

# LONG RANGE FACILITY PLAN

June 2022



*School District 59 ~ Peace River South*

School District  
No. 59 Peace  
River South



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## Executive Summary

School District No. 59 Peace River South has developed this Long-Range Facilities Plan (LRFP) to guide future decisions and present a vision for the use of the district's current and potential future inventory of capital assets. The plan will provide broad strategies for the most-effective delivery of education programs.

This plan has also been created to provide additional supporting information to the Ministry of Education and Child Care in support of the Minor and Major Capital Program projects included in the Five-Year Capital Plan submission.

School District No. 59 Peace River South serves an estimated population of 28,250 (2020 BC Stats Report). The district encompasses 27,814 square kilometers. For effective operations, the district is divided into three geographical zones, Chetwynd, Dawson Creek and Tumbler Ridge.

The student population (head count) as of September 2021 was 3,655. The students are currently served by the following education locations:

- 3 High Schools (DCSS is one high school with two campuses)
- 15 Elementary Schools
- 1 Early Learning Hub

Enrollment is projected to increase (cohort retention method) over the next ten years. As residential development continues to occur in the Crescent Park Elementary catchment area the district expects capacity pressure in that school to continue, the goal is to alleviate this pressure with a Ministry of Education and Child Care Expansion Project. Additional capacity pressure at Canalta Elementary needs to be addressed through a catchment area change that would move some students to the nearby Tremblay Elementary School. All other schools in the district will operate at below capacity for the foreseeable future.

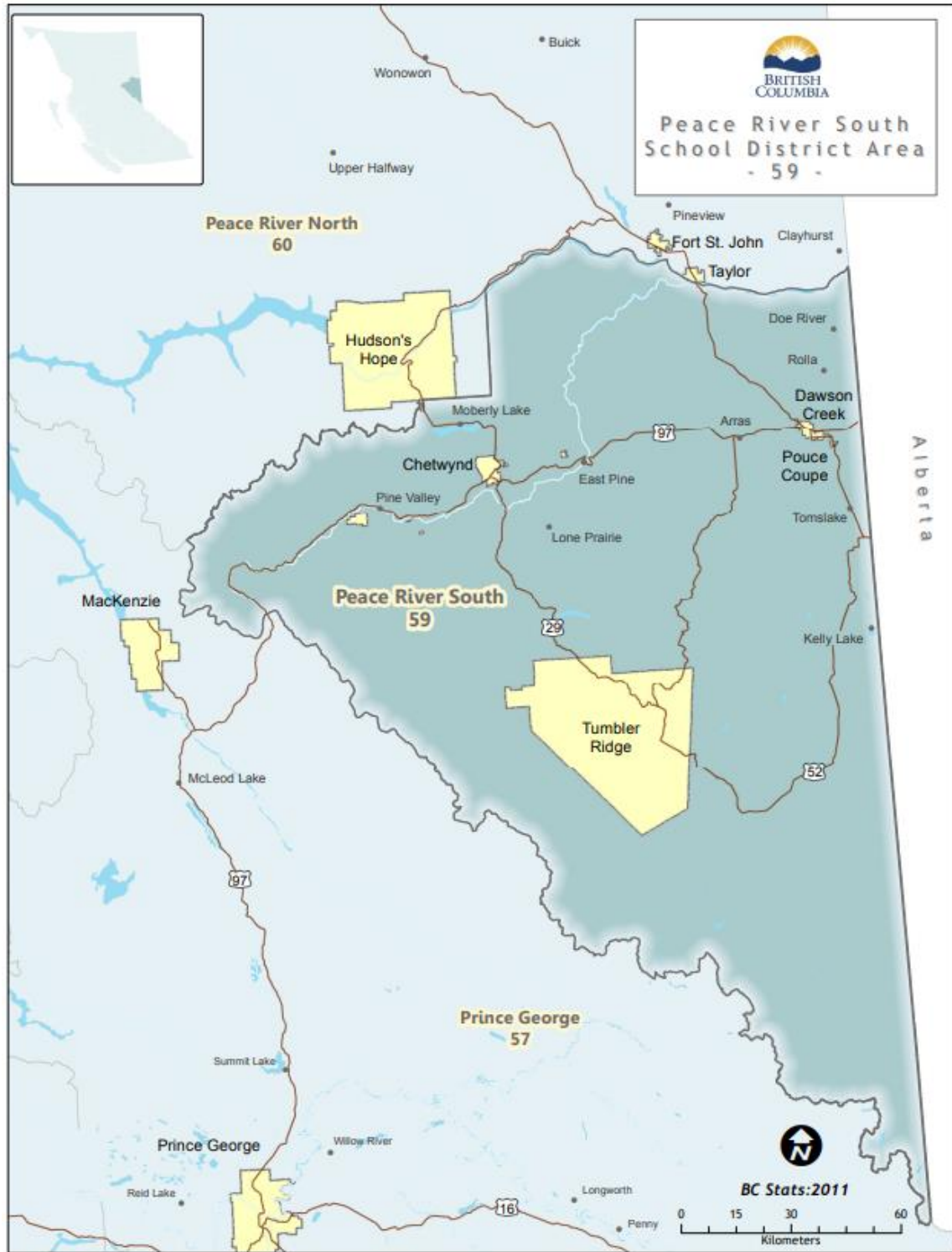
The school district faces typical challenges in aging infrastructure. The majority of facilities were built in the 1960s or earlier. Capital funding available through the Ministry of Education and Child Care continue to be a high priority for the district and will assist in extending the useful life of existing capital assets.

In addition, the district will continue to make best use of existing capacity and expand services to students and communities.



## Introduction

### School District No. 59 Peace River South Map





## Overview of School District No. 59 Peace River South

School District No. 59 Peace River South is in North-eastern BC and comprises the towns of Chetwynd, Dawson Creek, Tumbler Ridge, and areas of the Peace River Regional District surrounding these towns. The School District shares the territory with the people of Treaty 8 and is honoured to share this land with Saulneau First Nations, West Moberly First Nations, Kelly Lake First Nations and the Metis population in the area.

School District No. 59 Peace River South serves an estimated population of 26,855 (2016 Census). The district encompasses 27,814 square kilometers. For effective operations the district is divided into three geographical zones, Chetwynd, Dawson Creek and Tumbler Ridge.

The student population (headcount) as of September 2021 was 3,655. The students are currently served by the following education locations:

- 3 High Schools (DCSS is one high school with two campuses)
- 15 Elementary Schools
- 1 Early Learning Hub

The district experienced declining enrollment for many years up to 2014 (with a drop of 1,145 students from 2004 to 2014), since then the district has seen modest increases each year.

As at June 2022 the district employed 472 regular staff. These employees hold a variety of positions including:

- 239 Teachers
- 186 Support staff
- 26 Principals and Vice-Principals
- 21 Excluded Staff

The district's mission statement is to embrace, inspire, and value learning, meaningful communication, and integrity for each individual and for the communities we serve.



