



School District 60  
Peace River North

# Long Range Facilities Plan 2018 - 2028



*Margaret "Ma" Murray Community School under construction*

*– Fort St John, BC*

**A Report by Cascade Facilities Management Consultants Ltd**

## TABLE OF CONTENTS

Section	Title	Page
1	Introduction .....	3
2	District Vision, Mission, and Goals .....	4
3	LRFP Principles and Objectives .....	6
4	Existing Infrastructure and Programs .....	7
5	Community Demographics .....	21
6	Enrolment Projections and School Capacities .....	43
7	Analysis of Educational Need .....	56
8	Options and Recommendations .....	58
9	Implementation Strategy .....	65
10	Conclusions .....	68

### **Ministry-mandated Schedules Attached**

- A. Overall School District Map
- B. Inventory of District Facilities
- C. School by School Enrolment Projection
- D. Base Case Summary
- E. Transportation of Students ... *this Schedule no longer required*
- F. Options Considered
- G. Options Comparison
- H. Recommended Option and Implementation Strategy
- I. Design Aid Sheets in Support of Space Projects
- J. Consultation Undertaken

## 1. INTRODUCTION

- 1.1 **Ministry of Education Requirements.** The Ministry of Education 2019/20 Capital Plan Instructions issued April 2018 require Boards of Education to develop and maintain a comprehensive School District Long Range Facilities Plan (LRFP). In the instructions, this requirement is defined as follows.
- 1.2 The Ministry of Education capital plan instructions on Page 7 state:

### 1.5 Long-Range Facilities Plan

A comprehensive Long-Range Facilities Plan (LRFP) should guide all board of education decisions regarding capital asset management and capital investment, both in terms of facility operations and educational programming. The content of each LRFP developed by boards is fully expected to vary, as they will be dependent on the unique circumstances that may face individual school districts currently and in the future.

The LRFP for a school district most commonly uses at least a ten-year planning horizon. However, a longer period may be considered where local government is actively pursuing extended land use planning and lengthier residential development growth strategies, which may directly influence the growth of student enrolment in different areas of the school district. Conversely, the potential contraction of communities and subsequent decline in student enrolment may also need to be considered under the LRFP.

As all capital project requests should be supported by a current LRFP, the Ministry may request school districts to provide appropriate sections of the LRFP to inform its review of individual requested projects. Of primary consideration is that any school, for which a capital project is being proposed, has been identified in the LRFP as being necessary for the board's continuous provision of education programming for students in the school district. (See Appendix C: Long-Range Facilities Plan Guidelines)

- 1.3 **Nature of the Plan.** Note that the LRFP is a *Facilities Plan*, not an educational study of the appropriate grade structure of schools, the appropriate placement of district programs, nor the viability/desirability of neighbourhood schools. The plan is a framework to guide the district in rationalizing its long-term facilities usage and to support future capital plan submissions to the Ministry of Education. The plan belongs to the school district, not the Ministry, and is a dynamic document – as circumstances and programs change over time, the plan can be amended.
- 1.4 **The Assignment.** In May 2018 School District 60 Peace River North (SD 60) engaged Cascade Facilities Management Consultants Ltd ([www.cascade-cslts.com](http://www.cascade-cslts.com)) to prepare this School District Long Range Facilities Plan (LRFP).

## 2. DISTRICT VISION, MISSION, AND GOALS

2.1 SD 60 has a long tradition of providing effective educational programming to students in the communities of Fort St John, Taylor, Hudson's Hope, and smaller villages in the upper Peace River valley in northeastern British Columbia.

### 2.2 District Mission Statement

The SD 60 Mission is that "All of our students will graduate, walking the stage with dignity and grace."

### 2.3 District Vision

The District Vision is captured in the SD 60 "Dream Statement" as follows:

We are a community of learners striving together to build success for all. We have a safe, healthy and welcoming environment. Staff and students connect through caring and laughter.

All members of our learning community are valued and respected. Cultural differences are honored. We all belong.

We nurture body, mind and spirit and believe in finding the beauty in every human being.

We provide a variety of learning environments, both in and outside of the classroom and through the integration of technology. With the help of our community partners, we involve students in authentic learning experiences.

Students discover and pursue their interests and strengths. They are actively engaged and are willing to step outside their comfort zone in order to challenge their learning.

We are excited about our learning. We take time to share our stories and celebrate success. We are proud to see students become more confident in their skills and abilities, open to on-going learning, and prepared to make a difference in our world.

### 2.4 District Strategic Plan

In Fall of 2018, the Board of Education updated its Strategic Plan. The resulting Planning Principles and Strategies are as follows:

#### Planning Principles

- Student success is at the core of all we do;
- Human, fiscal, and capital assets must be deployed effectively to support student success;
- Innovation, inquiry, and creativity are embraced and valued by all.

### Over-arching Strategies

- a. Delivery of excellent educational programming focussed on student outcomes;
- b. Provision of ethical leadership focussed on relationships and continuous improvement;
- c. Exemplary management practices focussed on aligning resources for optimal results;
- d. Engaged governance focussed on advocacy, accountability, and community partnerships.

## **2.5 Strategic Plan Relevance to Long Range Facilities Plan**

The District Strategic Plan provides guidance and direction to the creation of a Long Range Facilities Plan (LRFP) via both the Planning Principles and the Strategies.

The second Planning Principle states that “...fiscal and capital resources must be deployed effectively to support student success.” Therefore it is essential that the LRFP which outlines facilities needs for the next ten years is based on this planning principle. In effect the LRFP should organize and deploy school buildings and learning spaces in such a way as to support student success.

The third Over-arching Strategy calls for “management practices focussed on aligning resources for optimal results.” For the LRFP this means ensuring that the facilities (the physical space resources) are appropriately aligned to education program needs to achieve optimum results.

### 3. LRFP PRINCIPLES AND OBJECTIVES

#### 3.1 **Purpose**

The purpose of the Long Range Facilities Plan (LRFP) is to guide facilities development decisions by School District 60 and the Ministry of Education over the coming ten year period. The annual Capital Plan submission should address specific needs already justified at the macro level by the LRFP.

#### 3.2 **Principles**

- The 2018-2027 LRFP must take into account changes in school enrolment, anticipated future growth or decline in school-age population, building condition, school catchment boundaries, and district philosophy on grade structure organization;
- The LRFP must identify and support the facility needs of the grade structure that the district has established;
- The LRFP must recognize the importance of small rural schools as the heart of the community in isolated parts of the district;
- The LRFP must allow for Ministry of Education initiatives such as Full Day Kindergarten, Strong Start, and Neighbourhoods of Learning; and
- The School District LRFP must support the unique First Nations cultural and educational development needs.

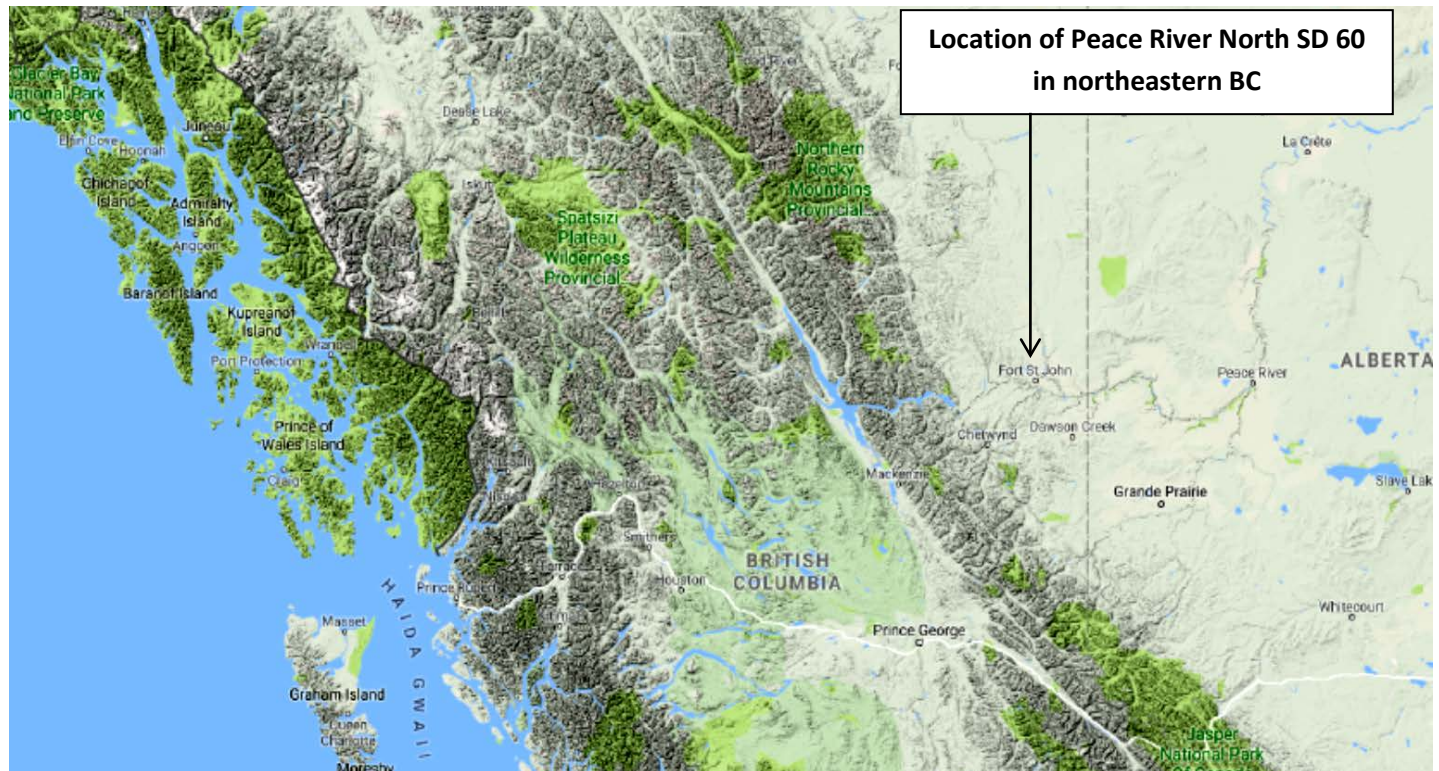
#### 3.3 **Objectives**

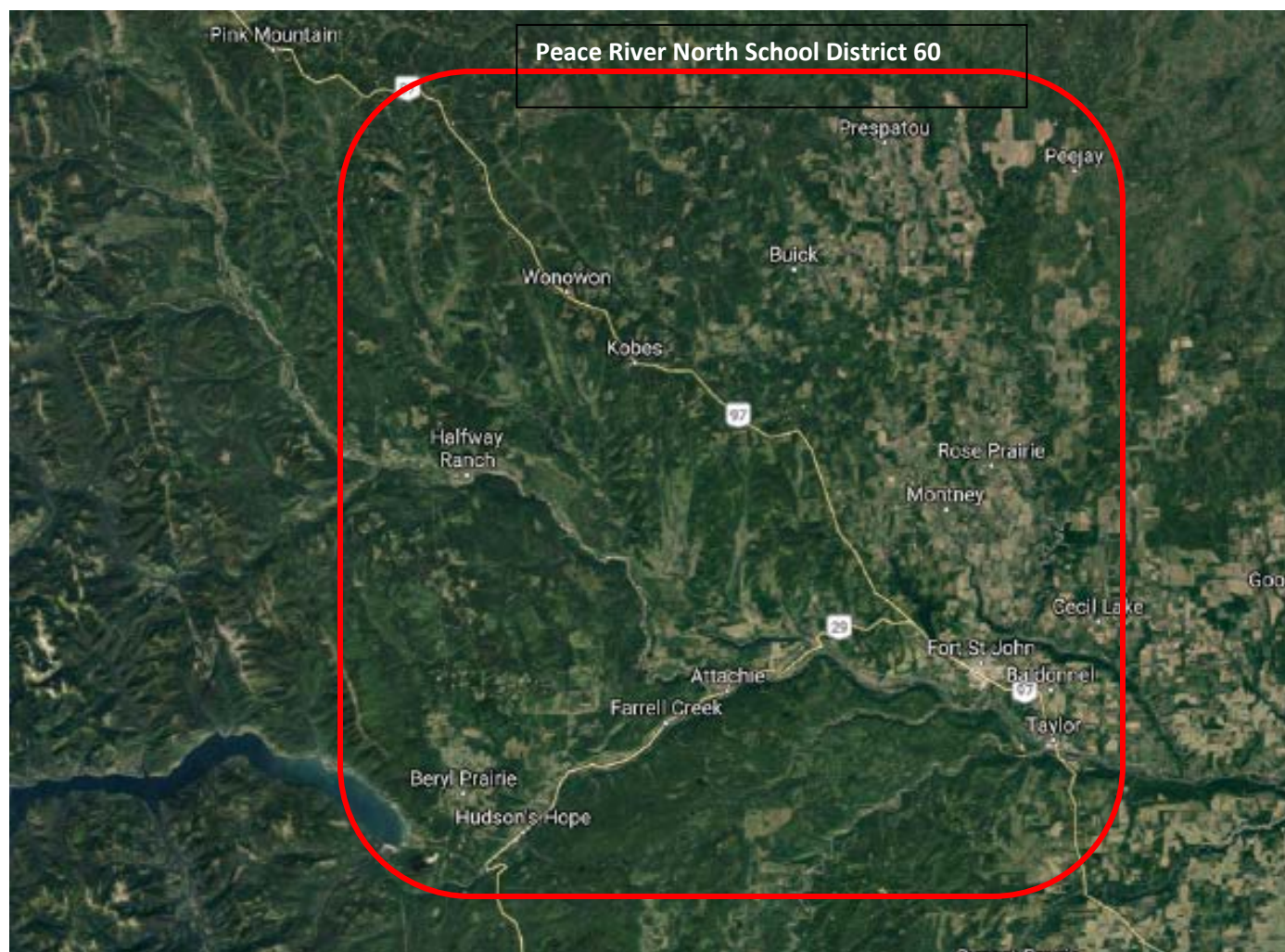
- Provide viable educational facilities capable of accommodating the catchment population;
- Provide school facilities capable of providing a successful educational environment for the assigned grade structure;
- Provide healthy and safe physical facilities at schools; and
- Provide accessible community spaces in support of the local population educational and cultural needs, recognizing the importance of the school building as a resource to the community.



## 4. EXISTING INFRASTRUCTURE AND PROGRAMS

4.1 The Peace River North Board of Education serves the urban centre of Fort St John as well as smaller outlying communities such as Charlie Lake, Taylor, Clearview, Hudson's Hope, Baldonnel, Wonowon, Upper Pine, and Prespatou in northeastern British Columbia. The communities are mainly connected by the Alaska Highway 97, Highway 29, and country roads. The area population includes a large First Nations population. In the smaller communities, the school serves as the main social centre.





**Figures 4.1a and b – Peace River North School District Geographic Location in Northeastern British Columbia**





**Figure 4.1b – Peace River North School District 60 and surrounding school districts**

- 4.2 **Three Zones.** For the purposes of planning, it is recommended that the school district be organized into three zones: **Fort St John West**, **Fort St John East**, and **Rural**. This may vary from the geographic representation within the board of school trustees, but is the most logical when considering facilities management. FSJ West Zone encompasses the urban schools feeding Bert Bowes Middle School, FSJ East Zone encompasses the urban schools feeding Dr. Kearney Middle School, and the Rural Zone includes all the schools serving small communities outside the urban centre of Fort St John. It should be noted that Charlie Lake Elementary is considered to be an urban school given its proximity to Fort St John, therefore it is in the FSJ West Zone.

#### 4.3 **School District 60 Facilities**

In 2018 Peace River North School District 60 was operating and maintaining the following schools and other facilities:

- **ELEMENTARY SCHOOLS –**

- **FSJ West Zone:**

- Ecole Central (K-6 Single Track French Immersion);
    - CM Finch Elementary (K-6);
    - Charlie Lake Elementary (K-6);
    - (opened Sept 2018) Margaret Ma Murray Community School (K-6);

- **FSJ East Zone:**

- Bert Ambrose Elementary (K-6);
    - Alwin Holland Elementary (K-6);
    - Robert Ogilvie Elementary (K-6 plus Strong Start);
    - Duncan Cran Elementary (K-6 plus Strong Start);

- **Rural Zone:**

- Wonowon Elementary (K-6);
    - Taylor Elementary (K-6);
    - Baldonnel Elementary (K-6);
    - Upper Halfway Elementary (K-8);
    - Buick Creek Elementary (K-7);

- **ELEMENTARY – SECONDARY SCHOOLS --**

- **Rural Zone:**

- Upper Pine Elementary-Junior (K-8);
    - Clearview Elementary-Junior (K-9);
    - Prespatou Elementary-Secondary (K-12);
    - Hudson's Hope Elementary-Secondary (K-12 plus Strong Start);

- **MIDDLE SCHOOLS--**

- **FSJ West Zone:**

- Bert Bowes Middle (7-9 Dual Track French Immersion);

- **FSJ East Zone:**

- Dr. Kearney Middle (7-9);

- **SECONDARY AND ALTERNATE PROGRAM SCHOOLS –**

- North Peace Secondary School (Gr 10 – 12 Dual Track French Immersion);
  - Energetic Learning Campus (Gr 10);
  - Northern BC Distance Education Centre (Gr K – 12) and Key Learning Centre (Junior Alternate Program).

- **OTHER FACILITIES –**

- Board of Education Office Complex;
  - School District Maintenance Department Complex;
  - Grandhaven Building housing Aboriginal Education and Technology Departments;
  - Under construction: Northeast Elementary School;
  - Vacant School Sites: land adjacent to Margaret Ma Murray Elementary School reserved for future Northwest Middle School site.

4.4 Photos and descriptions of the schools – refer to **Schedule B**.

4.5 The September 2018 school organization and the flow of students from elementary to middle and secondary is shown in the following Chart (Figure 4.5).

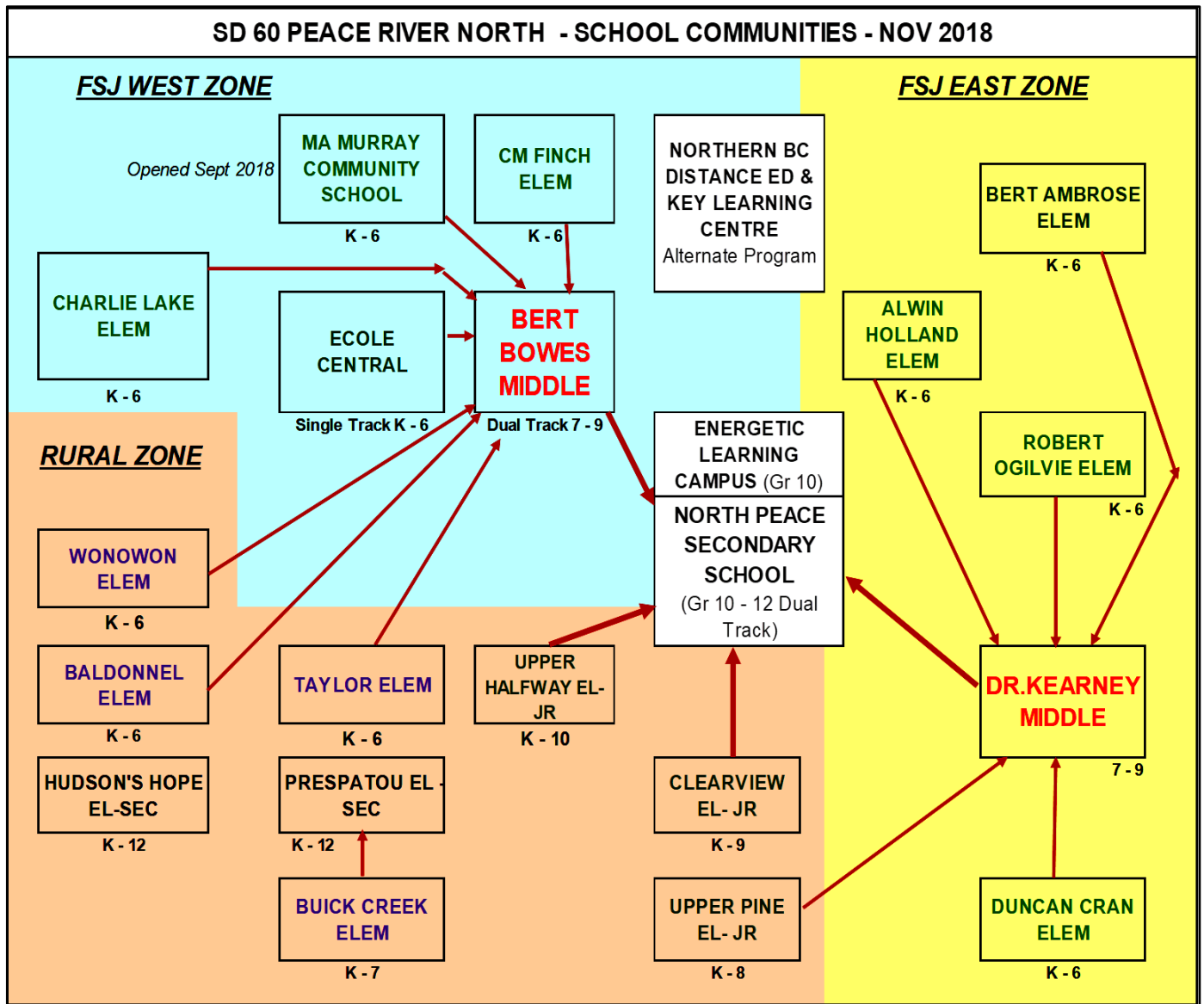


Figure 4.5 – School Community Organization

#### 4.6 **Facility Condition.**

**4.6a Facility Condition Assessments.** In 2009 the Ministry of Education contracted VFA Inc, a Boston based facility capital planning and asset management company, to complete a facility condition assessment of all schools in the province. All SD 60 schools were inspected in 2010 by a team of engineers and facility experts. This assessment was updated by VFA in 2016. The broad building systems reviewed were:

- Exterior building envelope;
- Interior construction and conveyance;
- Electrical systems;
- Heating, ventilation, and air conditioning systems;
- Plumbing systems; and
- Structure.

