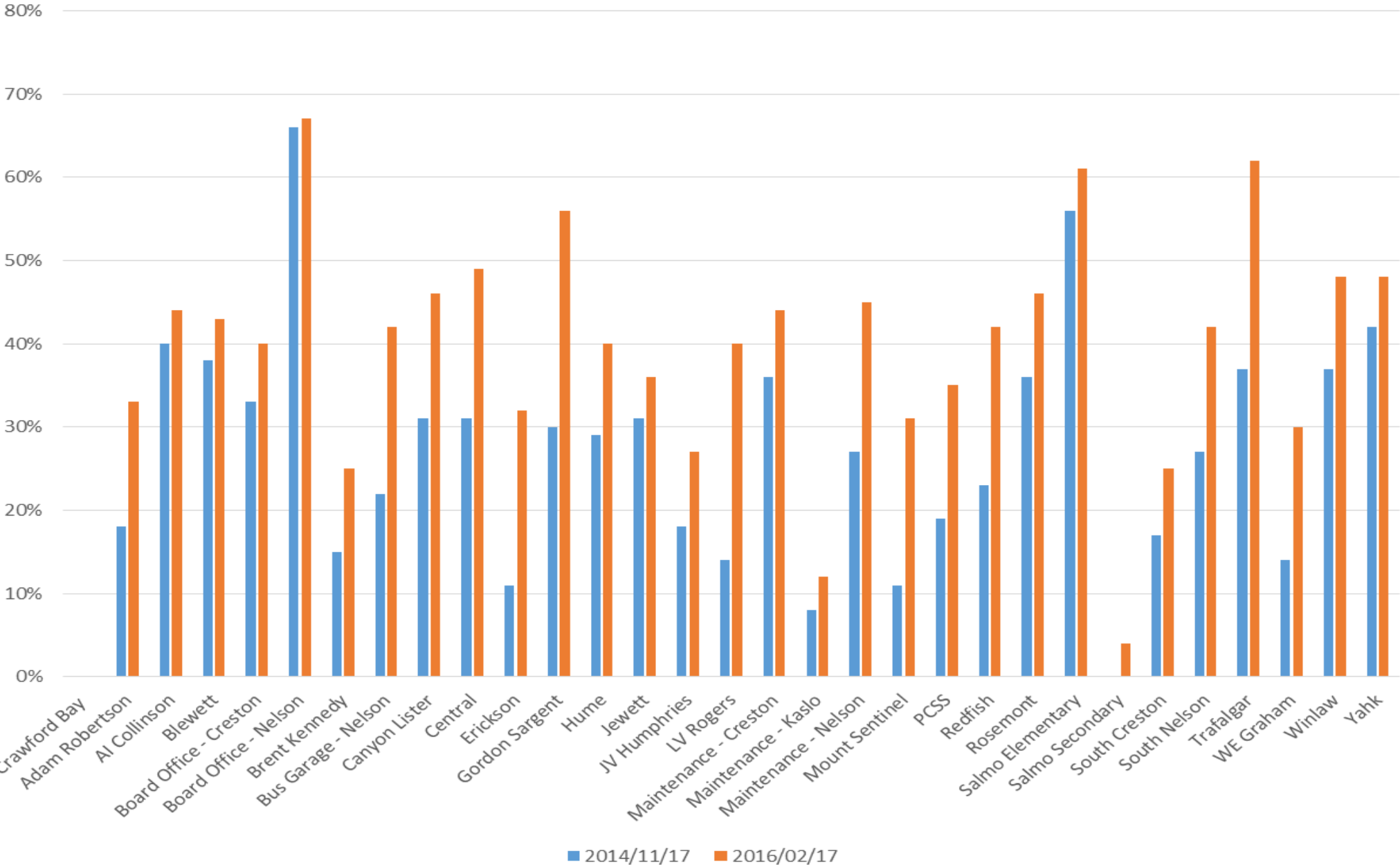
- Since November/December 2014:
  - VFA Data (FCI = Building Condition)
  - Enrolment (Actual 15/16 incorporated)
  - Capacity Utilization