The 2020-2024 Strategic Plan identifies three areas of focus, each area has identified goals.

1. Equity
2. Foundational Skills and Core Competencies
3. Sustainable use of our resources

The Strategic Plan serves as a foundation for the senior administration to develop operational initiatives to meet the goals of each priority in the over-arching plan. Targets and fiscal responsibility (if required) are attached to each initiative and reviewed on an ongoing basis.



## Long Range Facility Plan (LRFP)

### Long Range Facility Plan Purpose

The School Act provides that the Minister of Education may require a board of education to prepare and submit a capital plan for its school district to the Ministry. Each board of education is expected to have a LRFP in place for its school district that lays out various management strategies regarding its inventory of capital assets – primarily to support changes in student enrollment and educational programming goals.

Although a current LRFP is not required to be included as part of a Five-Year Capital Plan submission, the Ministry may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.

This comprehensive realistic planning tool is intended to cover a 10-year timeframe and outline how a board of education intends to manage an inventory of existing facilities and planned new facilities during that time.

### Long Range Facility Plan Process

Public consultations is a key element in the development of a new LRFP. The consultation on this LRFP will include students, parents, community agencies, local government, First Nations, Indigenous representation and other stakeholders within the educational community.

### Long Range Facility Plan Fundamentals

The following major subjects are covered in this LRFP:

- School District Organization
- Educational Programming
- Student Enrollment
- Existing Schools
- School Capacity
- Community Use
- Public Consultation

### Long Range Facility Plan Guiding Principles

The following guiding principles will inform the LRFP

- The school district supports the principle that schools are community assets and will work with the community to create opportunities for joint use of facilities to enhance community education and development.
- Families and communities play a key role in the education of a student, it is important to the district that our schools are welcoming and inclusive.
- Supporting the principles of stability and predictability to meet the needs of parents and students.

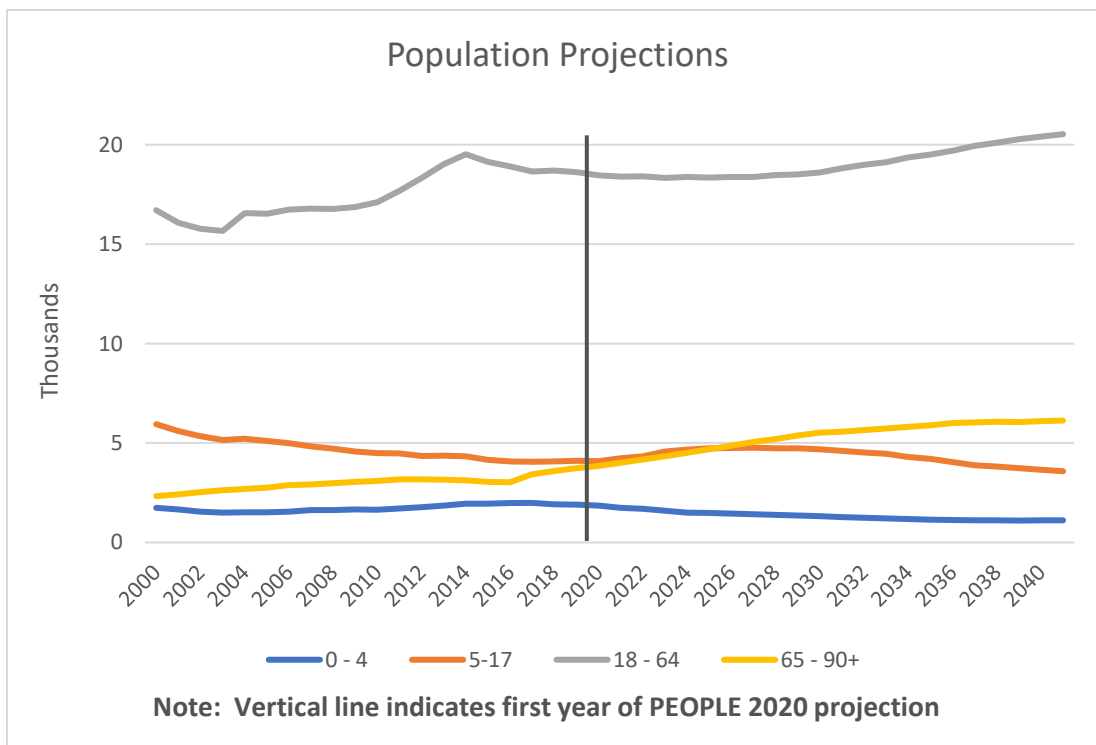


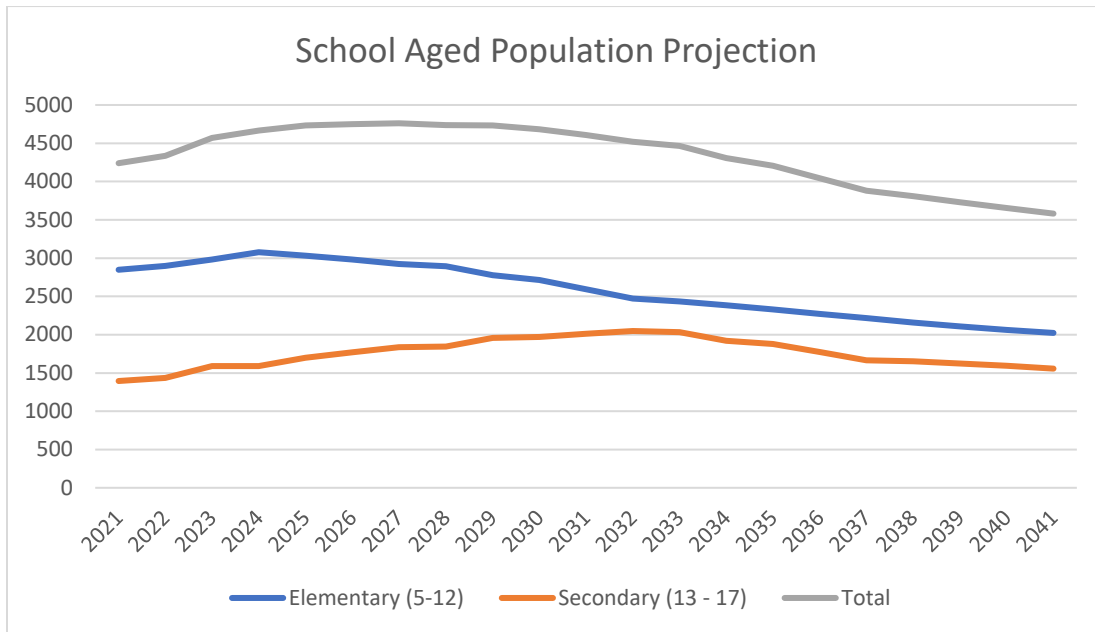
- District programs should be located to maximize utilization rates of the facilities.
- Capital investments in new or renovated facilities should generate operational efficiencies.
- Facility utilization should maximize funds available for educational programs.
- All facilities should be maintained to a high standard and provide a healthy, safe well-equipped learning environment that promotes student learning, engagement and inclusion.

