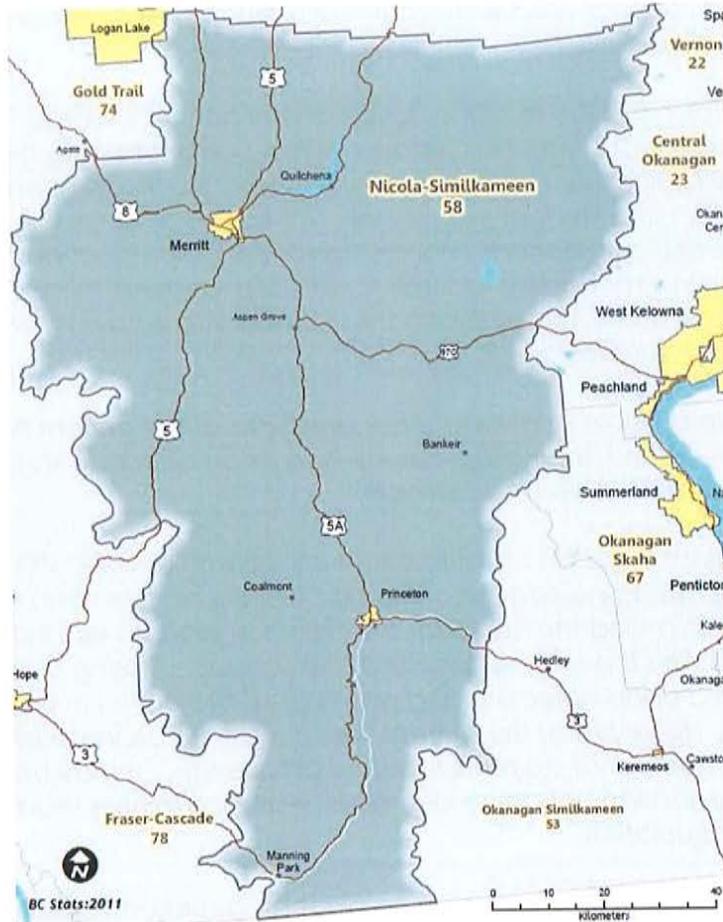




School District No. 58 Nicola – Similkameen



Long Range Facilities Plan 2019 - 2029

A Report by Cascade Facilities Management Consultants Ltd



Foreword May 13, 2020

The Long Range Facility Plan was commenced in August 2019 and finished in early February 2020. The first case of COVID-19 in Canada was identified in Canada on January 27, 2020. Until March, all cases were linked to travel from a country with a substantial number of cases. It was not until mid March that the virus was identified as a pandemic in Canada; businesses were shut down, people were advised to self-isolate and schools were closed.

All research and data and the resulting Long Range Facility Plan report was prepared prior to the outbreak of COVID-19 in Canada. It is important to note that due to the shutdown of many businesses, industry and public services, the economic impact may affect the population and student projections. Will business and residential development proceed as planned? Will the loss of jobs, closure of businesses and potential reduction in expendable income force SD58 residents to migrate elsewhere for job opportunities? How long will it take the economy to recover? What will the "new normal" look like for everyday lives?

Unfortunately, it is impossible to answer these questions at the current time. Therefore, it is necessary to review the Long Range Facility Plan as an accurate snapshot in time before the outbreak of COVID-19 in Canada.

The recommendations cited will need to be reviewed with new COVID-19 realities in mind. For example, the consolidation of Merritt Central and Diamond Vale Elementary schools might remain a long term goal for the district in order to reconcile the small number of students with the large capacity of the schools. Closing unused or surplus space may remain a good objective and would assist the District in providing a balanced budget. However, at the current time it may not be in student's best interests to place a greater number of students together on one site. It may be desirable to defer this recommendation until there are more health certainties regarding isolating the virus from the population.

The sale of surplus properties is another example that should be validated before proceeding. Property appraisals may determine if the current market will provide best value for the district. Have values fallen? Will they recover within a reasonable time?

Student enrolment projections will need to be monitored to determine if there are variations resulting from the economic shutdown and the rate of recovery.

It may be possible to proceed with some Long Range Facility Plan recommendations. Submission of the District's Capital plan should still occur utilizing the current student enrolment projections.

This forward is the opinion only of the Long Term Facility Plan consultant. The Board of Education and the senior staff of School District 58 will need to debate what recommendations are appropriate to proceed with during the COVID-19 crisis and what objectives should be deferred.

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**CHAPTER 1
INTRODUCTION**

OVERVIEW OF SCHOOL DISTRICT 58 NICOLA - SIMILKAMEEN

School District No. 58 Nicola-Similkameen (SD 58) is located in the south central area of BC. It is a unique geographic region with a variety of physical attributes including lakes, rivers, mountains, escarpments, valleys & canyons, forests and major highways, along with ranch land, agricultural and resource-based industrial uses. As of the 2016 Census it serves an estimated population of 15,636. See Appendix A: SD58 District Maps.

The northern area of the school district is in the Thompson-Nicola Regional District and provides services to the following communities:

- The City of Merritt,
- The small communities in the Nicola Valley; Lower Nicola, Shulus, Coutlee, Quilchena, Nicola, Douglas Lake and Aspen Grove
- The Lower Nicola and the Upper Nicola Indian Bands

The southern area of the school district is in the Okanagan Similkameen Regional District and provides services to the following communities:

- The Town of Princeton,
- The small communities in the Similkameen Valley; Allison Lake, Jellicoe, Jura, Coalmont, Manning Park and East Gate
- The Coldwater, Nooaitch and Shakean Indian Bands.

The major municipal centres are Merritt and Princeton. These communities are approximately one hour driving distance apart on Highway 5A. Both communities are approximately three hours east of Vancouver and one and a half hours west of Kelowna.

The northern and southern areas of the school district have been historically, culturally and politically separate, largely due to their geographic separation. For the purpose of this report, these two areas will be analyzed separately and referred to as the North Zone and the South Zone.

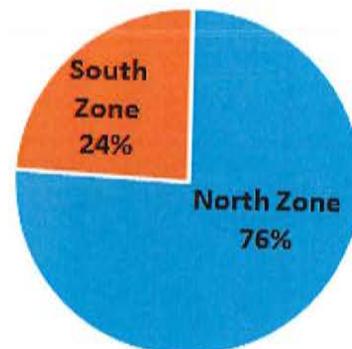
As of September 30, 2019, there were 1,955 regular K-12 and Alternate Program students. 1,485 students are enrolled in the North Zone and 471 students are enrolled in the South Zone.

In addition to the regular K-12 students, SD58 is providing services to:

- 207 Strong Start Program children,
- 31 Continuing Education Program students (Adults) and,
- 349 Distance Education students.

These numbers tend to fluctuate throughout the year and many of the Distance Education Program students are part time or also attend regular school classes. For these reasons the Ministry counts students in these programs separately.

Sept. 2019 K-12 Regular Program Students



The District has experienced some declining enrolments in the past, however enrolments seemed to have stabilized and are showing an average slow but steady increase of .7% per year for the past 5 years.

The K-12 students are currently served by the following educational locations:

- 7 elementary schools and 2 secondary schools
- 2 Alternate Program locations
- 1 Distributed Education Learning & Adult Education location
- 5 Strong Start Program locations

School District administration services are primarily offered from the School Board Office in Merritt; however, Learning Services, Operations, Maintenance and Transportation services are located within each of the two zones. The district has approximately 160 teachers, 20 teachers on call, 140 support staff, 15 principals and vice principals and 7 senior exempt staff.

Two unique elements stand out in SD 58 that need to be kept in mind when reviewing this report.

- The social demographics of the student age population in SD58 is diverse and challenging. More child and family support programs and spaces are required in SD58 schools than the provincial average in order to address vulnerability concerns of children. This places a burden on both the operational budget and availability of facility space where many classroom spaces are required for support programs. SD 58 also has a large student population with aboriginal descent, and it is also a priority to support the unique First Nations cultural and educational development needs.
- The SD 58 Operating Budget is facing a budget deficit. Updated budget information from the Ministry of Education was released in March 2020. District staff assessed the impact of the proposed 2020/2021 operating budget and are concerned regarding the fiscal constraints. The District is also concerned about the future potential loss of Ministry funding formulas and funding protection for small school districts. Greater detail on the budget allocation is provided on Page 14.

The Long Range Facility Plan recognizes that the financial and social needs to be taken into consideration, along with changes in school enrolment, anticipated future growth or decline in school aged population, existing and future school capacity requirements, school catchment boundaries, community partnerships and existing facility condition and renewal requirements.

MINISTRY OF EDUCATION FACILITY PLAN OBJECTIVES

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.

The Ministry of Education Capital Plan Instructions state,

A comprehensive Long-Range Facilities Plan (LRFP) should guide all boards 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 characteristics 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

The preparation of School District Facility Plans is not simply identification for needed capital projects but rather it is a comprehensive plan outlining how the district will manage its school facilities in order to deliver its educational programs at the highest possible standard. This requires a two-step approach:

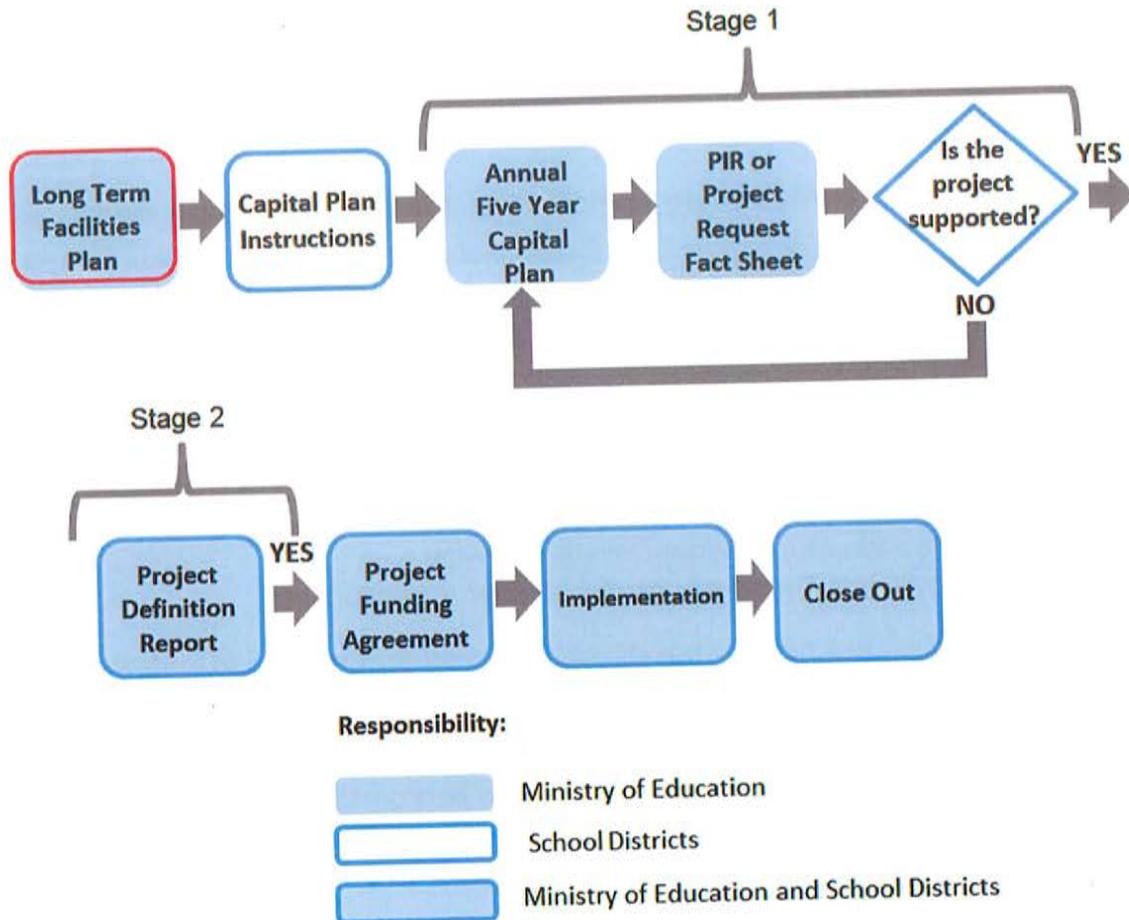
1. Examining how to best utilize the current operational and maintenance resources of the district to maintain its facilities, and;
2. Identifying the capital project requirements at the end of a facilities life or to meet changing enrolment or educational needs.

The effective, efficient and economic use of a district's facilities may also impact the transportation of students where facilities are not located within eligible walking distances.

For the foreseeable future, both school districts and the Ministry must exercise reasonable expectations of the overall investment in educational facilities by government. Toward this end, it is very important for school districts to ensure the LRFP is capable of sustainable delivery of the best possible facilities to meet the districts educational programs.

However, it should be noted that the LRFP belongs to the school district, not the Ministry, and is a dynamic document – as circumstances and programs change over time, the plan should be amended accordingly.

Under the Ministry of Education's project procurement process, school districts are required to follow the Ministry of Education Capital Plan Framework and schedule as outlined below;



LONG RANGE FACILITY PLAN PROCESS

The study was divided into several steps: development of a specific project work plan to suit SD 58 needs; confirmation of the District's objectives and creation of the Long Term Facility Plan Guiding Principles, information gathering and data analysis, development and preliminary evaluation of District options by zone and school, identification of preferred options by zone, further research and recommendations for each of the preferred options, completion of the draft report, Board Review and completion of the Final Report.

A Steering Committee was formed comprised of the following school district senior administrative staff:

- Stephen McNiven, Superintendent
- Jameel Aziz, Assistant Superintendent
- Barbara Ross, Secretary-Treasurer
- Dylan Richardson, Assistant Secretary-Treasurer
- Darrell Finnigan, Operations Manager

The Consultant Team of Cascade Facilities Management Consultants Ltd included:

- Judy Shoemaker, Project Lead, Researcher & Writer
- Bill Low, Cascade Management Principal/Owner
- Adrian Kopystynski, Demographic Researcher (Chapter 6)

Numerous meetings were held by the steering committee members to review the plan objectives, guiding principles, long-term demographic trends, school capacity and budget challenges. Several options were developed to address the apparent challenges and opportunities. The preferred options were researched further for analysis and to develop recommendations for consideration by the Board of School Trustees.

LRFP STEERING COMMITTEE AND SCHEDULE

The schedule for the Long Range Facility Plan was:

- | | |
|------------------|---|
| August 28, 2019 | Steering Committee Meeting #1
Review Ministry LRFP expectations, project methodology, confirm work plan and draft Guiding Principles.
Tour SD58 District schools, gather district information and data for analysis. |
| October 21, 2019 | Steering Committee Meeting #2
Review research to date on area demographics and student enrolment projections, evaluate enrolment and school capacities by zone and school, identify issues, opportunities and potential options. Determine preferred options for further research. |



School District 58 Nicola - Similkameen Long Range Facility Plan

January 15, 2020	Steering Committee Meeting #3 Review further research on preferred options for potential recommendation.
January 21, 2020	Board/Staff Operations Committee Meeting #4 Review all data and research to date and consult regarding preferred options.
February 7, 2020	Draft LRFP to Steering Committee for review.
March/April 2020	SD58 review of Ministry Operating Budget and impact of new funding formula. Confirmation of preferred options and recommendations.
May/June 2020	Completion of final Draft LRFP and submission to the SD 58 Board of Education for consideration

CHAPTER 2

DISTRICT MISSION, VISIONS AND VALUES

District Vision Statement

The SD 58 Mission is: "Success for ALL Learners Today and Tomorrow."

District Mission

The District will support the mission by:

- Supporting excellence in teaching and learning;
- Challenging and supporting staff and our students to pursue their personal best;
- Recognizing and celebrating cultural diversity and the heritage of our communities;
- Encouraging parental involvement with students at home and school through meaningful relationships with families and communities;
- Fostering resiliency, resourcefulness, respect and independence;
- Inspiring curiosity, creativity, and critical thinking in all students and staff to achieve their full potential;
- Providing safe and nurturing learning environments for ALL students to achieve their full potential;
- Recruiting the best qualified personnel, providing ongoing, systematic professional development and retaining outstanding staff and;
- Providing timely, relevant and useful information and data to students, staff, parents and partner groups.

District Value Statements:

The District values:

- Inclusive education and partnerships;
- The diversity of our communities;
- Fairness and due process in decision making;
- The heritage and culture of Aboriginal (Inuit, Indian and Metis) and First Nations people, with recognition of the traditional territory of the local Nle'kepmx and Sylix peoples;
- The dignity of all individuals;
- The important role of parents and caregivers in support of their child's education;
- The pursuit of excellence and individual best;
- The well being of students and staff;
- Parental and student choice with respect to how, when and where learning takes place;
- Responsible citizenship;
- Regular, effective and relevant communications;
- Positive relationships based on trust and mutual respect and;
- Innovation and promising educational practices.

District Strategic Priorities

In May of 2014 the Final Report of the Strategic Planning Advisory Committee was completed. The report outlined four strategic priorities for 2014 to 2019. These were Learning, Well Being, Community and Organizational Excellence. Several suggested

goals were identified within each category. The Strategic Plan is presently under review and is being updated to meet current demands and goals. The District's Vision, Mission and Values and the identified Strategic Priorities provide guidance and direction to the creation of the Long Range Facilities Plan (LRFP).

LONG RANGE FACILITY PLAN GUIDING PRINCIPLES

One of the first priorities in the decision-making process for the Long Range Facility Plan is to identify the themes important to evaluate the challenges, opportunities and long range facility plan strategies for the district.

Central to the district's objectives are student education and well-being. However, there are many other critical elements that must be taken into consideration for the district to be sustainable and meet student education needs;

- Financial Responsibility
- School Facility Condition and Renewal
- Reconciliation of Enrolment Trends and School Capacities
- Children and Family Support Programs
- District Staff Support and Facilities
- Community Relationships and Partnerships



Although the importance of the objectives graphically shown above are all important and of similar value, it is important to note two areas of pressing concern;

1. Children and Family Support Programs

- The Interior Health Authority "Child Health Report", The Early Childhood Index, The Children at Risk Index and other research papers indicate some of the diverse and challenging factors SD 58 must address to meet Student Education and Student Well-being objectives.
- More child and family support programs and spaces are required in SD58 schools than the provincial average in order to address vulnerability concerns.
- This places a burden on both the operational budget and availability of facility space where many classroom spaces are required for support programs.