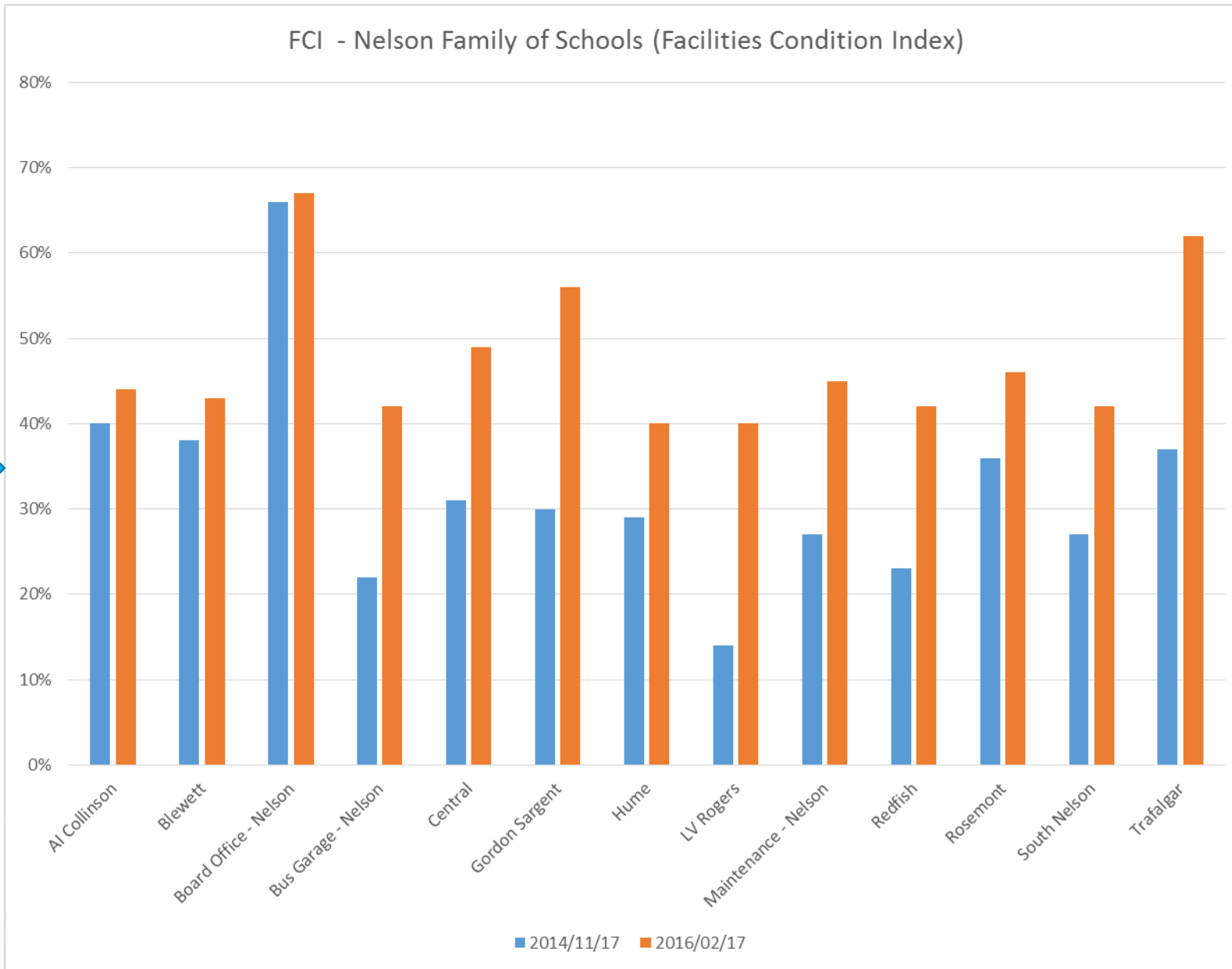
# Facility Condition Index

- 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)