## District Actual and Projected Enrollment

### Demographics (BC Stats Reports)

According to BC Stats reports of July 2022 the Peace River South area population is expected to grow from 28,612 in 2022 to 30,410 in 2032. The school aged population has been decreasing since 2000, although has been evening out in recent years. It is projected to increase slowly up to 2032 and then decrease again over the next ten years.

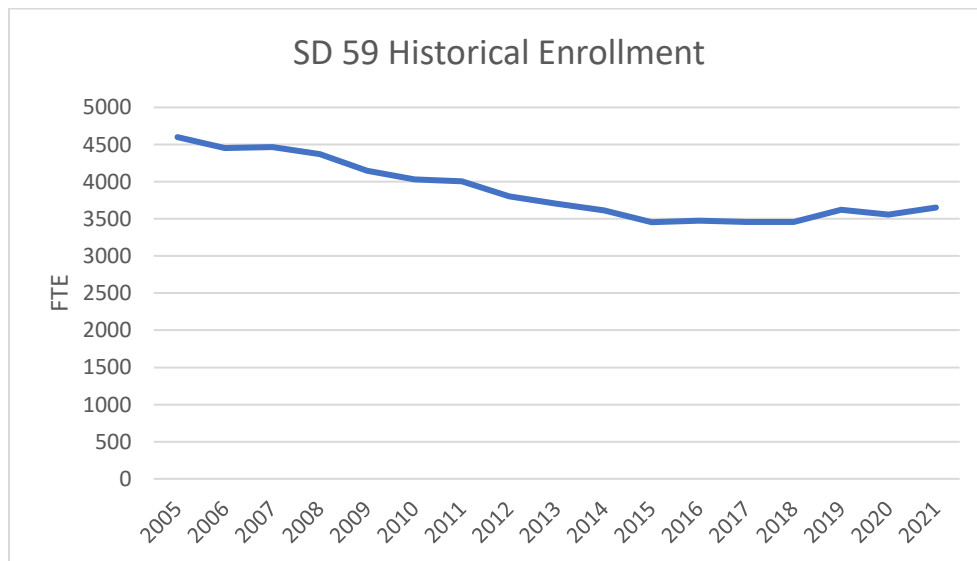




BC Stats applies the Component/Cohort-Survival method to project the population. This method "grows" the population from the latest base year estimate by forecasting births, deaths and migration by age. These forecasts are based on past trends modified to account for possible future changes and should be viewed as only one possible scenario of future population.

#### Actual Enrollment

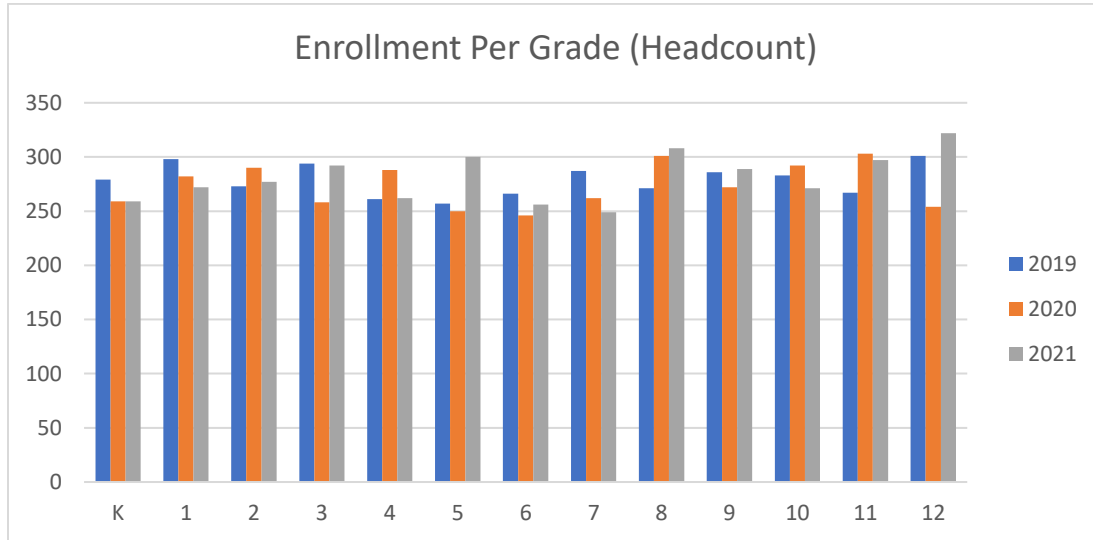
School District No. 59 has experienced enrollment decline up to 2014, since then enrollment has shown gradual increases. This aligns with the BC Stats school aged population reports.







The actual September district enrollment per grade for 2021, 2020 and 2019 is presented below. The graph shows a narrow fluctuation year to year which suggests a relatively stable enrollment for planning purposes.



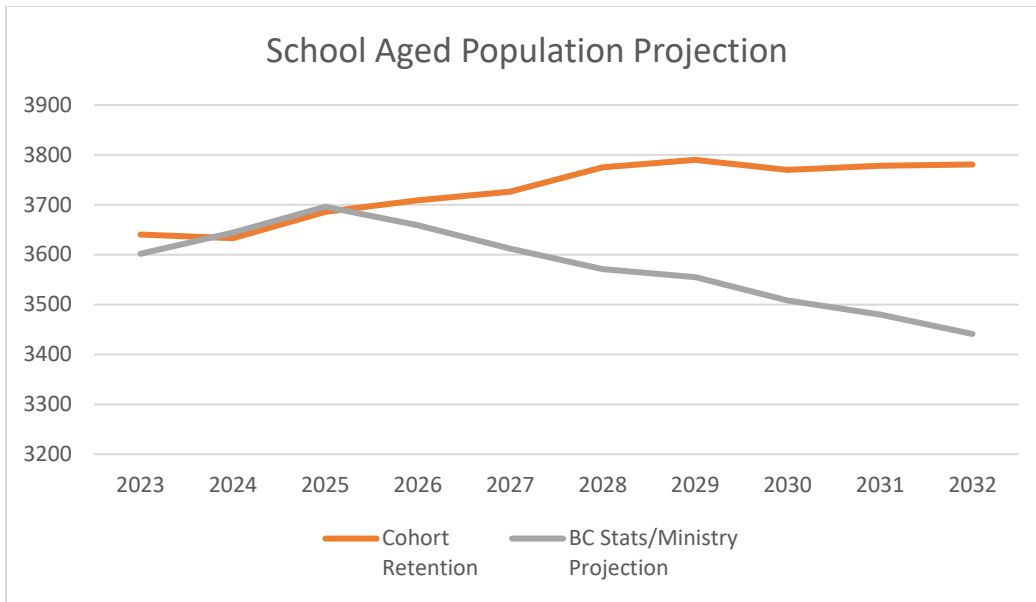
### Projected Enrollment

School District No. 59 has developed enrollment projections using the cohort retention method. This involves rolling forward current students in schools and estimating kindergarten students entering the system each year. The challenge with this method is estimating the number of kindergartens students entering the system each school year.