The results of the building inspections culminated in a detailed report on the condition of each school with the key metric being the Facility Condition Index (FCI) which quickly reflects the condition on a scale of 0 to 1.00. It is based on the following formula:

<b>Facility Condition Index =</b>	$\frac{\text{Cost to remedy maintenance deficiencies}}{\text{Replacement Value of Facility}}$
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The relative measure of the condition of the facilities is usually categorized into a five-tiered condition scale ranging from Excellent to Very Poor, as follows:

Rating	Condition	Remarks
under 0.05	Excellent	Near new; meets present & foreseeable future requirements.
0.05 to 0.15	Good	Meets all present requirements.
0.15 to 0.30	Average	Has significant deficiencies, but meets minimum requirements; some significant building system components nearing end of normal life-cycle.
0.30 to 0.60	Poor	Does not meet requirements. Immediate attention required to significant building systems. Some significant building systems at end of life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of some systems.
over 0.60	Very Poor	Does not meet requirements. Immediate attention required to most significant building systems. Most significant building systems at end of their life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of most systems.



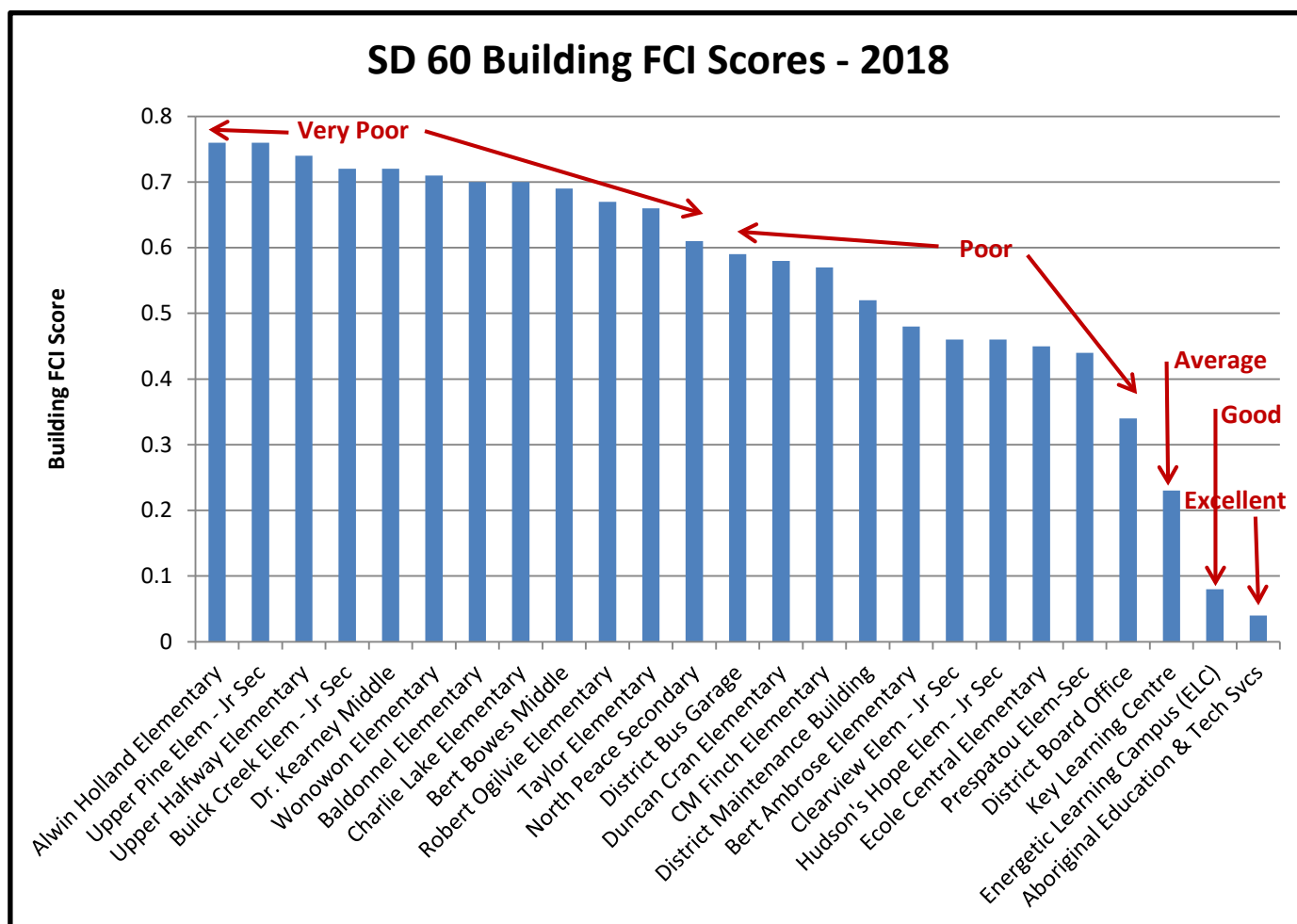
4.6b. **SD 60 Facilities Condition.** The following Figures 4.6b, c, and d display the Facility Condition Index for each school as determined by the Ministry of Education funded Capital Asset Management System (CAMS) building assessments.

<b>FCI Ratings in 2018 (Building, excluding Site)</b>		
<i>sorted alphabetically by school</i>		
<b><u>Facility Name</u></b>	<b><u>FCI</u></b>	<b><u>Rating</u></b>
Aboriginal Education & Tech Svcs	0.04	Excellent
Alwin Holland Elementary	0.76	Very Poor
Baldonnel Elementary	0.70	Very Poor
Bert Ambrose Elementary	0.48	Poor
Bert Bowes Middle	0.69	Very Poor
Buick Creek Elem - Jr Sec	0.72	Very Poor
CM Finch Elementary	0.57	Poor
Charlie Lake Elementary	0.70	Very Poor
Clearview Elem - Jr Sec	0.46	Poor
Dr. Kearney Middle	0.72	Very Poor
Duncan Cran Elementary	0.58	Poor
Ecole Central Elementary	0.45	Poor
Energetic Learning Campus (ELC)	0.08	Good
Hudson's Hope Elem - Jr Sec	0.46	Poor
Key Learning Centre	0.23	Average
North Peace Secondary	0.61	Very Poor
Prespatou Elem-Sec	0.44	Poor
Robert Ogilvie Elementary	0.67	Very Poor
Taylor Elementary	0.66	Very Poor
Upper Halfway Elementary	0.74	Very Poor
Upper Pine Elem - Jr Sec	0.76	Very Poor
Wonowon Elementary	0.71	Very Poor
District Maintenance Building	0.52	Poor
District Bus Garage	0.59	Poor
District Board Office	0.34	Poor

**Figure 4.6b – Current Facilities alphabetically**

<b>FCI Ratings in 2018 (Building, excluding Site)</b>		
<i>sorted by FCI Score</i>		
<b><u>Facility Name</u></b>	<b><u>FCI</u></b>	<b><u>Rating</u></b>
Alwin Holland Elementary	0.76	Very Poor
Upper Pine Elem - Jr Sec	0.76	Very Poor
Upper Halfway Elementary	0.74	Very Poor
Buick Creek Elem - Jr Sec	0.72	Very Poor
Dr. Kearney Middle	0.72	Very Poor
Wonowon Elementary	0.71	Very Poor
Baldonnel Elementary	0.70	Very Poor
Charlie Lake Elementary	0.70	Very Poor
Bert Bowes Middle	0.69	Very Poor
Robert Ogilvie Elementary	0.67	Very Poor
Taylor Elementary	0.66	Very Poor
North Peace Secondary	0.61	Very Poor
District Bus Garage	0.59	Poor
Duncan Cran Elementary	0.58	Poor
CM Finch Elementary	0.57	Poor
District Maintenance Building	0.52	Poor
Bert Ambrose Elementary	0.48	Poor
Clearview Elem - Jr Sec	0.46	Poor
Hudson's Hope Elem - Jr Sec	0.46	Poor
Ecole Central Elementary	0.45	Poor
Prespatou Elem-Sec	0.44	Poor
District Board Office	0.34	Poor
Key Learning Centre	0.23	Average
Energetic Learning Campus (ELC)	0.08	Good
Aboriginal Education & Tech Svcs	0.04	Excellent

**Figure 4.6c – Current Facilities sorted from worst to best**



**Figure 4.6d – Current Facilities displayed in graph form**

It is quickly apparent that the facilities in SD 60 are in need of upgrading or replacement (according to the VFA assessment system). This data is readily available to the Ministry of Education and is used in support of capital requests for renovations and replacements.

#### 4.7 Capital Plan Submissions.

As can be seen by the facility condition scores above, many of the school facilities are in need of improvement. A combination of capital projects and Annual Facilities Grant projects has been identified to the Ministry. The following capital projects were submitted to the Ministry of Education via the annual Capital Plan Submission in June 2018:

SD 60 CAPITAL PLAN SUBMISSION FOR 2019				
SEISMIC MITIGATION PROGRAM (SMP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
No projects				
GRAND TOTAL				\$ -
EXPANSION PROGRAM (EXP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	NorthWest Middle School	NEW	New Middle School, enroll pressures, over-capacity, site aquired already	\$ 38,671,036
2	High School-Phase 1	SITEACQ	Require land for a new high school. A developer beginning a 4000 unit development has contacted us regarding a land purchase. We have reviewed this land and other land available and determined this is a good location/land	\$ 7,247,100
3	Elementary School-Phase 1	SITEACQ	Require land for a new elementary school. A developer beginning a 4000 unit development has contacted us regarding a land purchase. We have reviewed this land and other land available and determined this is a good location/land	\$ 3,498,600
GRAND TOTAL				\$ 49,416,736
REPLACEMENT PROGRAM (REP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	Charlie Lake Elementary	REP	Replace existing school with an 80K/425 Capacity Elementary School	\$ 26,621,000
2	Central Elementary	REP	Replace existing school with an 80K/425 Capacity Elementary School	\$ 26,621,000
GRAND TOTAL				\$ 53,242,000

BUILDING ENVELOPE PROGRAM (BEP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
No projects				
GRAND TOTAL				\$ -
SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
2	Alwin Holland Elementary	SEP	High-efficiency boilers	\$ 1,958,500
3	Upper Pine K-8	SEP	High-efficiency boilers	\$ 1,040,400
1	Prespatou K-12	SEP	Sewage management	\$ 150,000
4	North Peace Secondary	SEP	Dust Collection Upgrade as per WorkSafe	\$ 475,000
GRAND TOTAL				\$ 3,623,900
CARBON NEUTRAL CAPITAL PROGRAM (CNCP) PROJECTS				
Project Priority	Facility Name	Project Code	Project Description	Total
1	NPSS, HHS, Dr. Kearney & Prespatou	CNCP	LED lighting upgrade	\$ 126,000
GRAND TOTAL				\$ 126,000
PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS				
Project Priority	Facility Name	Number of Existing Playgrounds	Rational for Replacing Equipment	Type of Equipment Request
1	Duncan Cran	2	All older wooden equipment, Some of which was homemade by parents years ago, Missing and broken pieces, safety hazard and mobility	Universally Accessible Playground Equipment
2	Taylor	2	Old wooden playground still in use despite being a hazard. Parent made wooden swings used extensively	Standard Playground Equipment

4.7a Boiler Survey. The Summer 2018 boiler condition survey is available for the following schools to support the capital plan requests for boiler replacements: Alwin Holland Elementary, Baldonnell Elementary, Bert Bowes Middle, CM Finch Elementary, Ecole Central, Charlie Lake Elementary, Dr. Kearney Middle, Duncan Cran Elementary, Hudson's Hope Elem-Sec, North Peace Secondary, Prespatou Elem-Sec, Robert Ogilvie Elementary, and Upper Pine Elem-Jr Sec. Contact Colby Rouse for more information.



4.7b. **Seismic and Building Envelope Projects.** It must be pointed out that SD 60 is not eligible for either the Seismic Retrofit nor the Building Envelope programs. Their facilities do not fall within the seismic risk zone nor the building envelope failure criteria. While this is reasonable, it does mean that this district is competing for scarce funds for building upgrades within only the SEP and CNCP programs, and therefore is not getting the needed funding to address the poor condition buildings identified in Section 4.6.

4.8 **Imminent New Schools.** In addition to the above projects, the school district has received approval for the proposed Northeast Elementary. The site acquisition was approved in 2013 and the project moved ahead in the approval process at the Ministry of Education. In January 2018 the Project Development Report (PDR) was submitted to the Ministry and construction approval was granted in July 2018.

The new Northeast Elementary school will be a 425 plus 80K nominal capacity school with a separate daycare centre. The estimated cost in the PDR was \$31.3 million including reserves.

The site location is shown in Figure 4.8 below.



Figure 4.8 – Site of proposed Northeast Elementary School

**4.9 Surplus or Vacant Property.** The school district holds no surplus property and only one vacant property. It is adjacent to Margaret Ma Murray Elementary and is reserved for a future middle school.

**4.10 Portables.** As of Fall 2018, the District currently has 37 portable classrooms located at the sites shown in Figure 4.10. In January 2019, an additional 4 portables have been ordered to be placed by September 2019 at Bert Bowes Middle (2) and Dr. Kearney Middle (2).

Figure 4.10 District Portables

Property Name	Opening Date	ADDITIONS AND PORTABLE CLASSROOMS ADDED					Total	Property/Land/Notes
		1st Addn	2nd Addn	3rd Addn	4th Addn	5th Addn	Ptbls	
Administration Building	1999							
Alwin Holland Elementary	1958	1963	1968	1976	*2017 (3)		3	*Portables Added
Baldonnel Elementary	1983	*1976 (1)	*1991 (1)				2	*Portables Added (one not in good shape)
Bert Ambrose Elementary	1962	1981	*1991 (1)	*2017 (2)			3	*Portables Added
Bert Bowes Middle	1964	1968	1980					
Buick Creek Elementary	1964	1983						
Charlie Lake Elementary	1945	1971	1976	*1980 (6)	*2010 (1)	*2017 (2)	9	*Portables (1980 - 2 for daycare)
Clearview Elem-Jr Sec	1969	1978	*2014					Gymnasium replaced (2014)
CM Finch Elementary	1972	1988	*2015 (1)	*2016 (2)			3	*Portables Added, 1 attached
Dr. Kearney Middle	1972	1974	*1991 (1)				1	*Portable Added
Duncan Cran Elementary	1980	2005						
Ecole Central Elementary	1945	1960	1963	*2016 (3)			4	*Portables Added
Energetic Learning Campus	2011							Inside Pomeroy Sports Centre
Grandhaven (Ab Ed Centre)	2012							
Grandhaven (Tech Services Dept.)	2013							
Hudson's Hope Elem-Sec	1994							
North Peace Secondary School	1989	2001					1	Ptbl = Daycare for Student Parents
Northern BC Distance Ed (The Key)	1949							Former NPSS Site
Prespatou Elem-Sec	1964	1979	2006	*2010 (1)	*2017 (1)		4	*Portables Added
Robert Ogilvie Elementary	1958	1967	*1976 (1)	*1992 (1)	*2016 (2)		4	*Portables Added
Taylor Elementary	1954	1967	1976	1981	*2017 (1)		2	*Portables Added. 1 is childcare
Upper Halfway Elem-Jr Sec	1973	1989						
Upper Pine Elem-Jr Sec	1973	1979	*1992 (1)				1	1979 - old bldg not used/*1992 Portable Added
Wonowon Elementary	1973							
<b>TOTAL:</b>							<b>37</b>	

Many of the older portables are in poor condition.

## 5. COMMUNITY DEMOGRAPHICS

### 5.1 Community Setting

#### 5.1.1 Introduction

The Peace River North School District 60 is located in northeastern British Columbia, on the eastern side of the Rocky Mountains. The major centre is Fort St. John, a small city of just over 20,000 residents. The school district provides educational services to nearly 6000 students in a huge geographic area of 93000 square kilometers.

The region's economy is continually growing despite its close ties to the variable fortunes of the energy sector. New projects in the region bring new workers and the population growth also attracts immigrants. The Peace River region also includes a strong and growing aboriginal population.

This demographic research was conducted using Census Canada, BC Statistics and projections generated by BC Statistics P.E.O.P.L.E software modeling. All sources are referenced throughout the report and in detail at the end.

Of note, Statistics Canada does not count temporary and non-resident workers, those who reside locally but maintain their primary residence elsewhere. As a result, there is a net under-enumeration in census population counts, especially in resource-based communities like Fort St. John that have a large "shadow population" of mobile workers. (reference: Community Development Institute (CDI) of UNBC).

#### 5.1.2 Boundaries

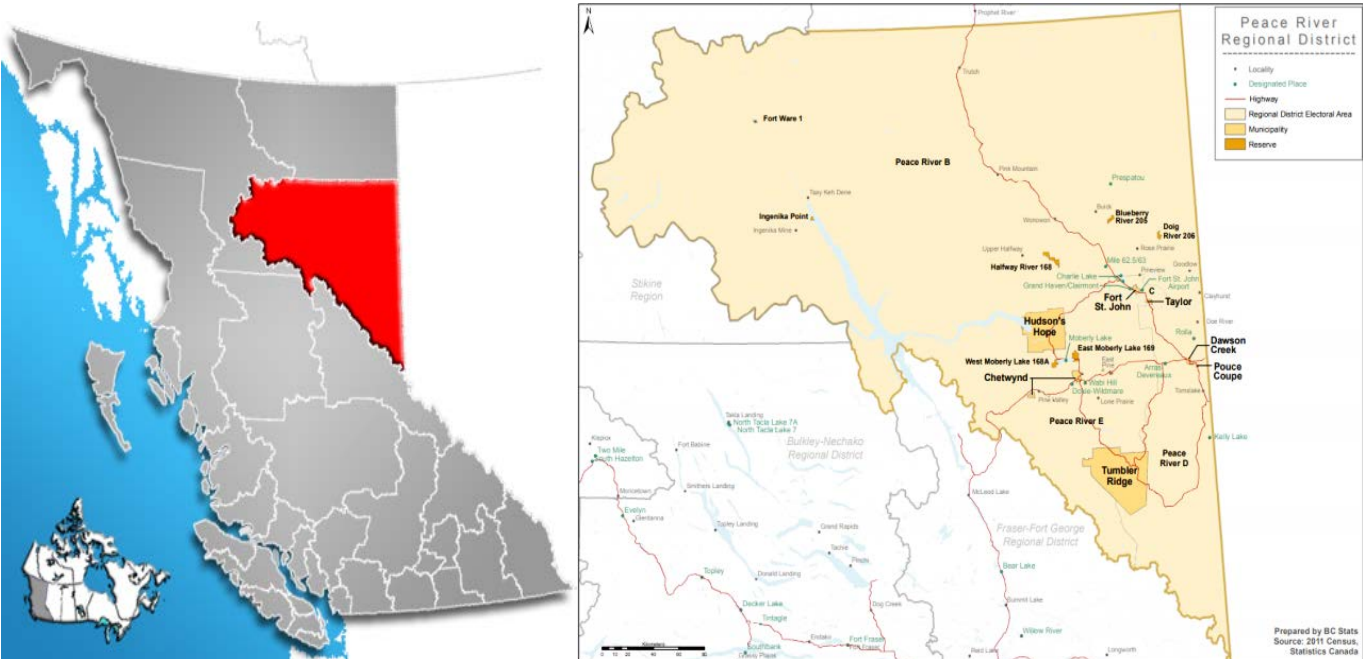
There is no easy Canada Census division that exactly matches School District (SD 60) borders, but data from both the city of Fort St. John and the Peace River Regional District give a strong indication of population trends for the school district. In addition, BC Statistics provides some limited school district population data.

In fact, Peace River North School District 60 and Peace River South School District 59 make up the Peace River Regional District, which is the census population boundary used for this demographic study.

Figure 5.1A: Peace River North School District 60 map:



Figures 5.1B and C: Peace River Regional District maps:





## 5.2 Historic and Current Population

The population of Fort St. John and the regional district has seen steady growth over its history. Fort St. John reached 20,155 in the 2016 Census, which is a 50% increase since 1986.