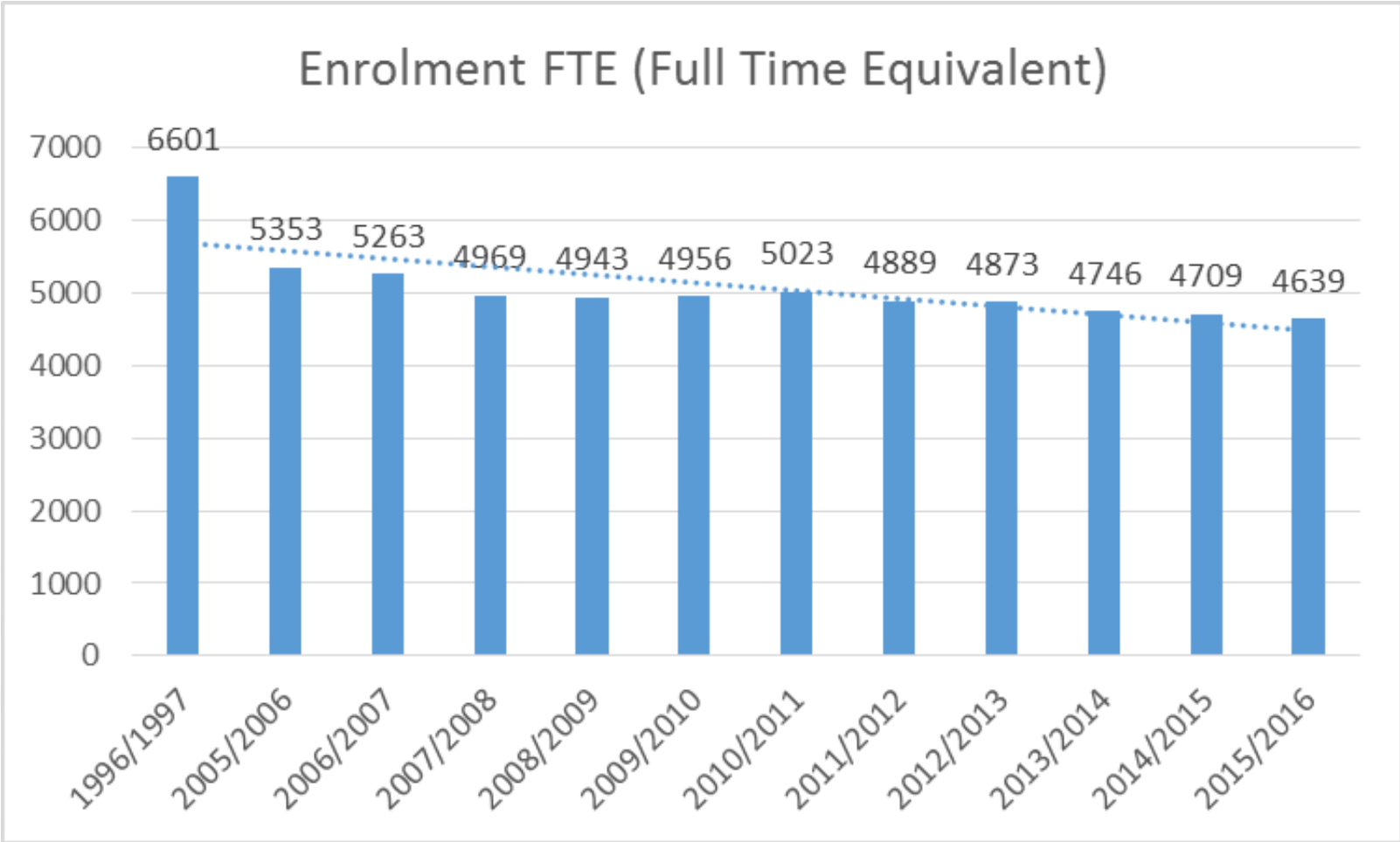


FCI - Nelson Family of Schools (Facilities Condition Index)