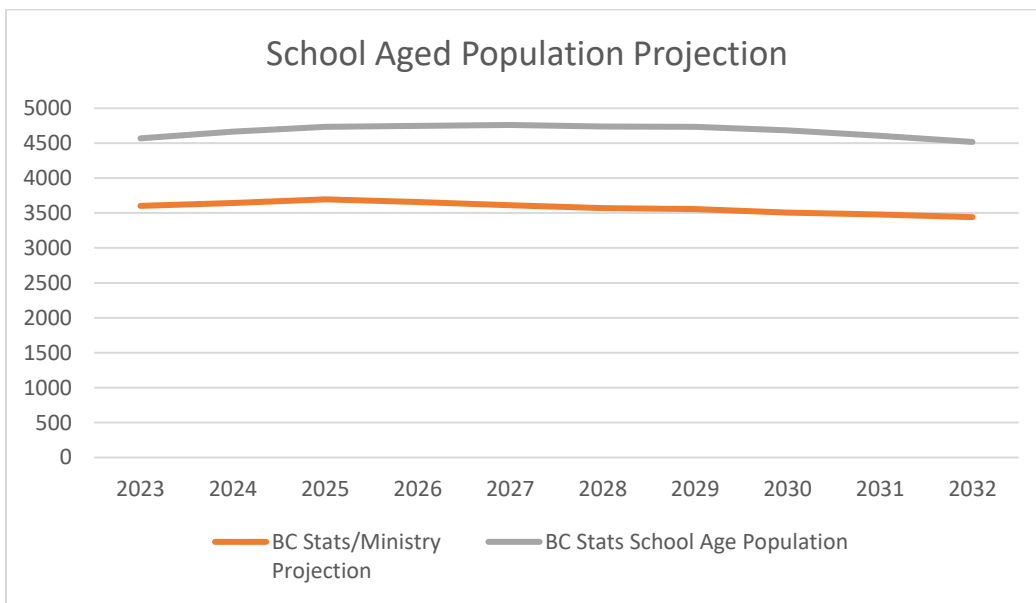
There are many variables that influence actual enrollment levels. These variables include:

- Birth rates
- Interprovincial trends
- Immigration trends
- Housing markets
- Percentage of school age population enrolled in the School District

Below are enrollment projections for School District NO. 59 going forward 10 years using the cohort retention method and the BC Stats/Ministry of Education and Child Care estimates. The cohort retention method is showing increased enrollment over the next ten years, this is in comparison to enrollment decrease projected by BC Stats/Ministry of Education and Child Care.



The comparison of the BC Stats/Ministry of Education and Child Care estimate, and the BC Stats school age population is presented below. This shows that the school age population is on average 1,000 students higher than the projected enrollment for School District NO. 59. School aged children may be enrolled in a private school, home schooling or attend a school in another school district via distance learning. Based on enrollment in 2021/2022 it is estimated 500 students attend local private schools.





	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Cohort Retention	3640	3633	3686	3709	3726	3775	3790	3770	3778	3781
Ministry Projection	3602	3644	3696	3659	3612	3571	3555	3508	3480	3441
BC Stats School										
Age Population	4568	4665	4733	4750	4761	4738	4734	4684	4607	4518

If the BC Stats/Ministry of Education and Child Care estimates come to fruition, enrollment will decrease to a level that was last seen in 2015. Funding protection would also be available in times of decreased enrollment to adjust facility utilization if necessary.

The school district updates enrollment projections on an annual basis and will adjust facility plans as necessary.

### Capital Assets – Schools

The School District is comprised of 15 elementary schools, 3 high schools and 1 early learning hub. Tumbler Ridge Secondary offers grade 7 to 12 and is fed by Tumbler Ridge Elementary which offers Kindergarten to grade 6. Chetwynd Senior Secondary offers grade 8 to 12 and is fed by Windrem Elementary, Don Titus Montessori, Little Prairie Elementary and Moberly Lake Elementary that all offer kindergarten to grade 7. Dawson Creek Senior Secondary (DCSS) is comprised of two campuses, Central Campus offers grade 8 to 9 and South Peace Campus offers grade 10 to 12. DCSS is fed by Parkland Elementary, McLeod Elementary, Devereaux Elementary, Pouce Coupe Elementary, Crescent Park Elementary, Canalta Elementary, Tremblay Elementary and Ecole Frank Ross which all offer kindergarten to grade 6.

The school district also operates two schools on local Hutterite colonies. Both Hutterite colonies have the students attend from the age of 6 to 15. The district rents classroom space from the colonies and doesn't own any buildings related to the two schools.

The School District Administrative Offices and Maintenance and Transportation Department operate out of one building located in Dawson Creek. There is a smaller maintenance building located in Chetwynd.

The school district currently owns 6 portables located in each of the following locations

- (1) Moberly Lake Elementary
- (1) Devereaux Elementary
- (2) Canalta Elementary
- (2) Crescent Park Elementary

An inventory of facilities is present in Appendix A and below.



Facility	Year Opened	Area (m <sup>2</sup> )	FVA - Building FCI
<b>Dawson Creek Area</b>			
Canalta Elementary	1962	3,033	0.53
Crescent Park Elementary	1961	1,695	0.55
Ecole Frank Ross Elementary	1961	5,388	0.44
Tremblay Elementary	1958	3,000	0.62
Dawson Creek Secondary (South)	1948	11,384	0.32
Dawson Creek Secondary	1957	9,974	0.5
Parkland Elementary	1980	1,247	0.55
McLeod Elementary Secondary	1964	1,341	0.49
Devereaux Elementary	1952	1,117	0.49
Pouce Coupe Elementary	2008	1,547	0.04
<b>Chetwynd Area</b>			
Don Titus Montessori	1966	1,926	0.33
Windrem Elementary	1959	1,827	0.45
Little Prairie Elementary	1995	3,187	0.25
Moberly Lake Elementary	1995	369	0.46
Chetwynd Secondary	1964	5,691	0.23
<b>Tumbler Ridge Area</b>			
Tumbler Ridge Elementary	1983	2,013	0.63
Tumbler Ridge Secondary	1982	5,685	0.58
<b>Other</b>			
Board Office	1981	3,532	0.14
Chetwynd Maintenance Shop	1969	239	0.21
Gwillim Lake Outdoor Centre	1976	277	0.14