The city had an average growth of 7% between each census, for an average of 1.7% per year over 30 years. Unlike the city, the regional district did see a decrease between 1996 and 2001 due to several factors including the decline in the forestry industry, a trend towards urbanization, and an outflow towards Alberta. (*reference: 2001 Census highlights (BC Stats)*)

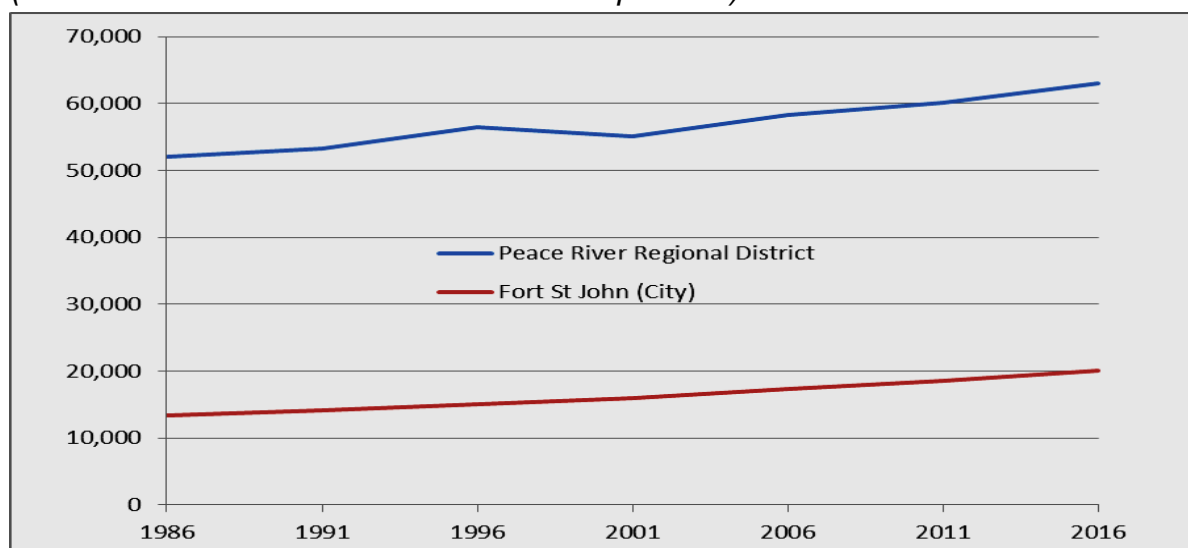
**Figure 5.2A:** Population History (1996-2016)

(Source: Statistics Canada – Census of Population)

Year	Peace River Regional District		Fort St John (City)	
	Population	% Increase from Previous Census	Population	% Increase from Previous Census
1986	51996		13370	
1991	53317	2.5%	14156	5.9%
1996	56477	5.9%	15021	6.1%
2001	55080	-2.5%	16034	6.7%
2006	58264	5.8%	17402	8.5%
2011	60082	3.1%	18609	6.9%
2016	62942	4.8%	20155	8.3%

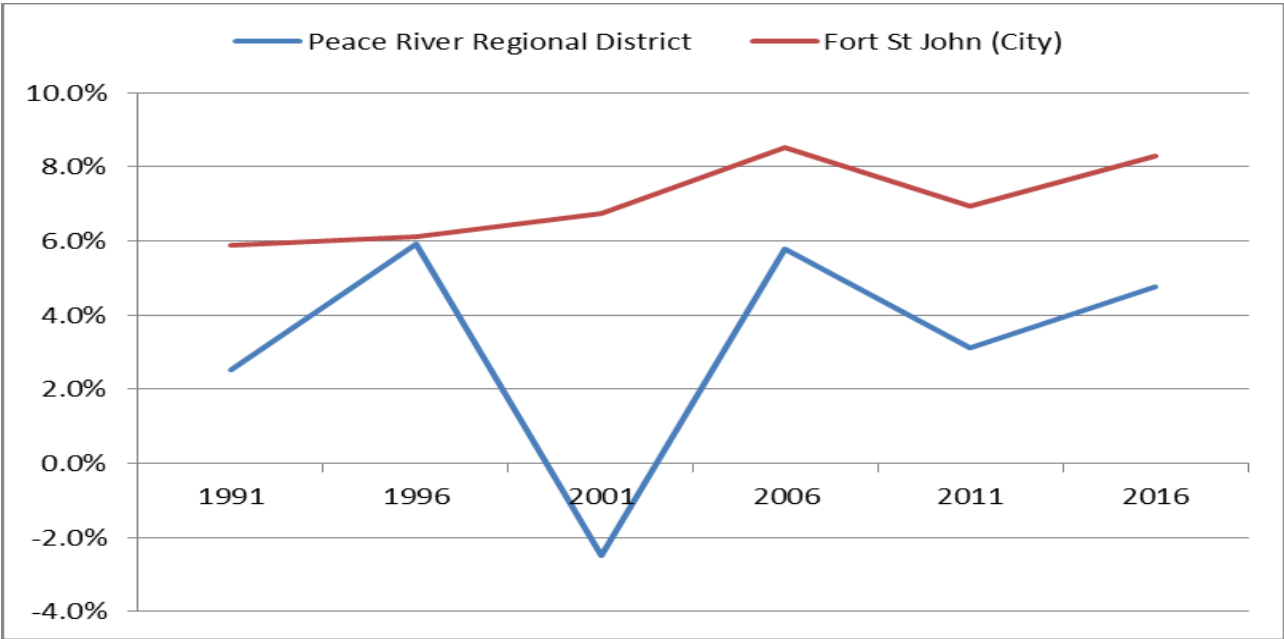
**Figure 5.2B:** Population History (1996-2016)

(Source: Statistics Canada – Census of Population)





**Figure 5.2C:** Percentage Population Growth between Census  
(Source: Statistics Canada – Census of Population)



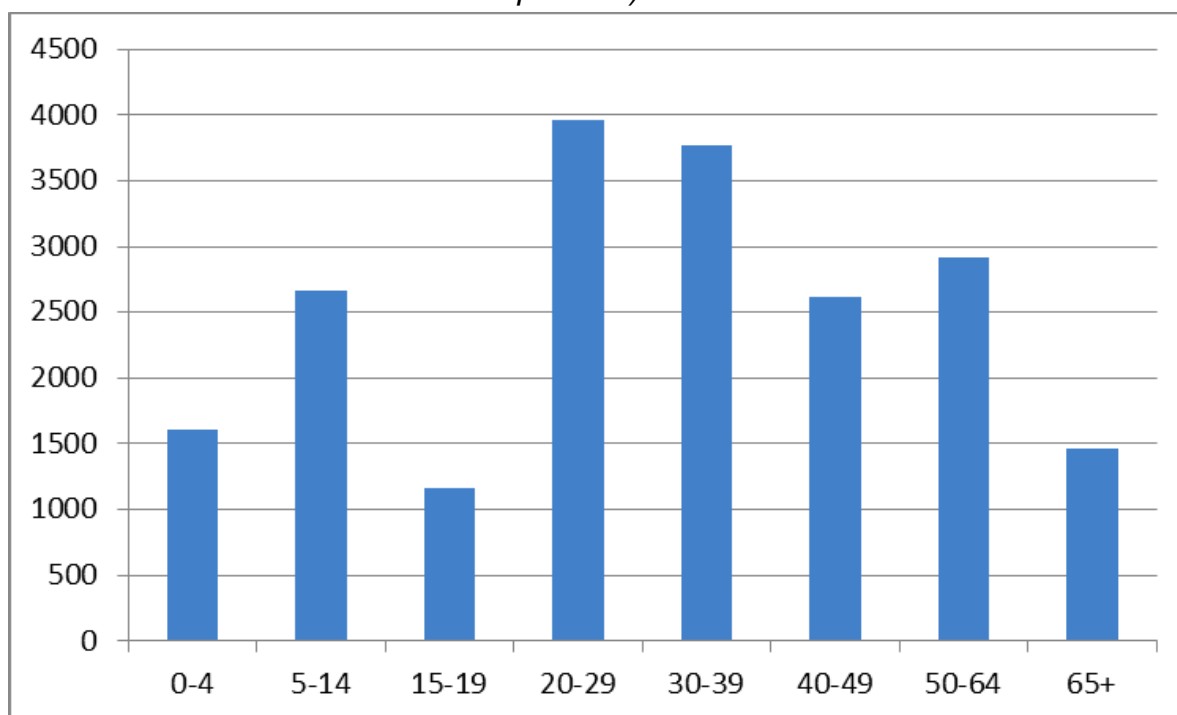
### 5.2.1 Gender

The gender split for the region is steady at 51% males and 49% females. The near-even split may be surprising given the predominantly male-based industries in the region, but the census is based on those living in the region, and does not include workers who travel in temporarily. By only counting the local inhabitants, the numbers demonstrate a balanced society.

### 5.2.2 Age Profile of the Population

The age profile of a population shows how many people fall into each age group, and therefore we can determine what percentage are children, adults and seniors. This is useful for city and regional planning, such as schools and hospitals. The Peace River Regional District and Fort St. John both have young populations.

**Figure 5.2.2A:** Population by Age Group (2016 Census) for Fort St. John  
 (Source: Statistics Canada – Census of Population)



*(Note: The % by age group are very similar for the Regional District)*

Consistently, the largest age group for both the district and the city has been the 20-29 year olds, despite an aging population. This age group, along with 30-39's, are the two largest groups that generate school aged children.

For Fort St. John, here are some demographic highlights of note:

- 20% of the population is school aged (5-19) and has consistently been approximately that percentage since 2001.
- 66% of the population is working age (15-64)
- 7% of the population is over 65 years of age and this age group is growing by more than 10% per census. This is a nationwide trend.

### 5.2.3 Median Age

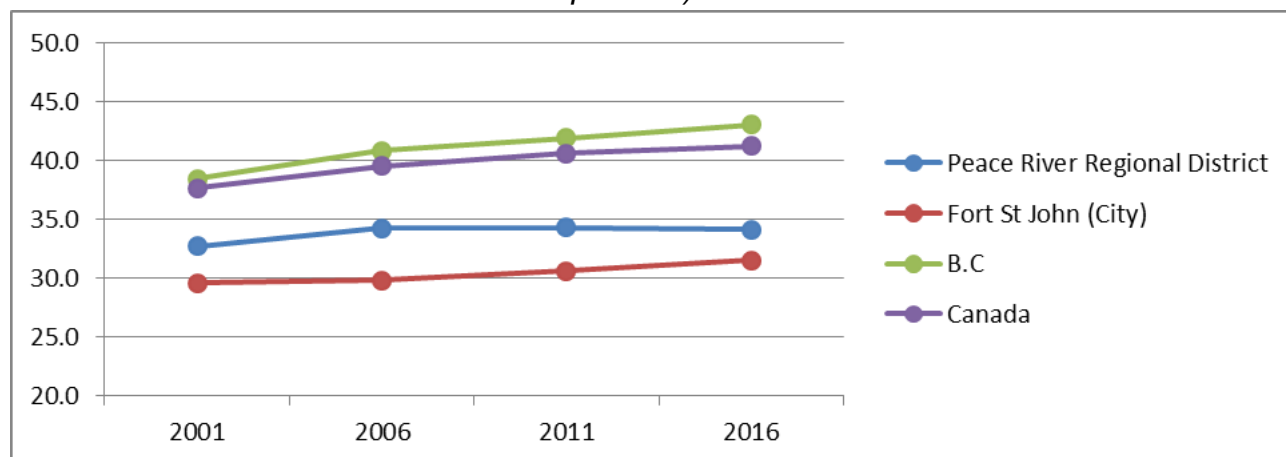
The median age of a population is an indicator of the age profile of a population. It is defined as the age where half the population is older and half is younger.

In 2016, the median age for the regional district and for the city of Fort St. John was young, at **34** and **31.5** respectively. The Canadian median age was 41 years of age and for BC it was 43.

For planning purposes, this indicates many young families and school aged children.

**Figure 5.2.3A:** Median Age between 2001 and 2016

(Source: Statistics Canada – Census of Population)



## 5.2.4 Aboriginal Population

The aboriginal population is significant in the Peace River region and in Fort St. John itself. For the regional district, the percentage of residents who identify themselves as aboriginal has steadily increased to 15% over the last 15 years but the city has remained steady at around 11%. Province-wide, 6% of the B.C population identified as aboriginal in 2016.

**Figure 5.2.4A:** Aboriginal Population Statistics

(Source: Census Canada and National Household Survey 2011)

Year	Peace River Regional District			Fort St John (City)		
	Non-Aboriginal	Identify as Aboriginal	% Aboriginal	Non-Aboriginal	Identify as Aboriginal	% Aboriginal
2016	52105	9425	15%	17570	2240	11%
2011	50760	8135	14%	16330	2120	11%
2006	51045	6985	12%	15655	1645	10%
2001	47615	7175	13%	14155	1780	11%

## 5.2.5 Language

Evidence of immigration and the aboriginal population is evident in the language statistics (see figure 2.5A below). Respondents of the 2016 census indicated that only 88% identified English

as their mother tongue. Interestingly and despite that figure, approx. 95% spoke English at home and 99% understand English. These are important figures to note because although there is diversity in the region and the city, there is a limited need to provide extensive language services and ESL classes in the schools.

**Figure 5.2.5A:** English Language: Mother Tongue vs. Spoken at Home vs. Language Known  
(Source: Statistics Canada – Census of Population)

Year	Peace River Regional District			Fort St John (City)		
	Mother Tongue is English	English Spoken at Home	Knowledge of English	Mother Tongue is English	English Spoken at Home	Knowledge of English
2016	88%	94%	99%	88%	95%	100%
2011	89%	95%	99%	92%	97%	100%
2006	88%	95%	99%	92%	98%	100%

### 5.3 Factors Influencing Population Growth/Decline

In order to plan for future infrastructure, city and regional planners must estimate future populations. There are a number of factors influencing population growth including but not limited to:

- 3.1 Fertility rates
- 3.2 Life Expectancy (death rates)
- 3.3 Economy (job market)
- 3.4 Migration in and out
- 3.5 Immigration
- 3.6 Housing

Population projections use these statistics to determine trends and then calculate future populations. B.C Statistics has a software program called P.E.O.P.L.E (Population Extrapolation for Organization Planning with Less Error) which uses migration, immigration, births and deaths statistics to create a projection model.

Each of the above factors will be discussed and analyzed to discover how each one affects Fort St. John and the Peace River Regional District. A sub-conclusion will be stated based solely on that factor, which will give the reader an idea of how each factor plays an important role in how

the population will change in the coming years. Finally, the B.C PEOPLE projections will be provided and critiqued.

### 5.3.1 Fertility Rates

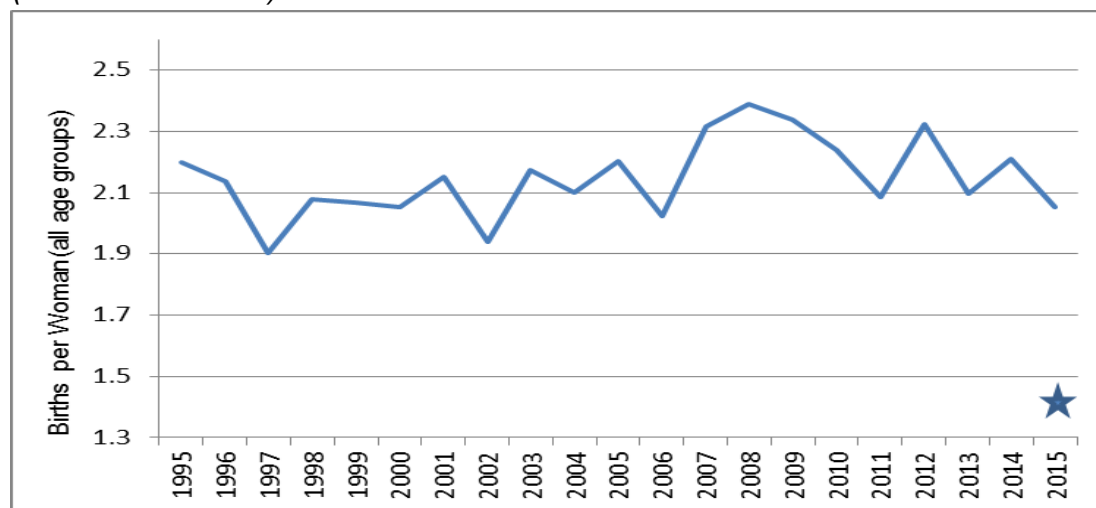
The first factor that affects population projections is the fertility rate. The total fertility rate of a population is the average number of children that would be born to a woman over her lifetime if:

- (1) she were to experience the exact current age-specific fertility rates through her lifetime, and
- (2) she were to survive from birth through the end of her reproductive life.

For the Peace River North local health area, BC Stats provide detailed fertility rates. The total fertility rates shown in the next graph demonstrate that the fertility rates over the last 20 years (1995-2015) have been relatively stable, despite some drops and jumps. Over that timeframe, the average rate is **2.1** and the last rate calculated in 2015 was also just under **2.1** children per woman. The B.C fertility rate is much lower at **1.4** children per woman (see blue star on graph below). So, although the birthrate is stable, the Peace River region families are having babies at a much higher rate than the provincial average.

**Figure 5.3.1A:** Fertility Rate by Local Health Area (1995-2015)

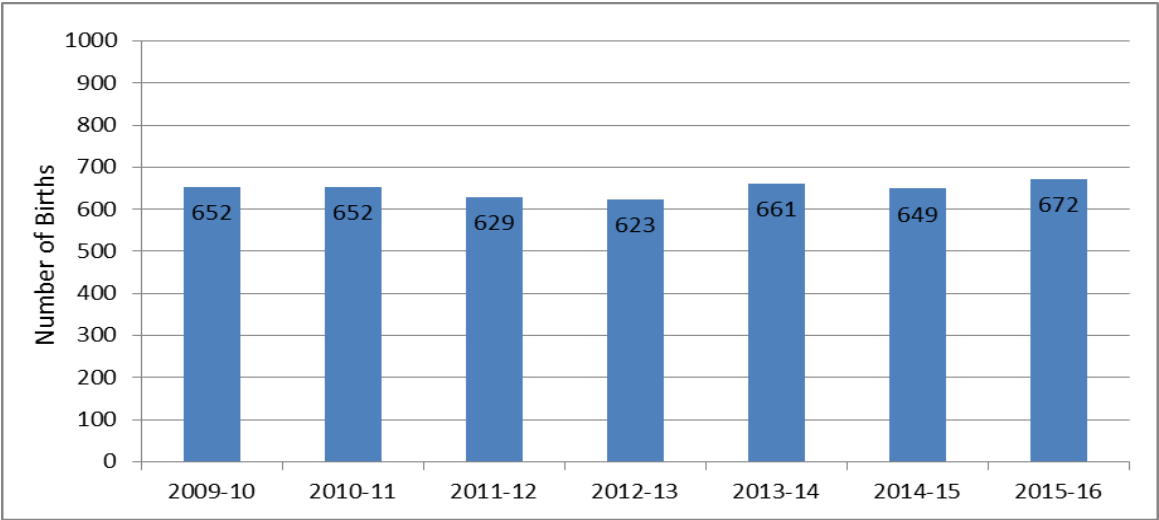
(Source: BC Stats)



Fort St. John hospital is the regional facility for giving birth. This hospital has seen a stable number of births for the last several years at an average of 648 babies per year (April – March). So despite the population increase in the city and the region between the two census of 2011 and 2016, the annual number of births has not significantly changed.



**Figure 5.3.1B:** Births by Facility: Fort St. John Hospital  
(Source: [www.perinataleservicesbc.ca](http://www.perinataleservicesbc.ca))

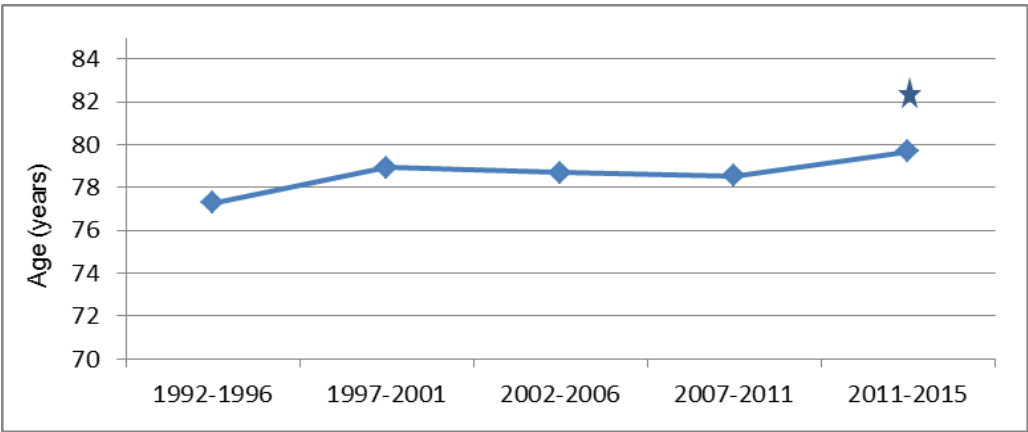


*5.3.1 Conclusion based on fertility: Population should remain stable as birth rates in the region remain the same.*

**5.3.2 Life Expectancy**

Life expectancy is the expected number of years of life. Life expectancy at birth in the Peace River has been steadily increasing over the years and has reached **79.7** years in 2015. B.C has reached a longer life expectancy age of **82.6** years (indicated by the star in the figure below). This factor alone shows that the older age groups will increase (as stated in section 2.2) but doesn't prove any increase to the school aged group, nor the working age group.

**Figure 5.3.2A:** Life Expectancy in the Peace River Regional District  
(Source: BC Stats)



*5.3.2 Conclusion based on life expectancy: Overall population should increase based on the population living longer lives.*

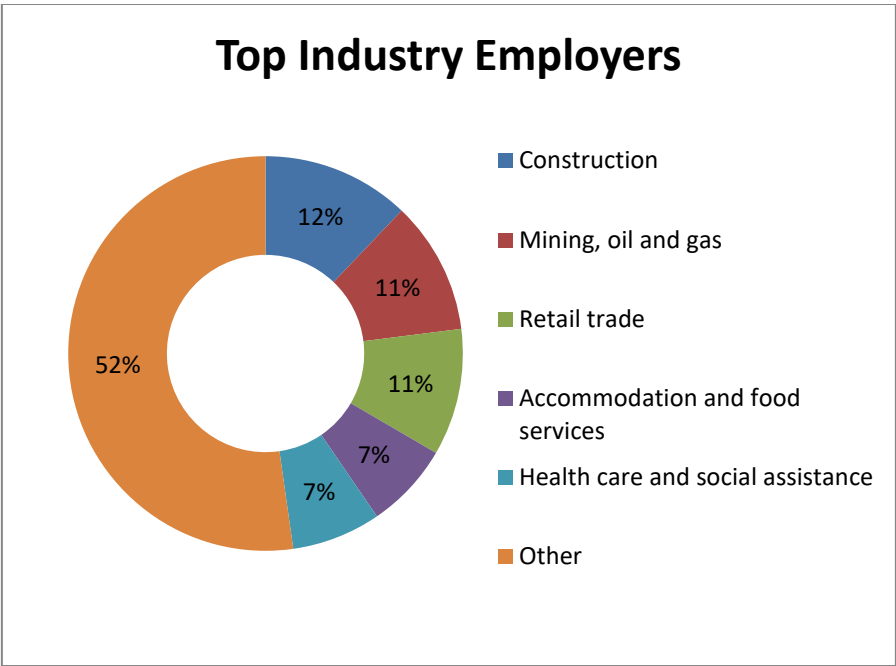
5.3.3 Economy

The northern B.C economy is significantly tied to resources including forestry, mining and gas. As such, shifting global market conditions, fluctuations in commodity prices and uncertainty in trade mean instability. Despite this, the region continues to prosper and jobs continue to be created. The type of work in the B.C north attracts seasonal and transient workers (not included in census data) but also attracts people who want to stay and raise families.

5.3.3a Industry Employers

Figure 3.3A shows the 2016 top five industries that provided employment in the regional district. The same top five exist for the city of Fort St. John. The top five are construction (12%), mining oil and gas (11%), retail trade (11%), accommodations and food (7%) and health care (7%). At least 15 other industries make up the remaining 52% of the labour force industries.

**Figure 5.3.3A:** Labour Force by Industry in 2016 – Regional District and Fort St. John  
(Source: Statistics Canada – Census of Population 2016)



### 5.3.3b Major Projects

The B.C. Major Projects Inventory (MPI), published quarterly, provides summary information on major projects in the Province of British Columbia. The MPI includes a listing of private and public sector construction projects in B.C. with an estimated capital cost of \$15 million or greater. For the **Northeast Economic Region**, there are a total of **54** projects listed with a total estimated value of just under **\$37** billion dollars. Although 9 projects are currently on hold, 16 have started and 2 have been completed in the last quarter (older completed projects are removed from the list). In short, there is huge economic potential in the region and jobs will continue to be generated as projects get underway. The concern, according to the local Chamber of Commerce, is that local skillsets are not always matching what is needed, so outside labour is sought.