# Enrolment Update

# Enrolment





# Capacity Utilization

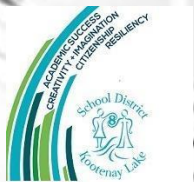
# Summary of Utilization

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	4245	5975	71%	1730
15/16	4231	5975	71%	1744
16/17	4508	6585	68%	2077
17/18	4532	6585	69%	2053
18/19	4550	6585	69%	2035
19/20	4609	6585	70%	1976
20/21	4681	6585	71%	1904
21/22	4709	6585	72%	1876
22/23	4720	6585	72%	1865
23/24	4768	6585	72%	1817

## 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

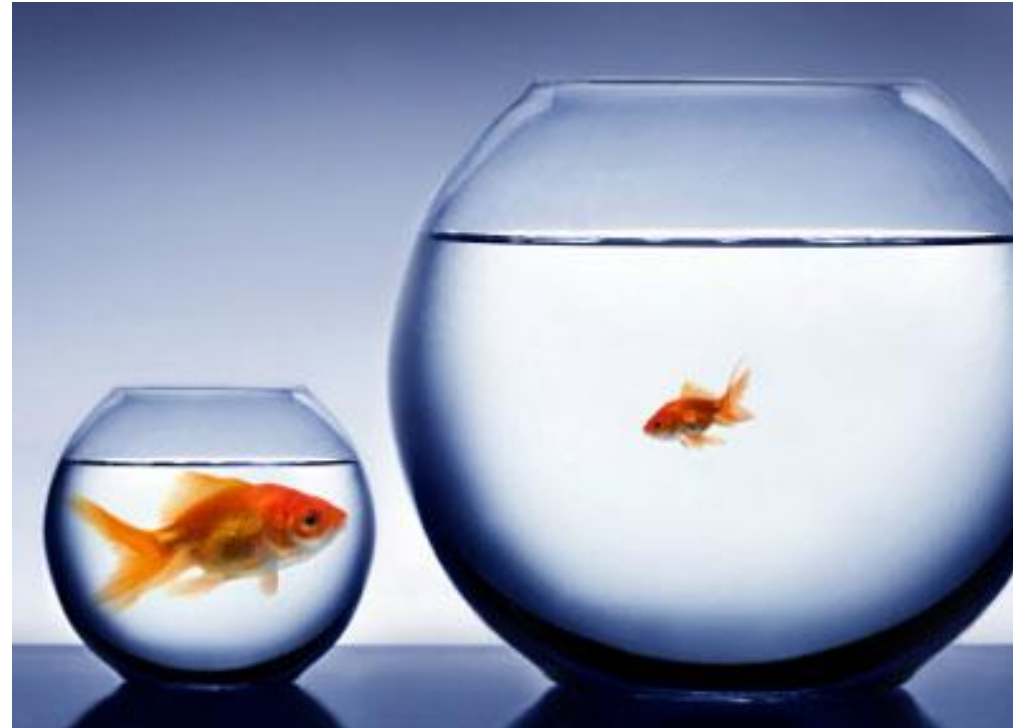
<b>Summary of Capacity Utilization</b>		
Family of Schools	Empty Seats (22/23)	Underutilization Rate (%)
District	1865	28%
Creston	698	36%
Salmo	124	26%
Kaslo/Crawford B	315	50%
Slocan	260	27%
Nelson	468	18%

# Summary of Unutilized Space

Summary of Capacity Utilization		
Family of Schools	Empty Seats (22/23)	Underutilization Rate (%)
Nelson	468	18%
Hume	102	38%
South Nelson	-1	0%
Blewett	-53	-44%
Rosemont	39	23%
Redfish	40	28%
Trafalgar	145	25%
LV Rogers	52	7%
Central Ed Centure	144	39%