### Facility Condition Index

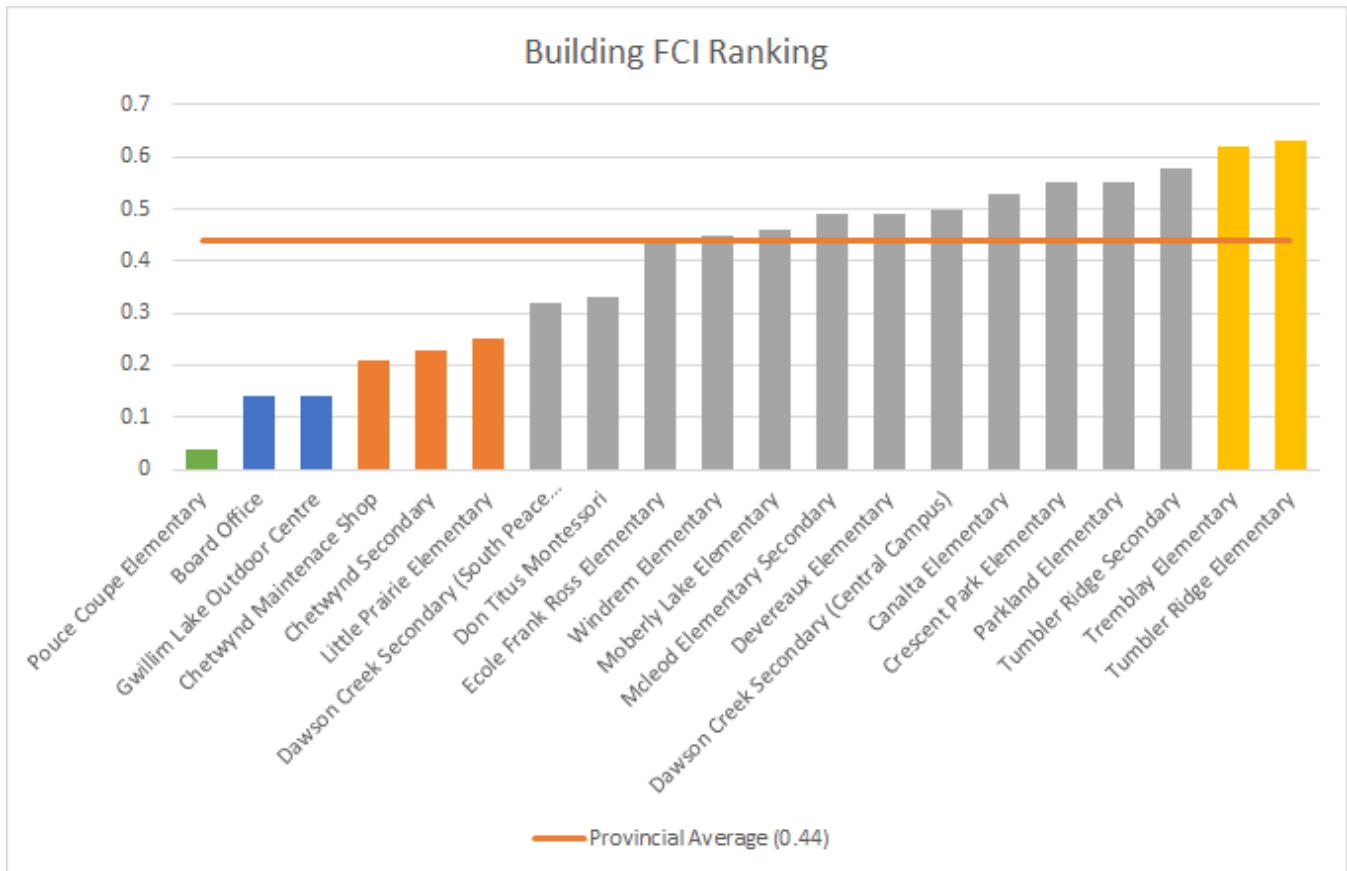
The Ministry of Education and Child Care developed the Capital Asset Management System (CAMS) in 2010 and completed standardized facility condition assessments of all schools in the province. The Facility Condition Index (FCI) is a comparative indicator of the relative condition of each school facility across the province. The FCI is expressed as a percentage, or ratio, of the cost of remedying maintenance deficiencies to the current replacement value. Schools in the district were last assessed in 2021.



FCI % Rating	Rating Title	Definition
0.00 to 0.005	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.

The FCI is a significant factor the Ministry of Education and Child Care uses to determine funding priorities for replacement projects. There are numerous schools in the province that are in Very Poor condition and rate 0.60 and higher.

Facilities in the district are generally in Poor to Very Poor condition, however a few of our newer schools are rated Good to Average. The ratings are expected given the majority of the schools were built in the 1960's or earlier.



FCI is one of many tools that is utilized to determine the need for maintenance, repairs or refurbishment of schools. Local knowledge should take precedence when it is more accurate, reliable and verified by professional consultants. Other factors such as student population, new technologies for energy efficiencies, educational deficiencies, staff and student safety, accessibility and operational concerns can also inform the scope of maintenance and repairs. As such, school district priorities may differ from the current CAMS Facility Condition Index.

The school district Operations Department has reviewed the FCI scores and utilizes this information when appropriate. The district also conducts external building systems reviews with professionals to prioritize AFG spending and minor capital submissions.

### Capacity Utilization

Capacity Utilization analysis is a useful means of determining how efficiently capital assets are being utilized. It can identify overcrowding schools that may need to be addressed. The analysis can also identify where surplus space exists that can be made available for other purposes or disposed of to maximize funds available for educational programs.



The school district covers a vast area. Due to the geographical constraints the school capacity review will be presented separately for Chetwynd, Dawson Creek and Tumbler Ridge. Additional consideration will be placed on rural schools given the distance from an urban school.