The chart below highlights social concerns from the *Interior Health Authority Child Health Report, Office of the Medical Health Officer, Population Health 2018*. <https://www.interiorhealth.ca/AboutUs/Leadership/MHO/Documents/Child%20Health%20Report.pdf>

INTERIOR HEALTH AUTHORITY - CHILD HEALTH REPORT				
Risk Category	BC Average	IHA Average	Merritt LHA	Comment
Early Development Index ¹ -Vulnerable on one or more sca	32%	30%	40%	Highest 10% of LHA Areas
Dogwood High School Completion ²	82%	81%	68%	Lowest 10% of LHA Areas
Children at Risk Index ³	0	-0.02%	0.67%	Highest 10% of LHA Areas
Mental Well-Being -% with Good/Excellent Mental Health	81%	81%	81%	
Food Security ⁵ -Children Under 18 Using Food Banks	3.8%	4.6%	5.8%	

LHA: Local Health Authority

Notes:

1. The Early Development Index (EDI) measures children's readiness for kindergarten by examining the first five years of life experiences and learning. Children are measured on 5 scales: Physical Health & Well-Being, Language & Cognitive Development, Social Competence, Emotional Maturity and Communication Skills and General Knowledge
2. Ministry of Education High School Completion Data
3. The Children at Risk Index weighs factors such as: Families receiving Income assistance, children in care, infant mortality, reading levels & juvenile crime
4. McCreary Centre Society Adolescent Health Survey for Ages 12 to 19
5. Food Banks Canada, Hunger Count 2015

SD 58 has a large student population with aboriginal descent representing almost 40% of the school population. it is also a priority to support the unique First Nations cultural and educational development needs.

The financial and social needs must be taken into consideration along with changes in school enrolment, anticipated future growth or decline in school aged population, existing and future school capacity requirements, school catchment boundaries, community partnerships and existing facility condition and renewal requirements.

2. Current and forecast financial stability of School District 58

At the current time, SD58 believes it may be facing a budget deficit of approximately \$400,000 to \$450,000 per year. Updated budget information from the Ministry of Education was released in March 2020. District staff assessed the impact of the proposed 2020/2021 operating budget and are concerned regarding fiscal constraints. The District is also concerned about the future potential loss of Ministry funding formulas and funding protection for small school districts. To explain the districts budget situation, it is important to understand how funding is allocated to Boards of Education.

Allocation of Funding to Boards of Education

The BC Ministry of Education Funding Allocation System allocates the General Operating Grants using individual district enrolments and specific factors that apply to each district.

General Funding Allocations:

Basic Allocation

The basic allocation is provided based on the school aged fulltime equivalent student enrolment -on a per student basis for standard schools, Alternate Schools, Continuing Education and Distributed Learning.

In addition, there are supplements for annual enrolment declines

- 1% to 4% decline: 50% of the basic allocation for FTE students from the previous September
- Over 4% decline: 78.5% of the basic allocation for FTE students from the previous September
- Cumulative enrolment declines of 7% over 2 years: 50% of the basic allocation for FTE students from the previous September

Unique Student Funding

An additional funding supplement is provided for unique student needs students, varying on the special needs of those students and the programs and support they require.

Unique District Funding

This funding is provided based on the uniqueness of district factors such as:

- Small Community,
- Low Enrolment,
- Rural Factors,
- Climate Factors,
- Sparseness Factors,
- Student Location and,
- Salary Differentials

Funding Protection

Funding Protection is an additional amount provided to school districts to ensure districts are protected against any funding decline greater than 1.5% when

compared to the previous year. Funding Protection will provide additional funding to ensure that the year-to-year decline is no greater than 1.5%

Other

There are also a variety of other small operating grants, supplements and facility maintenance grants that are not listed in the major funding categories listed above.

Current Funding Impacts for SD58

Due to declining enrolments and the resultant reduction in operating funding, School District 58 has been receiving funding protection since the 2006-2007 school year. The district has been strategically utilizing this funding to sustain programs for current remaining students where possible and has also been putting aside any surpluses to fund a contingency reserve which is used to mitigate any negative operating funding or discontinuation of the funding protection program.

Utilizing all the general operating funding allocations, the District budgeted for a \$900,000 deficit in the 2018/2019 school year and a \$450,000 deficit for the 2019/2020 school year. To date the district has been able to cover this deficit from the contingency reserve.

At the current time, recent funding announcements have confirmed that School District 58 will remain in funding protection. However, it is not expected the district will receive funding protection forever and the Board has been working towards a balanced budget within the general operating funding allocations. It is not realistic or prudent planning to assume the district can continue to budget \$450,000 or more in a deficit budget each year.

The district is currently building the 2020/2021 preliminary budget and a three year forecast which will attempt to reduce the reliance on the Funding Protection Program.

It is particularly important to keep the budget constraints in mind when reviewing the options and recommendations in the Long Term Facilities Plan.

Long Range Facility Plan Guiding Principles:

In summary, Objectives driving the Long Range Facility Plan should;

- Provide children and family support programs as needed for the diverse community;
- Allow the district to operate with a balanced budget not reliant on funding protection if possible;
- Provide viable educational facilities capable of accommodating the catchment population and operating within the district budget;
- Provide school facilities capable of providing a successful educational and student support environment;
- Provide healthy and safe physical facilities at schools and;
- Provide accessible community spaces in support of local population educational and cultural needs, recognizing the importance of the school building as a resource to the community.

CHAPTER 3 CURRENT CAPITAL ASSET INVENTORY AND SCHOOL CAPACITIES

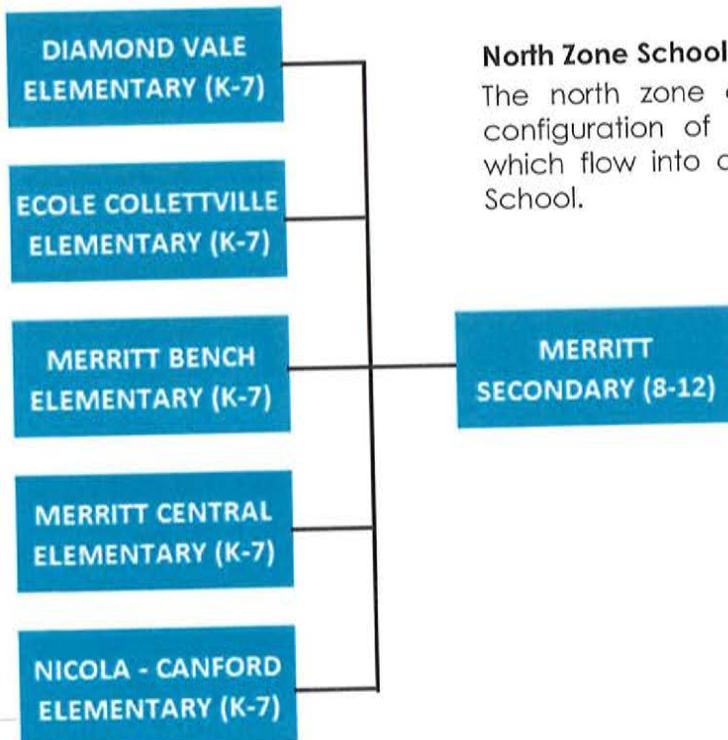
SCHOOL FACILITIES

School District 58 is currently operating seven elementary schools, two secondary schools, one alternate program and one alternate program/distance learning combined facility.

The distribution of facilities in each geographic region works well to accommodate the diverse needs of both the North Zone (Merritt and area) and the South Zone (Princeton and area). There has been a combination of increased enrolments in some areas and declining enrolments in others in past years, resulting in some surplus space not currently used by the District. One of the goals of the LRFP will be to reconcile the existing and future space needs with the current and projected student enrolment requirements.

North Zone Schools:

- Diamond Vale Elementary (K-7 plus Strong Start)
- Ecole Colletville Elementary (K-7 Single Track French Immersion)
- Merritt Bench Elementary (K-7)
- Merritt Central Elementary (K-7 plus Strong Start)
- Nicola Canford Elementary (K-7 plus Strong Start)
- Merritt Secondary (Gr 8 – 12 Dual Track French Immersion)
- Kengard Learning Centre
 - South Central Interior Distance Education School (SCIDES)
 - Community Learning Centre (CLC)
 - Continuing Education
 - Kengard Aboriginal Program



North Zone School Feeder Flow Chart

The north zone consists of a simple grade configuration of K to 7 elementary schools which flow into a Grade 8 to 12 Secondary School.

South Zone Schools:

- John Allison Elementary (K-3 plus Strong Start)
- Vermillion Forks (Gr 4-7)
- Princeton Secondary (Gr 8-12)
- The Bridge Alternate School, located in the former Riverside Intermediate School in Princeton

South Zone School Feeder Flow Chart

The south zone consists of a grade configuration of K to 3 and Grade 4 to 7 elementary schools which flow into a Grade 8 to 12 Secondary School.



See Appendix B: Inventory of School Facilities, Facility Data Schedules -for additional information by Facility and see Chapter 5 for more information on each of the school sites and their facility condition.

DISTRICT ADMINISTRATION FACILITIES

As Merritt and Princeton are located over an hour's drive from each other, district support services are located in both communities as follows;

- District School Board Office and School District Maintenance & Bus Garage (Merritt)
- School District Maintenance & Bus Garage (Princeton) This facility operates as a small satellite maintenance shop to support the Princeton facilities and bus services.

The District School Board Office in Merritt was built in 1950 and is undersized to accommodate current uses. The Maintenance Shops and Bus Garage are in the same facility as the administration services. There is inadequate space for all staff and a shortage of basic amenities. There is no room for expansion of administrative, information technology, maintenance or transportation services.

SURPLUS FACILITIES AND SITES

SD 58 has several facilities and sites deemed as surplus. Some of these sites are leased to community associations, others are being held for future district or educational use and some sites may be considered for sale.

North Zone Surplus Sites:

- Former Brookmere Elementary (Brookmere)
 The Village of Brookmere was a former railway station town. It now only has a few permanent residents with most residences being used as vacation or summer homes. Any year-round students are bused to Merritt area schools.
 The former Brookmere Elementary is a .56 acre lot with a small one classroom, wood frame building, built in 1955. It is in very poor condition. It is currently leased to the Brookmere community for use as a small community centre/meeting hall. It is a surplus property with no future use visualized by the school district.

- **Former Brookmere Teacherage Site**
This is a small .169 acre vacant lot that at one time was used as a teacher's residence for this small isolated community. It is a surplus property with no future use visualized by the school district.
- **Lower Nicola Vacant Lot**
This is a .618 acre vacant lot located at the corner of Hwy 8 and Aberdeen Road in the community of Lower Nicola. It is a surplus property with no future use visualized by the school district.
- **Former Coquihalla Middle (Merritt)**
Coquihalla Middle is located on a 9.23 acre property. It was a former middle school that was constructed in 1979. It was closed in June 30, 2012 due to declining enrolments.
A large portion of the building is leased to the Scw'exmx Child and Family Services Society which provides child protection and family support services to the aboriginal community. Another portion of the building is leased to Interior Community Services, a multi service agency providing a variety of family support programs and services to people of all ages. A portion of the site is also leased to the Tumbleweed Playschool Society which offers a preschool in a portable classroom located on a corner of the parking lot.
SD 58 also uses a small portion of the building for storage and maintains the gym for community programs.
The facility has been held for potential re-purposing, future educational purposes or continued community use.

South Zone Surplus Sites:

- **Former Riverside Intermediate (Princeton)**
Riverside Intermediate was a former middle school that was opened in 1975. It was closed in June 30, 2004 due to declining enrolments.
The facility is currently leased to the Town of Princeton for use as a Community Centre. A portion of the facility was converted to a small community theatre. The Town subleases the majority of the facility to social agencies and local businesses such as; The Rotary Kitchen, Little Folks Nursery School, Red Cross Equipment Loan Services, The Regional District of Okanagan Similkameen office and private medical offices.
SD58 also uses one large classroom space to house The Bridge, a Princeton Alternate School Program.
The facility has been held for community use while considering if it could have any future educational purpose. At this time, it is deemed a surplus property with no future use visualized by the school district.
- **District School Board Office (Princeton)**
This facility was the Princeton Board Office until the Princeton and Merritt districts were amalgamated in 1998 into the current Nicola-Similkameen District. It continued to operate as a small satellite board office to support the Princeton area and hold periodic Board Meetings especially of local interest. However, it is a redundant space for administration use and no district staff operate out of the Princeton Board Office.

The facility is a two-story wood frame building constructed in 1961. It is in relatively poor condition. The facility has been held for potential re-purposing or sale. If the former Riverside Intermediate were to be sold, it may be possible to relocate the Bridge Alternate Program to this facility. Also under consideration is the possibility of turning the facility into an Early Learning/Preschool/Daycare Center through the Childcare BC New Spaces Fund administered by the Ministry of Children and Family Development.

- Allison Flats Vacant Land (12 Lots)
These 12 residential lots lie on Angela and Allison Avenues in a central area of the Town of Princeton and have been largely used as a neighbourhood park for many years. They abut the existing Lions Community Park. These vacant lots are considered surplus property with no future use visualized by the school district. The Town of Princeton is interested in seeing these lots made available for residential use as there is a shortage of serviced residential lots in the town. Discussions have been initiated regarding the sale of these properties. The Town has indicated they may like to see two of the twelve lots maintained as neighbourhood park.
- Coalmont Vacant Land (62 Lots)
These 62 vacant residential lots lie in the old mining townsite of Coalmont, adjacent to the Tulameen River, located 18km northwest of Princeton. The population of Coalmont is estimated to be approximately 100 full time residents. These are surplus properties with no future use visualized by the school district.
- Old Hedley Road Properties
These are two small properties located approximately 10 to 11 km east of Princeton on Old Hedley Road. The old Five Mile Creek school site is .08 acres and the second property is .04 acres. Initial research indicates they may not be separate lots but over time have been included within lots held by existing landowners in the area. They are surplus properties with no future use visualized by the school district.
- Princeton & District Community Skills Centre
This property is a small facility of approximately 2,000 sq. ft. located on a central downtown street of Princeton. It is used by the Princeton & District Community Skills Society to offer training and workplace skills and it also houses WorkBC Programs. It is unique in that although it is in the title of the School District, it has apparently been promised in for ongoing use by the Princeton Skills Centre and Work BC, as long as those functions continue to operate.

FUTURE SCHOOL SITES

SD 58 is not currently holding any vacant lands for the purpose of student growth or future school sites. However, it should be noted that the City of Merritt has designated a large geographic area above the Merritt Bench for future residential development and has started discussions regarding the potential need to reserve a future school site within the Merritt Bench development area.

SCHOOL BUS INVENTORY AND TRANSPORTATION OF STUDENTS

SD 58 has established a system of transporting eligible students as permitted under the School Act. The Board believes that students who are transported on the Board's conveyances are entitled to safe and efficient travel in a caring manner.

Under Ministry of Education guidelines, "Eligible" riders; are defined as children in Kindergarten to Grade 3 that live beyond 4.0 km from their designated age appropriate and/or program appropriate school or children in Grades 4 to 12 who live beyond 4.8 km from their designated age appropriate and/or program appropriate school. In many districts, parents choosing specialized programs for their children must provide their own transportation to that program if it is outside their catchment area. Approved school catchment boundaries are used to determine student transportation entitlement.

In order to stabilize enrolments between schools and provide equity in program offerings to all SD58 students no matter where they live, the district has chosen to bus students from throughout the North Zone to the only (single track) French Immersion Elementary School.

The District currently provides school bus transportation to approximately 700 students daily. These students are transported on 10 district buses that handle 10 daily routes. The District's school bus fleet including spares currently consists of:

- 9 72 passenger buses
- 1 72 passenger bus equipped with a handicapped lift
- 4 spare buses
- 1 25 passenger extra curricular bus
- 1 14 passenger extra curricular bus

The district has been successful in maintaining and refreshing its bus fleet and it is in good condition.

Additional New School Buses

New school buses will only be supported by the Ministry of Education due to age/mileage, safety or mechanical issues or increased District enrolment. A request for any new bus must be substantiated through rationale for the request, enrolment data, proposed route sheets and maps.

No new buses have been identified for acquisition in the coming Five Year Capital Plan, however enrolments and where students live will be monitored each year to determine if additional new buses may be required.

CHAPTER 4 SCHOOL CAPACITY

SCHOOL CAPACITY DEFINITIONS

Ministry of Education Nominal Capacity

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

Nominal Capacities	
Kindergarten Classrooms	20
Grade 1 to 7 Classrooms	25
Grade 8 to 12 Classrooms	25

All Capital Plan submissions and allowable space standards for designing new schools or additions are based on nominal capacity.

Ministry of Education Operating Capacity

Under Ministry of Education guidelines, the operating capacity of a school is determined by adjusting the nominal capacity to reflect differing grade structures and class sizes. The operating capacity and nominal capacity will likely be the same for most secondary schools.

Average Operating Capacities	
Kindergarten Classrooms	19
Grade 1 to 5 Classrooms	22.6
Grade 1 to 6 Classrooms	23
Grade 1 to 7 Classrooms	23.29
Grade 8 to 12 Classrooms	25

All nominal and operating capacities calculated for an existing school must be agreed to by the Ministry. Adjustments were made to all SD58 elementary school capacities and approved by the Ministry of Education to reflect the change to full day kindergarten and the recognition of supported space for Strong Start Programs.

The Ministry's designated nominal and operating capacity is used to make comparisons across the province and is not a mandated or maximum capacity. School boards determine their own preferred school sizes, based on local decisions, subject to the limits established by the *School Act*.

Restored Class Size Impact

With recent Ministry of Education, BC School Employers' Association and BC Teachers Federation Agreement, class sizes were restored to 2002 levels by September 2017.

Generally, across the province, this meant there would be more teachers with smaller class sizes, requiring more classroom spaces.