# 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 We 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.



<b>SD8 Facilities Plan</b>			
<b>Evaluation Criteria</b>			
<b>Group</b>	<b>Individual Criteria</b>	<b>Reference</b>	<b>Weight</b>
<b>Economic</b> <b>22%</b>	1. Minimize total net capital costs over planning horizon	Basic	<b>9%</b>
	2. Minimize total initial capital expenditure	Basic	<b>5%</b>
	3. Minimized total operational cost over planning horizon	Basic	<b>9%</b>
<b>Educational</b> <b>40%</b>	4. Maximize the range of opportunities	Principle	<b>9%</b>
	5. Best meet the developmental needs of each age group	Principle	<b>10%</b>
	6. Minimize the distance to school for elementary students	Principle	<b>7%</b>
	7. Provide schools within preferred capacity ranges	Principle	<b>4%</b>
	8. Minimize the number of transitions between schools	Principle	<b>5%</b>
	9. Promote a unified community	Principle	<b>5%</b>
<b>Operational</b> <b>19%</b>	10. Improve the safety and quality of educational facilities	Basic	<b>11%</b>
	11. Maximize the sustainability of school facilities	Principle	<b>8%</b>
<b>Strategic</b> <b>19%</b>	12. Maximize the potential to respond to future change	Principle	<b>6%</b>
	13. Maximize potential partnership opportunities	Principle	<b>5%</b>
	14. Minimize implementation risks	Basic	<b>3%</b>
	15. Minimize disruption due to construction projects	Basic	<b>2%</b>
	16. Maximize the potential for broad community acceptance	Basic	<b>3%</b>
			<b>100%</b>





# Scoring

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

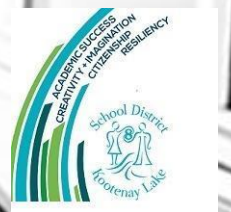
# 1<sup>st</sup> Step: “Fit” Analysis

- 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%

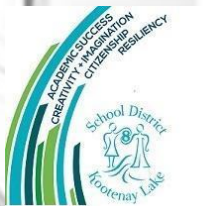


# Scored

- Nelson Family of Schools that passed through 3 filters
- Scenarios that WERE scored

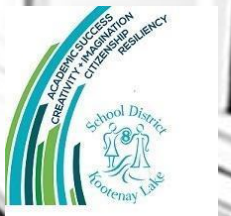


Scenario #	Source	FIT (NOMINAL)	FIT (FUNCTIONAL)	REASON	Where Scenario is "NO" but Brings FofS Capacity Utilization to 85% or Greater then Score	Frequency	Slocan Valley
N-3	Ops	Nominal - NO	Functional - NO	Blewett 147%	YES	1	Close South Nelson, Rebuild Trafalgar
N-4	Ops	Nominal - YES				1	Close South Nelson, Close Blewett, Rebuild Trafalgar
N-10	Email	Nominal - NO	Functional - NO	Blewett 147%	YES	1	Close Redfish, move students to JVH and Hume
N-12	Email	Nominal - YES				1	Expand Blewett with renovation
N-13	Email	Nominal - YES				2	Rebuild Blewett
N-18	Staff	Nominal - NO	Functional - NO	Rosemont 180%	YES	1	Combine Rosemont and Blewett
N-23	Staff	Nominal - NO	Functional - NO	Blewett 147%	YES	1	Close Central; move DESK to LVR, Wildflower to ???, IT, REACH to LVR
N-29		Nominal - NO	Functional - NO	SNES 114%/Blewett 168%/LVR 136%	YES	1	Close Trafalgar; Elem K-6; LVR 7-12



# Not Scored

- Nelson Family of Schools that:
  - did not pass through 3 filters
  - had other considerations
- Scenarios that WERE NOT scored
- Does this mean the scenario won't be considered?