**Figure 5.3.3B:** Major Projects in Northeast B.C

(Source: BC Stats – Business, Industry & Trade - B.C. Major Projects Inventory (MPI))

	Proposed	Started	Completed	On Hold	Total
Number	27	16	2	9	54
\$ value (millions)	\$18,234M	\$13,166M	\$26M	\$5,537M	\$36,963M

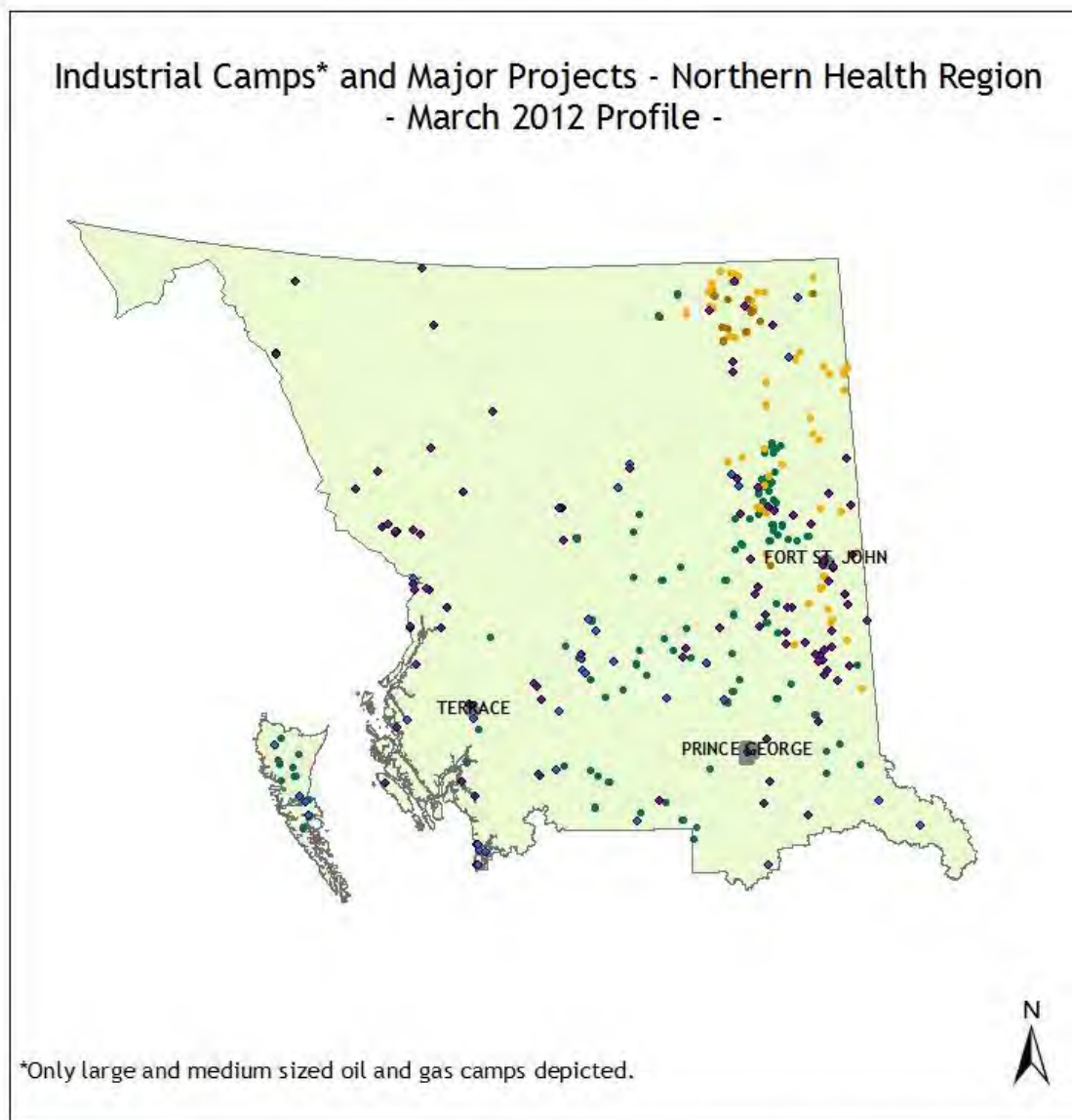
The three largest industry sectors that comprise the total are:

- (1) Mining, oil & gas (example: liquid natural gas (LNG), pipelines, new coal mines and refineries) at **37%**,
- (2) Utilities (example: wind energy farms and Site C hydroelectric dam) also at **37%**, and
- (3) Transportation at **15%**.

### 5.3.3c Industrial Camps.

One unique feature about this region is the number of industrial camps (over 1500 in 2012). These are places where workers are employed and accommodated onsite while they work. These camps can be permanent, temporary or seasonal. These sites support mostly oil and gas industry but also forestry. It is difficult to determine how many workers are living at each camp at any given time, nor where they normally live. How many would relocate their families to this region, disrupting spouse's current employment and children's schooling? It makes understanding the economy and the population more difficult in this region.

**Figure 5.3.3C:** Map of Industrial camps and major projects – Northeast B.C (2012)  
 (Source: Northern Health paper entitled “*Understanding the State of Industrial Camps in Northern BC: A Background Paper*”)



Legend	
	Oil and Gas Camps - Large - Over 5ha - NH
	Oil and Gas Camps - Medium - 1 to 5ha - NH
	Forestry Logging Camps with Permits
	Camps/Work Camps with Water Licenses - NH
	Major Projects - NH - May Include Camps

- 1567 Oil and Gas Camps (only large & medium depicted)
  - 15 Large; 128 Medium; 1424 Small
- 108 Forestry Logging Camps with Special Use Permits
- 44 Camps or Work Camps with Drinking Water Licenses
- 98 Major Projects Identified - May include camps

Based on best available information.  
 Some duplication may occur.

Source: This map is compiled using publicly available information from the Land and Resource Data Warehouse.  
[www.lrdw.ca](http://www.lrdw.ca)

Author: Kelly Giesbrecht, KAGE Consulting

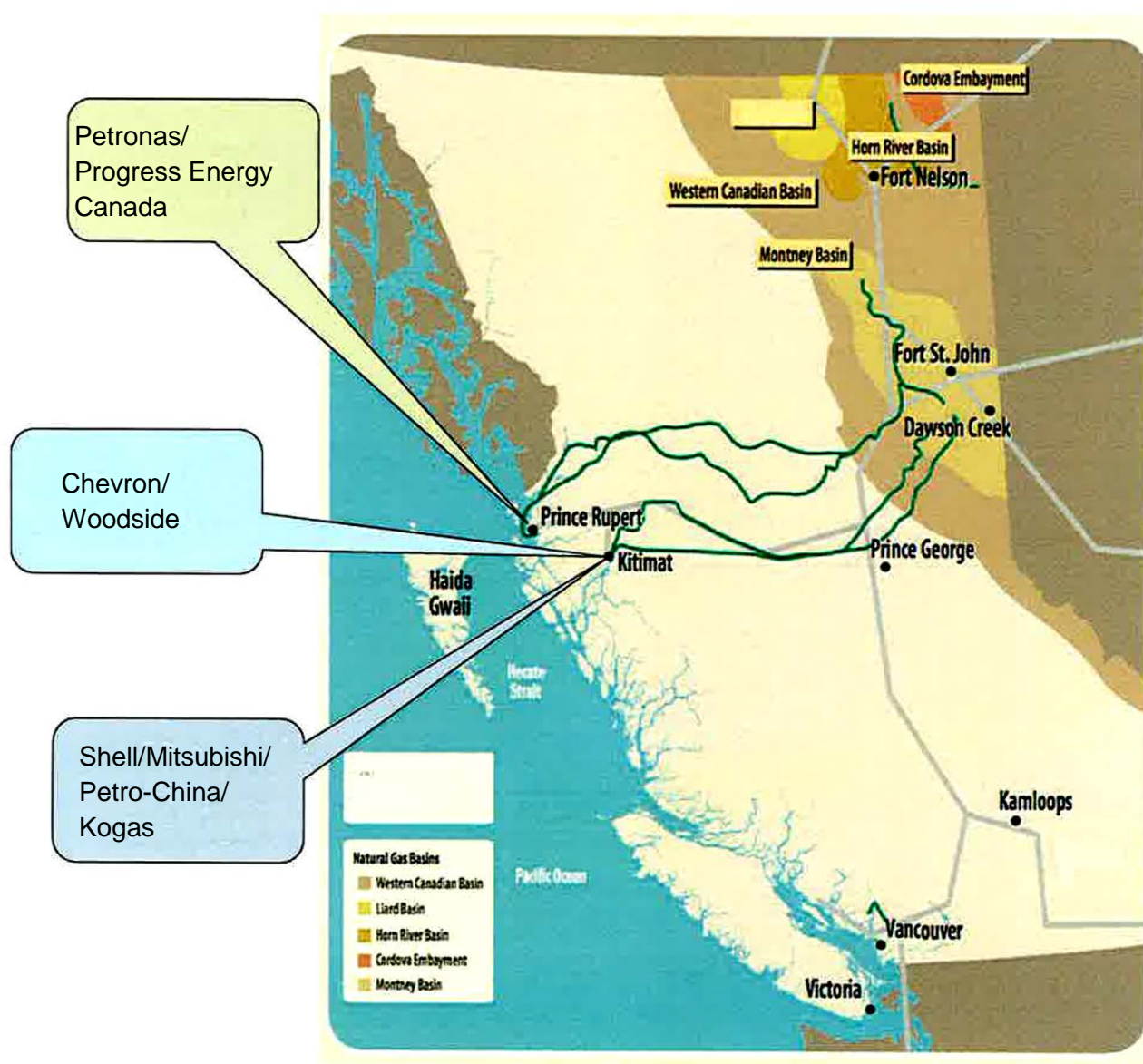
Date: 30/04/2012

### 5.3.3d LNG Development.

One huge project being considered by the Liquefied Natural Gas (LNG) industry is to develop the vast natural gas resources in the province into a 30 million tons per year industry between now and 2045. The impact of this project would require over \$7 billion dollars per year in investment and provide over 46,000 jobs in B.C alone. The September 2018 announcement by the provincial government that the LNG export port facilities and pipeline from northeast BC to the coast has been approved will accelerate exploration and drilling here. The project impact on the northeastern region of BC as shown below.

**Figure 5.3.3D:** Map of Proposed LNG Projects

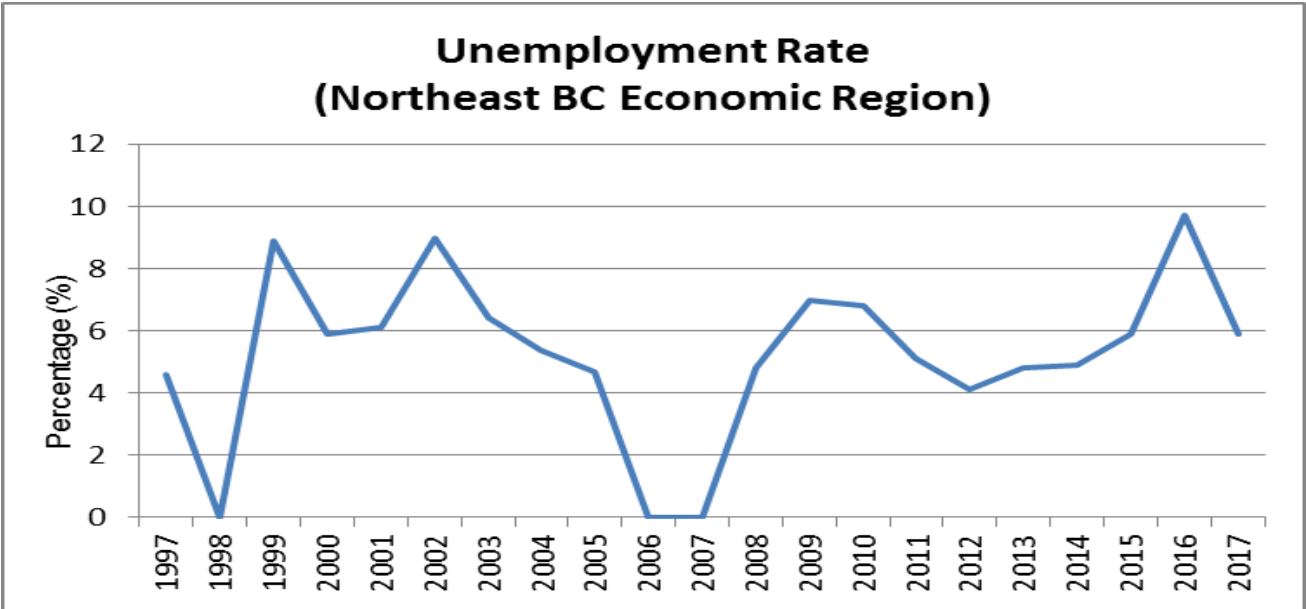
(Source: Conference Board of Canada Economic Impacts of LNG written by BC LNG Alliance)



5.3.3e Unemployment

BC Statistics provides information on employment and unemployment in each economic region. For the region Northeast B.C, the rates for the last 20 years have been extremely variable from a high of 9.7% in 2016 to lows of zero in 1998, 2006 and 2007. The 20 year average is **5.4%**. It is difficult to predict future unemployment rates given the dramatic differences over the years.

**Figure 5.3.3E:** Unemployment Rate (1997-2017) for Northeast BC  
(Source: BC Stats – Labour Market Statistics)



5.3.3f Work Force

Census data calculates the work force as all persons 15 years and older. Out of this group, those that consider themselves part of the labour force (employable) are **79%** of that total for the city of Fort St. John. The unemployable portion here would include students, retirees and disabled persons.

Out of those employable (in the labour force), **89%** were actually employed. The difference could be attributed to those on approved leave for maternity or health reasons or other persons on employment insurance.

Out of all persons 15 years and older, **83%** worked in the previous year. Note that over 100% of the labour force worked in the previous year. The explanation for why more people worked than are actually in the work force is most likely due to students and retirees taking jobs.



The numbers for Fort St. John compared to BC and Canada show that more people are considered employable (over 10% more) and more people are working (over 15% more).

**Figure 5.3.3F:** Labour Status in 2016

(Source: Statistics Canada – Census of Population 2016)

	Fort St. John	Regional District	B.C	Canada
In the Labour Force	79%	73%	64%	65%
Employed	89%	88%	93%	92%
Worked in the last year	83%	78%	67%	68%

*5.3.3 Conclusion based on the economy: Population should increase due to a robust economy with a young workforce and many new projects starting in the region.*

### 5.3.4 Migration In and Out

Census information gives us data on how stable a population is. Both Fort St. John and the regional district have a high percentage of “movers” and migrants.

The statistics for the city of Fort St. John is provided for our analysis, although the region has very similar percentages. In 2016, of the total population, 59% did not live in the same house five years ago. Of those that moved, 49% came from somewhere outside Fort St. John. Of those migrants, 80% moved from within Canada. Of those Canadians, 66% moved from within BC. This shows that there’s a lot of movement to Fort St. John but mostly from within Canada and especially B.C.

The 2011 and 2016 numbers are very similar except for one major difference. The percentage of international migrants has nearly doubled in five years. Only 11% of migrants were from outside Canada in 2011, whereas it is 20% in 2016.

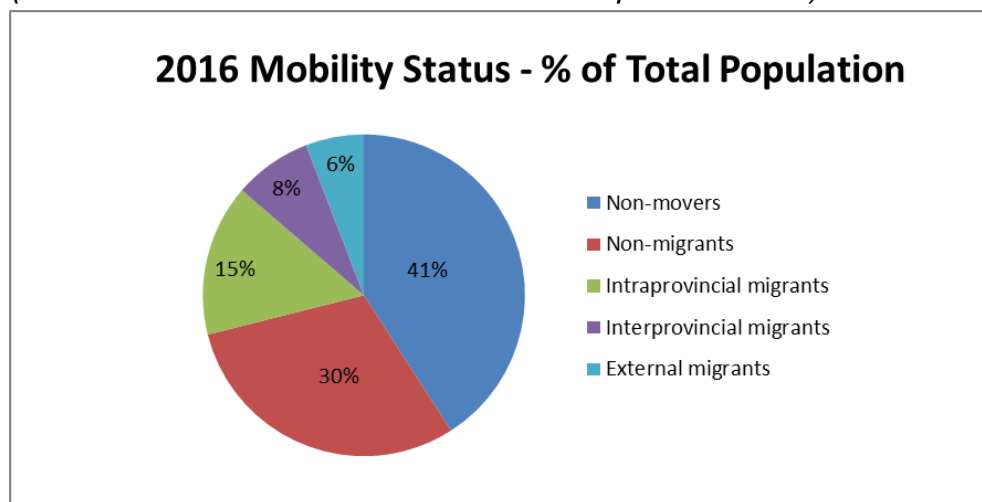
**Figure 5.3.4A:** Mobility status - Place of residence 5 years ago

(Source: Statistics Canada – Census of Population 2016 and NHS 2011)

		Fort St. John			
		2016		2011	
Total population		18,215		16,795	
Non-movers		7,450	41%	7,300	43%
Movers (moved within last 5 years)		10,760	59%	9,490	57%
Non-migrants (local moves)		5,495	51%	5,240	55%
Migrants		5,270	49%	4,245	45%
External migrants (international)		1,065	20%	475	11%
Internal migrants (within Canada)		4,205	80%	3,775	89%
Intraprovincial migrants (within BC)		2,780	66%	2,290	61%
Interprovincial migrants		1,425	34%	1,490	39%

Another way to look at the same figures is to break them out as a percentage of the total population as shown in figure 3.4B. As you can see, immigrants from outside Canada made up 6% of the total Fort St. John population that moved to the area in the last five years.

**Figure 5.3.4B:** Mobility status - % of Fort St. John Population  
(Source: Statistics Canada – Census of Population 2016)



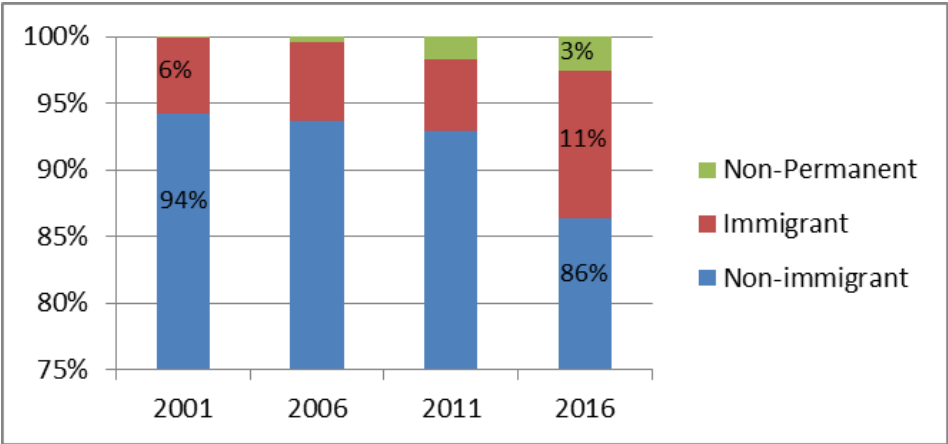
**5.3.4 Conclusion based on migration:** Population should increase based on the fluid population and increase in international migrants.

### 5.3.5 Immigration

According to the 2016 Census, immigrants and non-permanent residents accounted for 14% of the population of Fort St. John. This number has **doubled since the previous census** of 2011. Also of note is the number of non-permanent residents, which has significantly increased. These numbers don't take into account persons who travel to work in the area but live outside the

region. It is reasoned that immigrants are attracted to the region because of the new jobs and the perception of Peace River as a boom area.

**Figure 5.3.5A:** Fort St. John statistics on immigrant status of residents  
(Source: Statistics Canada – Census of Population)



*5.3.5 Conclusion based on immigration: Population should increase as more and more new immigrants move to the area.*

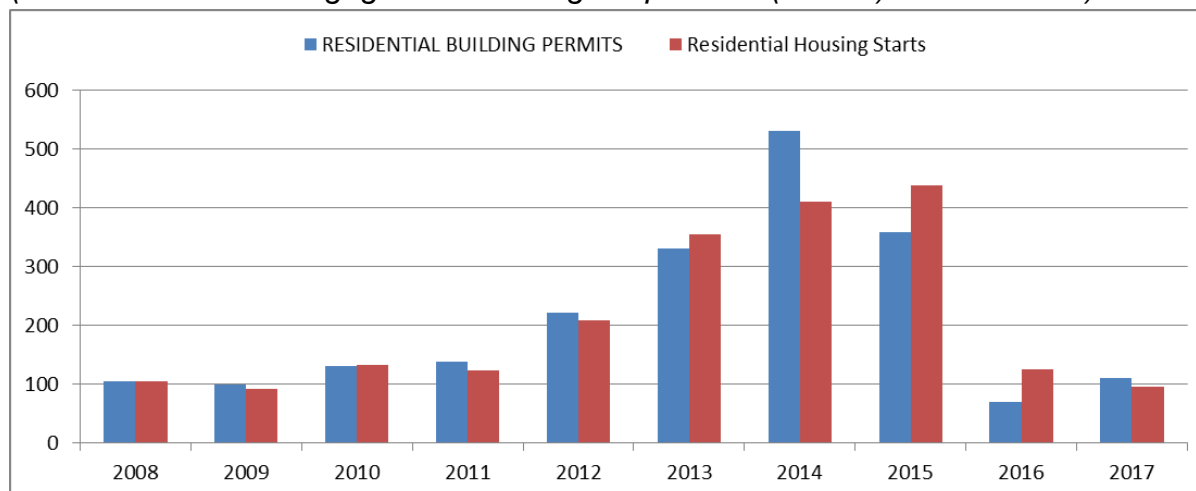
### 5.3.6 Housing

The availability of affordable housing is a strong indicator whether workers will stay and settle and grow their families in the region.

*“Building permits indicate construction intentions, while housing starts indicate construction activity.” (Northern Development Initiative Trust and MNP LLP, "State of the North Report," January 2018.)*

Figure 3.6A compares residential housing permits to housing starts for the city of Fort St. John. Declining requests for building permits can be an indication of weakening economic conditions. In the graph below, we see a steep increase in permit requests in 2012-2014, which resulted in a saturated housing market in 2015. The situation has stabilized in 2017, and returned to pre-2012 averages of approximately 100 permits and 100 housing starts per year.