However as per Ministry of Education instructions and criteria, all Long Range Facility Plans must still use 'Operating Capacities' to assess their long term classroom requirements. These operating capacities reflect slightly smaller class sizes than the restored levels, allowing some tolerance of vacant seats to achieve better multi-grade groupings, integrate students with special needs or accommodate secondary elective courses with lower numbers of registered students.

Grade	Ministry Operating Capacity Class Size	SD 58 Restored Class Size
K	19	20
K-1	19	20
1-3	21	22
1-3 Split	21	22
3-4 Split	23	24
4-7	25	30
4-7 Split	25	29
8-10	25	30
11-12	25	30
Sec. Shops	25	24
Sec. Labs	25	28
Sec. English	25	30

ELEMENTARY SCHOOL CAPACITIES

The capacity of an elementary school also fluctuates annually due to class size regulations and the number of students in each grade, so caution must be exercised when using stated capacities.

If an elementary school has a greater number of students in intermediate grades (with larger size classes), it will be able to hold more students and therefore has a larger capacity. If there is a larger number of K's and primary students in a specific year (requiring smaller class sizes), a school will be able to hold less students and will have a smaller capacity that year.

The number of identified special education students in any class will also impact the class size and capacity. The official listed capacities are only accurate when there are an equal number of students in all grades, as numbers in each grade each year will dictate the actual number of classrooms required.

StrongStart Programs

SD 58 has strategically placed StrongStart Programs in each zone of the District.

The North Zone accommodates StrongStart programs at Diamond Vale Elementary, Merritt Central Elementary, both in the central Merritt area and at Nicola Canford Elementary in the Lower Nicola area.

The South Zone accommodates a StrongStart Program at John Allison Elementary in Princeton.

The Ministry is committed to the StrongStart Programs, and the space used to accommodate these programs is independent and not considered part of the school's capacity.

SECONDARY SCHOOL CAPACITIES

For middle and secondary schools, the nominal and operating capacity are generally the same, as all students have the same class size criteria in Grades 4 through 12. The classroom count is based on all "teaching spaces" regardless of their elective use. The library/media tech, gym, multi-purpose room and special education spaces are considered "core spaces" rather than teaching spaces and are not included in the classroom count.

MINISTRY OF EDUCATION OFFICIAL ELEMENTARY AND SECONDARY SCHOOL CAPACITIES									
SCHOOL	NOMINAL CAPACITY			OPERATING CAPACITY			Fixed Clsrms	Strong Start	Portable Clsrms
	K	1-12	Total	K	1-12	Total			
MERRITT SCHOOL FACILITIES									
Collettsville Elementary	20	175	195	19	162	181	8		1
Diamond Vale Elementary	40	250	290	38	232	270	12	1	
Merritt Bench Elementary	20	100	120	19	93	112	5		4
Merritt Central Elementary	20	325	345	19	302	321	14	1	
Nicola Canford Elementary	20	150	170	19	139	158	7	1	
Merritt Secondary	-	675	675	-	675	675	27		3
PRINCETON SCHOOL FACILITIES									
John Allison Elementary	20	150	170	19	126	145	7	1	2
Vermillion Forks Elementary	20	175	195	0	200	200	8		2
Princeton Secondary	-	325	325	-	325	325	13		1
	140	2325	2485	133	2254	2387	101	4	13

In the School Capacity Charts above, the number of fixed classrooms reflect the number of classrooms listed by the Ministry of Education for each school. There may be other rooms within the school facility that were initially designed or designated as multi-purposes rooms, special education rooms, resource rooms, and computer rooms etc. that are being used as a classroom on an interim basis, or alternatively there may be classrooms used for other purposes by school choice, however these interim uses do not change the official capacity of the school.

CAPACITY UTILIZATION

Capacity utilization is a simple percentage calculation used to determine how efficiently a school or group of schools is being utilized. Capacity utilization can quickly identify overcrowding at specific schools or identify where surplus space exists.

Capacity utilization is calculated as follows:

$$\frac{\text{Enrolment}}{\text{Operating Capacity}} \times 100\% = \text{Capacity Utilization}$$

This calculation is an important tool utilized by the Ministry of Education to assess capital funding requests. Generally, a District must meet the basic thresholds of utilization before funding of additional new space will be considered.

District Capacity Utilization Threshold		SD 58
Category	Ministry Threshold	2019/20
Elementary Schools	100%	82%
Middle/Secondary Schools	110%	78%
Overall District	95%	80%

- The facility utilization rate of North Zone schools in the 2019/20 school year is 85%.
- The facility utilization rate of South Zone schools in the 2019/20 school year is 68%.

Both these rates are below the assigned capacity and the Ministry's threshold for the construction of new space; however, it should be noted that there are under-utilized schools in some areas and schools over capacity in others. Each school will be looked at independently in the Enrolment and Capacity Analysis in Chapters 8 & 9.

Note: In recent years, The Ministry of Education has advised that for small and rural districts (between 1,500 and 4,999 students) they will consider a reduced average district utilization of 80% before new space will be considered.

CHAPTER 5

FACILITY CONDITION AND RENEWAL

Several types of funding are available to repair, maintain and construct schools;

- **Maintenance Operating Funds:**
Provided as part of the district's operating budget. (General operational repair, maintenance and upkeep etc.)
- **Annual Facilities Grant (AFG):**
AFG Funding may be used on a discretionary basis to address maintenance priorities and ensure schools are safe and well functioning. Each district is allotted a different AFG amount based on the number and ages of their schools. Facility renewal or renovation projects less than \$1.5 million are typically expected to be managed using the AFG funding. (Roofing, building systems, minor mechanical upgrades, facility and site upgrades etc.) The 2019/2020 AFG net allocation for SD58 was \$610,500. For small districts that receive small annual AFG grants, separate requests may be made through other facility programs to address higher cost facility upgrade requirements.
- **Building Envelope Program (BEP)**
This fund was established to help districts with remediation of schools suffering water ingress due to premature building envelope failure. (For schools built 1980 to 2000)
- **Carbon Neutral Capital Program (CNCP)**
The CNCP is provided specifically for energy saving efficiency projects that lower the district's carbon emissions.
- **Playground Equipment Program (PEP)**
The PEP is an annual program available to purchase and install new or replacement playground equipment.
- **School Enhancement Program (SEP):**
The SEP is provided to assist districts to extend the life of their facilities through a wide range of improvements, such as large electrical, mechanical or energy upgrades, building envelope upgrades (roofing, windows etc.), washroom and flooring upgrades and health and safety issues.
- **School Protection Program (SPP)**
The SPP aims to help school districts pay less for insurance premiums by providing them with professional risk management services.
- **Capital Plan Funding:**
This fund is intended for major capital funding of new school sites, new schools or additions, major renovation or replacement projects. To be eligible for this funding, the district must submit an annual Five Year Capital Plan to the Ministry including templated forms, reports and documents in support of the projects requested. Every district is expected to have a Long Range Facility Plan (LRFP) in place for their district that outlines the management strategies of its inventory of facilities to accommodate existing and projected student enrolments and programs.

CAPITAL ASSET MANAGEMENT SYSTEM (CAMS)

The British Columbia Ministry of Education has initiated facility condition assessments of all British Columbia school facilities over a five year period to determine the age and condition of school buildings and systems, and to determine what additional capital funding resources may be required to maintain them.

The Ministry of Education commissioned VFA Canada to create the Capital Asset Management Services (CAMS) database.

CAMS FACILITY CONDITION INDEX (FCI)

Through recording of the building system data, and visual observations, an overall facility condition index (FCI) is developed for each building. The FCI is a comparative indicator of the relative condition of each school facility across the province. The FCI is expressed as a percentage, or ratio, of the cost of remedying maintenance deficiencies to the current replacement value. This calculation also provides a corresponding rule of thumb for the annual reinvestment rate (funding percentage) to prevent incremental deferred maintenance deficiencies.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for replacement or rejuvenation projects. The Ministry uses this data as a strategic capital planning tool for prioritizing capital investments throughout the province.

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

There are numerous schools in the province that are in very poor condition and rate .60 or higher. Generally, a school will not be considered for replacement unless it falls close to or above this range.

Cams Cautions and Concerns

The CAMS data provides a valuable tool for the Ministry of Education Capital Planning Branch to provide a comparative benchmark for the facility condition of all schools throughout BC. However, not all the CAMS data can be considered entirely reliable. The system typically evaluates the age of a building system or component, making assumptions as to the normal lifespan of that component. Well maintained and protected components may be in far better condition than the norm and conversely poorly maintained, well-used or compromised components may be worse than the norm.

SD58 schools are generally well maintained and in average to good condition, however some schools under the CAMS system are rated poor. A closer look at each specific schools is required when evaluating projects.

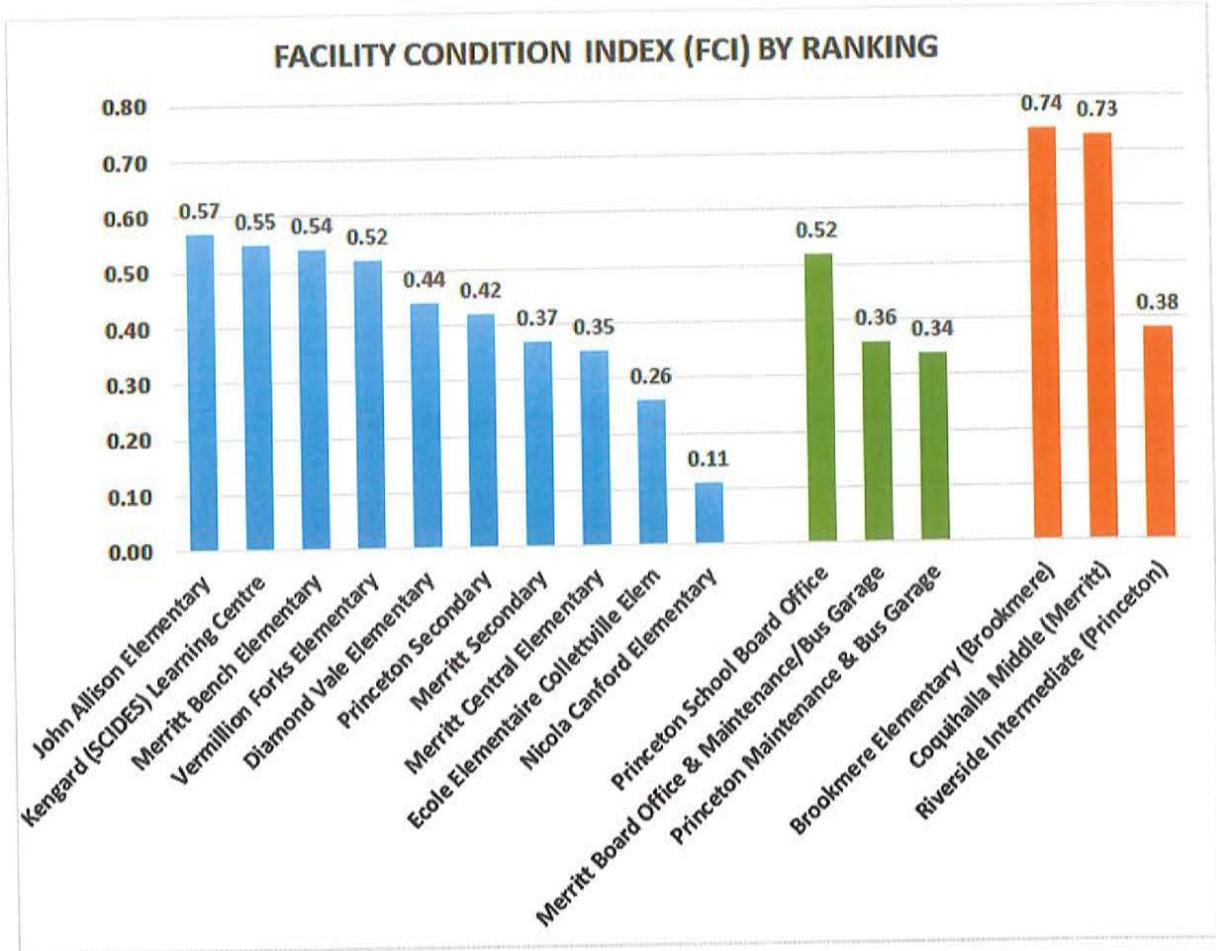
It should also be noted that the CAMS assessment only includes evaluation of existing systems and does not include systems that do not exist in the building at the time of assessment. (Example: An elevator to meet handicapped accessibility requirements at a school cannot be evaluated as it does not exist – however it is a building code deficiency in the school which is not recognized in CAMS.)

CAPITAL ASSET MANAGEMENT SYSTEM				
SD58 VFA FACILITY CONDITION ASSESSMENTS				
FACILITIES BY RANKING: Poorest to Best	BLDG		SITE	
	FCI	RATING	FCI	RATING
SCHOOLS				
John Allison Elementary	0.57	Poor	0.61	Very Poor
Kengard (SCIDES) Learning Centre	0.55	Poor	0.60	Very Poor
Merritt Bench Elementary	0.54	Poor	0.24	Average
Vermillion Forks Elementary	0.52	Poor	0.79	Very Poor
Diamond Vale Elementary	0.44	Poor	0.44	Poor
Princeton Secondary	0.42	Poor	0.26	Average
Merritt Secondary	0.37	Poor	0.56	Poor
Merritt Central Elementary	0.35	Poor	0.31	Poor
Ecole Elementaire Colletville Elem	0.26	Average	0.43	Poor
Nicola Canford Elementary	0.11	Good	0.18	Average
The Bridge Alternate School	See Riverside Intermediate below			
ADMINISTRATION				
Princeton School Board Office	0.52	Poor	0.94	Very Poor
Merritt Board Office & Maintenance/Bus Garage	0.36	Poor	0.57	Poor
Princeton Maintenance & Bus Garage	0.34	Poor	0.38	Poor
CLOSED/LEASED				
Brookmere Elementary (Brookmere)	0.74	Very Poor	1.08	Very Poor
Coquihalla Middle (Merritt)	0.73	Very Poor	0.26	Average
Riverside Intermediate (Princeton)	0.38	Poor	0.20	Average

VFA Assessment Date: June 30, 2017

Closed/Leased Facilities VFA Assessment Date: Sept. 2012

The CAMS Facility Condition Index Rankings are also shown graphically below.



For the protection of school district facilities, staff local knowledge should take precedence when it is more accurate, reliable and verified by professional consultants.

School district assessments and priorities may differ from the CAMS Facility Condition Index rating. Aside from the direct knowledge the district has of the building condition, other factors are also considered when prioritizing projects such as: the number and type of work orders associated with the facility, user complaints, educational deficiencies, staff and student safety, handicapped accessibility, operational deficiencies, supervision concerns, site and traffic concerns and the number of students impacted.

SCHOOL DISTRICT 58 FACILITY CONDITION PRIORITIES

The SD58 Operations Department has reviewed the CAMS data and utilizes this information where deemed appropriate. The District has also completed internal facility condition and building system reviews and operational assessments to develop their Annual Facility Grant, School Enhancement Program Carbon Neutral Program, Playground Equipment Program and Five Year Capital Plan priorities.

The school district's immediate priorities are listed below;

SD58 North Zone Facility Priorities

Diamond Vale Elementary

- Flooring replacement in different areas
- Air conditioning system replacement within next two years
- Water distribution system renewal
- Playground equipment replacement

Collettsville Elementary

- Flooring replacement in different area
- Suspended ceiling replacement
- Playground equipment upgrade

Merritt Bench Elementary

- Upgrade all washrooms
- Flooring replacement in different areas
- Main electrical upgrade
- Hot water heating upgrade
- Playground equipment replacement

Merritt Central Elementary

- Flooring replacement in different areas
- Perimeter heating upgrade
- Electric panel renewals

Nicola Canford Elementary

- Rooftop AC unit / gas renewal
- Irrigation renewal
- Playground equipment upgrade

Merritt Secondary

- LED lighting upgrade
- Flooring replacement in older sections
- Upgrade washrooms
- Air handling unit upgrades
- Asphalt parking renewal
- Exterior painting

Kengard Learning Centre

- Flooring upgrade throughout
- Replace rooftop units within next two years

Merritt School Board Office /Maintenance/Bus Garage

- Washroom renewals
- Install new shop heaters
- Sawdust collection system renewal
- Window renewal

Former Coquihalla Middle

- Roofing replacement. (\$1.2 million or \$400k for shorter durability pour-on roofing)
- HVAC system needs upgrading within next 2 to 5 years
- Flooring replacement
- Upgrade fire and security systems
- LED lighting upgrade

SD58 South Zone Facility Priorities

John Allison Elementary

- Classroom flooring replacement
- Replace roof top HVAC units within 5 years
- Resurface asphalt play area

Vermillion Forks Elementary

- Flooring upgrades
- Replace/upgrade PA system
- Electrical service upgrade

Princeton Secondary

- Relocate transformer from school to outside kiosk
- Shop HVAC renewal within 5 years
- Gyn floor resurfacing

FIVE YEAR CAPITAL PLAN

Five Year Capital Plan Instructions and Requirements

Boards of Education are typically required to submit a Capital Plan to the BC Ministry of Education on an annual basis. Eligible capital projects include the provision of new and replacement buses, new school sites, new educational space required for enrolment growth, and the replacement or rehabilitation of existing school facilities that have reached the end of their economic and functional life.

Each capital request is analyzed and assigned a priority ranking by the School District and by the BC Ministry of Education. Based on detailed analysis of all provincial District submissions, the government establishes an overall provincial capital budget for schools. Resources are allocated to the highest-priority projects.

Long Range Facilities Plan

As part of the Capital Plan Instructions, Boards of Education have been directed to develop a comprehensive School District Long Range Facility Plan. It encourages looking at the district as a whole to resolve student capacity and facility issues rather than reviewing each school facility in isolation of the others.

SD 58 Current 2020/2021 Five Year Capital Plan Submission

The writing of this Long Range Facility Plan spans two Capital Planning Year Submissions. The 2020/2021 Capital Plan was submitted in June 2019.