Scenario #	Source	FIT (NOMINAL)	FIT (FUNCTIONAL)	REASON	Where Scenario is "NO" but Brings FofS Capacity Utilization to 85% or Greater then Score	Frequency	Slocan Valley
N-5	Email	Nominal - NO		Blewett 147%	NO	5	Close Nelson Board Office and move to White Building, Central School or some other district location
N-6	Email	Nominal - NO	Functional - NO	SNES 113%/Blewett 147%	NO	1	Reclaim Gordon Sargent for Nelson Homelinks to make room at SNES for K-7
N-7	Email	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Sell AI Collinson
N-8	Email	Nominal - NO	Functional - NO	Blewett 147%	NO	2	Wildflower and Homelinks to Share Same Space
N-9	Email	Nominal - NO	Functional - NO	Blewett 147%	NO	3	Move Wildflower Nelson to main floor of Central Ed; Move Admin/DESK to top floor
N-11	Email	Nominal - NO	Functional - NO	Elem % higher than N-1	NO	1	Close Trafalgar, Elementary Schools K-8, LVR 9-12
N-14	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Wildflower RE-Configure to include K-9
N-15	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Close DESK
N-16	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Move Wildflower Nelson to AI Collinson
N-17	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Move Wildflower Nelson to Gordon Sargent
N-19	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Rebuild South Nelson
N-20	Staff	Nominal - NO	Functional - NO	SNES 127%/Blewett 191%	NO	1	Nelson: Elementary K-7, Two Secondary Tracks: 8-12 @ LVR and 8-12 @ Trafalgar
N-21	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Combine Wildflower and Homelinks into 1 School/Same Program
N-22	Staff	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Rebuild Rosemont
N-24	F&O Cmtee	Nominal - NO	Functional - NO	Blewett 147%	NO	1	Some elementary K-7
N-25	F&O Cmtee	Nominal - NO	Functional - NO	SNES 127%/Blewett 191%	NO	1	Elem K-7; 2 secondary schools (TMS and LVR 8-12)
N-26	F&O Cmtee	Nominal - NO	Functional - NO	Trafalgar 162%	NO	1	K-12 French Immersion School
N-27	F&O Cmtee	Nominal - NO	Functional - NO	Blewett 147%	NO	2	Rebuild Trafalgar with MCFD partner and board office partner
N-28	Email	Nominal - NO	Functional - NO	Blewett 162%/Trafalgar 110%	NO	1	Elem K-6; Trafalgar 7-9+All FI; LVR 10-12; DESK to LVR

# 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 Nelson 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





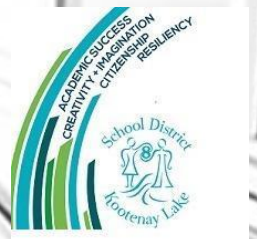
# Scoring Assumptions/Rationale

- 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

- 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

- 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 1<sup>st</sup> and sold July 1<sup>st</sup> for the purpose of the exercise
  - Proceeds of disposal are estimated, not appraised values



# 3. Minimize Total Operating Costs over Planning Horizon

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

- 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

- 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

- 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

- 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

- 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

- 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

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

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

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

# 13. Maximize Potential Partnership Opportunities

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

# 14. Minimize Implementation Risks

- Initial capital costs are risky; require support of 3<sup>rd</sup> 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

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

- 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)	Criteria 3 Minimize Operating Costs over Horizon (9 Points)	
<b>NELSON</b>				
N-29: Close Trafalgar; Elem K-6; LVR 7-12	9.00	5.00		9.00
N-3: Close South Nelson, Rebuild TMS	9.00	-		6.95
N-4: Close South Nelson, Close Blew, Rebuild TMS	9.00	-		9.00
N-23: Close Central; Move DESK to LVR; WF to TMS; Reach to SNES	2.70	5.00		1.23
N-13: Rebuild Blewett	1.35	-	-	0.41
N-12: Renovate Blewett	1.35	2.08	-	0.41
N-18: Combine R-mont & Blewett w R/Mont Add'n	1.35	2.50	-	4.09
N-SQ	-	2.08		-
N-10: Close Redfish, Move to JVH & Hume	1.35	3.75		0.82