**Figure 5.3.6A:** Residential Building Permits and Housing Starts for Fort St. John  
(Source: Canada Mortgage and Housing Corporation (CMHC) and BC Stats)



*5.3.6 Conclusion based on housing: Population should remain stable as the housing market is stable.*

## 5.4. Population Projections

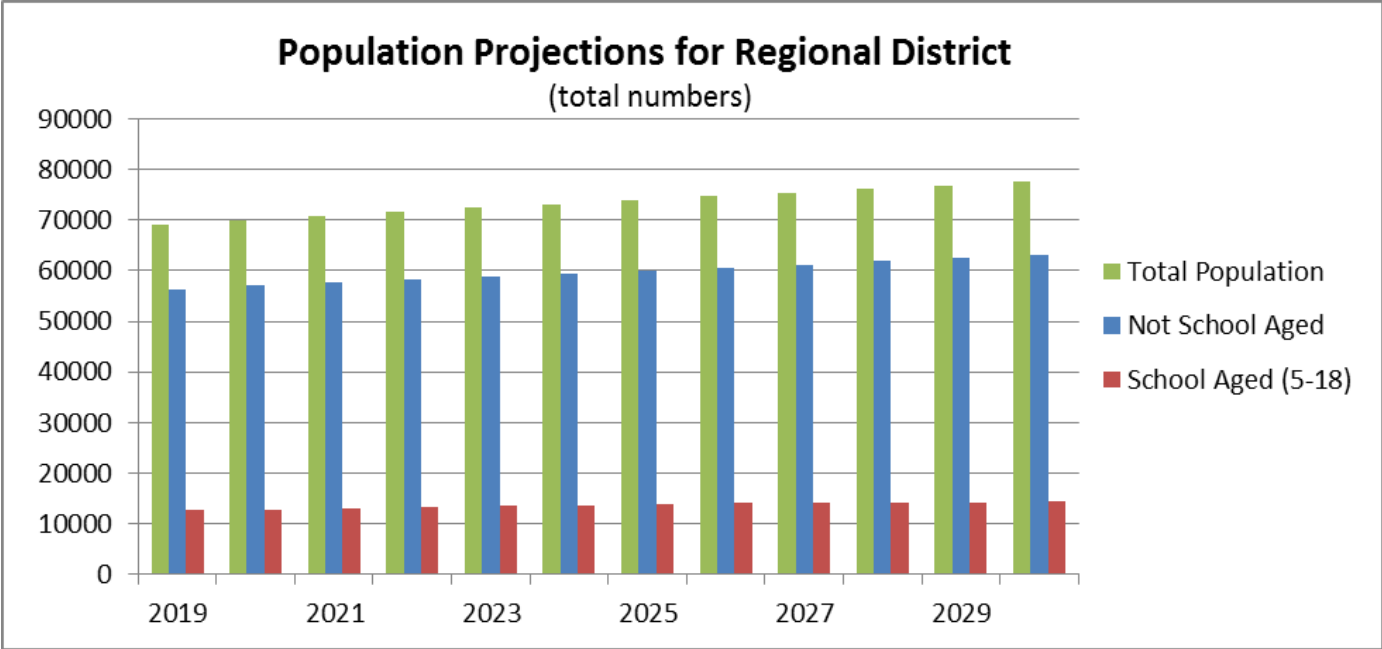
B.C Statistics projects future population, including population at the school district level. British Columbia-Level Population Projections, referred to as P.E.O.P.L.E. (Population Extrapolation for Organization Planning with Less Error), is a model that generates population figures based on trends and assumptions of future trends for the factors described in the previous section.

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, consequently, should be viewed as only one possible scenario of future population.

### Predictions for the Regional District:

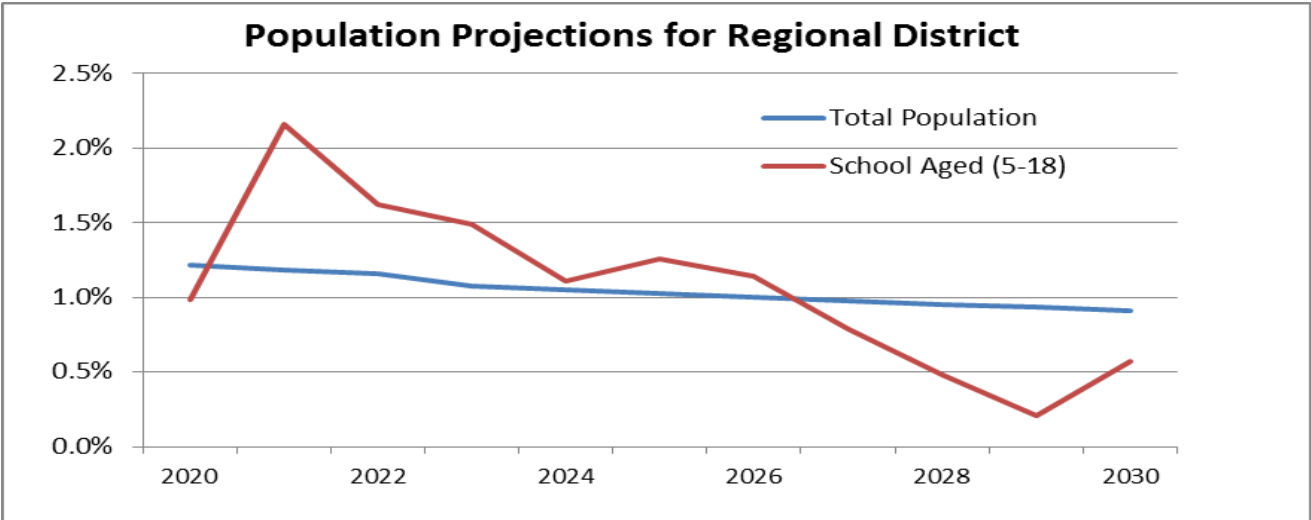
The first figure below shows that the total population will see a steady growth over the next ten years. It will grow 12% from 69,000 to 77,500 over that time frame. The school aged group will also grow 12%, from nearly 12,700 to just over 14,300. The percentage of the population that is school aged will remain at 20% for the next 10 years.

**Figure 5.4A:** Regional District Population Projections (2019-2030)  
(Source: BC Stats – PEOPLE Projections)



The second figure (5.4B) below shows the expected percentage increase from one year to the next. For the total population, it is expected to continue to grow steadily at **1.2%** growth per year, but slowing to **0.9%** per year by 2029. The school aged group shows a sharp increase in growth of **2.2%** in 2021 and then a slow decline in growth after that, but averaging **1.1%** growth over 10 years. The spike in 2021 seems to be due to an accumulation of positive immigration, steady birthrates, and low death rates.

**Figure 5.4B:** Regional District Population Projections Percentages (2019-2041)  
(Source: BC Stats – PEOPLE Projections)



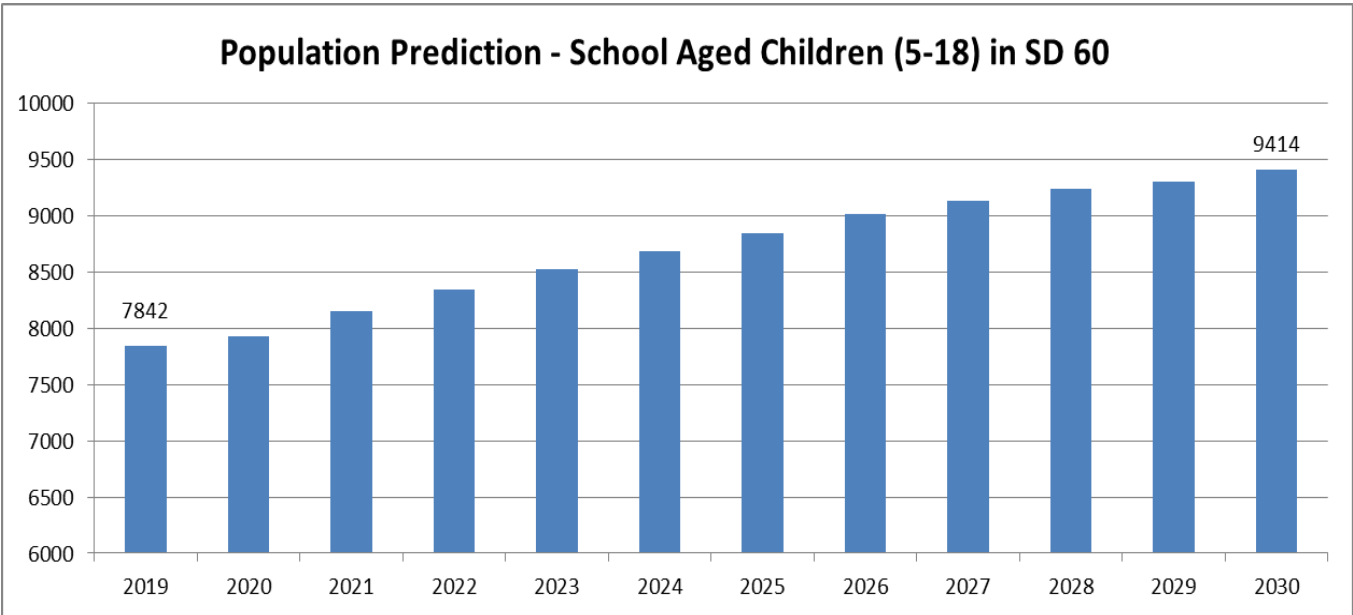


Predictions for the School District:

The BC Statistics population projections also provide data by school district which is of interest for this report. The total population of school aged children in Peace River North School District will continue to grow by approx. **1.7%** per year from 7842 children in 2019 to 9414 children in 2030. Remember that this includes ALL school aged children from 5 to 18 years of age living in the catchment area, no matter if they are enrolled in public school or not. The percentage of children compared to the population remains at a steady 20%.

Therefore, these are not enrolment projections for School District 60, only population projections for the geographic area comprising SD 60. Enrolment projections are provided in Section 6.

**Figure 5.4C:** School District Area Population Projections (2019-2030) – Total numbers  
(Source: BC Stats – PEOPLE Projections)



Similar to the regional district estimations for growth, there is a small spike in 2021/22, reaching growth levels of 2.9%, but this gradually evens out, with the average being 1.7%.

**Figure 5.4D:** School District Area Population Projections (2019-2030) – Percentage Growth  
(Source: BC Stats – PEOPLE Projections)

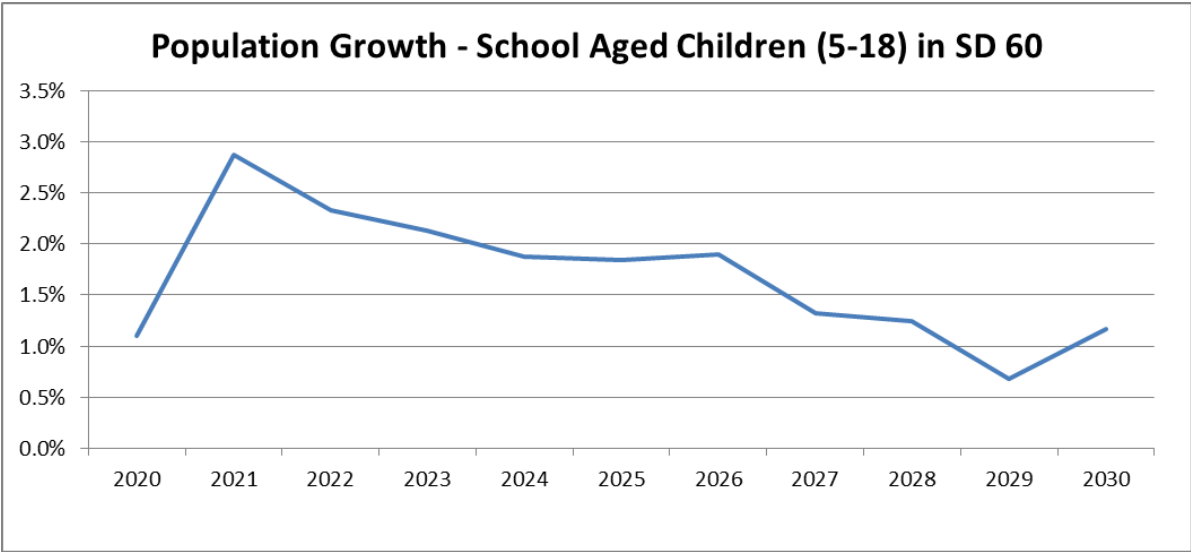
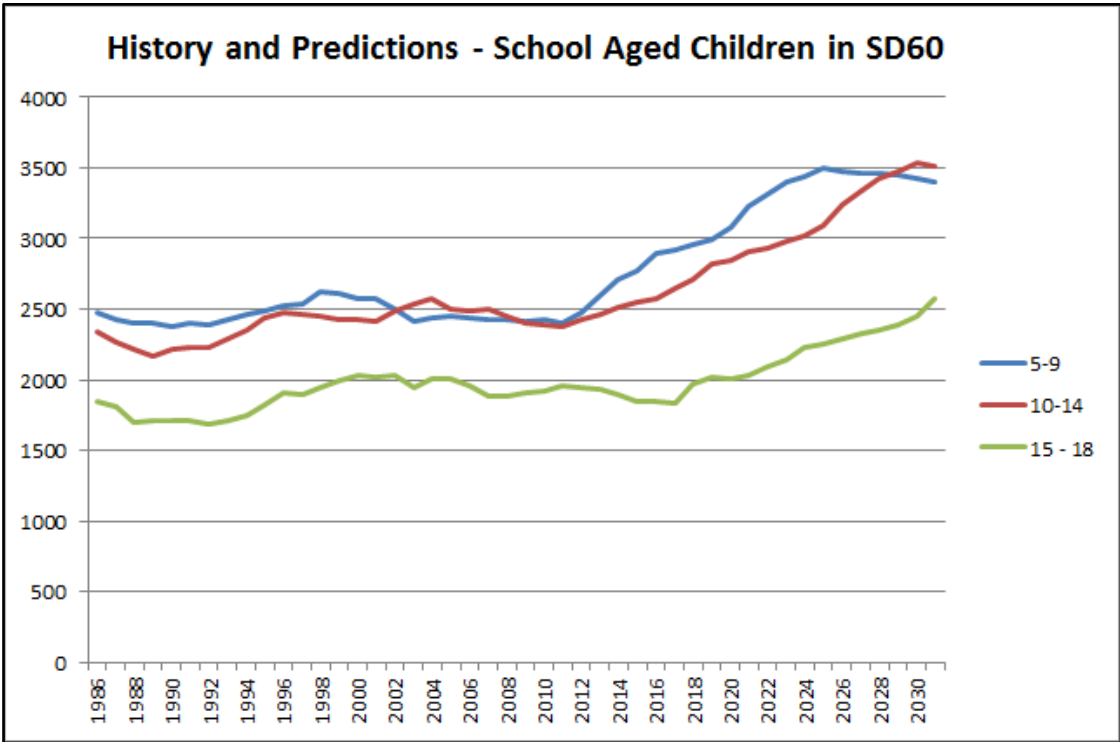


Figure 5.4E below provides both historical estimations and future predictions for the school district by age groups. While the number of children under the age of 1 remains stable, and the 1-4 yrs group slowly increases, there are more dramatic increases in the remaining age groups.

**Figure 5.4E:** School District Area Population Historical and Projections (1986-2031) by Age Group. (Source: BC Stats – PEOPLE Projections)



## 5.5 Demographic Analysis Conclusions

While the P.E.O.P.L.E predictions provided by B.C Statistics remain a solid tool, and takes into account some very important predictors such as immigration and vital statistics, it does not attempt to predict the future populations based on the economy. This is dangerous ground and as history has shown, one should never predict the future. That being said, the economic region of BC Northeast has a bright future with many new projects slated. The natural resource based economies are thriving, including mining, oil, gas, LNG, wind energy, Site C dam and other construction. As a result, both Canadians and international immigrants are drawn to the region in larger numbers than ever for the new jobs and the stable economy. We conclude that the estimates provided by BC Stats are a little too low and planners should assume that the population will grow slightly more quickly, including the number of school aged children, as more workers settle in the region with their families.

### DEMOGRAPHIC ANALYSIS REFERENCES:

- **Statistics Canada – Census Program**  
<http://www12.statcan.gc.ca/census-recensement/index-eng.cfm>
- **BC Statistics**  
<https://www2.gov.bc.ca/gov/content/data/statistics>
- **COMMUNITY PROFILE: Fort St. John, British Columbia Census Subdivision (CSD)**  
PHASE 1 | Winter 2018 Community Development Institute University of Northern British Columbia
- **Northern B.C. Housing Study - FORT ST. JOHN HOUSING & COMMUNITY PROFILE**  
(Oct 2016), Community Development Institute University of Northern British Columbia  
<https://www.unbc.ca/newsroom/unbc-stories/cdis-northern-bc-housing-study-outlines-issues-challenges>
- Demographic Report for Northern Health by J. Haggerstone April 2018.
- **Part 1: Understanding the State of Industrial Camps in Northern BC: A Background Paper** (Version 1: October 31, 2012 10-420-6053 (11/12)) by Northern Health
- Conference Board of Canada Economic Impacts of LNG written by BC LNG Alliance
- **2017 State of the North Report** by the Northern Development Initiative Trust, in partnership with MNP  
<https://www.northerndevelopment.bc.ca/state-of-the-north/>

## 6. ENROLMENT PROJECTIONS AND CAPACITY UTILIZATION

### 6.1 Current Enrolment

Figure 6.1 provides the current school enrolments by grade, as of 30 September 2018:

30 SEPTEMBER 2018 ENROLMENTS by School and Grade																
School and Zone	Kgn	Elementary						Secondary						Home		TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	Schooled		
<b>Fort St. John West - Elementaries</b>																
C.M. Finch Elementary	32	45	35	35	40	36	0	0	0	0	0	0	0	0	0	258
Charlie Lake Elementary	51	47	54	43	47	37	51	0	0	0	0	0	0	0	0	330
Ecole Central Elementary	44	50	42	40	39	48	23	0	0	0	0	0	0	0	2	288
Margaret Ma Murray	47	48	45	51	43	47	0	0	0	0	0	0	0	0	0	332
<b>Total for FSJ West Zone</b>	<b>174</b>	<b>190</b>	<b>176</b>	<b>169</b>	<b>172</b>	<b>168</b>	<b>157</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1208</b>
<b>Fort St. John East - Elementaries</b>																
Alwin Holland Elementary	57	40	54	46	52	56	53	0	0	0	0	0	0	0	0	358
Bert Ambrose Elementary	36	49	38	47	52	42	58	0	0	0	0	0	0	0	0	322
Duncan Cran Elementary	60	28	42	45	48	34	49	0	0	0	0	0	0	0	0	306
Robert Ogilvie Elementary	52	55	39	40	47	60	45	0	0	0	0	0	0	0	0	338
<b>Total for FSJ East Zone</b>	<b>205</b>	<b>172</b>	<b>173</b>	<b>178</b>	<b>199</b>	<b>192</b>	<b>205</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1324</b>
<b>Rural Schools - All</b>																
Baldonnel Elementary	14	20	18	25	21	25	18	0	0	0	0	0	0	0	0	141
Buick Creek Elem/Jr Sec	3	3	1	2	3	1	3	2	0	0	0	0	0	0	0	18
Clearview Elementary/Jr Sec	16	10	13	10	17	13	17	13	16	11	0	0	0	0	0	136
Hudson's Hope Elem/Jr Sec	9	12	11	9	9	13	13	11	9	9	12	6	7	7	7	137
Prespatou Elem-Sec	35	29	31	25	23	16	24	14	25	23	29	24	15	0	0	313
Taylor Elementary	31	18	14	23	22	20	28	0	0	0	0	0	0	0	0	156
Upper Halfway Elementary	7	7	3	5	6	5	4	5	4	1	3	0	0	0	0	50
Upper Pine Elem/Jr Sec	21	23	20	16	16	15	28	23	16	0	0	0	0	0	11	189
Wonowon Elementary	4	13	7	6	9	7	7	0	0	0	0	0	0	0	0	53
<b>Total for Rural Zone</b>	<b>140</b>	<b>135</b>	<b>118</b>	<b>121</b>	<b>126</b>	<b>115</b>	<b>142</b>	<b>68</b>	<b>70</b>	<b>44</b>	<b>44</b>	<b>30</b>	<b>22</b>	<b>18</b>	<b>1193</b>	
<b>Middle &amp; Secondary Schools</b>																
Bert Bowes Middle School	0	0	0	0	0	0	0	158	150	153	0	0	0	0	0	461
Dr. Kearney Middle School	0	0	0	0	0	0	0	174	184	191	0	0	0	0	0	549
Sub-total for Middles:	0	0	0	0	0	0	0	332	334	344	0	0	0	0	0	1010
Energetic Learning NPSS	0	0	0	0	0	0	0	0	0	0	209	0	0	0	0	209
Key Learning Centre	0	0	0	0	0	0	0	0	0	6	1	1	0	1	0	9
North Peace Secondary	0	0	0	0	0	0	0	0	0	0	184	382	482	0	0	1048
<b>TOTAL ALL SCHOOLS</b>	<b>519</b>	<b>497</b>	<b>467</b>	<b>468</b>	<b>497</b>	<b>475</b>	<b>504</b>	<b>400</b>	<b>404</b>	<b>394</b>	<b>438</b>	<b>413</b>	<b>504</b>	<b>21</b>	<b>6001</b>	
Sources: 2018 Actual headcount sent to Cascade by S. Petrucci on 1 Nov 2018.																
Elementary Total: 3427																
Secondary Total: 2574																
6001																

Elementary Total: 3427  
Secondary Total: 2574  
6001

Sources: 2018 Actual headcount sent to Cascade by S. Petrucci on 1 Nov 2018.

Figure 6.1 – 2018-2019 Enrolment by School and Grade

## 6.2 Enrolment Projections

### 6.2.1 Projection Sources.

Three different enrolment projections are available to contribute to development of the new LRFP Enrolment Projection. The wide variations between them indicate that projecting population growth, especially for the resource towns outside the Lower Mainland, is more of an art than a science. All of them show varied rates of increases in school age population during the ten year forecast period. The percent change each year will be discussed in Section 6.2.2.