Capacity Utilization is calculated as follows:

$$\text{Enrollment/Operating Capacity} \times 100\% = \text{Capacity Utilization}$$

#### Ministry of Education and Child Care Nominal Capacity

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

Nominal Capacities	
Kindergarten	20
Elementary	25
Middle and Secondary	25

#### Ministry of Education and Child Care Operating Capacity

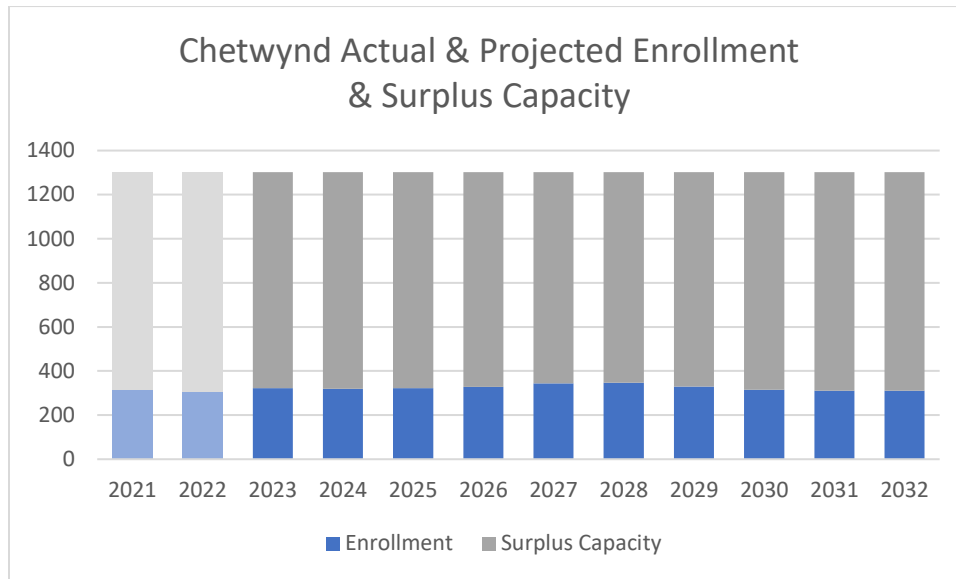
Under Ministry of Education Guidelines, operating capacities represent adjusted nominal capacity sizes to reflect grade structure and classroom student capacity.

Operating Capacities	
Kindergarten	19
Grades 1 to 7 Classrooms	23.29
Grades 8 to 12 Classrooms	25

#### Chetwynd Utilization Rates

School	Grades	Ministry Nominal (Design) Capacity 1-12				Adj. Operating Capacity				Enrollment	Utilization
		K	1-12	Adj	Total	K	1-12	Adj	Total		
<b>Chetwynd Area</b>											
Don Titus Montessori	K-7	20	200	-25	195	19	186	-23	182	122	67%
Windrem Elementary	K-7	20	175		195	19	163		182	68	37%
Little Prairie Elementary	K-7	20	275		295	38	233		271	221	82%
Moberly Lake Elementary	K-7		50		50	19	23		42	37	87%
Chetwynd Secondary	8-12		625		625		625		625	268	43%
<b>Total</b>		<b>60</b>	<b>1325</b>	<b>-25</b>	<b>1360</b>	<b>95</b>	<b>1231</b>	<b>-23</b>	<b>1302</b>	<b>716</b>	<b>34%</b>

The capacity utilization in the Chetwynd area is low. An additional 23 spaces are available that aren't included in the above analysis due to the portable located at Moberly Lake Elementary.



The overall utilization in the Chetwynd area, projected forward, remains stable. There is surplus capacity in the Chetwynd area schools.

#### Dawson Creek Utilization Rates

School	Grades	Ministry Nominal (Design) Capacity 1-12				Adj. Operating Capacity				Enrollment	Utilization
		K	1-12	Adj	Total	K	1-12	Adj	Total		
<b>Dawson Creek Area</b>											
Canalta Elementary	K-7	20	200		220	38	163		201	236	117%
Crescent Park Elementary	K-7	20	150		170	38	116		154	237	153%
Ecole Frank Ross Elementary	K-7	40	450		490	76	373		449	482	107%
Tremblay Elementary	K-7	20	325	-25	320	19	303	-23	298	150	50%
Dawson Creek Secondary (South Peace Campus)	10-12		750		750		750		750	606	81%
Dawson Creek Secondary (Central Campus)	8-9		650		650		650	-225	425	405	95%
<b>Total</b>		<b>100</b>	<b>2525</b>	<b>-25</b>	<b>2600</b>	<b>171</b>	<b>2355</b>	<b>-248</b>	<b>2278</b>	<b>2116</b>	<b>93%</b>

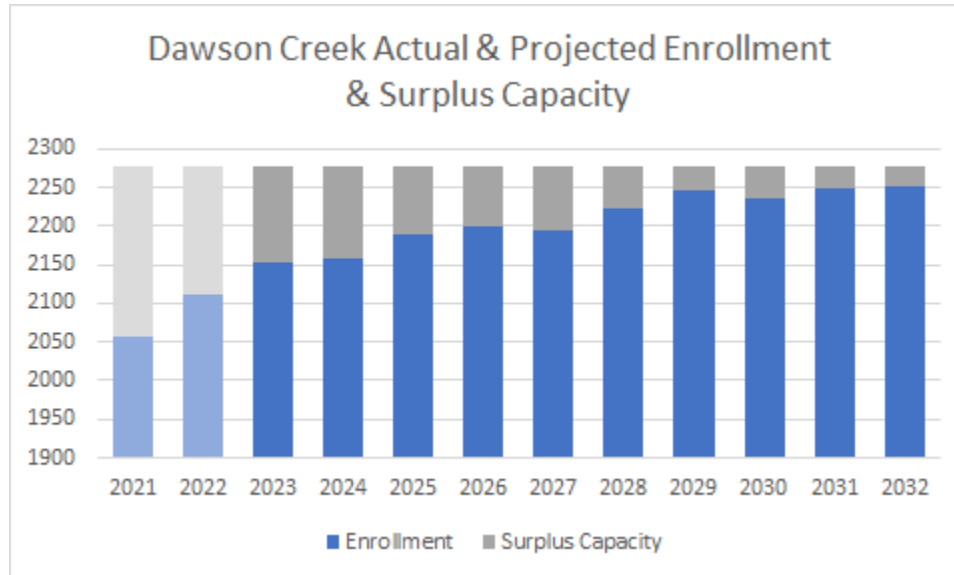
Capacity utilization rated within urban Dawson Creek is 93%. Four portables are located in Dawson Creek (2 at Canalta and Crescent Park each), with that temporary additional space the capacity utilization would be reduced to 89%.

Space within Canalta, Crescent Park and Ecole Frank Ross that were originally designed for non-classroom space have been converted to classrooms to accommodate the additional students. Catchment area lines are reviewed by the district periodically to adjust capacity pressures at schools. A possible solution for the capacity pressure at Canalta Elementary is to adjust catchment area lines for Canalta Elementary and Tremblay Elementary as the schools are close in proximity, and Tremblay Elementary is currently under-utilized. Given the distance from Crescent Park Elementary to Tremblay Elementary (where excess capacity exists) a catchment area change would not assist this school. An





expansion request has been submitted within the 5-year capital plan for Crescent Park Elementary. An expansion would alleviate the over crowding at Crescent Park Elementary.