Approval of some projects were received in January 2020 and are listed on the following chart.

2020/2021 FIVE YEAR CAPITAL PLAN				
DISTRICT PRIORITY	FACILITY	PROJECT DESCRIPTION	COST ESTIMATE	APPROVED FEB 2020
School Enhancement Program				
1	Merritt Central Elem	Upgrade existing washrooms	\$75,000.00	✓
1	Kengard Learning Ctr.	Upgrade existing washrooms	\$155,000.00	✓
1	Merritt Bench Elem	Upgrade existing washrooms	\$120,000.00	✓
1	Merritt Secondary	Upgrade existing washrooms	\$75,000.00	✓
2	Merritt Bench Elem	Flooring upgrades	\$15,000.00	✓
2	Merritt Secondary	Flooring upgrades	\$35,000.00	✓
2	Princeton Secondary	Flooring upgrades	\$25,000.00	✓
2	Vermillion Forks Elem	Flooring upgrades	\$35,000.00	✓
2	Kengard Learning Ctr.	Flooring upgrades	\$55,000.00	✓
Carbon Neutral Capital Program				
1	Merritt Secondary	LED lighting upgrade	\$75,000.00	
Playground Equipment Program				
1	Nicola Canford Elem	Universal Access Playground Equip.	\$125,000.00	✓
2	Merritt Bench Elem	Standard Playground Equipment	No Estimate	X
3	Diamond Vale Elem	Standard Playground Equipment	No Estimate	X
Major Capital Plan				
1	Merritt Bench Elem -Addition	Gym, 5 classroom addition	\$5,540,000.00	X
2	Nicola Canford Elem -Addition	Indigenous Language Immersion Program Addition, 4 classrooms	\$2,420,000.00	X
Total 2020/21 Five Year Capital Plan			\$8,750,000.00	\$715,000.00

The 2021/2022 Capital Plan submission will be updated and submitted as part of this year's planning cycle, after completion and approval of the Long Range Facility Plan.

CHAPTER 6 COMMUNITY DEMOGRAPHICS

SOCIAL DEMOGRAPHICS

As mentioned in the Long Range Facility Plan Guiding Principles section on Page 12, the social demographics of the student age population in SD58 is diverse and challenging. The section below provides more detail on school aged children that share characteristics such as age, social competence, physical and mental health and a sense of well-being. These variables give us direction as to the types and levels of social support needed.

Early Development Instrument (EDI)

The Early Development Instrument has been completed by an organization called HELP, (The Human Early Learning Partnership) in conjunction with UBC, The Ministry of Children and Families and School Districts for the past 15 years. It has collected for over 245,000 kindergarten children in BC.

The Instrument gathers data on childhood vulnerability rates. Vulnerable children are those who, without additional support and care are more likely to experience challenges in their school years and beyond.

It is used throughout the province, by school districts to measure patterns and trends in children's developmental health and further understanding about children's development in specific communities. It provides importance evidence to determine responses, programs, support and investments for vulnerable children and families.

Vulnerability is measured at the kindergarten level on five developmental scales. The recent Wave 6 of the assessment indicates that in SD58, 40% or 116 children out of 164 K's are experiencing vulnerabilities on at least one area of development.

SD 58 WAVE 6 EDI WAVE 6 RESULTS		
EDI Vulnerability Scale	# of Children	Percent Vulnerable
Physical Health & Well-being	68	24%
Social Competence	60	21%
Emotion Maturity	60	22%
Language and Cognitive development	39	14%
Communication Skills and General Knowledge	49	17%
Vulnerability on One or More Scales	116	40%

The provincial rate of vulnerability on more than one scale is 32.2%. There is a wide range of vulnerability rates across BC school districts. In Wave 6 the lowest rate measuring vulnerability on one or more scales was 9% while the highest was 53%.

The McCreary Centre Society Adolescent Health Survey (AHS)

The BC Adolescent Health Survey is conducted every five years by the McCreary Centre Society in collaboration with the five regional health authorities and 58 participating school districts. Youth aged 12 to 17 years are surveyed. Rather than by individual school district, the results are compiled by local health regions. SD 58 results are included in the Thompson Cariboo Shuswap Report; The Health and Well-being of our Youth.

Source: McCreary Centre Society 2018 BC AHS Reports by Health Service Delivery Area: HSDA 4 -Balance and Connection in Thompson Cariboo Shuswap https://www.mcs.bc.ca/bcahs_reports

Some key findings of the McCreary Centre Society report are;

- Those youth who rated their overall health as good decreased from 86% to 79% over the past five years.
- Those who rated their mental health as positive decreased from 81% to 70%.
- Local youth are more likely than their peers in BC to participate weekly in sports.
- Compared to 5 years earlier, there was an increase in the percentage of youth who reported Anxiety Disorder/Panic Attacks (23% vs 10%), Depression (20% vs 11%) and Post-Traumatic Stress Disorder (4% vs. 1%).
- 18% of the youth felt they had missed out on needed mental health services.
- 25% of students had a family member or close friend who attempted suicide.
- 11% of youth went to bed hungry because there was not enough money for food at home (11% vs. 9% 5 years ago).
- 56% of students had tried alcohol, 34% marijuana and 19% other substances.
- 25% of female students had been sexually abused vs. 19% 5 years ago.
- Most of the youth in the region felt safe in their neighbourhoods.
- 73% felt there was an adult in their community who really cared about them.
- There was a decrease in the percentage of students who felt safe at school (68% vs. 77% 5 years ago.)
- 66% of local youth felt activities they engaged in were meaningful to them.
- The majority of Thompson Cariboo Shuswap youth could identify something they were really good at, felt good about themselves and were hopeful for the future.
- The most common topic youth identified they wanted to learn more about was mental health.

Both the EDI and AHS Surveys indicate the diverse factors SD 58 must address to meet student education and student well-being objectives. What this means in terms of district facilities; is that more child and family support programs and spaces are required in SD58 schools than the provincial average in order to address vulnerability concerns.

This becomes apparent through the Enrolment and Capacity Analysis in Chapters 8 & 9, where many classroom spaces are used to accommodate support programs, and often increases the use of portable classrooms. It is important that districts with greater vulnerability issues be acknowledged with the need for more space for support programs.

POPULATION DEMOGRAPHICS

In order to determine the long range facility needs for SD 58, a comprehensive demographic study has been completed to develop the potential population and student enrolments projections. The following data has been developed by demographic researcher, Adrian Kopystynski,

Community Setting

School District 58 Nicola-Similkameen (SD 58) is located in the south central area of BC. It is a unique geographic region with a variety of physical attributes including lakes, rivers, mountains, escarpments, valleys & canyons, forests and major highways, along with ranch land, agricultural and resource-based industrial uses. It serves an estimated population of 15,636¹

The northern area of the school district is in the Thompson-Nicola Regional District and provides services to the following communities:

- The City of Merritt,
- The small communities in the Nicola Valley; Lower Nicola, Shulus, Coutlee, Quilchena, Nicola, Douglas Lake and Aspen Grove
- The Lower Nicola and the Upper Nicola Indian Bands

The southern area of the school district is in the Okanagan Similkameen Regional District and provides services to the following communities:

- The Town of Princeton,
- The small communities in the Similkameen Valley; Allison Lake, Jellicoe, Jura, Coalmont, Manning Park and East Gate
- The Coldwater, Nooaitch and Shakean Indian Bands.

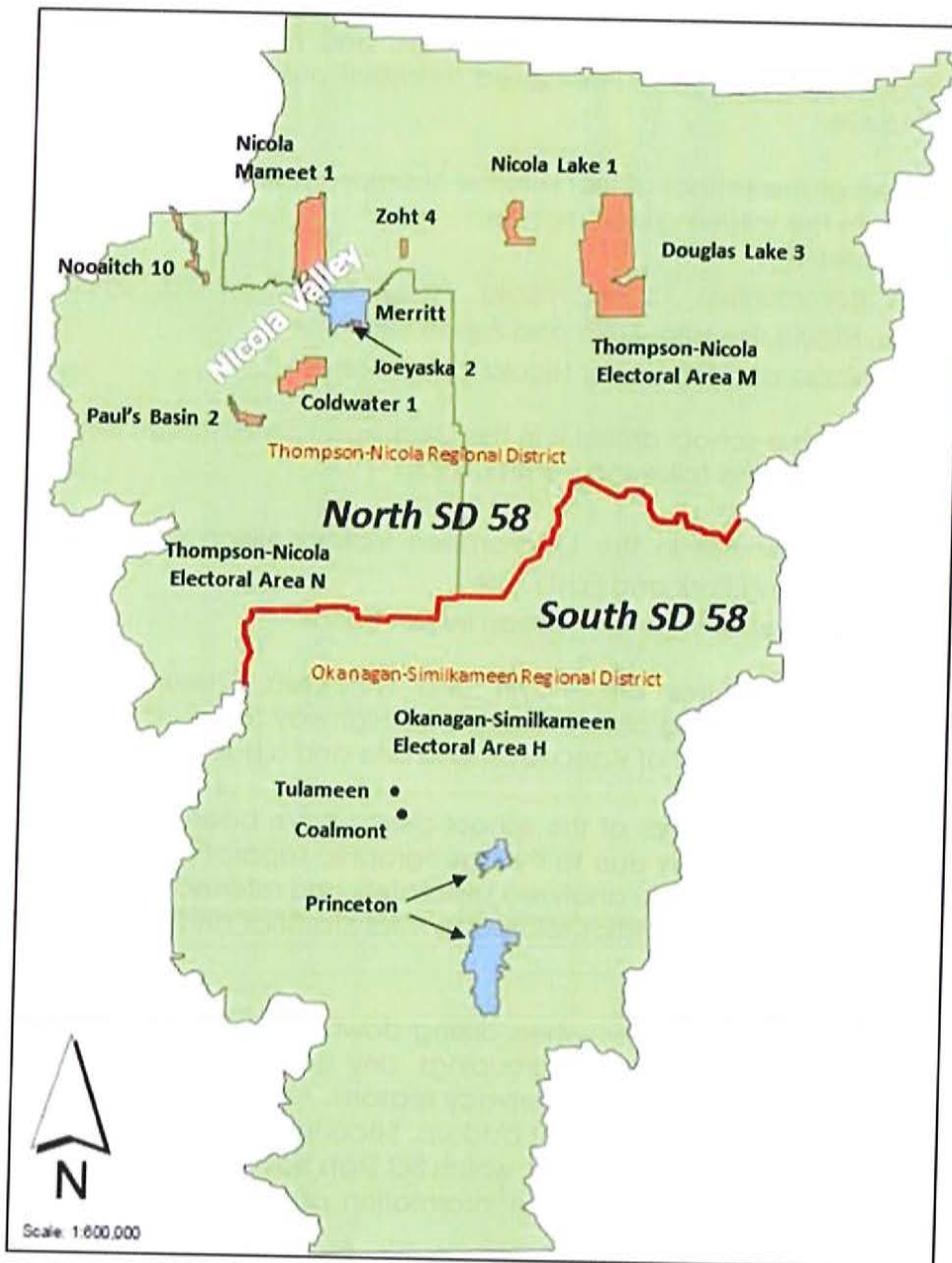
The major municipal centres are Merritt and Princeton. These communities are approximately one hour driving distance apart on Highway 5A. Both communities are approximately three hours east of Vancouver and one and a half hours west of Kelowna.

The northern and southern areas of the school district have been historically, culturally and politically separate, largely due to their geographic separation. For the purpose of this report, these two areas will be analyzed separately and referred to as the North Zone and the South Zone. Characteristics related to Vital Statistics and jobs are sometimes grouped together.

Some data limitations apply. Firstly, when drilling down and assessing data for smaller geographic areas and narrower age groupings, any statistical analysis will encounter data being rounded or suppressed for privacy reasons. As such, there are some tables with blank cells and totals that may not add up. Secondly, data had been combined from portions of the two Regional Districts, which BC Stats have confirmed, best represent the administrative area of SD 58. More information on the data sources and data limitations can be found in Appendix C.

These limitations have been judged to be minimal and the overall analysis contained herein is robust and valid for the purposes of determining future growth trends and anticipated future pupil populations.

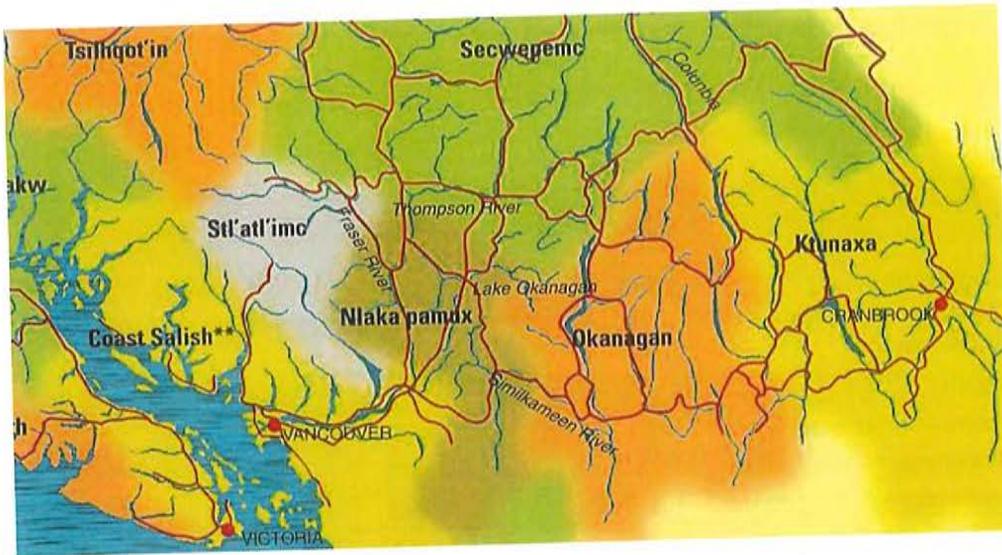
The Map below identifies the Municipalities (shown in blue), First Nation Communities (brown) and Regional Districts (green) and the division used between the north and south zones of SD 58. Data has been collected and analysed each of these sub areas.



Map of Municipalities, First Nation Communities and Electoral Areas by Zone

Territorial Lands

The SD 58 population is generally concentrated in valley areas, such as the Nicola Valley. Historically, these areas have been the territorial lands of the First Nations people, known as the Nlaka'pamux communities. These same areas were subsequently settled by Europeans. The territorial lands in Southern British Columbia are shown in the Map below.



SCHOOL DISTRICT 58 CURRENT AND HISTORIC POPULATION

The following chart shows the population growth by Community for the Census period of 1996 to 2016 for both the North and South Zones.

General Population Trend (1996 – 2016 Census)					
SD 58 North Zone					
Community	1996	2001	2006	2011	2016
Merritt (City)	7,631	7,088	6,998	7,113	7,139
Thompson Nicola EA N	679	707	839	749	762
Thompson Nicola EA M	1,790	1,793	1,797	1,823	1,598
On Reserve Aboriginal	1,165	1,203	1,317	1,486	1,356
North Zone Total	11,265	10,791	10,951	11,171	10,855
SD 58 South Zone					
Princeton	2,826	2,610	2,677	2,724	2,828
Okanagan- Similkameen EA H	2,053	1,969	2,208	1,768	1,953
On Reserve Aboriginal	0	0	0	0	0
South Zone Total	4,879	4,579	4,885	4,492	4,781
Total SD 58 Population	16,144	15,370	15,836	15,663	15,636

Source: BC Stats Census Data

The data reveals the following:

- Overall, the population has declined in most areas since 1996.
- The proportion of the population in the North and South Zones has been very constant, averaging about 70.0% in the north and 30.0% in the south between 1996 and 2016;
- Most of the population in the SD 58 is historically located in the Merritt Area and;
- The Aboriginal population of SD 58 is concentrated in the North Zone.

A summary of the Population History by area and the percentage of change is shown below.

Combined Population History (2001 – 2016)						
Community	2006	Percent Change	2011	Percent Change	2016	Percent Change
SD 58 North						
Merritt	6,998	-1.3%	7,113	1.6%	7,139	0.4%
Thompson Nicola EA N	839	18.7%	749	-10.7%	762	1.7%
Thompson Nicola EA M	1,797	0.2%	1,823	1.4%	1,598	-12.3%
On Reserve Aboriginal	1,317	9.5%	1,486	12.8%	1,356	-8.7%
SD 58 North Total	10,951	1.5%	11,171	2.0%	10,855	-2.8%
SD 58 South						
Princeton	2,677	2.6%	2,724	1.8%	2,828	-3.8%
OSRD Electoral Area H	2,208	12.1%	1,768	-19.9%	1,953	-10.5%
SD 58 South Total	4,885	6.7%	4,492	-8.0%	4,781	-6.4%
Total SD 58 Population	15,836	-3.0%	15,663	1.1%	15,636	-0.2%

A summary of the Population History by age and the percentage of change is also shown below.

Population Age Group History (2001 – 2016)							
Age Group	2001	2006	Percent change	2011	Percent change	2016	Percent change
0-4	755	650	-13.9%	725	10.3%	660	-9.8%
5-9	1,060	790	-25.5%	750	-5.3%	805	6.8%
10-14	1,150	1,000	-13.0%	840	-19.0%	755	-11.3%
15-19	1,095	945	-13.7%	995	5.0%	800	-24.4%
20-44	4,625	3,815	-17.5%	3,740	-2.0%	3,725	-0.4%
45-64	4,280	4,980	16.4%	5,175	3.8%	5,120	-1.1%
65+	2,315	2,725	17.7%	3,180	14.3%	3,715	14.4%

NORTH ZONE CURRENT AND HISTORIC POPULATION

Merritt Population History

In the 1880's, three ranches were established in the Nicola Valley at the confluence of the Nicola and Coldwater Rivers. In 1893, a town site was surveyed and known as Forksdale. In 1906, the community was renamed to honour mining engineer and railway promoter William Hamilton Merritt III. With the construction of the CP Rail Kettle Valley branch line and the discovery of coal, settlers and industry were attracted to the area. Ranching, farming, mining and forestry were established and are historically the mainstay of the local economy, supplemented by tourism, arts and culture.