The three sources are the following:

- a. **Census Data** analyzed in Section 5 of the LRFP. School Age Population projections from census data using BC Stats P.E.O.P.L.E. software resulted in the graphs displayed in Table 5.4C. In Table 6.2.1a below, the same data is tabulated and the elementary and middle-secondary age groups extracted as separate populations. Note that the Elementary population excludes Age 5 (Kindergarten) and the Middle-Secondary population includes Ages 14 – 18. The School District has a mixture of grade structures, especially in the rural schools. However this is not critical when looking at population group trends at this macro level.

**Figure 6.2.1a – from Section 5 based on Census and BC Stats**

### **P.E.O.P.L.E. PROJECTION OF SD 60 POPULATION**

Year	Age Group from Census				Age Group for Schools			
	5 - 9	10 - 14	15 - 18	Total	5 Kgn	6 - 13 Elem	14 - 18 Sec	Total
2019	2996	2822	2024	7842	599	4654	2588	7842
2020	3075	2846	2007	7928	615	4737	2576	7928
2021	3223	2903	2030	8156	645	4901	2610	8156
2022	3313	2936	2097	8346	663	4999	2684	8346
2023	3398	2977	2149	8524	680	5100	2744	8524
2024	3440	3012	2231	8683	688	5162	2834	8683
2025	3499	3093	2251	8843	700	5274	2870	8843
2026	3470	3244	2297	9011	694	5371	2946	9011
2027	3467	3338	2325	9130	693	5444	2992	9130
2028	3458	3430	2355	9243	692	5510	3041	9243
2029	3444	3476	2386	9306	689	5536	3081	9306
2030	3427	3536	2451	9414	685	5570	3158	9414
2031	3405	3513	2573	9491	681	5534	3275	9491

- b. **Projection provided by Paradigm Shift** was updated in August 2018 as shown in Figure 6.2.1b. This projection is also considered in developing the new projection.

**Figure 6.2.1b – by Paradigm Shift**

SD 60 Projected Enrolment by Paradigm Shift Inc - 2018 - 2028																		
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Elementary	Middle	Secondary	Total	% Change
2017	504	481	476	520	492	510	411	414	411	430	420	454	487	3394	1255	1361	6010	
2018	516	508	494	475	529	492	500	427	415	405	456	405	502	3514	1247	1363	6124	1.9%
2019	520	521	519	489	480	529	481	504	429	410	433	442	446	3539	1343	1321	6203	1.3%
2020	521	531	538	525	507	487	521	492	515	430	447	432	495	3630	1437	1374	6441	3.8%
2021	541	535	555	550	545	525	491	544	508	524	476	453	493	3742	1576	1422	6740	4.6%
2022	557	557	564	569	572	561	527	514	561	519	575	483	515	3907	1594	1573	7074	5.0%
2023	577	573	584	577	589	587	562	548	529	570	569	581	545	4049	1647	1695	7391	4.5%
2024	594	594	600	598	599	606	588	581	567	541	621	577	654	4179	1689	1852	7720	4.5%
2025	612	611	621	614	620	615	607	613	599	578	588	628	645	4300	1790	1861	7951	3.0%
2026	627	628	637	635	636	636	616	632	630	608	625	594	700	4415	1870	1919	8204	3.2%
2027	635	636	647	644	649	643	630	632	643	632	647	621	654	4484	1907	1922	8313	1.3%
2028	639	644	655	654	658	656	637	644	645	645	671	645	683	4543	1934	1999	8476	2.0%

- c. **Ministry of Education Enrolment Projection** is generally based on current enrolment cohorts modified by provincial trends. It lacks local economic factors which affect family mobility into or out of the district..

**Figure 6.2.1c – MOE Enrolment Projection for SD 60 in January 2018**

SCHOOL DISTRICT 60 (PEACE RIVER NORTH)																					
Source: <a href="https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments/resource/c1f71fd3-aff6-44b7-8473-57780ea92a3a">Projection of Public School Aged Headcount Enrolments</a>																					
<a href="https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments/resource/c1f71fd3-aff6-44b7-8473-57780ea92a3a">https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments/resource/c1f71fd3-aff6-44b7-8473-57780ea92a3a</a>																					
Year	Kgn	Grade							Elem. Ungr.	Elem. Subtotal	Grade					Sec. Ungr.	Sec. Subtotal	All Grades Subtotal	Home School	Grand Total	Yearly % Change
		1	2	3	4	5	6	7			8	9	10	11	12						
2012	506	433	430	397	447	381	421	441	0	3,456	386	405	410	385	332	82	2,000	5,456	0	5,456	
2013	505	493	434	420	391	447	380	412	0	3,482	422	375	384	392	372	84	2,029	5,511	0	5,511	1.01%
2014	523	501	493	423	426	395	429	385	0	3,575	408	415	371	333	372	95	1,994	5,569	13	5,582	1.29%
2015	483	518	513	499	440	437	398	439	0	3,727	402	424	433	345	397	98	2,099	5,826	16	5,842	4.66%
2016	475	487	520	497	502	424	419	400	0	3,724	428	388	426	394	364	84	2,084	5,808	15	5,823	-0.33%
2017	502	481	475	518	489	512	410	411	0	3,798	402	420	390	397	422	86	2,117	5,915	17	5,932	1.87%
2018	517	520	453	524	488	492	469	422	0	3,885	408	424	421	367	421	87	2,128	6,013	17	6,030	1.65%
2019	544	535	489	499	492	491	451	483	0	3,984	420	430	426	395	390	86	2,147	6,131	18	6,149	1.97%
2020	553	563	504	540	471	497	451	465	0	4,044	479	442	432	400	418	87	2,258	6,302	18	6,320	2.78%
2021	587	572	531	557	509	475	456	465	0	4,152	462	505	444	406	425	91	2,333	6,485	19	6,504	2.91%
2022	562	609	540	587	525	514	436	470	0	4,243	462	488	506	418	432	94	2,400	6,643	19	6,662	2.43%
2023	569	582	574	597	553	530	471	450	0	4,326	468	488	491	475	442	97	2,461	6,787	20	6,807	2.18%
2024	570	590	550	635	563	558	486	486	0	4,438	449	494	491	462	500	100	2,496	6,934	20	6,954	2.16%
2025	573	592	557	608	600	569	513	502	0	4,514	483	473	496	462	492	104	2,510	7,024	20	7,044	1.29%
2026	575	595	560	617	575	606	522	528	0	4,578	500	510	477	466	490	104	2,547	7,125	21	7,146	1.45%
2027	573	598	563	620	583	580	557	539	0	4,613	526	528	513	448	494	105	2,614	7,227	21	7,248	1.43%



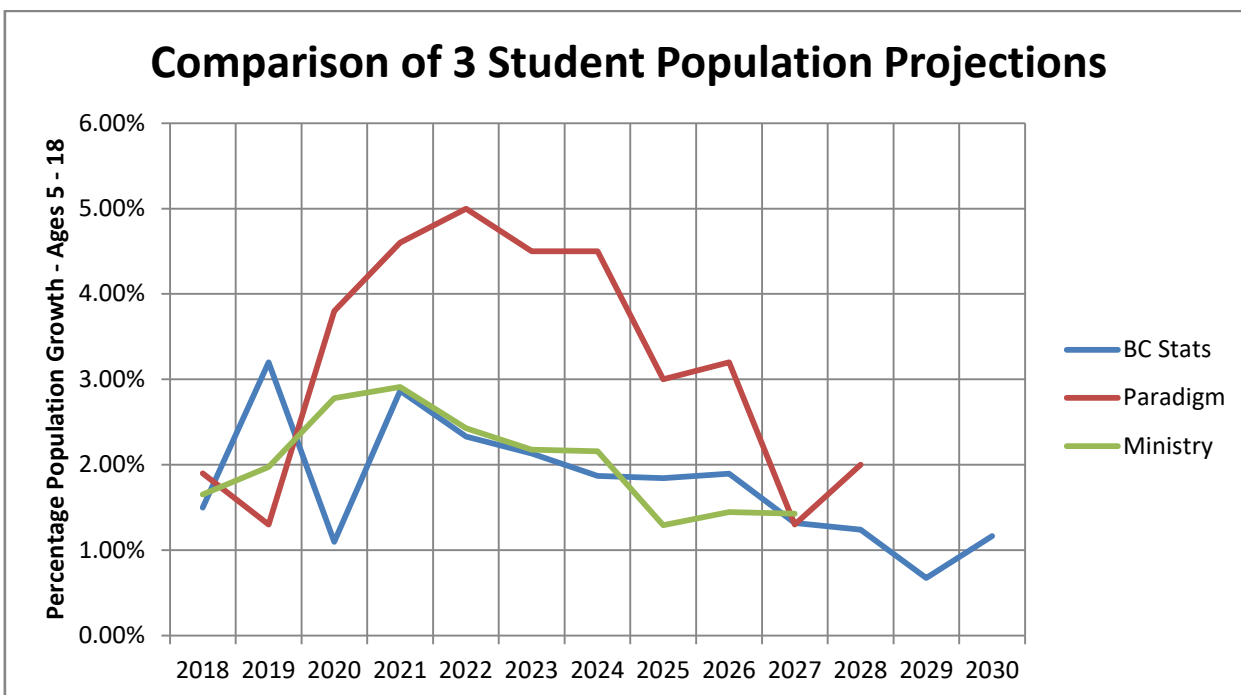
### 6.2.2 Comparison of 3 Projections.

These three different enrolment projections offer very varied percent growth in the student populations over the next ten years. Figures below depict the projected percent change for School Age population from three sources:

**Figure 6.2.2a – Data Table - School Age Population % Change provided by 3 sources:**

<b>Three Different Projections</b>			
	% Growth	% Growth	% Growth
<b>YEAR</b>	<b>BC Stats</b>	<b>Paradigm</b>	<b>Ministry</b>
2018	1.5%	1.90%	1.65%
2019	3.2%	1.30%	1.97%
2020	1.1%	3.80%	2.78%
2021	2.9%	4.60%	2.91%
2022	2.3%	5.00%	2.43%
2023	2.1%	4.50%	2.18%
2024	1.9%	4.50%	2.16%
2025	1.8%	3.00%	1.29%
2026	1.9%	3.20%	1.45%
2027	1.3%	1.30%	1.43%
2028	1.2%	2.00%	
2029	0.7%		
2030	1.2%		

**Figure 6.2.2b – Graph of School Age Population % Change provided by 3 sources**



It is notable that all three projections indicate a higher growth rate in the immediate future followed by a period of lower growth. There seems to be agreement among the three sources that a mini-boom is taking place now, but it may fall back to a lower growth rate in the second half of the study period.

### 6.2.3 Development of the LRFP Enrolment Projection.

It is quickly apparent from the above enrolment projections that wild variations from year to year will not assist in determining facilities needs. Any projection adopted for the Long Range Facilities Plan must take into account current economic realities and whether job opportunities will attract family in-migration. Population growth among single resource industry workers or empty-nest retirees will not provide school enrolment growth. We are aware that the region also attracts some workers who are parents of school-aged children, but who choose to leave their families elsewhere and commute to the region.

Therefore a cautious approach is recommended for the LRFP Enrolment Projection. If new employment opportunities occur which result in greater family in-migration, this LRFP Enrolment Projection should be revised to reflect this new information.

**Figure 6.2.3a – LRFP Enrolment Projection – Annual % Change Table**

LRFP ENROLMENT PROJECTION % IN NOVEMBER 2018					
YEAR	BASE	FORT ST JOHN WEST	FORT ST JOHN EAST	RURAL	DISTRICT
	District wide percent growth - base figure	<u>Elementaries:</u> CM Finch, Charlie Lake, Ecole Central, Margaret Murray; <u>Middles:</u> Bert Bowes	<u>Elementaries:</u> Alwin Holland, Bert Ambrose, Duncan Cran, Robert Ogilvie; <u>Middles:</u> Dr. Kearney	<u>Elementaries:</u> Baldonnel, Buick Creek, Taylor, Upper Halfway, Wonowon; <u>Elem-Jr Sec:</u> Clearview, Upper Pine; <u>Elem-Sec:</u> Hudson's Hope, Prespatou	<u>District Schools:</u> North Peace Secondary, Energetic Learning Campus, Key Learning Centre, Northern BC Distance Ed
2018	1.00%	1.10%	1.05%	0.80%	1.07%
2019	1.40%	1.54%	1.47%	1.12%	1.50%
2020	1.65%	1.82%	1.73%	1.32%	1.75%
2021	1.80%	1.91%	1.89%	1.44%	1.89%
2022	1.83%	2.01%	1.92%	1.46%	1.92%
2023	1.80%	1.98%	1.89%	1.44%	1.89%
2024	1.75%	1.93%	1.84%	1.40%	1.84%
2025	1.50%	1.65%	1.58%	1.20%	1.58%
2026	1.50%	1.65%	1.58%	1.20%	1.61%
2027	1.40%	1.54%	1.47%	1.12%	1.50%
<b>Notes</b>					
1. Growth rates are different for each zone.					

**Figure 6.2.3b - School by School Enrolment Projection by Zone and Year****LRFP ENROLMENT PROJECTION FOR SCHOOL YEARS by School and Zone 2019 - 2029**

School and Zone	Actual 2018-19	Projection for School Year Enrolment in September - updated w 2018-19 enrolments									
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Fort St. John West - Elementaries											
C.M. Finch Elementary	258	262	267	272	277	283	288	293	298	302	307
Charlie Lake Elementary	330	335	341	348	355	362	369	375	381	387	393
Ecole Central Elementary	288	292	298	303	310	316	322	327	332	338	343
Margaret Ma Murray	332	337	343	350	357	364	371	377	383	389	395
Total for FSJ West Zone	1208	1227	1249	1273	1298	1324	1350	1372	1394	1416	1438
Fort St. John East - Elementaries											
Alwin Holland Elementary	358	363	370	377	384	391	398	404	411	417	423
Bert Ambrose Elementary	322	327	332	339	345	352	358	364	370	375	380
Duncan Cran Elementary	306	310	316	322	328	334	340	346	351	356	362
Robert Ogilvie Elementary	338	343	349	356	362	369	376	382	388	394	399
Total for FSJ East Zone	1324	1343	1367	1393	1419	1446	1473	1496	1519	1542	1564
Rural Schools - All											
Baldonnel Elementary	141	143	144	147	149	151	153	155	157	158	160
Buick Creek Elem/Jr Secondary	18	18	18	19	19	19	20	20	20	20	20
Clearview Elementary/Jr Sec	136	138	139	141	143	145	148	149	151	153	154
Hudson's Hope Elem/Jr Sec	137	139	140	142	144	147	149	150	152	154	156
Prespatou Elementary-Secondary	313	317	321	325	330	335	340	344	348	352	356
Taylor Elementary	156	158	160	162	165	167	169	171	173	175	177
Upper Halfway Elementary	50	51	51	52	53	53	54	55	56	56	57
Upper Pine Elem/Jr Secondary	189	191	194	196	199	202	205	207	210	212	215
Wonowon Elementary	53	54	54	55	56	57	57	58	59	60	60
Total for Rural Zone	1193	1206	1222	1240	1258	1276	1294	1310	1325	1340	1355
Middle & Secondary Schools											
Bert Bowes Middle School	461	468	477	486	495	505	515	524	532	540	549
Dr. Kearney Middle School	549	557	567	577	589	600	611	620	630	639	649
Sub-total for Middles:	1010	1025	1043	1063	1084	1105	1126	1144	1162	1180	1197
Energetic Learning Campus NPSS	209	212	216	220	224	228	233	236	240	244	247
Key Learning Centre	9	9	9	9	10	10	10	10	10	10	11
North Peace Secondary	1048	1064	1082	1103	1124	1145	1166	1185	1204	1222	1240
TOTAL ALL SCHOOLS	6001	6087	6189	6300	6417	6535	6651	6752	6855	6953	7053

**Notes**

1. The Sept 2018 opening enrolment forecast for Margaret Murray Elementary was estimated at 312 by Paradigm and 358 by the School District. The actual 30 Sep 2018 enrolment is 332.
2. The schools shifting enrolment to MMCS were predicted: Bert Ambrose (-41), CM Finch (-117), Ecole Central (-97), and Charlie Lake (-66), total: -321. On 11 Aug 2018, the district revised these to Bert Ambrose (no change at 362), CM Finch (-125 to 234), Ecole Central (-92 to 283), and Charlie Lake (-53 to 333). The actual enrolments for 2018 are shown above.

## 6.3 Capacity Utilization

- 6.3.1 The Ministry of Education manages the province-wide school infrastructure needs by examining Capacity Utilization, the percentage of occupancy compared to building capacity.

Nominal versus Operating Capacity. Historically the Ministry established a school “**Nominal Capacity**” based on 25 students per classroom for Grades 1 – 12 and did not include Kindergarten. It was excluded because at that time it was a half-day program. This has changed with full day kindergarten which has resulted in more blended classes such as K-1 across the province. Nominal capacity now includes the Kindergarten classrooms.

The **Operating Capacity** is the effective capacity of the school recognizing mandated maximum class sizes of 25 students for Grades 4 – 12, only 21 students for Grades 1 – 3, and 19 students for Kindergarten. To determine **Capacity Utilization**, the Nominal Capacity of a school is used. The Ministry record of Nominal Capacity of a school can be amended by submission of a Design Aid Sheet for the school, showing the feasible usage of all spaces.

The lower the capacity utilization, the less efficiently a district is using its facilities. It is maintaining, heating, and cleaning “unoccupied” space. The Ministry calculates this for every school as well as the total district.

Note that capacity does not include any portable classrooms which may be at the school site, as these are not considered permanent spaces.

- 6.3.2 The Ministry clarified its target capacity utilization factors in the Capital Plan Instructions issued in June 2016. For School District 60 the target average across the district is 85% capacity utilization. The Ministry instructions state: “for most areas, a forecast of 10 years is the standard for anticipating growth and should be included when assessing utilization.”

On 27 September 2016 the Ministry issued a letter to school districts removing the District Average Capacity Utilization Guideline Table from the Capital Plan Instructions, and stated that districts still have to optimize available space to alleviate capital investment needs. Therefore it is important to report capacity utilization, especially in neighbouring schools, when seeking approval for a space related project.

- 6.3.3 It is advantageous to look at the Capacity Utilization in the rural area separately from that in the urban area (Fort St. John). The reason for this is that the Ministry recognizes the difficulty in managing schools to improve Capacity Utilization in isolated low-population communities. Therefore SD 60 should prioritize improving Capacity Utilization in the urban area. This will help support future capital projects needed by the district.

**6.3.4 Current Capacity Utilization.** Capacity Utilization factors in North Peace River district schools in 2017/2018 and 2018/2019 are shown in **Figure 6.3.4**. (Note - These enrolments do not include district alternate programs, and for 2017/2018 did not include Margaret Murray Elementary.)

**Figure 6.3.4 - CAPACITY UTILIZATION BY ZONE IN 2017/18 AND 2018/19**

**CAPACITY UTILIZATION - URBAN ZONES**

SCHOOL	ZONES	GRADES	KGN	NOM CAP incl K	OPER CAP incl K	2017-2018 ENROL incl K	2017-18 CAP UTIL	2018-2019 ENROL incl K	2018-19 CAP UTIL
C.M. Finch Elementary	FSJ West	K - 6	20	270	249	359	133.0%	258	95.6%
Charlie Lake Elementary	FSJ West	K - 6	60	310	287	390	125.8%	330	106.5%
Ecole Central Elementary	FSJ West	K - 6	40	365	337	376	103.0%	288	78.9%
Margaret Ma Murray	FSJ West	K - 6	40	365	337	0	N/A	332	91.0%
Alwin Holland Elementary	FSJ East	K - 6	20	345	318	360	104.3%	358	103.8%
Bert Ambrose Elementary	FSJ East	K - 6	20	295	272	362	122.7%	322	109.2%
Duncan Cran Elementary	FSJ East	K - 6	40	365	337	309	84.7%	306	83.8%
Robert Ogilvie Elementary	FSJ East	K - 6	20	270	249	349	129.3%	338	125.2%
<b>ELEM TOTAL (excl MMM in 2017, incl MMM in 2018)</b>				<b>2585</b>	<b>2386</b>	<b>2505</b>	<b>96.9%</b>	<b>2532</b>	<b>97.9%</b>
Bert Bowes Middle	FSJ West	7 - 9	0	400	400	457	114.3%	461	115.3%
Dr. Kearney Middle	FSJ East	7 - 9	0	525	525	563	107.2%	549	104.6%
ELC	District	10	0	200	200	208	104.0%	209	104.5%
North Peace Secondary	District	10 - 12	0	900	900	1040	115.6%	1048	116.4%
<b>MID &amp; SEC TOTAL</b>				<b>2025</b>	<b>2025</b>	<b>2268</b>	<b>112.0%</b>	<b>2267</b>	<b>112.0%</b>
<b>TOTAL URBAN</b>				<b>4610</b>	<b>4411</b>	<b>4773</b>	<b>103.5%</b>	<b>4799</b>	<b>104.1%</b>

**CAPACITY UTILIZATION - RURAL ZONE**

SCHOOL	ZONE	GRADES	KGN	NOM CAP incl K	OPER CAP incl K	2017-2018 ENROL incl K	2017-18 CAP UTIL	2018-2019 ENROL incl K	2018-19 CAP UTIL
Baldonnel Elementary	Rural	K - 6	20	120	111	138	115.0%	141	117.5%
Buick Creek Elem/Jr Sec	Rural	K - 7	0	25	23	22	88.0%	18	72.0%
Clearview Elem/Jr Sec	Rural	K - 9	20	270	249	145	53.7%	136	50.4%
Hudson's Hope Elem/Jr Sec	Rural	K - 12	20	245	226	149	60.8%	137	55.9%
Prespatou Elem-Sec	Rural	K - 12	40	315	291	331	105.1%	313	99.4%
Taylor Elementary	Rural	K - 6	20	170	157	151	88.8%	156	91.8%
Upper Halfway Elementary	Rural	K - 6	0	100	92	43	43.0%	50	50.0%
Upper Pine Elem/Jr Sec	Rural	K - 8	20	195	180	194	99.5%	189	96.9%
Wonowon Elementary	Rural	K - 6	0	75	69	54	72.0%	53	70.7%
<b>TOTAL RURAL</b>				<b>1515</b>	<b>1398</b>	<b>1227</b>	<b>81.0%</b>	<b>1193</b>	<b>78.7%</b>

**Source:** SD 60 Nominal Capacity Update to Ministry of Education - November 2018

**CAPACITY - FUTURE NORTHEAST ELEMENTARY SCHOOL**

SCHOOL	ZONES	GRADES	KGN	NOM CAP incl K	OPER CAP incl K	2017-2018 ENROL incl K	2017-18 CAP UTIL	2018-2019 ENROL incl K	2018-19 CAP UTIL
Northeast Elementary	FSJ East	K - 6	80	505	467	N/A	N/A	N/A	N/A

### 6.3.5 Capacity Utilization Target.

Note that many of the urban schools exceed 100% capacity, indicating an ongoing need for new school space. The total capacity utilization for the urban schools is over 100% and will only get worse. The impact of the Ministry capacity utilization factor is that priority for capital projects from an under-capacity district can be reduced when the Ministry assesses competing district submissions. To have capital projects accepted into the funding approval flow, it is very desirable to achieve the Ministry utilization of 85%.