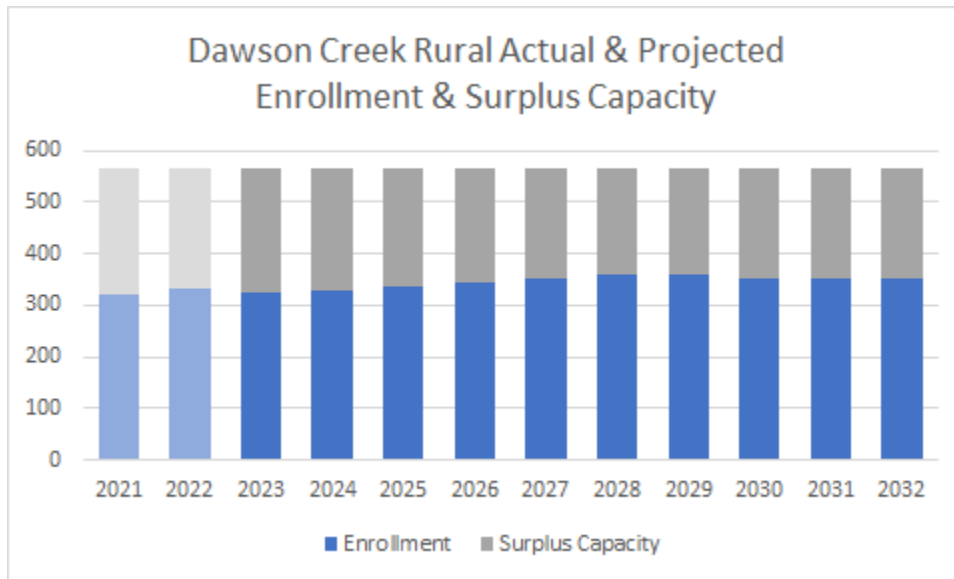


The above graph identifies the overall surplus capacity is projected to decrease within the rural Dawson Creek area. If enrollment does increase at the rate projected, the existing capacity should still be sufficient for the student population.

#### Dawson Creek Rural Utilization Rates

School	Grades	Ministry Nominal (Design) Capacity 1-12				Adj. Operating Capacity				Enrollment	Utilization
		K	1-12	Adj	Total	K	1-12	Adj	Total		
<b>Rural Dawson Creek Area</b>											
Parkland Elementary	K-7	20	150		170	19	140		159	61	38%
Mcleod Elementary Secondary	K-7	20	125		145	19	116		135	69	51%
Devereaux Elementary	K-7	20	125		145	19	116		135	92	68%
Pouce Coupe Elementary	K-7	20	125		145	19	116		135	110	81%
<b>Total</b>		<b>80</b>	<b>525</b>	<b>0</b>	<b>605</b>	<b>76</b>	<b>489</b>	<b>0</b>	<b>565</b>	<b>332</b>	<b>59%</b>

Utilization in the Dawson Creek rural area is 59%. Given the distance to other schools and transportation factors, modifying catchment areas lines to increase utilization is not practical.

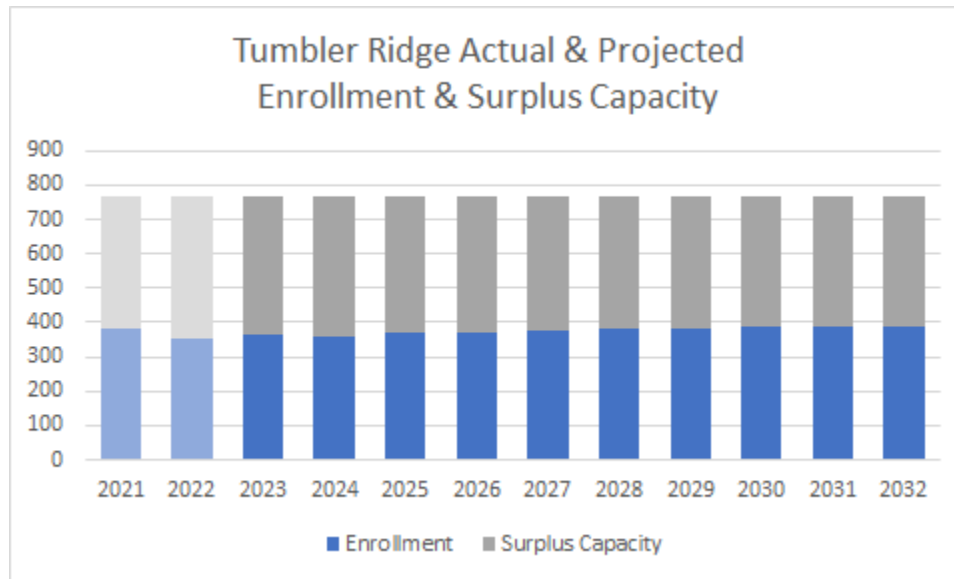


The overall utilization in the Dawson Creek Rural area, projected forward, remains stable. There is surplus capacity in the rural area schools. It should be noted within the last ten years two rural schools were closed and disposed of given the very low capacity utilization.

#### Tumbler Ridge Utilization Rates

School	Grades	Ministry Nominal (Design) Capacity 1-12				Adj. Operating Capacity				Enrollment	Utilization
		K	1-12	Adj	Total	K	1-12	Adj	Total		
<b>Tumbler Ridge Area</b>											
Tumbler Ridge Elementary	K-6	20	325		345	38	279		317	192	60%
Tumbler Ridge Secondary	7-12		625	-25	600		625	-175	450	159	35%
<b>Total</b>		20	950	-25	945	38	904	-175	767	351	46%

The capacity utilization in Tumbler Ridge is 46%. A portion of Tumbler Ridge Secondary (TRSS) is leased out in an effort to reduce excess capacity. The district only has one high school and one elementary school for the population of Tumbler Ridge to enroll in, and therefore no long-term adjustment that would reduce capacity is feasible.



The overall utilization in the Chetwynd area, projected forward, remains stable. There is surplus capacity in the Chetwynd area schools.

#### Summary Utilization Observations and Initiatives

School District No. 59 Peace River South has adequate capacity in all schools except Crescent Park Elementary and Canalta Elementary for the foreseeable future. Portables are assisting the situation on a temporary basis but is not a long-term solution. A catchment area change can alleviate the enrollment pressures at Canalta Elementary by re-assigning an area of the student population to Tremblay Elementary. The district continues to pursue an expansion project for Crescent Park Elementary.

The above capacity utilization analysis shows that there is currently surplus capacity in many schools. The Board of Education has made adjustments in the recent years to maximize utilization rates; four surplus properties have been disposed of since 2009 (Parkhill Elementary, Rolla Traditional School, Tate Creek Elementary and the O'Brien Education Centre). These decisions are made to maximize funds available for educational programs.