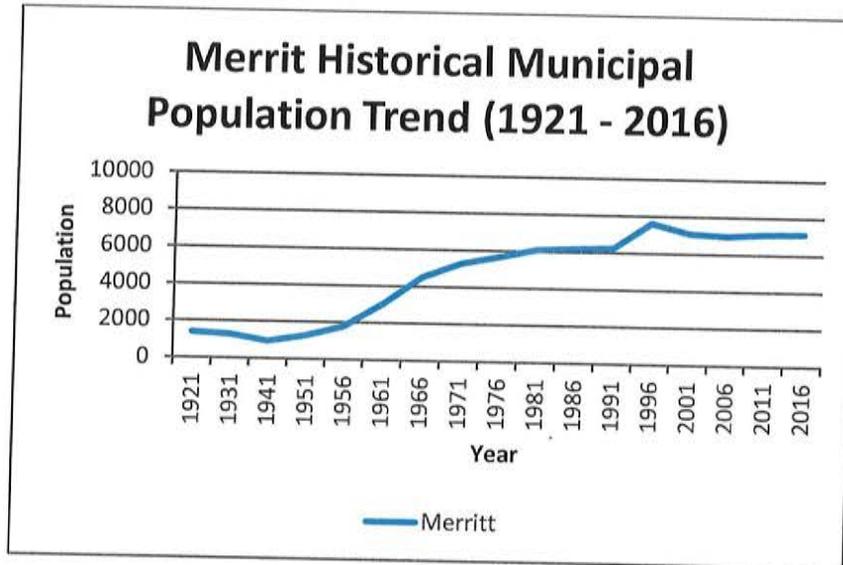
Merritt is the urban growth centre in SD 58. Since 1941, the population of Merritt has been declining, except for a spike and decline over the Census periods of 1996 - 2006. There is some evidence from the growth rates for 2006 - 2011 and 2011 - 2016, that a lower growth rate or possibly a leveling off is possible. The 2021 Census may help to determine what will be the pace for future growth.

Population data is available for incorporated municipalities from the date each municipality was granted Letters Patent by the Province. Merritt is the only incorporated municipality in SD58.

The following table and graphs provide the municipal population history of Merritt from 1921 to 2016.

Historic Population for Merritt (1921 - 2016)		
Census Year	Population	Percent Change
1921	1,389	
1931	1,296	-6.7%
1941	940	-27.5%
1951	1,251	33.1%
1956	1,790	43.1%
1961	3,039	69.8%
1966	4,500	48.1%
1971	5,289	17.5%
1976	5,680	7.4%
1981	6,110	7.6%
1986	6,180	1.1%
1991	6,253	1.2%
1996	7,631	22.0%
2001	7,088	-7.1%
2006	6,998	-1.3%
2011	7,113	1.6%
2016	7,139	0.4%

Source: Statistics Canada; Prepared by BC Stats



North Zone Regional District Electoral Areas

As mentioned earlier, the North Zone contains two Electoral Areas within the Thompson-Nicola Regional District (TNRD) These are Electoral Areas M and N. Electoral Areas also reflect the Census Subdivision areas used by Statistics Canada that include the larger unincorporated areas, outside the municipalities.

Electoral area lands may be in the Agricultural Land Reserve, which protects the land for farming and restricts development, outlying or rural areas or in mountainous areas. There are also several small settlements in these Electoral Areas along the transportation corridors that tend to be sparsely settled.

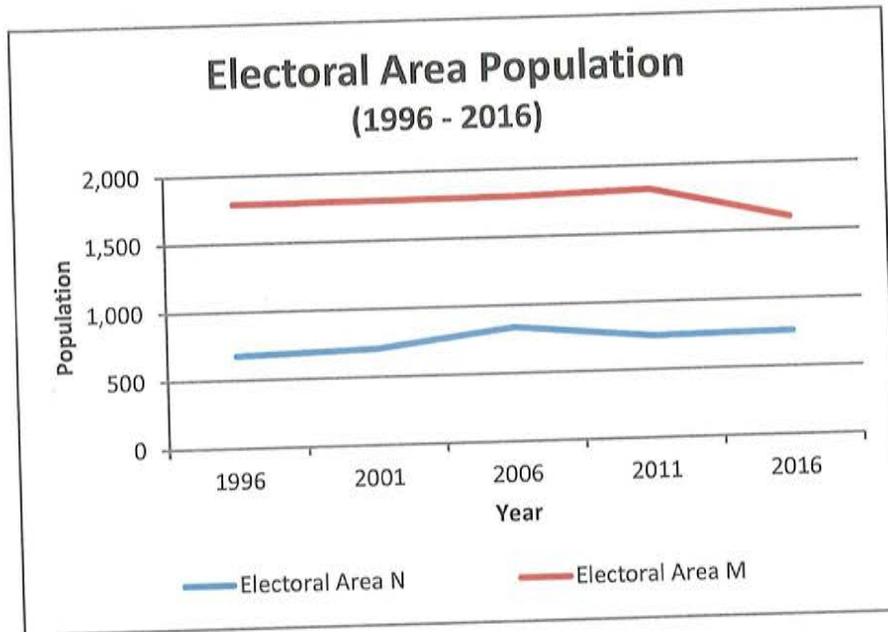
The Electoral Areas are described by TNRD as follows:

- Electoral Area N is in the southern part of the TNRD. It includes several unincorporated communities including Aspen Grove, Brookmere and Lower Nicola.
- Electoral Area M is in the southern part of the TNRD and has a few unincorporated communities including Douglas Plateau, Nicola and Quilchena.

The chart and graph below depicts the population history and population change for each TNRD Electoral Area in SD 58.

Electoral Areas Population History (1996 – 2016 Census)					
Area	1996	2001	2006	2011	2016
Electoral Area N	679	707	839	749	762
Electoral Area M	1,790	1,793	1,797	1,823	1,598
Total Electoral Areas	2,469	2,500	2,636	2,572	2,360

Source: Statistics Canada and BC Stats, Ministry of Technology, Innovation and Citizens' Services



The historical trends observed from the graph include:

- TNRD Electoral Area M has had a relatively stable population from 1996 to 2011, experiencing a drop between 2011 and 2016 and;
- TNRD Electoral Area N has experienced some fluctuation in population historically, however; the overall population is slightly increasing between 1996 and 2016.

TNRD Growth Potential

Thompson-Nicola Regional District Electoral Areas M and N surrounds Merritt and encompasses the lands historically farmed in the Nicola Valley. There is no Official Community Plan encompassing the two Electoral Areas; however, a portion of Electoral Area N is subject to the *Nicola Valley OCP*, which governs the fringes beyond the municipal boundaries of the City of Merritt. The purpose is to assist in coordinating growth, land use, economic development and servicing decisions between the City and the Regional District.

The most recent *Regional District Growth Strategy* is somewhat dated (2013) and applies to the entire Regional District, with only minor policy specifically directed at the portion of the Regional District that encompasses the SD 58 North Zone.

The *Strategy* recognizes that Kamloops and Merritt are the two largest cities and together they could contain 85% of the projected 29,000 new residents and 75% of the projected 18,000 housing units forecast over the 25 years between 2012 and 2037. Unfortunately, information is not sufficiently detailed about how this growth might be divided between the two cities.

The TNRD 2015 Monitoring Report, analyzing 2006 to 2011 Census population statistics, concluded that 86% of the growth in the regional district took place in Kamloops. There is insufficient detail to determine what part of the remaining 14% was in Merritt or the other Electoral Areas in the overall TNRD, let alone in Electoral Areas N and M in the SD 58 North Zone.

The Regional District Fringe Area Policy applies to land surrounding Merritt. These are rather specific in nature. Residential development is discouraged in the Fringe Area as expressed by this policy:

"Rural residential development shall be discouraged in the fringe area; instead, residential development shall be encouraged to locate within the boundaries of municipalities or within existing areas of rural residential development outside the fringe area."

Another policy involves the establishment of ongoing co-operative processes whereby the Regional District "to facilitate the exchange of information, to provide a forum for technical discussion and review, and to advise on regional settlement planning policies and projects."

In addition, the OCP also recognizes that parts of the Fringe Areas may amalgamate and thus become subject to the land use policies of a municipality. Merritt is the main urban area within the School District where this policy may apply and could influence future growth. Areas so identified, may be areas where the densities could increase from the rural nature to more of an urban nature of residential subdivisions or higher density, thus becoming a source for new school age children. However, at this time this cannot be determined as the plan is dated with respect to the likely Fringe Areas that may be subject to amalgamation. Further, there would likely need to be a public consultation and OCP review process to incorporate such Fringe Areas and establish the land use and density to be entertained for development.

Merritt has a very strong strategy for business development, setting aside land for light and transportation-related industries and employment generation centers. Therefore, not all Fringe Areas being amalgamated into the City would become residential development. At the same time, the non-residential and employment generating uses could generate growth in other parts of Merritt and the surrounding Fringe Areas.

If the Regional District or the City undertakes initiatives in Fringe Areas including any potential amalgamation, the *Local Government Act* requires School Districts to be notified. This allows the School District to consult with local governments regarding any new anticipated growth areas.

Lower Nicola

The Lower Nicola is not as much an urban centre as it is a geographic community experiencing some growth.

Census Canada has identified Lower Nicola as a Designated Place. These are geographic statistical entities with their data being combined from portions of surrounding Municipalities, Indian Reserves and Electoral Areas.

Lower Nicola is a rural community immediately next to and associated with the Nicola Mameet 1 First Nations community. The numbers shown in the chart below are already included in the Electoral Area or Indian Reserve data but are presented here to provide a better understand of the growth dynamics in this Designated Place.

Historical Settlement Population Trends Lower Nicola					
Settlement (Designated Place)	2006	2011	% Change 2016-2011	2016	% Change 2011-2016
Lower Nicola	1,047	1,068	2.0%	965	-9.6%

Source: Statistics Canada Prepared by: BC Stats, Ministry of Technology, Innovation and Citizens' Services

The area grew slightly at a rate of 2% between 2006 and 2011 but declined by nearly 10% between 2011 and 2016. Once 2021 Census data is available, it will be possible to conclude more about population trends for this area.

The available Census population age profile for Lower Nicola is shown below:

Age Profile – Lower Nicola		
Age	2011	2016
0-4	30	30
5-9	50	30
10-14	55	40
15-19	60	30
20-44	260	55
45-64	420	200
65+	175	220

Source: Statistics Canada Prepared by: BC Stats, Ministry of Technology, Innovation and Citizens' Services

Between the two Census periods it is noteworthy that;

- The youth ages of 0 to 19 years declined from 21.5% to 18.6% of the population.
- The middle age category of ages 20 to 64, also declined from 64% to 42.1%.
- The over 65 age group grew significantly from 16.7% to 36.4%.
- The middle 45 to 64 age group remains the largest of the three age groups in both 2011 and 2016
- By 2016, the size of the 65 and over age group (220) has become larger than the youth group (130) and is very close in size to the middle age group (255).

Off Reserve Aboriginal Population

Comparing available Aboriginal population data by Census Subdivision (Electoral Areas and Municipalities) with the overall population allows us to determine the percentage of First Nations peoples living in the North Zone off reserve.

Aboriginal Population by Electoral Area and Municipality (2016 Census)			
Area	Aboriginal Population	Total Population	Percent of Population
Merritt	1,575	7,113	22.1%
Electoral Area M	195	1,823	12.2%
Electoral Area N	25	749	3.3%
TOTAL	1,790	9,685	18.5%

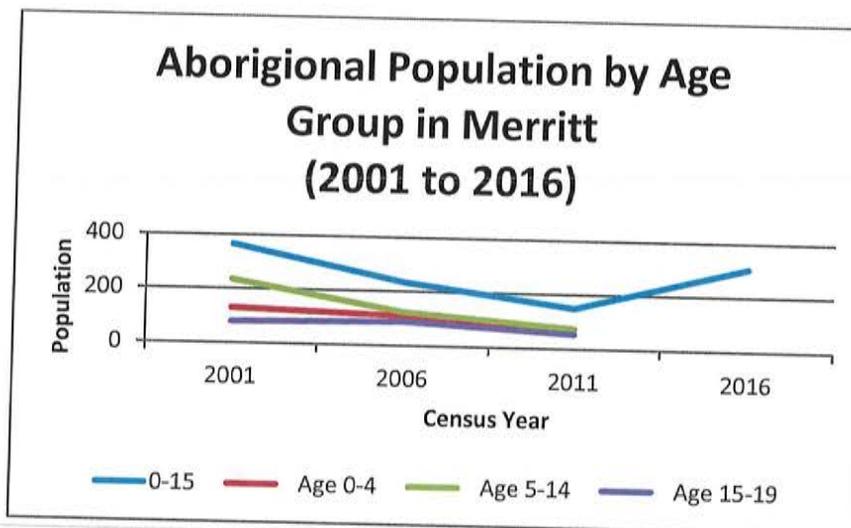
Source: Statistics Canada. Aboriginal Population Profile, 2016 Census, Statistics Canada Catalogue no. 98-510-X2016001.

Merritt has a significant Off Reserve First Nations population. Nearly one quarter of the population of Merritt has Aboriginal identity. Electoral Area M also has a high Off Reserve First Nations population of 12.2%. The combined Off-Reserve total is 18.5%

Although Census data for 2016 is not available, some observation can be made about the age structure of the Off Reserve First Nations population from Merritt data. Disaggregated and aggregated data for 2001 to 2016 is shown below.

Aboriginal Population for Merritt (Off Reserve) (2001 – 2016)				
Age Group	2001	2006	2011	2016
0 – 14 (to 15 for 2016)	365	235	150	305
0 - 4	130	110	75	
5 – 14	235	125	75	
15-19	80	90	55	

Source: Statistics Canada



It appears that all age categories for Aboriginal youth are declining in Merritt between 2001 and 2011. Although there may be some overlap in data for the combined aggregate number of the Aboriginal youth category for 2016, it appears that numbers have risen between 2011 and 2016. However, there is no finer grain data for 2016 to understand the trend in the three youth categories of 0 to 4, 5-14 and 15 to 19 over the period of 2001 to 2016. If this fine grain data becomes available or data after the 2021 census is available, a better understanding of the Aboriginal youth age profile and trend can be ascertained.

On Reserve Aboriginal Population

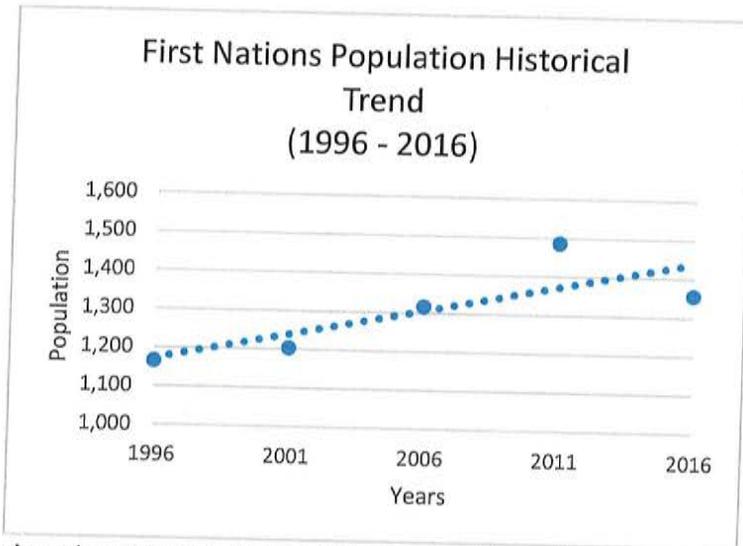
Demographic data for First Nations reserves is collected as part of the Canada Census. The chart below shows the locations of the First Nation communities concentrated in the SD 58 North Zone, mainly in the river valleys of the Nicola River or the Coldwater River area. The chart summarizes the population statistics for First Nations communities from 1996 to 2016.

Populations of On Reserve First Nations Communities (1996 – 2016)					
First Nations Community	1996	2001	2006	2011	2016
Nicola Mameet 1	385	442	483	603	532
Coldwater 1	282	263	254	349	318
Douglas Lake 3	182	171	204	158	149
Nooaitch 10	121	119	120	127	142
Nicola Lake 1	140	155	153	144	123
Joeyaska 2			44	44	42
Paul's Basin 2	20	16	34	36	25
Zoht 4	35	37	25	25	25
Total	1,165	1,203	1,317	1,486	1,356

Source: BC Stats

The First Nations communities with historically higher populations are located close to Merritt (Nicola Mameet 1 and Coldwater 1). This correlates with the higher proportion of Aboriginal students in Merritt and in Electoral Area M than in the other areas of SD58.

Historically, the most populated First Nations Community has been Nicola Mameet 1 with a 2016 population of 532. Based on 2016 data, the next largest First Nations Community is Coldwater 1 (318), then Douglas Lake 5 (149), Nooaitch 10 (142) and Nicola Lake 1 (123). The remaining three First Nations Communities of Joeyaska 2, Paul's Basin 2 and Zoht 4 are each under 50 people in population.



The trend line for the total population of the First Nations Communities is shown in the chart beside.

Apart from the 2011 jump, the growth trend of the First Nation Communities as shown in the trend line, is statistically upward. The 2016 population declined from 2011 but is still higher than 2006.

This alone does not necessarily signal a change to the historical pattern. It may perhaps suggest only a levelling out. The determination of whether the slight drop in 2016 represents a change in this growth trend must await analysis after 2021 Census data is available. However, the trendline is consistent with pattern of increasing growth revealed by the Ministry of Education data about the Self-Identified Aboriginal student population discussed on page 50.

The trendline suggests that On Reserve First Nation population growth will continue at a rate of slightly less than 1% (about 0.75%) per year.

In conclusion, the Off Reserve and On Reserve First Nations populations in the North Zone, makes it reasonable to conclude that schools in the Merritt area and the Nicola Valley areas will continue to have a higher concentration of Aboriginal students than elsewhere in the School District.