Notwithstanding the 2016 relaxation of the requirements for achieving the target utilization levels, Ministry staff indicate that space-related capital projects will still be assessed against the capacity availability in other nearby schools in the district.

In the urban zones, only Duncan Cran and Ecole Central Elementaries remains below the 85% target, therefore catchment boundary changes may be needed to relieve neighbouring schools. Future completion of Northeast Elementary will provide relief.

### 6.3.6 Separating Urban and Rural.

It is recognized by the Ministry of Education that in isolated rural communities, it is very difficult to improve capacity utilization. The school is a vital part of the community infrastructure and supports more than just the K – 12 education services. The 2016/2017 Capital Plan Instructions issued June 2016 state:

*“While utilization guidelines are intended to be applied as an average across the school district, they may also be applied at a “sub-district” level due to unique geographic features ... or at a “family of schools” level where there are extremes in enrolment variances across the school district.”*

It is appropriate to separate the urban and rural areas in SD 60 when considering Capacity Utilization. Except for Prespatou and Baldonnell, the rural schools will likely never reach their capacity, but nevertheless this issue should be ignored as they are essential components of their community.

### 6.3.7 Enrolment versus Operating Capacity in each Zone.

Facilities space shortfalls can be quickly observed by depicting school operating capacities against projected enrolments in each zone. The following Figure 6.3.7a and 6.3.7b provide this visual representation of current and future school enrolment compared to school operating capacity.

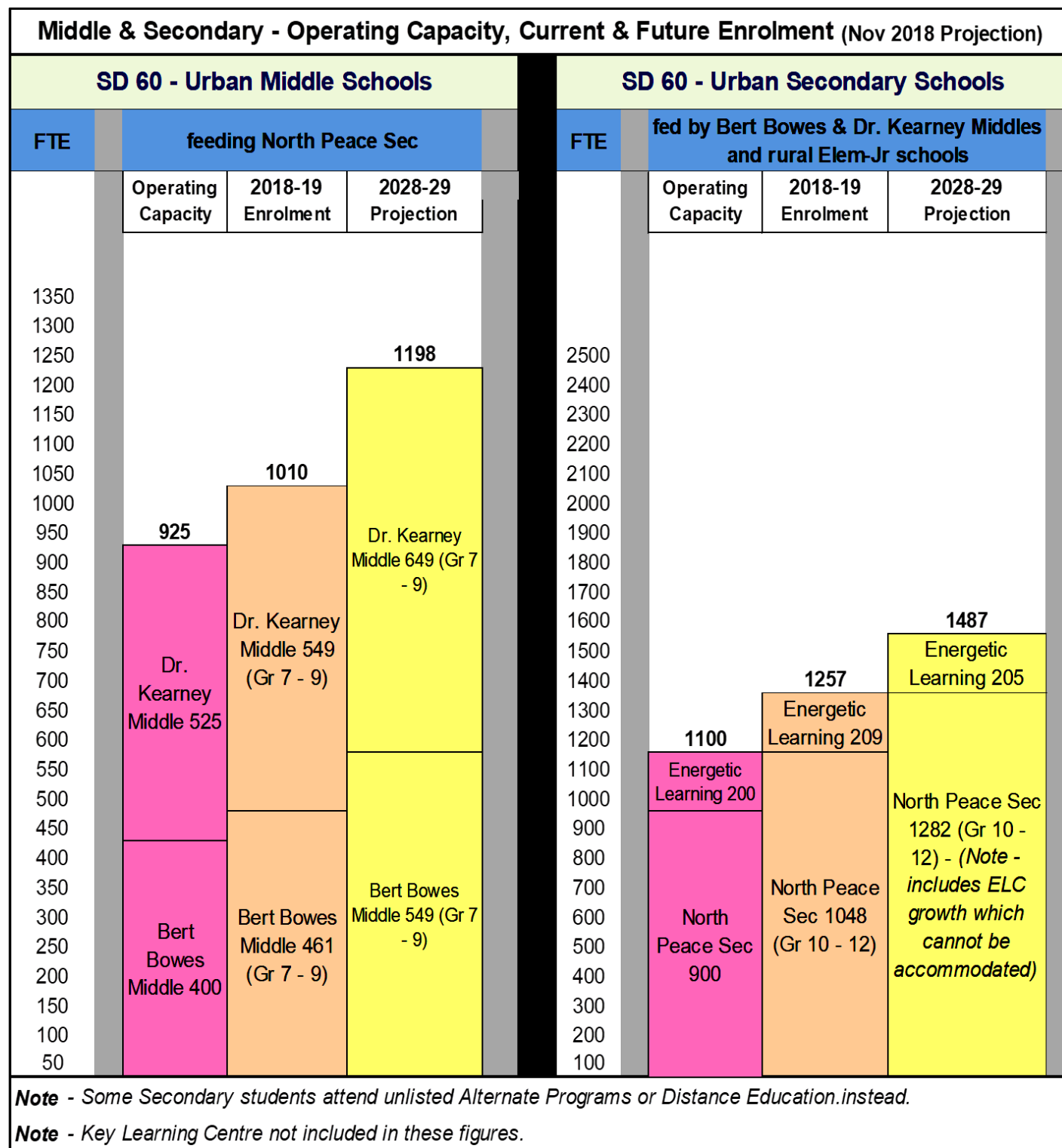


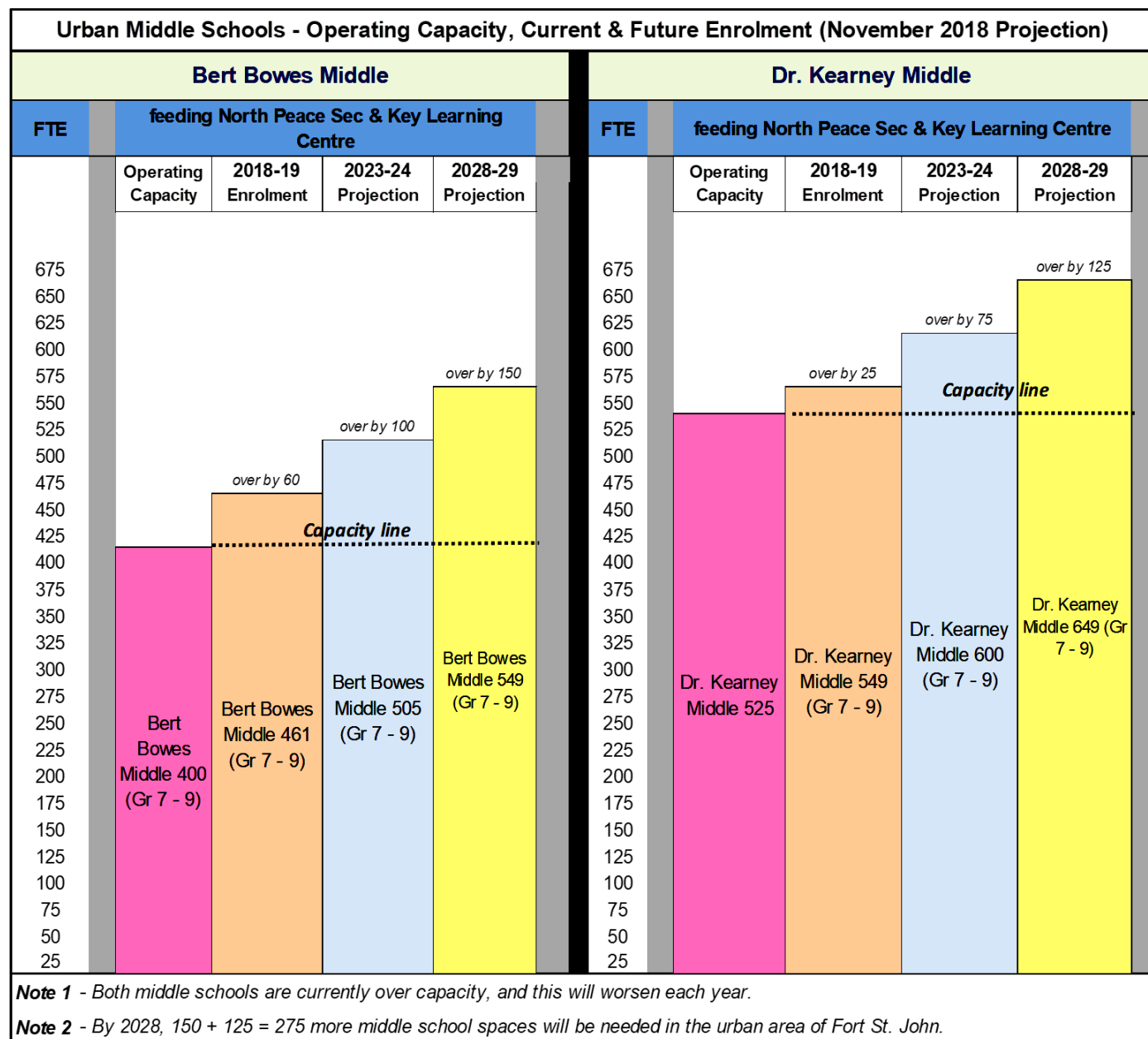
**Figure 6.3.7a – Elementary Operating Capacity vs Enrolment – Current Organization**

Elementary Schools - Operating Capacity, Current Enrolment, Future Enrolment (November 2018 Projection)									
FSJ West Elementaries					FSJ East Elementaries			Rural Elems	
FTE	feeding Bert Bowes Middle	feeding Dr Kearney Middle	feeding Bert Bowes Middle	feeding Dr Kearney Middle	feeding Bert Bowes Middle	feeding Dr Kearney Middle	feeding Bert Bowes Middle	feeding Dr Kearney Middle	feeding Dr Kearney Middle and Prespatou EI-Sec
	Operating Capacity	2018-19 Enrolment	2028-29 Projection	Operating Capacity	2018-19 Enrolment	2028-29 Projection	Operating Capacity	2018-19 Enrolment	2028-29 Projection
1650									
1600									
1550									
1500									
1450									
1400									
1350									
1300									
1250									
1200									
1150									
1100									
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350									
300									
250									
200									
150									
100									
50									
	1210	1208	1438	1643	1324	1564	337	207	235
	Ma Murray Community 337 starting Sept 2018	Ma Murray Community 332 (K - 6)	Ma Murray Community 395 (K - 6)	Northeast Elem 467 (by Sept 2021)	Duncan Cran Elem 306 (K - 6)	Duncan Cran Elem 362 (K - 6)	Baldonnel Elem 111	Upper Pine Elem - Jr 184	Upper Pine EI-Jr 215 (K-8)
	Charlie Lake Elem 287	Charlie Lake Elem 330 (K - 6)	Charlie Lake Elem 393 (K - 6)	Robert Ogilvie Elem 249	Robert Ogilvie Elem 338 (K - 6)	Robert Ogilvie Elem 399 (K - 6)	Taylor Elem 157	Upper Pine Elem - Jr 184	Bulck Cr 20
	CM Finch Elem 249	CM Finch Elem 258 (K - 6)	CM Finch Elem 307 (K - 6)	Alwin Holland Elem 318	Alwin Holland Elem 358 (K - 6)	Alwin Holland Elem 423 (K - 6)	Wonowon Elem 69	Bulck Cr 23	Bulck Cr 20
	Ecole Central 337	Ecole Central 288 (K - 6)	Ecole Central 343 (K - 6)	Bert Ambrose Elem 272	Bert Ambrose Elem 322 (K - 6)	Bert Ambrose Elem 380 (K - 6)	Taylor Elem 177 (K-6)	Bulck Cr 18	Bulck Cr 20
							Baldonnel Elem 160 (K-6)		
							Baldonnel EI 141 (K-6)		
							Taylor Elem 156 (K-6)		
							Wonowon Elem 53		
							Wonowon Elem 60		

**Note 1** - Some of these Elementary students eventually attend Alternate Programs or Distance Education instead of regular secondary school.

**Note 2** - Northeast Elementary approved in 2018 is expected to open no later than September 2021. This adds elementary capacity, shown in FSJ East.

**Figure 6.3.7b – Middle & Sec Operating Capacity vs Enrolment – Current Organization**

**Figure 6.3.7c – Urban Middle Schools Operating Capacity vs Enrolment**

### 6.3.8 Observations. From the figures above, the following observations are made:

- Fort St. John West Zone - Elementaries.** This zone is already at capacity even with the new Margaret Murray Elementary which opened in September. By 2028, this zone will be 300 students over capacity and will need another elementary school before then.
- Fort St. John West Zone – Middle School.** Bert Bowes Middle is already over capacity and the situation will worsen. Adjusting the boundary or feeder schools will not solve the

problem as the East Zone middle school is also over capacity. Another middle school is needed in the urban area as soon as possible. In the meantime, two more portable classrooms have been ordered for Bert Bowes Middle in 2019.

- c. **Fort St. John East – Elementaries.** This zone is already over capacity by 169 students. Relief is coming with the approval in 2018 of the construction of Northeast Elementary (shown in white in the above graph). However this school will probably not open until 2021. Once open, this school will relieve the pressure on FSJ East Elementaries for the LRFP ten year period.
- d. **Fort St. John East Zone – Middle School.** Dr. Kearney Middle is already over capacity and the situation will worsen. Adjusting the boundary or feeder schools will not solve the problem as the West Zone middle school is also over capacity. Another middle school is needed in the urban area as soon as possible. In the meantime, two more portable classrooms have been ordered for Dr. Kearney Middle in 2019.
- e. **Fort St John Urban Middle Schools.** As can be clearly seen in Figure 6.3.7c, both urban middle schools are over capacity and a third middle school is required. In Section 4.7, the district capital plan submission has identified this need as “Northwest Middle School”. A site is already acquired as part of the Margaret Murray Elementary oversized site. In the meantime the two middle schools are adding four more portables in 2019.
- f. **Rural Zone – all schools.** Generally the rural schools are under capacity and will remain manageable, depending on local economic conditions and housing. Two schools of concern are Baldonnel Elementary and Prespatou Elementary-Secondary which are slightly over capacity. These can be managed in the medium term with portable classrooms if necessary.
- g. **District Secondary.** North Peace Secondary is currently at capacity even with 200 of its Grade 10 students at the Energetic Learning Campus. During the life of this plan, overcrowding will become more of a problem resulting in a requirement for portables or modulars to increase on-site capacity and/or flexible timetables. In the longer term, another secondary school will be required. In Section 4.7, the most recent annual capital plan submission did identify the first step: site acquisition for a secondary school.

## 7. ANALYSIS OF EDUCATIONAL NEED

7.1 Peace River North School District serves a large geographic area, with communities ranging from the urban centre of Fort St. John to the smaller more isolated outlying communities. The economy is resource based and therefore the population has historically fluctuated with the changing prospects of oil and gas, mining, forestry, pipelines, and hydro-electric development. Potential export of liquefied natural gas (LNG) by pipeline to Kitimat is expected to accelerate gas exploration in the Peace River area. Fort St. John is economically diversified as a shopping, residential, transportation, and cultural hub and is the economic centre of the North Peace region. It is also the focus of educational opportunities in the region.

7.2 **Two Themes in the Facilities Plan.** Two themes have arisen in the analysis of facilities needs. These will be explained in the next three sections. Briefly they are:

- a. **Managing Enrolment Growth** – on average the school district enrolment has grown approximately 1.5% every year, with fluctuations depending on the local economy. Accordingly, there is a continuing need to keep providing student spaces to accommodate this growth;
- b. **Addressing Facilities in Very Poor Condition** – this school district has more poor condition facilities than many others, but has so far been unable to get major capital funding for upgrades or replacements. Limited minor capital funding via the SEP Program has allowed the district to address urgent facilities issues.

### 7.3 **Managing Enrolment Growth.**

7.3.1 The urban schools in Fort St. John are organized on the senior middle school model with two middle schools for Grades 7 – 9. The outlying schools in the Rural Zone have a variety of organizations to meet the needs of smaller isolated communities. They vary from K – 6, through to K – 12. Some of these students attend middle school in the urban centre while others go directly to NPSS or remain on site for their secondary grades.

7.3.2 As was shown in Figure 6.2.3a, the urban enrolments are growing more quickly than the rural enrolments. Furthermore the existing urban schools do not have the capacity to accommodate the projected growth. The capital program to provide more school space has not kept pace with the rate of enrolment growth in Fort St. John.

7.3.3 With 33 portable classrooms already deployed in the district, it is not a good solution to rely upon further portables to address over-capacity schools. Four more portables have been ordered for the middle schools in 2019. New schools are required. What schools and where will be discussed in Section 8.

#### **7.4 Addressing Facilities in Very Poor Condition.**

7.4.1 As shown in Figure 4.6c, the following schools are rated by the Ministry's facility condition assessment process to be in Very Poor Condition (FCI > 0.6). Schools with FCI scores higher than 0.6 are given priority for replacement:

- Alwin Holland Elementary 0.76,
- Upper Pine Elementary-Jr Sec 0.76,
- Upper Halfway Elementary-Jr Sec 0.74,
- Buick Creek Elementary-Jr Sec 0.72,
- Dr. Kearney Middle 0.72,
- Wonowon Elementary 0.71,
- Baldonnel Elementary 0.70,
- Charlie Lake Elementary 0.70,
- Bert Bowes Middle 0.69,
- Robert Ogilvie Elementary 0.67,
- Taylor Elementary 0.66, and
- North Peace Secondary 0.61.

Among these schools, the district's replacement priority is **Charlie Lake Elementary** which is deemed to be functionally the worst school.

Replacement decisions do depend upon the condition index, the district organization, and the capacity utilization of the school in question and other nearby schools.

7.4.2 As discussed in Section 4.7, being unqualified for funding from the Seismic Upgrade program and the Building Envelope program has limited the ability of SD 60 to obtain upgrade or renovation funds to address poor facility condition. The district must compete against many other districts for the smaller funding pot available in the SEP program.

#### **7.8 Summary of Educational Facility Needs Priorities.**

In summary, the educational needs must be addressed as follows:

- a. Continuing to provide elementary, middle, and secondary educational services in schools in Fort St. John, and Grade K – 12 using varied school configurations in the Rural Zone;
- b. Applying for new schools in the urban zones to address capacity shortfalls due to rising enrolment pressures; and
- c. Planning replacement or upgrade of schools in Very Poor condition.



## 8. OPTIONS AND RECOMMENDATIONS

8.1 **Identification of Initial Options**. The following Options have been identified:

### **OPTION A – REACTIVE EXPANSION**

Description: Assumes current district organization continues, Northeast Elementary is completed and remaining unapproved major capital requests, are not approved. Additions and modulars are added as needed to existing schools and poor condition buildings are upgraded with minor capital SEP funding whenever possible.

### **OPTION B – MIDDLE SCHOOL EXPANSION – new Northwest Middle School approval**

Description: Assumes current district organization continues, Northeast Elementary is completed and Northwest Middle School is approved and constructed.

Requirements:

1. Northeast Elementary completed in Fort St. John East Zone.
2. Need imminent approval of Northwest Middle School on an existing site.
3. Doesn't provide for site acquisition for a future new Secondary School.
4. Doesn't address space needs for elementary students in Fort St. John West.
5. Does address replacement or upgrade of schools in poor condition. Replacement of Charlie Lake Elementary (very poor condition) with a larger capacity elementary school still required.

### **OPTION C – SECONDARY EXPANSION MODEL, with ELC as a Middle School**

Description: Assumes current elementary organization continues with Northeast Elementary completed. Lacking Northwest Middle School, the Energetic Learning Campus (ELC) would be converted to a middle school and the current Grade 10's at ELC would have to be accommodated at North Peace Secondary

Requirements:

1. North Peace Secondary (NPSS) would have to go onto a flex schedule.

2. An expansion of NPSS or a second secondary school would be required during this LRFP period. If the latter, this requires expediting the secondary school site acquisition and planning.
3. Conversion of ELC to a middle school requires serious program revision.
4. Replacement of Charlie Lake Elementary as a larger elementary can address elementary space needs in FSJ West by catchment boundary changes.

### **OPTION D – ADDITION OF A NEW GRADE 8-12 SECONDARY**

Description: Assumes current elementary organization continues, with Charlie Lake Elementary replaced. Northeast Elementary is completed. Northwest Middle School is not constructed. A new secondary school Grades 8 – 12 is built on a new site, and this extended grade structure relieves the middle school pressures.

Requirements:

1. North Peace Secondary (NPSS) would have to go onto a flex schedule until the new secondary school is completed.
2. Site acquisition and planning phases need to be approved as soon as possible.
3. Portables will be required at the middle schools until the new 8 – 12 secondary is completed.
4. Middle and Secondary boundary adjustments will be needed.
5. Replacement of Charlie Lake Elementary as a larger elementary can address elementary space needs in FSJ West by catchment boundary changes.

### **OPTION E - EXPAND THE GRADES IN RURAL SCHOOLS TO RELIEVE URBAN PRESSURE**

Description: Many of the rural schools have spare capacity and could expand by one more grade if it was feasible, managing issues such as staffing, program delivery, specialty spaces, busing, and student desire to participate in extra-curricular activities.

Requirements:

1. Utilize spare capacity at some rural schools by adding one or more grades.
2. It is recognized that staffing and program delivery in isolated areas would be a problem.

3. Could Clearview, Upper Pine, or Buick take on another grade? Prespatou is already at capacity.
4. If this option were selected, community consultation would be required.