The district will undertake the following capacity utilization initiatives:

#### Catchment Area Adjustments

The school district establishes catchment areas for all schools. Enrollments within each catchment area can fluctuate over time as a result of program choice, occupancy and new development. The school district will continue to review and amend catchment areas as needed to address overcrowding and take advantage of excess capacity. Adjustments can be based on

- Enrollment considerations
- Class size considerations



- Class composition considerations
- Facility considerations
- Transportation considerations

#### Explore Opportunity for Child Care spaces

The movement of child care into the Ministry of Education and Child Care is in the infancy stages. The district currently offers before and after school care in three schools (Windrem Elementary, Crescent Park Elementary and Ecole Frank Ross) and is exploring expanding to another three locations. The next step for the district would be to expand into full-day child care.

Funding for the development of new child care spaces is available, the district will be investigating those opportunities and the needs of the three communities the district serves.

### Capital Investment Opportunities

School District 59 has a good inventory and distribution of facilities in the Peace River South area. The school district generally has the capacity to accommodate all students even though we are facing pressure in a few Dawson Creek elementary schools.

The majority of capital investment in the next ten years will be focused on extending the useful life of the existing schools. The school district will pursue capital funding from the available ministry programs as presented below.

#### School Expansion Program (EXP)

The Ministry of Education and Childcare's priority for expanding school space is to areas experiencing consistent and rapid, high density population growth due to economic development and where space optimization has been demonstrated. Expansion projects will not be eligible for funding consideration if adequate space is available at nearby schools.

The enrollment pressures at Canalta Elementary can be reduced by a catchment area shift to the nearby school Tremblay Elementary. The district will continue to pursue an expansion to Crescent Park Elementary given the consistent enrollment increase at that school.

#### School Replacement Program (REP)

The Ministry of Education and Child Care will consider submissions for school replacement where schools have reached or will shortly reach the end of the expected useful life and any further investment is not substantiated due to major structural issues or the accumulation of maintenance needs that would exceed the cost of replacement. All requests must be supported by a recent building condition assessment and engineering reports substantiating the request.

The Ministry of Education and Child Care is investing significant capital funding dollars towards seismic upgrades as well as expansion projects for areas of the province experiencing significant over-capacity rates. The age and FCI rating of some of our buildings would point towards replacement but no



schools have major structural issues or the accumulation of maintenance needs that would exceed the cost of replacement.

The district will continue to include Chetwynd Senior Secondary in the five-year capital plan for replacement given its age with the understanding the likelihood of replacement is very low in the near future. It is with that understanding the project timeline is greater than three years out to negate the need for building condition assessments and engineering reports. It is important these projects continue to be included in the five-year capital plan submission so that the Ministry of Education and Child Care has a true understanding of need to replace aging buildings.

### School Enhancement Program (SEP)

The School Enhancement Program helps the district extend the life of facilities through a wide range of improvement projects, including:

- Roofing upgrades (i.e., replacement, repair)
- Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope)
- Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions)
- HVAC upgrades (i.e., heating, ventilation, air conditioning)
- Electrical upgrades (i.e., power supply, distribution systems, fire protection systems)
- Plumbing upgrades (i.e., washrooms, water fountains, re-piping)

Consideration will also be given to whether the project proposals:

- Address issues affecting safety or the effective functioning of the school
- Are in schools with unique significant importance to the school district such as those in rural areas with limited alternatives
- Where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment

Successful projects are chosen by the Ministry of Education and Child Care Capital Management branch based on need, priority and how well they support student learning and safety. The district will continue to pursue SEP projects.

### Carbon Neutral Capital Program (CNCP)

The CNCP is a program which is available to provide specific funding to energy-efficiency projects that lower the districts carbon emissions. The district will continue to pursue CNCP projects.

### Bus Acquisition Program (BUS)

Bus funding from the Ministry of Education and Child Care is based on a capital allowance. The district then procures the buses using the annual Request for Standing Offer process as managed by the Association of School Transportation Services of British Columbia (ASTSBC). Bus funding requests that will be eligible funding will consider the following:



- School bus age and/or mileage
- Existing buses with safety and mechanical issues
- New school buses to support new routes due to increased district enrollments that are without current service
- School district's intention to create their own bussing services versus using third-party contracted services

The district will continue to pursue BUS projects.

#### Playground Equipment Program (PEP)

Supporting inclusion and accessibility for all children, the PEP is available to provide specific funding to purchase and install new or replacement playground equipment that is universal in design.

Universal design aims to create environments that can be used by as many people as possible without special adaptations or modifications, and projects should include equipment and appropriate surfacing which create an inclusive and accessible playground concept. The district will continue to pursue PEP projects.

The district has successfully received PEP projects for Moberly Lake Elementary, Ecole Frank Ross Elementary and Devereaux Elementary.

#### Rural District Program (RDP)

The Rural Districts Program (RDP) assists school districts with school facilities in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit school facilities in rural communities but are typically not included under the Ministry's Major Capital Program or Minor Capital Program. Specifically, RDP will provide funding for the full and partial demolition of board-owned buildings, and for capital projects associated with the consolidation of under-utilized schools.

The district currently has no identified project for the RDP program but will pursue funding in the future if an appropriate project is identified.



## Appendix A – Facility Inventory

Facility	Facility Number	Year Opened	Building Area (m <sup>2</sup> )	Nominal Capacity	Strong Start	Portables	FVA - Building FCI
<b>Dawson Creek Area</b>							
Canalta Elementary	105304	1962	3,033	220		2	0.53
Crescent Park Elementary	105308	1961	1,695	170		2	0.55
Ecole Frank Ross Elementary	105319	1961	5,388	490			0.44
Tremblay Elementary	105344	1958	3,000	320	1		0.62
Dawson Creek Secondary (South Peace Campus)	105337	1948	11,384	750	1		0.32
Dawson Creek Secondary (Central Campus)	105337	1957	9,974	650			0.5
Parkland Elementary	105384	1980	1,247	170			0.55
McLeod Elementary Secondary	105370	1964	1,341	145			0.49
Devereaux Elementary	105366	1952	1,117	145		1	0.49
Pouce Coupe Elementary	300493	2008	1,547	145			0.04
<b>Chetwynd Area</b>							
Don Titus Montessori	105362	1966	1,926	195	1		0.33
Windrem Elementary	105360	1959	1,827	195			0.45
Little Prairie Elementary	111286	1995	3,187	295			0.25
Moberly Lake Elementary	105368	1995	369	50		1	0.46
Chetwynd Secondary	105357	1964	5,691	625			0.23
<b>Tumbler Ridge Area</b>							
Tumbler Ridge Elementary	105402	1983	2,013	345			0.63
Tumbler Ridge Secondary	105397	1982	5,685	600	1		0.58
<b>Other</b>							
Board Office	105412	1981	3,532	NA			0.14
Chetwynd Maintenance Shop	105410	1969	239	NA			0.21
Gwillim Lake Outdoor Centre	120272	1976	277	NA			0.14