SOUTH ZONE CURRENT AND HISTORIC POPULATION

Princeton Population History

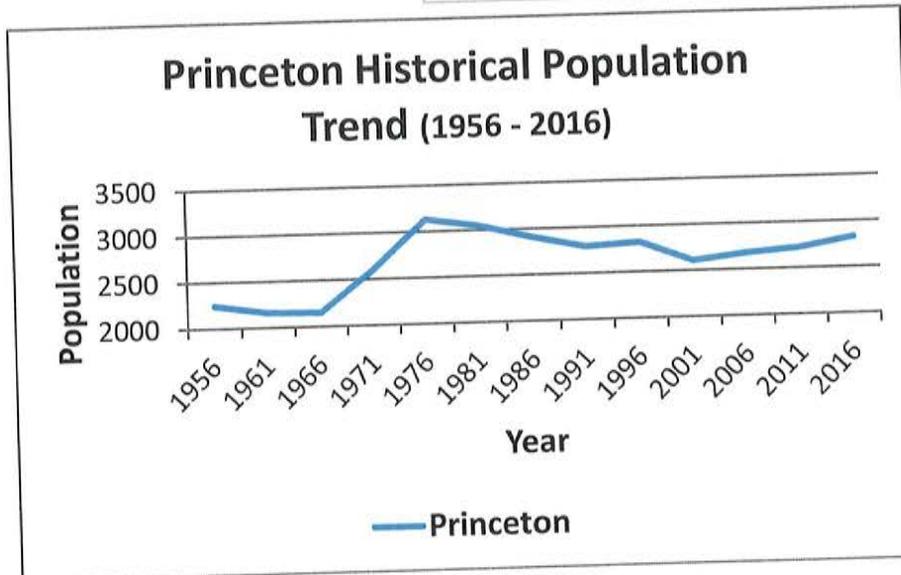
Princeton is the main urbanized area in the SD 58 South Zone. The area was first explored by Europeans in the 1840's, when fur traders, settlers and miners established trails and eventually residency. The town is located at the confluence of the Similkameen and Tulameen Rivers. John Allison became the first settler. As more people moved to the area, the community was named "Prince Town" to honor the visit of Prince Edward, the future King Edward VII. Its growth was tied to the railway construction era, including the Kettle Valley Railway and interconnection to the Great Northern Railway.

The population of Princeton has been relatively constant, with some fluctuation up and down over the years. Part of the fluctuation reported may have been to adjustments in the Census Subdivision Area as the Princeton Fringe urbanized and was incorporated into a municipality.

The population peaked in in 1976 at 3,132. There is evidence of a slight upswing since 2006.

Historic Population for Princeton (1956 – 2016)		
Census Year	Population	Percent Change
1956	2,245	
1961	2,163	-3.7%
1966	2,151	-0.6%
1971	2,601	20.9%
1976	3,132	20.4%
1981	3,051	-2.6%
1986	2,910	-4.6%
1991	2,796	-3.9%
1996	2,826	1.1%
2001	2,610	-7.6%
2006	2,677	2.6%
2011	2,724	1.8%
2016	2,828	3.8%

Source: Statistics Canada; Prepared by BC Stats



South Zone Electoral Area

The SD 58 South Zone is encompassed by only one Electoral Area; Area H of the Okanagan-Similkameen Regional District (OSRD). Electoral Areas are outside of incorporated municipalities, and tend to be agricultural, rural or mountainous, with sparsely populated settlements.

Electoral Area H is in the north western part of the OSRD and contains the small communities of Coalmont, Tulameen, Missezula Lake, Chain Lake, Osprey Lake, Manning Park and Eastgate.

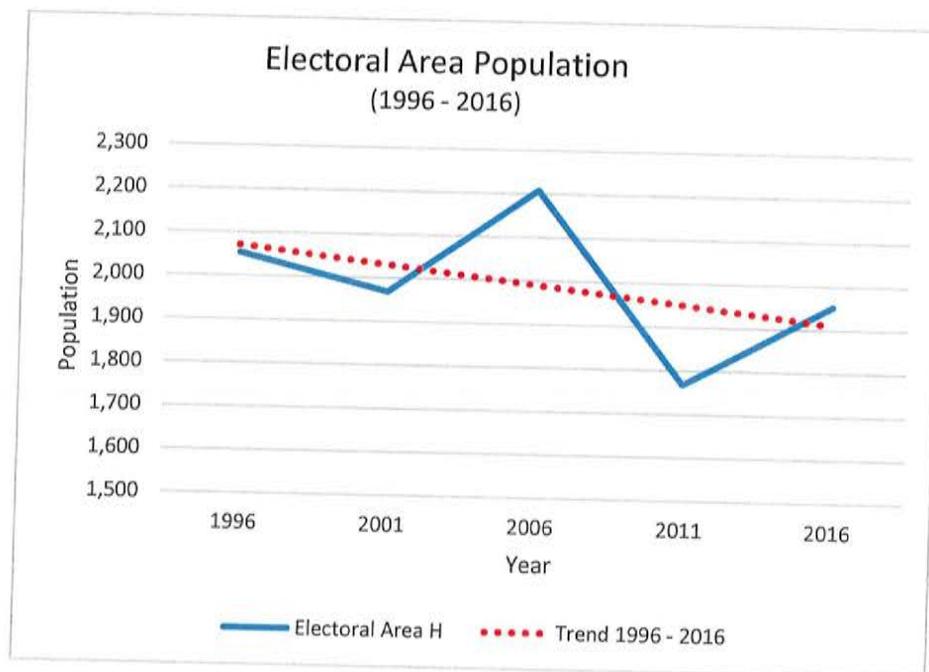
The chart below shows the electoral area population history data.

Electoral Area H Population History (1996 – 2016)					
Electoral Area	1996	2001	2006	2011	2016
Electoral Area H	2,053	1,969	2,208	1,768	1,953

Source: Statistics Canada

Note that there was a boundary adjustment adding an area from Electoral Area H to Princeton shifting a population segment of 103 people into Princeton between the 2006 and 2011 Census, and another boundary change between 2011 and 2016 resulted in a downward adjustment of 145 people. These adjustments slightly skew the trend lines.

The graph below provides a graphic representation of the population change for Electoral Area H.



The historical trends observed from the graph include:
OSRD Electoral Area H has been fluctuating in its population. The dip in 2011 may be exaggerated due to boundary realignments; however, the historical trend, shown in red, is a gradual decline from 1996 to 2016.

Electoral Area H Official Community Plan (OCP)
According to the (2012) Electoral Area H OCP, population growth projections consider the permanent population and the "shadow population". The latter are population from second homes or vacation properties. These are not being considered as they are counted elsewhere and they do not usually contribute to children attending schools.

The OCP concludes that the permanent population of the Electoral Area will grow 0.75% to 1.00% per year over the 10-year period from when the OCP was authored in 2012.

The OCP did include an assessment of land capacity to accommodate growth; however, the analysis has not been updated since 2012 to adjust for uptake. Of the pockets identified for future growth capacity, Princeton and its surrounding area and a western pocket of Tulameen, were assessed in greater detail than other settlements. This assessment suggests these areas have potentially more growth capacity than other settlements.

Some of the other geographic areas or population centers identified in the OSRD OCP as settlements in Electoral Area H are as follows:

- **Princeton Fringe Area** – Private ranches located in the Agricultural Land Reserve (ALR) or on Crown Land are the main land uses. Historically, development in the ALR is not allowed in order to protect agriculture. However, land can be approved for exclusion and development and this has happened mainly in the area to the west and northwest of the Town of Princeton. As in many areas of the Interior, the Electoral Areas have a permanent component and a seasonal component however, the seasonal component in this Fringe Area is low. Some residential growth can be expected.
- **Tulameen** – This is a small recreational settlement, located on a flat plain of the Tulameen River. Its history was linked to early fur trade and mineral exploration and it grew into a small population centre for the area mainly as a result of the construction of the Kettle Valley Railway along the Tulameen River from Merritt to Princeton. Currently it is mainly a seasonal recreational community. The Official Plan shows some growth potential on the west side of the community and towards Otter Lake. The Official Plan suggests new growth would likely be mostly seasonal rather than permanent residents.
- **Coalmont** – This settlement on the Tulameen River owes its existence to resource extraction and the arrival of the Kettle Valley Railway. A town site plan was registered in 1911. The community population (including nearby Blakeburn) declined in part due to a mining disaster in 1930. Growth is limited in part due to wildfire hazards. If growth does occur, the Official Plan has identified lands to the south of the Tulameen River. The Official Plan does not speak of permanent residential growth.

- **Other Settlements** – There are some other small communities along highways, such as the Princeton-Summerland Corridor or near recreational areas, such as Eastgate near Manning Park, which have strong seasonal components and growth associated with recreational services rather than residential development.

Historical information on the population growth available from the OSRD up to 2006 is shown in the table below. However, Canada Census data is not available past this date as unincorporated areas (Designated Places) do not have population counts published individually when the population numbers or densities are below certain established minimum thresholds.

Historical Settlement Population Trends Okanagan-Similkameen Regional District											
Settlement	1996	1971	1976	1981	1986	1991	1996	2001	2006	2011	2016
Tulameen	90	74	230	133	117	178	n/a	136	115	n/a	n/a
Coalmont	55	70	65	59	82	180	n/a	66	65	n/a	n/a
Manning Park	n/a	n/a	107	97	52	57	n/a	28	86	n/a	n/a

On and Off Reserve Aboriginal Population

The South Zone does not have as large of an Aboriginal population as the North Zone. There are no Indian Reserves located in the South Zone therefore, the aboriginal population is entirely Off Reserve.

The table below summarizes the available statistic information for Off Reserve First Nation population:

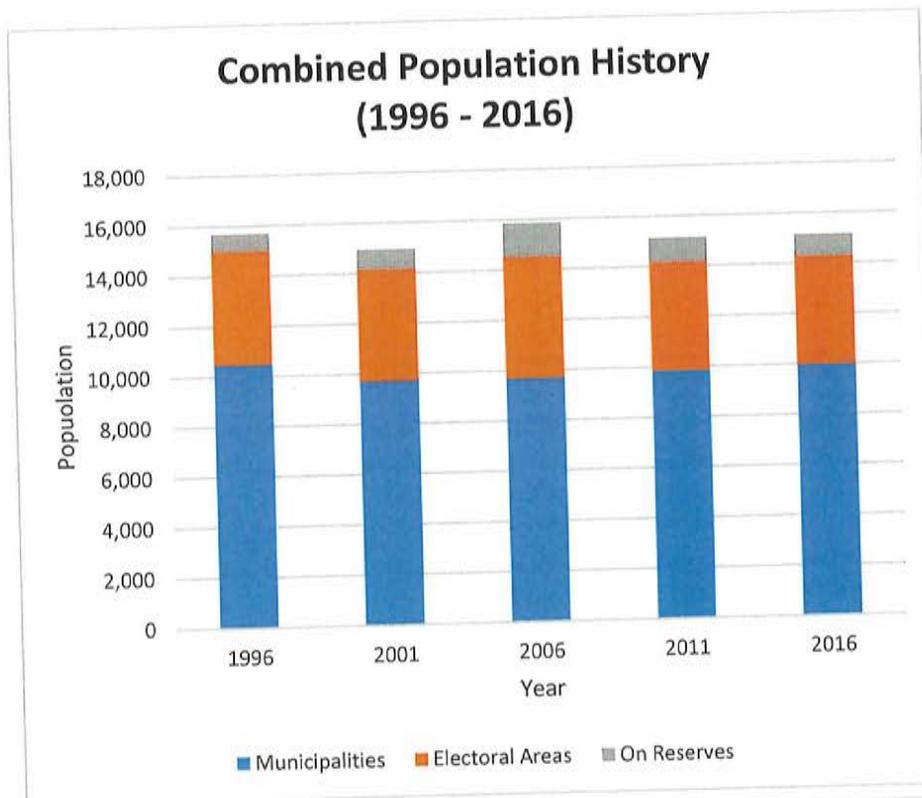
Off Reserve Aboriginal Population in SD 58 South (2016 Census)			
Settlement	Aboriginal Population	Total Population	Percent of Population
Princeton	280	2,828	9.9%
Electoral Area H	195	1,953	9.9%
Total:	475	4,781	9.9%
Source: Statistics Canada. Aboriginal Population Profile. 2016 Census. Statistics Canada Catalogue no. 98-510-X2016001.			

COMBINED NORTH AND SOUTH ZONE AND COMPARATIVE POPULATIONS

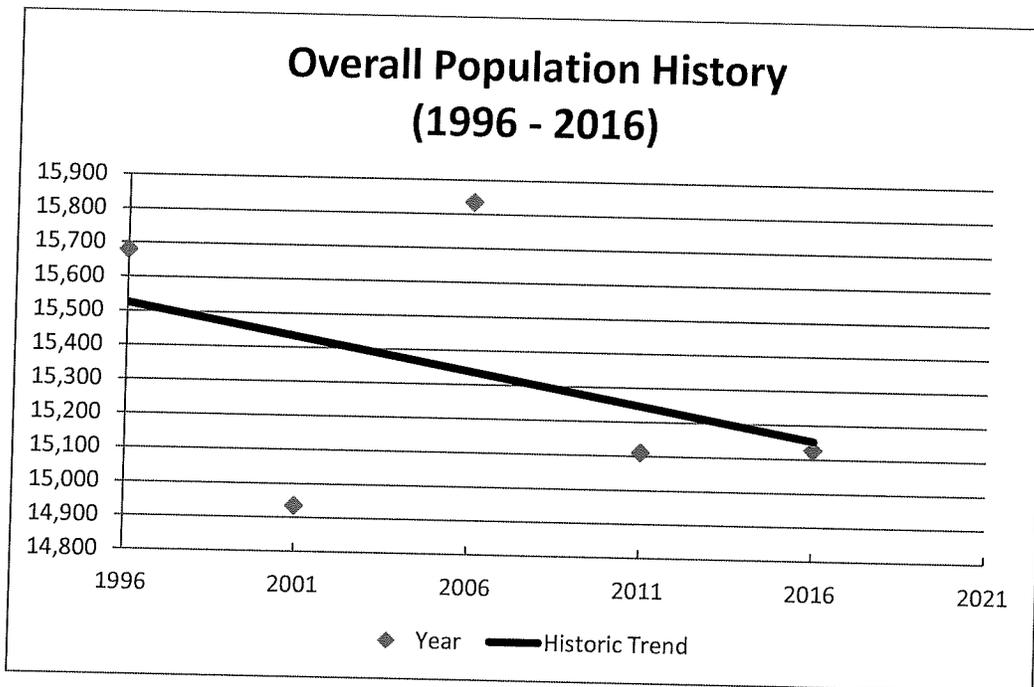
Considering the historical growth for SD 58 as a whole, the growth characteristics experienced in Municipalities, Electoral Areas and First nations communities are quite different.

After declining between 1996 and 2001, the combined population in municipal populations (Merritt and Princeton) have gradually increased between 2001 and 2016. The urbanized population has fluctuated between Census periods but remained relatively stable averaging 64.7% of the total population. However, Princeton is gaining a slightly increasing share and Merritt a lesser share of the urban growth. In 1996, the split between Merritt and Princeton was 73.0% / 27.0%, whereas in 2016, that share is 71.6% / 28.4%.

Combined Population History (1996 – 2016)								
Census Year	On Reserve	Percent Change	Total Municipal	Percent Change	Electoral Areas	Percent Change	Total	Percent Change
1996	701		10,457		4,522		15,680	
2001	769	9.7%	9,698	-7.3%	4,469	-1.2%	14,936	-4.7%
2006	1,317	71.3%	9,675	-0.2%	4,844	8.4%	15,836	6.0%
2011	935	-29.0%	9,837	1.7%	4,340	-10.4%	15,112	-4.6%
2016	847	-9.4%	9,967	1.3%	4,313	-0.6%	15,127	0.1%



The trend in the total SD58 population is shown in the graph below. The population has significantly fluctuated between 1996 and 2016. The highest growth was a 6.0% increase between 2001 and 2006, followed by a decline of 4.7% between 2006 and 2011 and a level population between 2011 and 2016. Not considering the Indian Reserves, it appears that the population decline is more pronounced in the Electoral Areas and the population increase in the urban areas of Merritt and Princeton.



Aboriginal Identity from Ministry of Education Data

The Ministry of Education November 2018 report "Aboriginal Report 2013/14 - 2017/18 titled How Are We Doing?" provides some further insight about students who self-identify as Aboriginal Students in School District 58.

For the Province as a whole, the percentage of the Aboriginal students in the overall BC student population was 9.9% in the 2008/09 school year and 11.2% in the 2017/18 school year. From a statistical perspective, this represents a relatively stable percentage.

The SD 58 Aboriginal school-age population has been fluctuating, but the historical trend has been a gradual increase. There appears to be a levelling out between 2015/16 and 2017/18. Although the numbers may be fluctuating, the proportion of to the overall student population that self-identified as aboriginal, apart from a peak of 42.3% in 2013/14, it has gradually increased from 36.2% in the 2008/09 school year to 39.5% in the 2017/18, the latest year figures are available.