# Scoring Results – Educational Group

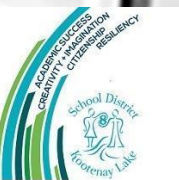
School District No. 8 (Kootenay Lake)						
Scoring Rollup						
Scenario	Criteria 4 Maximize Range of Opportunities (9 Points)	Criteria 5 Best Meet Developmental Needs (10 Points)	Criteria 6 Minimize Distance to School for Elementary (7 Points)	Criteria 7 Provide Schools Within Preferred Capacity Ranges (4 Points)	Criteria 8 Minimize Number of Transitions Between Schools (5 Points)	Criteria 9 Promote Unified Community (5 Points)
<b>NELSON</b>						
N-3: Close South Nelson, Rebuild TMS	6.00	6.00	6.00	2.00	4.00	3.00
N-29: Close Trafalgar; Elem K-6; LVR 7-12	9.00	5.00	6.00	1.50	4.00	4.00
N-4: Close South Nelson, Close Blew, Rebuild TMS	6.00	6.00	1.00	2.00	4.00	3.00
N-23: Close Central; Move DESK to LVR; WF to TMS; Reach to SNES	7.00	8.00	6.00	1.00	4.00	4.00
N-13: Rebuild Blewett	5.00	8.00	6.00	1.00	4.00	4.00
N-12: Renovate Blewett	5.00	8.00	6.00	1.00	4.00	4.00
N-18: Combine R-mont & Blewett w R/Mont Add'n	7.00	8.00	4.00	1.00	4.00	3.00
N-SQ	6.00	7.00	7.00	2.00	3.00	3.00
N-10: Close Redfish, Move to JVH & Hume	4.00	2.00	1.00	1.00	4.00	2.00

# Scoring Results – Operational Group

Scenario	Criteria 10 Improve Safety and Quality of Educational Facilities (11 Points)	Criteria 11 Maximize Sustainability of School Facilities (8 Points)
<b>NELSON</b>		
N-29: Close Trafalgar; Elem K-6; LVR 7-12	9.45	2.00
N-3: Close South Nelson, Rebuild TMS	9.45	6.00
N-4: Close South Nelson, Close Blew, Rebuild TMS	10.54	7.00
N-23: Close Central; Move DESK to LVR; WF to TMS; Reach to SNES	9.35	1.00
N-13: Rebuild Blewett	6.53	5.00
N-12: Renovate Blewett	0.21	3.00
N-18: Combine R-mont & Blewett w R/Mont Add'n	6.43	4.00
N-SQ	0.48	-
N-10: Close Redfish, Move to JVH & Hume	5.15	1.00

# Scoring Results – Strategic Group

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)
<b>NELSON</b>					
N-29: Close Trafalgar; Elem K-6; LVR 7-12	0.86	2.50	0.60	1.75	0.79
N-3: Close South Nelson, Rebuild TMS	2.57	2.50	0.90	1.85	2.40
N-4: Close South Nelson, Close Blew, Rebuild TMS	2.57	2.50	0.60	1.85	2.20
N-23: Close Central; Move DESK to LVR; WF to TMS; Reach to SNES	0.86	2.50	1.80	2.00	0.79
N-13: Rebuild Blewett	4.29	5.00	1.50	1.80	2.80
N-12: Renovate Blewett	4.29	5.00	2.40	1.83	2.00
N-18: Combine R-mont & Blewett w R/Mont Add'n	2.57	2.50	0.90	1.88	1.60
N-SQ	3.43	-	3.00		1.19
N-10: Close Redfish, Move to JVH & Hume	2.57	2.50	1.50	2.00	0.20



# Scoring Results - Overall

Scenario	Total Score
<b>NELSON</b>	
N-29: Close Trafalgar; Elem K-6; LVR 7-12	81.45
N-3: Close South Nelson, Rebuild TMS	79.62
N-4: Close South Nelson, Close Blew, Rebuild TMS	70.26
N-23: Close Central; Move DESK to LVR; WF to TMS; Reach to SNES	58.53
N-13: Rebuild Blewett	57.51
N-12: Renovate Blewett	51.40
N-18: Combine R-mont & Blewett w R/Mont Add'n	48.29
N-SQ	38.18
N-10: Close Redfish, Move to JVH & Hume	36.49



# Next Steps

- Look at scoring detail (tonight)
- Review scoring detail at [www.sd8.bc.ca](http://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](mailto: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 4<sup>th</sup> 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!**