### **OPTION F – REPLACE CHARLIE LAKE ELEMENTARY WITH A COMMUNITY SCHOOL K – 9**

Description: Assumes that replacement of Charlie Lake Elementary, rated Very Poor, is a strong candidate for capital replacement. It could be replaced with a larger elementary school. Alternatively, as a community outside the city of Fort St John, there could be interest in creating a larger community school Grade K to 9, feeding directly to NPSS. The community would gain a larger gymnasium and other flexible spaces in a larger school. This option would address both the elementary pressures in FSJ West and the urban middle school needs, plus it would eliminate a very poor facility, with a single project.

Requirements:

1. Charlie Lake School has a Very Poor rating by VFA at 0.70 and is a high priority with the district for replacement.
2. Replacement with a school that includes say 375 elementary and 175 middle school students, as an elementary-middle community school would address both the replacement of a Very Poor facility and the requirement for increased capacity at both the elementary and middle grade level in the urban area.
3. The site is large enough to accommodate a larger 2-storey school.
4. This option could possibly free up the current proposed site for Northwest Middle School to accommodate the needed 800 student secondary school discussed in Option D.
5. If this option is selected, community consultation in the Charlie Lake community is required.

**8.2 Description of Initial Options.** Figure 8.2 summarizes the Options and identifies the resulting organizational changes, resulting capital projects, and critique of each option:

<b>Figure 8.2 - DESCRIPTION &amp; CRITIQUE OF OPTIONS</b>					
<b>NO.</b>	<b>OPTIONS</b>	<b>DESCRIPTION</b>	<b>ORGANIZATIONAL CHANGE</b>	<b>RESULTING CAPITAL PROJECTS</b>	<b>CRITIQUE OF OPTIONS</b>
A	<b>Reactive Expansion</b>	Continue operating with current facilities plus Northeast Elementary, program locations, and organization.	None, except potential catchment adjustments to accommodate growth.	1. Northeast Elementary completed. 2. No further major capital projects approved. 3. Facilities upgrading with minor capital funding.	Continuing without new middle/secondary space would be challenging, and will require remediation and portables. The urban zones are over-capacity at all three grade levels and many schools are in Very Poor condition and need upgrading.
B	<b>New Northwest Middle School approved</b>	<b>Elementary</b> - Continue with current facilities, program locations, and organization; <b>Middle</b> - provide 3rd middle school; <b>Secondary</b> - continue with NPSS plus ELC needing portables and/or flex schedule.	None except for boundary adjustments when Northeast Elementary and Northwest Middle open. Possible implementation of flex schedule at NPSS.	1. Northeast Elementary completed. 2. Northwest Middle School approved to proceed.	Addresses middle school needs but not the over-capacity in elementary in FSJ West, nor the over-crowding in NPSS. Does not address Charlie Lake Elementary (very poor condition) which should be replaced.
C	<b>Secondary Expansion Model and ELC as a Middle</b>	<b>Elementary</b> - Continue with current program locations, and organization, with Charlie Lake replaced; <b>Middle</b> - convert ELC to a middle school; <b>Secondary</b> - NPSS must accommodate 200 more Grade 10's from ELC, plus growth, needing portables and flex schedule.	Significant organizational change for NPSS and ELC. Boundary adjustments when Northeast Elementary and ELC Middle open. Implementation of flex schedule at NPSS.	1. Northeast Elementary completed. 2. Replace Charlie Lake Elem as an elementary. 3. Possible alterations at ELC. 4. Possible expansion or portables at NPSS.	Addresses middle school needs. Can address elementary school needs in FSJ West with a larger Charlie Lake replacement. Worsens the over-crowding in NPSS. At NPSS, requires program adjustment, flex scheduling, and possibly portables.
D	<b>New Gr 8 - 12 Secondary School built</b>	<b>Elementary</b> - Continue with current program locations, and organization, with Charlie Lake replaced; <b>Middle</b> - boundary adjustments due to Gr 8-9 at new Secondary; <b>Secondary</b> - new Gr 8 - 12 secondary school added on a new site.	Minimal organizational change except for programming issues. Boundary adjustments when Northeast Elementary and new Secondary open.	1. Northeast Elementary completed. 2. Replace Charlie Lake Elem as an elementary. 3. Site acquisition, planning, & construction of new 8-12 secondary.	Addresses middle school needs because new secondary includes Grades 8-9. Addresses elementary school needs in FSJ West with a larger Charlie Lake replacement. Remedies the over-crowding in NPSS. Requires program adjustments with new school offering both middle and secondary programs.
E	<b>Expand the grades in rural schools to relieve urban school pressures</b>	Utilize spare capacity in some rural schools by adding another grade, relieving enrollment pressures at middle and secondary schools.	Organizational change for some rural schools. Mixed response likely from communities and staff affected.	1. Northwest Middle School approved. 2. Replace Charlie Lake Elem. 3. Site Acquisition for a new secondary school.	If this option selected, community consultation required. Many issues to be addressed including staffing, program delivery, specialty spaces, extra-curricular programs, participation on district teams, busing. Helps resolve space issues at middle and secondary schools.
F	<b>Replace Charlie Lake Elementary with a Community School K-9</b>	Charlie Lake is a high priority for replacement. The site could provide an opportunity to address both the replacement and the need for more elementary and middle school capacity.	Catchment boundary adjustments for the middle grades if Charlie Lake becomes K - 9.	1. Replace Charlie Lake Elem as elementary or as a community school K-9. 2. Site Acquisition for a new secondary school.	The K-9 option deviates from the desirable consistent grade model in the urban area, but has worked in other districts (eg. Cumberland Community School in SD 71 Comox Valley). Would address both elementary and middle space issues in FSJ West.

### 8.3 Criteria for Evaluating Options

Some method of choosing the best option is needed. Once criteria for evaluating the options are agreed upon, each option can be assessed against these criteria.

The following criteria are offered:

#### **CRITERIA FOR EVALUATING LRFP OPTIONAL COURSES OF ACTION**

<b>NO.</b>	<b>CRITERIA</b>	<b>DESCRIPTION</b>
1	Organization improved from existing	Is the proposed organization/grade structure more consistent across the district? Does it facilitate delivery of programs? Do student cohorts move together from school to school?
2	Students and programs accommodated	Can in-catchment students be accommodated in their neighbourhood school? Can district programs be accommodated at appropriate schools?
3	Capacity utilization improved	Are fewer schools either too full (over-capacity) or too empty (under capacity)? Is the number of portable classrooms needed minimized?
4	Family disruption minimized	Is the effect on parents and students daily lives minimized, avoiding issues such as changing schools, longer commutes, bypassing a neighbourhood school enroute to the school of attendance, etc.

### 8.4 Evaluation of Options

The options identified in Section 8.1 were evaluated against the above criteria. The evaluations for each criteria are subjective, using the following scale:

- Very positive – score 5;
- Positive – score 4;
- Neutral – score 3;
- Negative – score 2;
- Very Negative – score 1;
- Unacceptable – score 0.

Figure 8.4 below shows the resulting evaluation of options by the school district:

**Figure 8.4 - NUMERICAL EVALUATION OF OPTIONS**

Evaluation Score: positive=5, just OK = 3, negative=1						
NO.	OPTION	DESCRIPTION	ORGANIZATIONAL CHANGE	CRITIQUE OF OPTIONS	SCORE out of 5	RANKING 1 TO 6
A	<b>Reactive Expansion</b>	Continue operating with current facilities plus Northeast Elementary, program locations, and organization.	None, except potential catchment adjustments to accommodate growth.	Continuing without new middle/secondary space would be challenging, and will require remediation and portables. The urban zones are over-capacity at all three grade levels and many schools are in Very Poor condition and need upgrading.	3	3
B	<b>New Northwest Middle School approved</b>	Elementary - Continue with current facilities, program locations, and organization; Middle - provide 3rd middle school; Secondary - continue with NPSS plus ELC needing portables and/or flex schedule.	None except for boundary adjustments when Northeast Elementary and Northwest Middle open. Possible implementation of flex schedule at NPSS.	Addresses middle school needs but not the over-capacity in elementaries in FSJ West, nor the over-crowding in NPSS. Does not address Charlie Lake Elementary (very poor condition) which should be replaced.	5	1
C	<b>Secondary Expansion Model and ELC as a Middle</b>	Elementary - Continue with current program locations, and organization, with Charlie Lake replaced; Middle - convert ELC to a middle school; Secondary - NPSS must accommodate 200 more Grade 10's from ELC, plus growth, needing portables and flex schedule.	Significant organizational change for NPSS and ELC. Boundary adjustments when Northeast Elementary and ELC Middle open. Implementation of flex schedule at NPSS.	Addresses middle school needs. Can address elementary school needs in FSJ West with a larger Charlie Lake replacement. Worsens the over-crowding in NPSS. At NPSS, requires program adjustment, flex scheduling, and possibly portables.	2	6
D	<b>New Gr 8 - 12 Secondary School built</b>	Elementary - Continue with current program locations, and organization, with Charlie Lake replaced; Middle - boundary adjustments due to Gr 8-9 at new Secondary; Secondary - new Gr 8 - 12 secondary school added on a new site.	Minimal organizational change except for programming issues. Boundary adjustments when Northeast Elementary and new Secondary open.	Addresses middle school needs because new secondary includes Grades 8-9. Addresses elementary school needs in FSJ West with a larger Charlie Lake replacement. Remedies the over-crowding in NPSS. Requires program adjustments with new school offering both middle and secondary programs.	3	4
E	<b>Expand the grades in rural schools to relieve urban school pressures</b>	Utilize spare capacity in some rural schools by adding another grade, relieving enrolment pressures at middle and secondary schools.	Organizational change for some rural schools. Mixed response likely from communities and staff affected.	If this option selected, community consultation required. Many issues to be addressed including staffing, program delivery, specialty spaces, extra-curricular programs, participation on district teams, busing. Helps resolve space issues at middle and secondary schools.	2	5
F	<b>Replace Charlie Lake Elementary with a Community School K-9</b>	Charlie Lake is a high priority for replacement. The site could provide an opportunity to address both the replacement and the need for more elementary and middle school capacity.	Catchment boundary adjustments for the middle grades if Charlie Lake becomes K - 9.	The K-9 option deviates from the desirable consistent grade model in the urban area, but has worked in other districts (eg. Cumberland Community School in SD 71 Comox Valley). Would address both elementary and middle space issues in FSJ West.	4	2

*Note - Scoring of the options was finalized by the school district in January 2019. The top two are highlighted.*



### 8.5 Shortlisting of Options based on Evaluations

The above options can be shortlisted to focus on the best two, based on the evaluation in Section 8.4. in order of preference, the options short-listed are Options B and F. These options should move forward into more rigorous consideration:

<b>Figure 8.5 - SHORT-LISTED OPTIONS</b>					
<b>NO.</b>	<b>OPTIONS</b>	<b>DESCRIPTION</b>	<b>ORGANIZATIONAL CHANGE</b>	<b>CRITIQUE OF OPTIONS</b>	<b>RANK OF TOP 2</b>
B	<b>New Northwest Middle School approved</b>	Elementary - Continue with current facilities, program locations, and organization; Middle - provide 3rd middle school; Secondary - continue with NPSS plus ELC needing portables and/or flex schedule.	None except for boundary adjustments when Northeast Elementary and Northwest Middle open. Possible implementation of flex schedule at NPSS.	Addresses middle school needs but not the over-capacity in elementaries in FSJ West, nor the over-crowding in NPSS. Does not address Charlie Lake Elementary (very poor condition) which should be replaced.	1
F	<b>Replace Charlie Lake Elementary with a Community School K-9</b>	Charlie Lake is a high priority for replacement. The site could provide an opportunity to address both the replacement and the need for more elementary and middle school capacity.	Catchment boundary adjustments for the middle grades if Charlie Lake becomes K - 9.	The K-9 option deviates from the desirable consistent grade model in the urban area, but has worked in other districts (eg. Cumberland Community School in SD 71 Comox Valley). Would address both elementary and middle space issues in FSJ West.	2

### 8.6 Recommended Course of Action

The recommended course of action resulting from a combination of the above best two options to provide the best solution is as follows:

- Seek immediate approval to plan and construct a 500 capacity Northwest Middle School on the available site;
- Apply for minor capital funds to upgrade current Very Poor rated schools;
- Seek approval for Replacement of Charlie Lake Elementary with either a larger elementary school or potentially a community school Grades K – 9;
- Seek immediate approval for Site Acquisition and commencement of planning for another secondary school as a high priority in the capital plan; and
- Seek approval for Replacement of Ecole Central, a facility rated in Very Poor condition and a priority for replacement.

## 9. IMPLEMENTATION STRATEGY

### 9.1 Questions to be Answered

This recommended solution would not be a change of direction for the school district. Before developing the implementation plan, several questions need to be answered:

- Will the 500 capacity Northwest Middle fit on the shared site that has been designated, and will site sharing with an elementary school be acceptable?
- Will the Ministry of Education act upon its own VFA condition assessments and therefore give priority to SD 60 building replacements (Charlie Lake and Ecole Central) in the major capital program and building upgrades in the minor capital SEP program?
- What size of building footprint can be accommodated on the Charlie Lake site, and can the elementary school continue to operate during construction of its replacement? (A Design Aid Sheet for a K – 9 community school is provided in Schedule I).
- Are there potential sites identified for a new 800 capacity secondary school? (A Design Aid Sheet for an 800 student secondary school is provided in Schedule I).
- Can NPSS handle the increasing population for perhaps five to six years until a new secondary is completed?

### 9.2 Developing Projects.

The recommended course of action must be developed into actual projects. An option involving major capital funding, such as Northwest Middle School, Replacement of Charlie Lake, and New Secondary School will need to be developed from initial concept through to actual drawings and specifications. The evolution of the project should occur as follows:

- a. Identification in the Long Range Facilities Plan (LRFP);
- b. Determination by Board and staff to proceed with the project;
- c. Consultation and support from the Ministry of Education Planning Officer for SD 60;
- d. Public consultation (if required);
- e. Insertion into the next annual capital plan submission;
- f. Development and submission of the supporting Project Request Fact Sheet (PRFS);
- g. Ministry support of the project;
- h. Development and submission of the Project Definition Report (PDR);
- i. Capital Funding Project Agreement (CFPA); and
- j. Design and implementation.

### 9.3 **Capital Plan Submissions.**

Each year the Board should review the LRFP and confirm which projects it wishes to proceed with next. Then appropriate consultation with affected stakeholders and communities (if required) should take place before submitting the project as a line item in the annual capital plan submission to the Ministry.

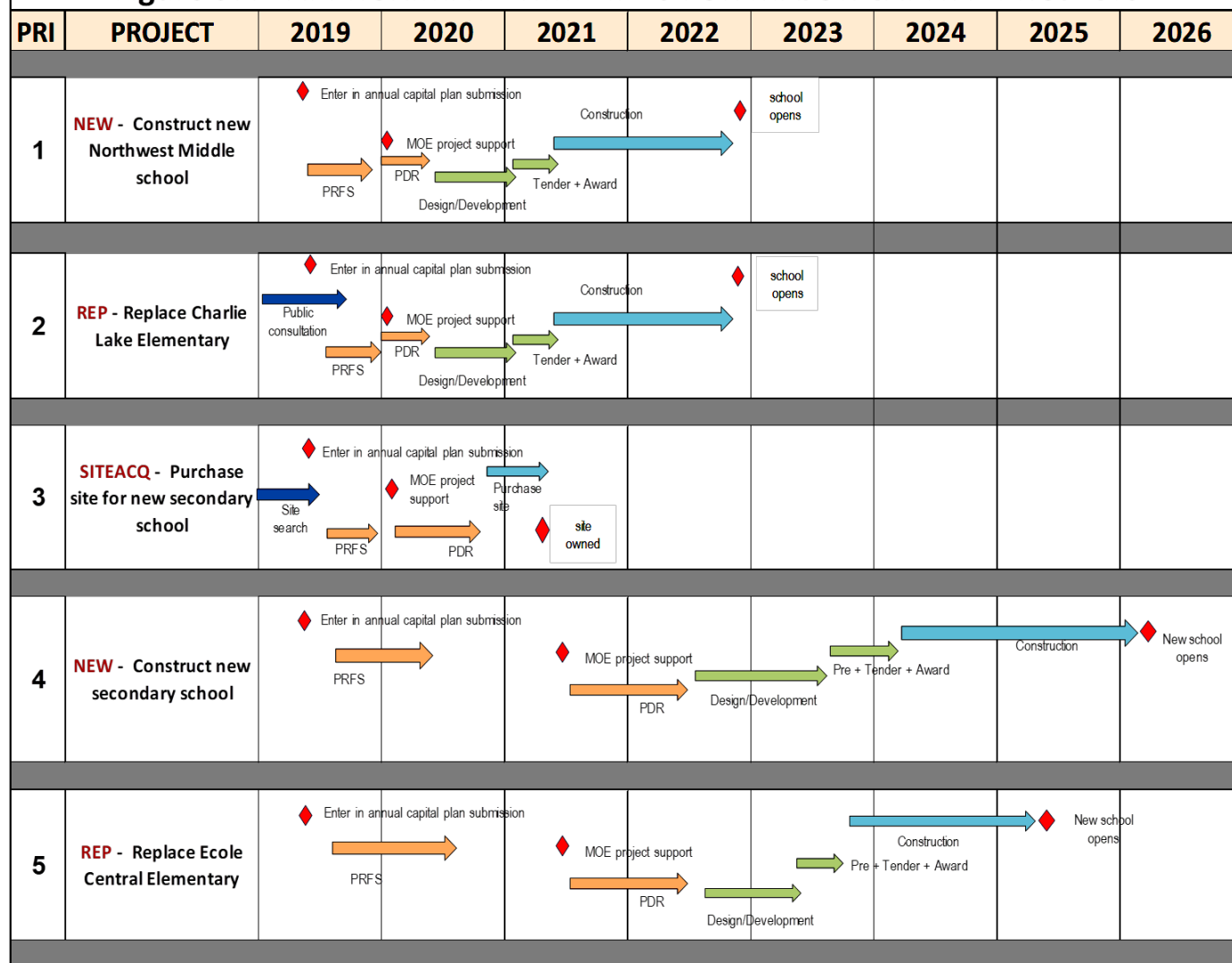
Figure 9.3 shows the suggested priority of major projects to be included in the annual capital plan submission:

<b>Fig. 9.3 - CAPITAL PLAN SUBMISSION SCHEDULE FOR PROPOSED MAJOR PROJECTS</b>					
<b>MOE Submission Call Date</b>	<b>Capital Plan Year</b>	<b>LRFP Priority</b>	<b>Project Category &amp; Name</b>	<b>Short Description</b>	<b>2019 Estimate</b>
May 2019	2020-21	1	<b>NEW</b> - Construct new Northwest Middle School	Plan and construct new 500 capacity middle school on existing site.	\$38 million
May 2019	2020-21	2	<b>REP</b> - Replace Charlie Lake Elementary	Demolish & replace existing old elementary school with new elementary or K - 9 community school	\$24 to \$38 million
May 2019	2020-21	3	<b>SITEACQ</b> - Site Acquisition for new secondary school	Acquire xx hectares for new secondary school.	\$8 million
May 2019	2020-21	4	<b>NEW</b> - Construct new secondary school	Plan and construct new 800 capacity secondary school on new site.	\$60 million
May 2019	2020-21	5	<b>REP</b> - Replace Ecole Central Elementary	Demolish & replace Very Poor condition school with new 40K/350 elementary school.	\$24 million
In addition, the district should seek School Enhancement Program (SEP) funds each year to begin a retrofit program for the worst condition schools.					

### 9.4 **Capital Project Timelines.**

Needless to say, capital funding support from the Ministry of Education depends greatly on many factors besides the district's needs. However, Peace River North School District has strong arguments to put forward in support of these high priority projects, including over-capacity schools, continued enrolment growth, and neglected Very Poor condition schools..

The potential timelines for delivery of the major capital projects are shown in Figure 9.4. This schedule will have to be updated every year as the Ministry sets its capital project priorities.

**Figure 9.4 - APPROXIMATE TIMELINES FOR MAJOR CAPITAL PROJECTS**

### 9.5. Capital Project Documentation.

In order for the Ministry of Education to give priority to the district's needs, well-written, detailed, and up-to-date **Project Request Fact Sheets (PRFS)** must be submitted for the top priority projects. The PRFS has replaced the previous Project Information Report (PIR). If any of the top projects are lacking PRFS or the original PIR needs to be updated with new information and estimates, action should be taken to have these documents prepared and submitted. Furthermore, a copy of this LRFP should be submitted to the school district's Planning Officer in the Ministry.

**10. CONCLUSIONS**

- 10.1 Peace River North School District has experienced constant enrolment growth over the past decade, averaging about 1.5% increase per year. Even with approval of two new elementary schools in the past few years, enrolment pressures continue. Current enrolment projections call for continued growth during the next ten years. Overcrowding is becoming serious at the middle school and secondary school level.
- 10.2 In addition to managing growth, Peace River North School District must obtain provincial funding to address its large inventory of poor condition schools. Based on the VFA assessment, the majority of schools are rated in Very Poor or Poor condition. Limited minor capital funds in the SEP program cannot keep up with the remediation of facilities issues, therefore at least two school replacements are warranted: Charlie Lake Elementary and Ecole Central Elementary.
- 10.3 In the development of this LRFP, six options were developed, analyzed, evaluated, and two options were short-listed. The recommended solution is a combination of Options B and F resulting in approval of a new Northwest Middle School and replacement of Charlie Lake Elementary. In addition, to address secondary accommodation needs, site acquisition for another secondary school should proceed immediately. This will lead to provision of additional secondary space late in the LRFP period.
- 10.4 It is important with the completion of the LRFP process that the district put in place the documentation required by the Ministry of Education to support needed capital projects described in Section 9.3. These include submitting the final version of this plan, the 2020 annual Capital Plan Submission, and Project Request Fact Sheets (PRFS) for imminent projects.

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## **ATTACHED SCHEDULES**

***These schedules are mandated by the Ministry of Education as part of an LRFP. Refer to the Capital Planning Instructions.***

- A. Overall School District Map
- B. Inventory of District Facilities
- C. School by School Enrolment Projection
- D. Base Case Summary
- E. Transportation of Students ..*This schedule no longer required.*
- F. Options Considered
- G. Options Comparison
- H. Recommended Option & Implementation Strategy
- I. Design Aid Sheets in Support of Space Options
- J. Consultation Undertaken