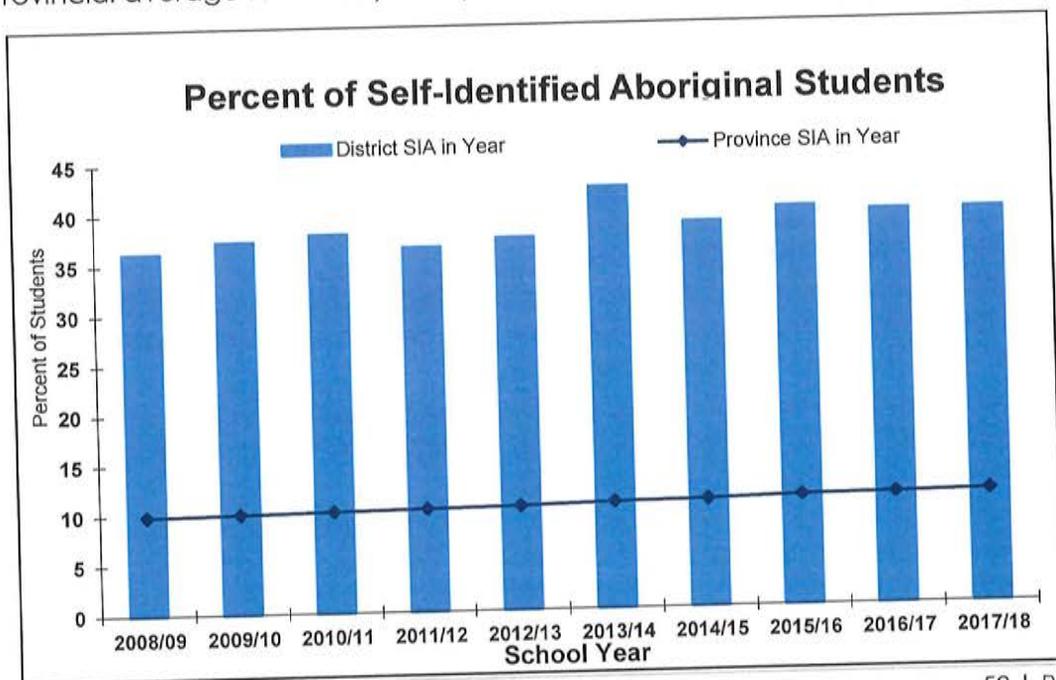
In comparison to the Province, the number of students who self-identified as aboriginal in the SD 58 well exceeds that in the Province as a whole; the percentage is roughly three times higher than the Provincial average.

Therefore, although the numbers have fluctuated, the statistics appear to reveal that the number of students who self-identify as aboriginal may no longer be increasing as much as in the past, and is beginning to level out; however, the portion of the overall student population who self-identify as aboriginal will continue to grow, with all other influencing factors being equal.

The following table summarizes the Ministry of Education data:

Population History – Aboriginal Identity (2008/09 to 2017/18)						
School Year	Province			SD 58		
	Total Students	Aboriginal Students	% Aboriginal Students	Total Students	Aboriginal Students	% Aboriginal Students
2008/09	579,485	57,257	9.9	2,739	991	36.2
2009/10	580,480	58,017	10.0	2,713	1,011	37.3
2010/11	579,110	58,834	10.2	2,649	1,004	37.9
2011/12	569,734	58,531	10.3	2,658	970	36.5
2012/13	564,529	58,717	10.4	2,505	934	37.3
2013/14	558,983	59,502	10.6	2,397	1,014	42.3
2014/15	552,786	59,382	10.7	2,419	932	38.5
2015/16	553,376	60,706	11.0	2,263	902	39.9
2016/17	557,626	61,799	11.1	2,354	928	39.4
2017/18	563,245	63,182	11.2	2,277	899	39.5

The Ministry of Education publication contains the following chart, comparing the percentage of Aboriginal Students in the school years of 2008/9 – 2017/18, in SD 58 and the Provincial average for those years. (SIA means Self-Identified as Aboriginal)



Age Composition

A breakdown for population by age group is provided in this section. Due to rounding and data for some age groups being suppressed for privacy, the numbers in this section may not add up to the totals in earlier sections.

The intent is to understand the trend in school age population to assist in determining school age population projections. The following figures show how the population age groups have changed between 2001 and 2016.

Population Age Group History (2001 – 2016)							
Age Group	2001	2006	Percent change	2011	Percent change	2016	Percent change
0-4	755	650	-13.9%	725	10.3%	660	-9.8%
5-9	1,060	790	-25.5%	750	-5.3%	805	6.8%
10-14	1,150	1,000	-13.0%	840	-19.0%	755	-11.3%
15-19	1,095	945	-13.7%	995	5.0%	800	-24.4%
20-44	4,625	3,815	-17.5%	3,740	-2.0%	3,725	-0.4%
45-64	4,280	4,980	16.4%	5,175	3.8%	5,120	-1.1%
65+	2,315	2,725	17.7%	3,180	14.3%	3,715	14.4%

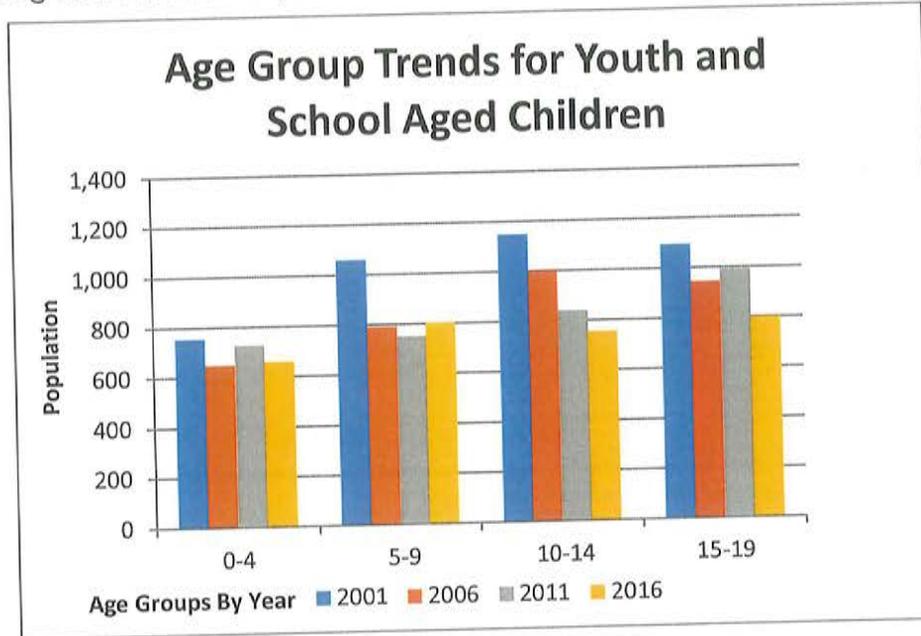
The figures above reveal the following about the school age and the general population:

- The 0 to 4 age group fluctuated but is generally declining. Between 2001 and 2016, this group declined from 755 to 660, which is a 12.5% decline in this age group;
- Following a substantial decline between 2001 and 2006 (-25.5%), the 5 to 9 age group experienced minor fluctuation, but is relatively stable since 2006;
- The 10 to 14 age group has been steadily declining between 2001 and 2016. There was a 13.0% decline between 2001 and 2006, a more pronounced 19.0% decline between 2006 and 2010 and a moderate decline of 11.3% between 2011 and 2016;
- The 15 to 19 age group has been fluctuating, but generally declining. Between 2001 and 2016, the numbers in this age group have fallen by 26.9% from 1,095 to 800.

For the non-youth age categories:

- The child-bearing age group of 20 to 44 years is declining less over time. Between 2001 and 2006, this group declined by 13.7%, but only declined by 2.0% and 0.4% between 2016 to 2011 and 2011 to 2016, respectively;
- The age group of 45 to 64 years has experienced a large shift in its growth rates, with an increase of 16.4% between 2001 and 2006 and 3.8% between 2006 and 2011, and a decline of 1.1% between 2011 and 2016; and
- The senior population of 65 years and up is the only age grouping that has experienced growth throughout the period of 2001 to 2016. The rate was highest between 2001 and 2006 at 17.7% and remained high and stable at just over 14% since 2006.

The following chart shows the youth and the school age trends more graphically.



The above statistics included Aboriginal students in those cases where data was not suppressed for privacy reasons. To gain some understanding of the age characteristics and changes specifically for the First Nations communities, the available age profile data available from the Canada Census was accessed between 2001 and 2016. The 2011 data is partially from the 2011 National Household Survey (NHS).

The same rigour of analysis is not possible for the First Nations communities as for the overall population. Some data has been rounded or entirely suppressed for some age categories or for entire communities. The reason is due to the population levels being below certain thresholds set by Statistic Canada to protect privacy. Therefore data is not available for all the First Nations communities.

As a result, Coldwater and Nootch have data for each of the all of the four Census years of 2001, 2006, 2011 and 2016. There is no data available in 2006 for Nicola Lake, Nicola Mameet and Douglas Lake, and Joeyaska is missing data for 2001 and 2016. The fact that Nicola Mameet is missing from the 2006 Census data has distorted the historical trend data as it makes up a major portion of the entire First Nation population.

Therefore, the 2006 data has not been included and the growth percentages are reflecting different periods of time as noted in the table below. However, the patterns or trends shown in the following chart are indicative of the population characteristics of overall First Nations Community.

Combined Age Characteristic of Selected Combined First Nations Communities					
Age group	2001	2011	10 Year % change	2016	5 Year % change
0 to 4 years	60	105	75.0%	85	-19.0%
5 to 9 years	80	100	25.0%	120	20.0%
10 to 14 years	130	95	-26.9%	80	-15.8%
15 to 19 years	120	110	-8.3%	80	-27.3%
20 to 44 years	420	395	-6.0%	380	-3.8%
45 to 64 years	290	305	5.2%	370	21.3%
65+ years	70	115	64.3%	150	30.4%

The above figures may be out by ± 5 from the aggregate population used elsewhere in this report due to rounding done by Statistics Canada for privacy purposes.

The available data reveals that:

- The First Nation Communities are aging communities. The 65 and up age category has increased from 70 in 2001 to 150 in 2016;
- The 0 to 4 and the 5 to 9 age categories have both increased between 2001 and 2016. The 0 to 4 age group peaked in 2011 at 105, declined to 85 in 2016, but is higher than the 60 figure in 2001;
- The 10 to 14 and 15 to 19 age categories have steadily declined between 2001 and 2016. They are relatively equal in size, with the 10 to 14 age group declining from 130 and the 15 to 19 age group declining from 120 in 2001, with both at 80 in 2016;
- The 20 to 44 year age group is in decline (420 in 2001 and 380 in 2016), and the 45 to 64 age group is the second fastest growing age group going from 290 in 2001, to 305 in 2011, with a further 21.3% increase between 2011 to 2016, to achieve a 2016 population of 370.

POPULATION PROJECTIONS

The Projection Model

BC Stats projections of future population, specifically those at the School District level, are the primary source for youth population estimates for school enrollment. Sub-Provincial Population Projections, referred to as P.E.O.P.L.E. (Population Extrapolation for Organizational Planning with Less Error), is a model that generates population figures based on the types of trends and assumptions described in the previous section.

According to BC Stats, the projection is a Component/Cohort-Survival method and is described as follows:

- “This method requires separate projections for each of the components of population change, namely fertility, mortality and net migration. With this information, and with a base year age-specific estimate of population, a projection for any subsequent year is made by promoting each age group in the preceding year to the next highest age group, while at the same time considering the effects of net migration, births and deaths.”
- The effects noted above were described earlier in the vital statistics and economic development sections. The projections provided below are based on the most recently generated data from BC Stats. The P.E.O.P.L.E. 2019 projections are current as of October 2019.

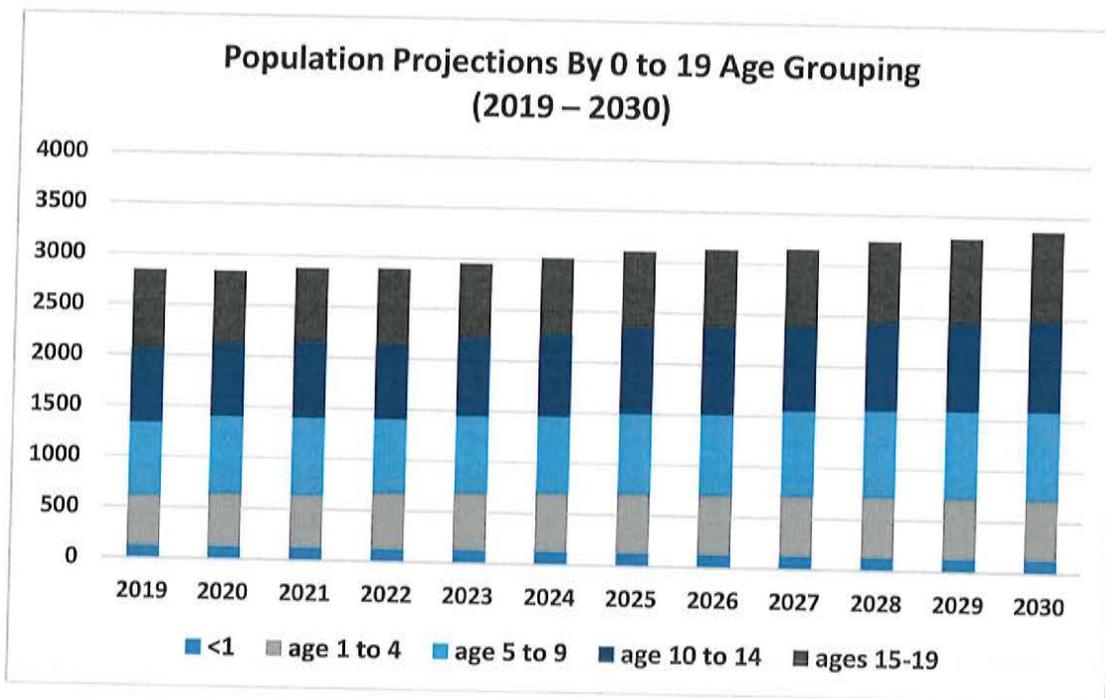
Assessment of the Model

The starting point of the BC Stats projection was compared with the 2016 Census data from Statistics Canada. It was found there is some variance; however, this may be due to a combination of rounding and/or the grouping to generate the School District area.

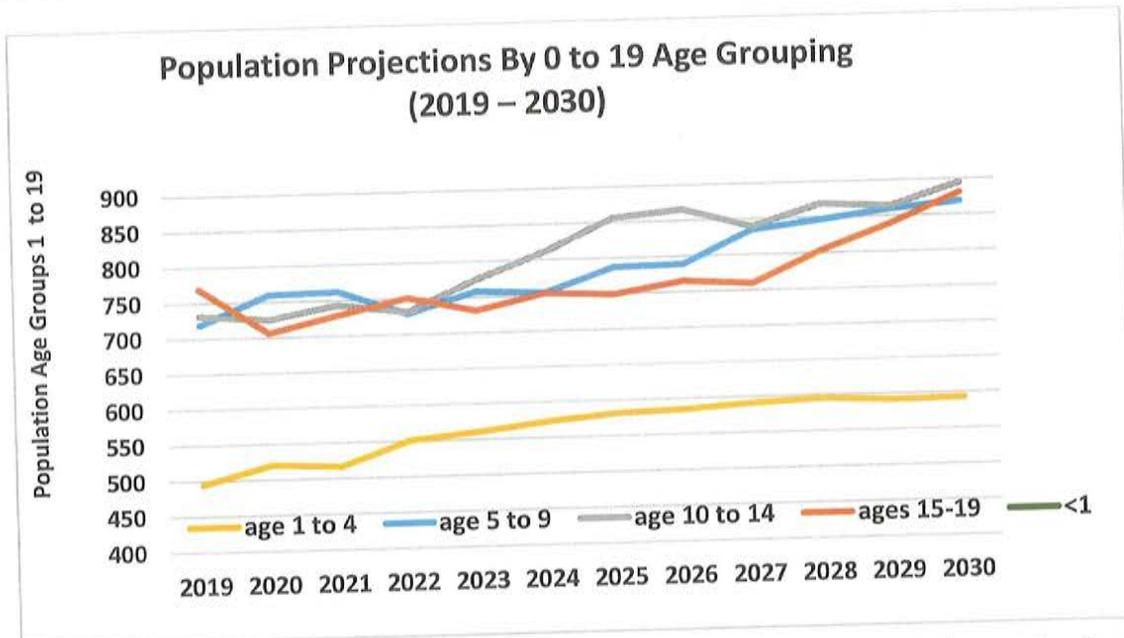
Given that the data generated is very current and reflects what BC Stats deemed to be the best available net migration, births and death trends, it has been concluded that the difference is a minor statistical matter that does not require any adjustments to the projections. These projections are suitable in determining school age populations to be accommodated by SD 58 facilities in the period of 2020 to 2030.

Population projections generated by BC Stats PEOPLE Model (2019 – 2030)					
year	<1	age 1 to 4	age 5 to 9	age 10 to 14	ages 15-19
2019	123	495	719	731	769
2020	124	521	760	725	706
2021	126	517	762	743	729
2022	125	551	729	731	751
2023	128	561	758	774	731
2024	131	573	754	811	753
2025	130	582	787	856	749
2026	130	585	789	866	765
2027	130	592	835	839	760
2028	129	596	847	869	804
2029	130	592	860	864	839
2030	127	593	869	895	881

Population Projections By 0 to 19 Age Grouping (2019 – 2030)					
Year	<1	age 1 to 4	age 5 to 9	age 10 to 14	ages 15-19
2019	123	495	719	731	769
2020	124	521	760	725	706
2021	126	517	762	743	729
2022	125	551	729	731	751
2023	128	561	758	774	731
2024	131	573	754	811	753
2025	130	582	787	856	749
2026	130	585	789	866	765
2027	130	592	835	839	760
2028	129	596	847	869	804
2029	130	592	860	864	839
2030	127	593	869	895	881



Source: BC Stats. The P.E.O.P.L.E. 2019 projections as of October 2019.



The Chart above and the page prior reflects the BC Stats total population projection by age grouping. It is shown by chart and graphically two different ways.

The following is observed about the projections generated above:

- The under 1 year of age and the 1 to 4 years of age categories rise over the projection period of 2019 to 2030;
- The 5 to 9 age category fluctuates up and down until 2024, after which it increases to the end of the projection period to 2030; and
- The 10 to 14 group fluctuates up to 2022, and then rises to 2026. Afterwards the population fluctuates, but rises slightly until the end of the projection period in 2030 and;
- The 15 to 19 age categories is fluctuating up to 2027, and then rises steadily until the end of the projection period in 2030.

It should be noted that BC Stats statistical population projections not the only factor to consider when developing population and student enrolment projections for the Long Range Facility Plan. Several other factors influencing population are presented below.

1. Fertility and Birth Rates
2. Median Age
3. Life Expectancy
4. Mortality Rates
5. In and Out Migration Trends
6. Cumulative effects of Births, Deaths and Migration
7. Community/Regional District Planning, Growth and Economic Development
8. Historical and Anticipated Residential Growth (Building Statistics)
9. Other factors outlined in the Enrolment Projection Methodology on page 71 such as school retention rates, catchment areas, independent school market share, etc.

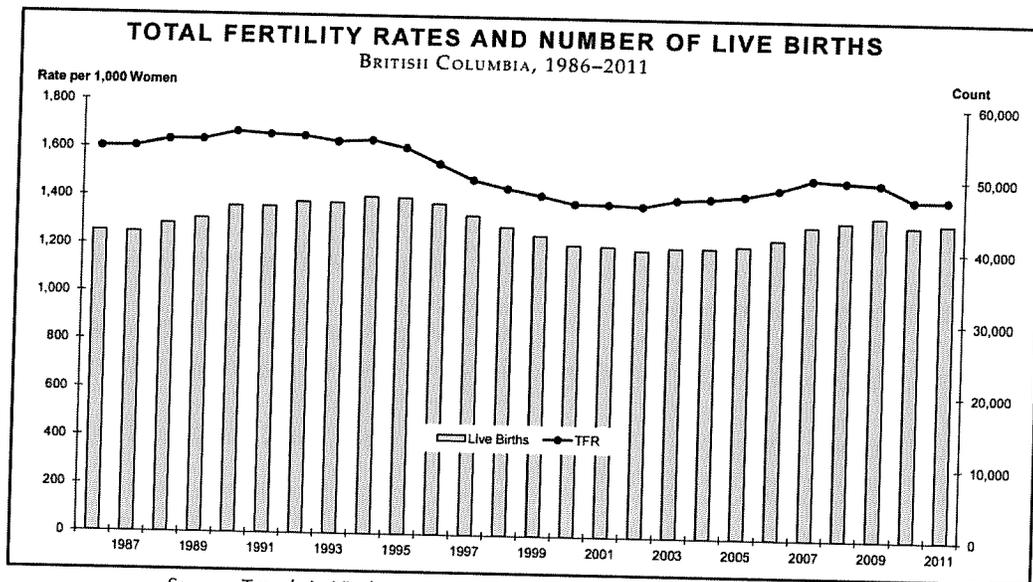
Factors Influencing Population

This section relies on Vital Statistics for the Local Health Areas of Merritt and Princeton as shown in the chart below. These administrative boundaries do not exactly match the North and South Zones used earlier in this section; however, as the bulk of the region's population resides within the urban areas encompassed by these two Local Health Areas, the data is representative and a reliable source to measure the various factors that affect populations growth dynamics.

There are several factors influencing population growth.

1. Fertility and Birth Rates:

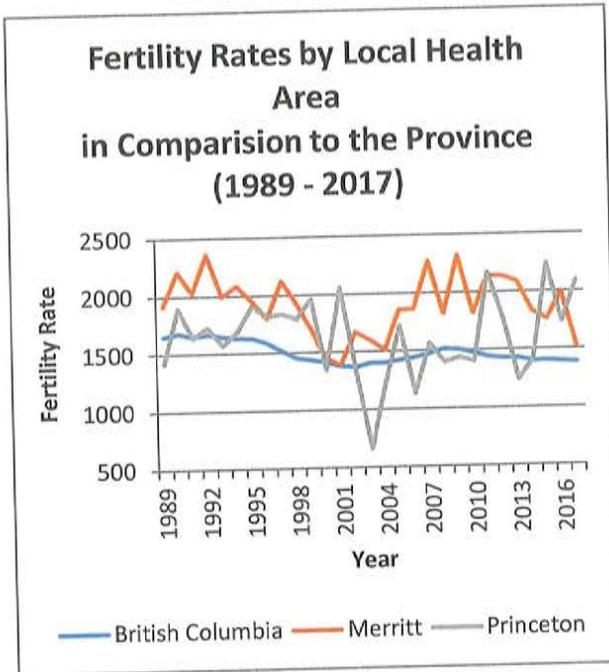
Fertility rates in BC have changed over the years, becoming relatively level in recent years. The chart shown below concerning fertility is from latest BC Vital Event Annual Report (2011). Historically, fertility rates increased after World War II through the decades of 1950 and 1960. There is a pronounced decline until the late 1970s. This declining trend slowed with some variations, until 2007 after which fertility rates have leveled off.



Source: Trends in Vital Events - Vital Statistics Agency Annual Report 2011

Based on the raw data from BC Vital Statistics form Local Health Areas, the following graph has been generated to depict the trends in Fertility Rates for the two Local Health Areas within the School District. These were compared to the trend in the same period for the Province as a whole.

The Fertility Rates are highly variable, over time for both Local Health Areas but especially for Princeton. However, they both follow the general Provincial trends, falling between 1989 and 2002/2003, then rising for the period from 2007/2009.



The Merritt Local Health Area has a fertility rates higher than that of Province as a whole. Princeton seems to follow the Provincial trend a bit more closely. Therefore, it can be concluded that with a higher fertility rate than the Province, the school age population may continue to grow faster in SD 58 than elsewhere in the Province and this growth will be more pronounced in Merritt than in Princeton.

In the report *Our Babies, Our Future: Aboriginal Birth Outcomes in British Columbia*, the authors observed that the younger population structure of Aboriginal population in BC is linked to a higher fertility rate for Aboriginal women compared to the non-Aboriginal women. According to the

2005 report by V. O'Donnell, *Aboriginal Women in Canada*, in the period between 1996 and 2001, the fertility rate of Aboriginal women was 2.6 children compared with 1.5 children among all Canadian women.

This is a further reason to suggest that the data in the earlier section are not conclusive in understanding the growth dynamics for First Nations school age population projections.

2. Median Age

The median age is defined as the exact age where half the population is older, and half is younger. This is a good indicator of the youthfulness of a population. For the province as a whole, the median age has been rising from 40.8 years in 2016 to 41.9 in 2011 to 43.0 in 2016. This reflects the general trend towards an aging population.

The following tables summarize available median age data.

Median Ages for Municipalities and Electoral Areas (In Years)						
Census Year	Princeton	Merritt	Okanagan-Similkameen H	Thompson-Nicola N	Thompson-Nicola M	BC Average
2006	50.9	42.2	52.4	47.4	45.7	40.8
2011	52.5	43.9	56.0	51.5	50.4	41.9
2016	51.7	46.5	57.8	54.2	54.8	43.0

Median Ages for Indian Reserves (In Years)

Census Year	Coldwater	Joeyaska	Douglas Lake	Nicola Lake	Nooaitch	Nicola Mameet	BC Average
2006	34.9	29.5			34.5		40.8
2011	31.2	39.0		39.8	36.2	30.4	41.9
2016	36.5	47.5	44.2	49.5	38.3	33.5	43.0

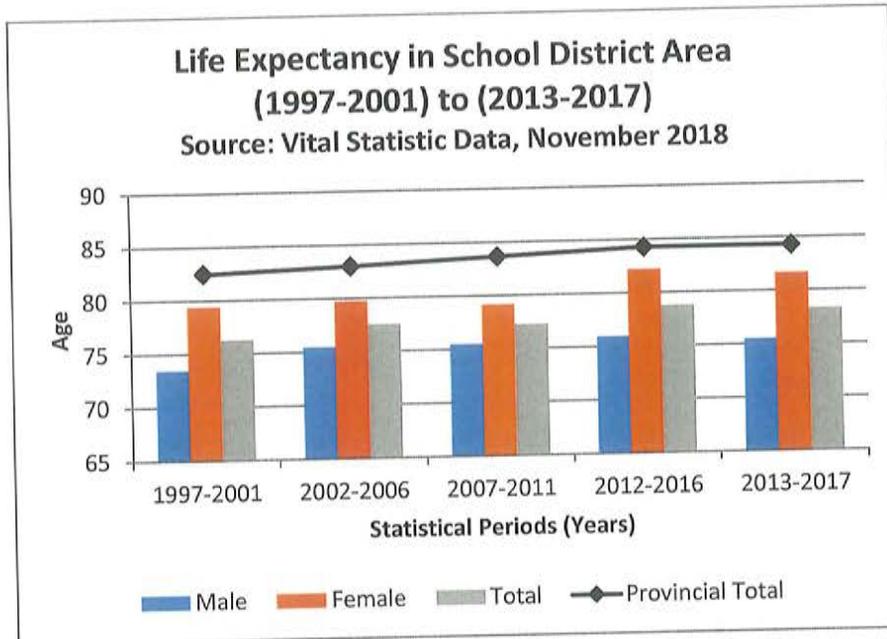
The following is observed:

- Compared to the Provincial trend, the Municipalities and Electoral Areas have median ages higher than that of the Province. This means the age profile in these portions of the SD 58 is older than that in the Province as a whole;
- The median age for municipalities electoral areas First Nations communities, have all been increasing for the time period of between 2006 and 2016 for the data available. This means that the population trend in the SD 58 area is reflective of the general trend of the aging population in British Columbia;
- The median ages of the Coldwater, Nooaitch and Nicola Mameet First Nation communities are lower than that of the SD 58 area and the Province. These are, therefore, more youthful communities; and
- It is reasonable to conclude that the school age population will not significantly differ geographically; however, the three First Nations Communities of Coldwater, Nooaitch and Nicola Mameet, may have higher levels of school age populations that may need to be accommodated by the schools serving those communities, than in other areas of the School District. These areas will need to be monitored closely.

3. Life Expectancy

Life expectancy is the average number of years an individual of a given age is expected to live if current mortality trends in the region continue. According to data from Statistics Canada, BC had the highest life expectancy in the country. The average life expectancy at birth for the total population in the 2014 to 2016 period was 82.5 years, compared to that of Canada as a whole at 82.0 years.

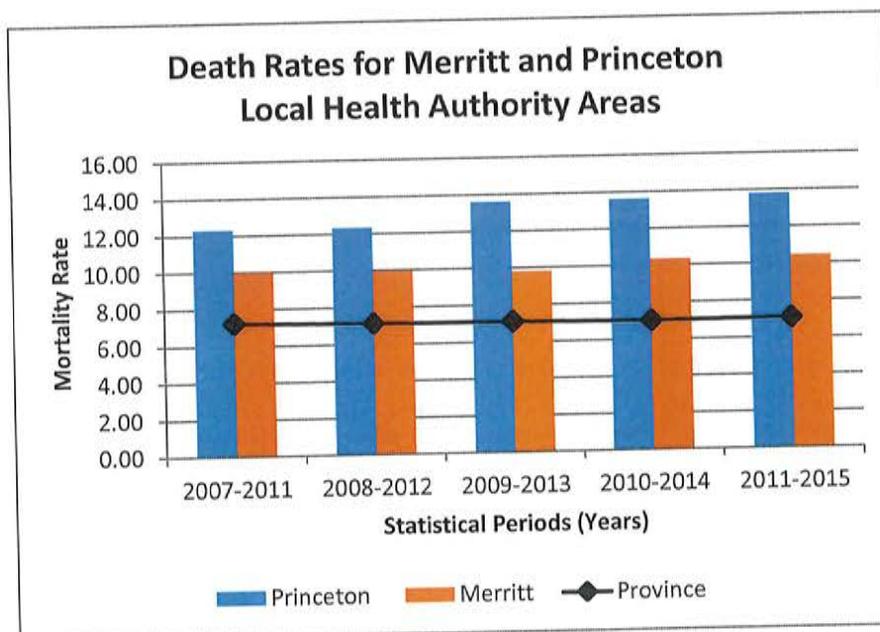
For the population in SD58, life expectancy has been fluctuating, but generally rising from 76.25 years to 78.29 years between 1997-2001 and 2013-2017. In comparison, the local life expectancy age is notably lower than the Provincial figures. For example, the life expectancy for males and females together for the 2013-2017 period in the SD58 area was 78.29 while the provincial figure was 84.27. As is the case generally, female life expectancy is higher than male life expectancy.



4. Mortality Rates

Based on data from annual reports, the death rates for the Local Health Authorities of Merritt and Princeton are shown below for the period of 2007/2011 to 2011/2015.

The local mortality rates are higher than the Provincial average, with the Princeton rate higher than that of Merritt. The rate in Princeton increased in the period of 2007-2011 to 2009-2013, whereas the rate in Merritt has remained level over the entire span between 2007-2011 to 2011-2015.



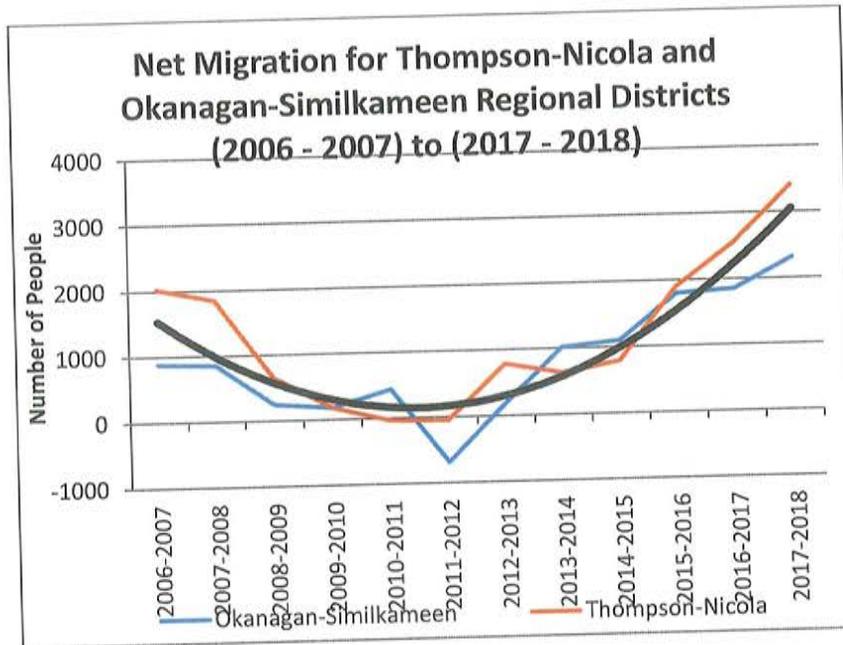
5. Migration:

Migration can be the source of population growth or decline; therefore, circumstances that can influence someone to move into or out of region is often referred to as "Push-Pull Factors". Regions that have their economic base related to resource industries tend to be more sensitive to these factors than areas with a more diverse economy. Some of the common influences that are "Push-Pull factors include:

- **Jobs:** People move into areas where there are jobs and move away if employment is not available. There are few companies or employers within SD 58 that would attract significant in-migration for employment purposes. Therefore, barring the establishment of new major employers, significant growth due to job opportunities is not anticipated.
- **Affordable Housing:** Housing affordability is a serious problem in various locations of the province. Lower priced housing can attract both young families if there are also job opportunities, and empty-nesters or retirees relocating after selling homes in higher priced markets. The effect of this "Pull Factor" may be a factor contributing to the growing 65+ age category.
- **Lifestyle:** This can be a "push" for those looking to live in a community with more services, activities and opportunities. It can be a "Pull Factor" for those looking for a simpler life, a small community atmosphere or a ranching lifestyle in the Nicola Valley.
- **Natural Environment:** This is another "Pull Factor" due to what the area has to offer; recreational pursuits, fishing, hunting, and wilderness areas. This can be a "Seasonal Pull Factor" like spending summers at the cottage or ranch. Unlike other areas in the interior, this does not appear to be leading to permanent relocation.
- **Culture and History:** This "Pull Factor" may be one of the factors that attracts visitors and tourists. By showcasing the communities there may be an influence in generating permanent relocation to the area.

Migration data sources do not specifically identify municipalities or allow data to be grouped by SD58 boundaries. Instead, a trend line has been generated based on the net-migration data available for the Thompson-Nicola and Okanagan-Similkameen Regional Districts. Averaging the two, this provides some indication of the historical migration patterns in the wider region, although other larger centres such as Kamloops in the TNRD and Penticton and Summerland in the OSRD may be skewing the trends. Although migration is a factor influencing population trends, there is insufficient information to determine a trend specific to the SD58 area.

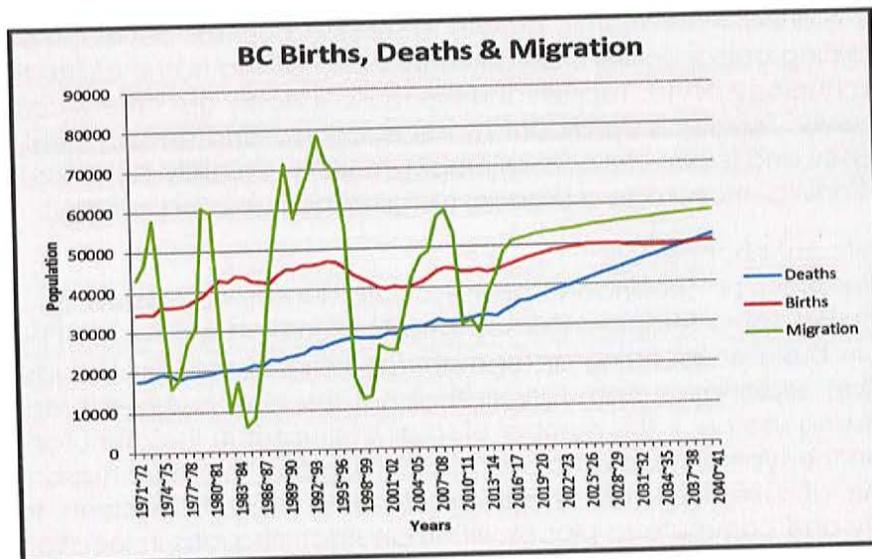
Nevertheless, positive net in-migration in the wider region is historically evident. The exception is a lower level of in-migration or some net outflow occurring during the economic slowdown roughly between 2009 and 2013; however, there has been an increase back to or above past historical levels. Migration is more of a factor in recent years in the TNRD than in the OSRD. The graph below depicts the historical trends.



6. Cumulative Effect of Births, Deaths and Migration Factors:

It is very important to note that even after considering natural growth and migration, deaths will begin to exceed births with the general aging population of SD58. Immigration, although highly variable, will become the main source for growth once natural growth becomes negative.

Provincial data from BC Stats about BC births, deaths and in-migration were used to generate the graph below. Because there was an apparent jog between the historic and projection periods, the initial projection data was "smoothed" to reflect the most recent historic death statistics. For both projections, the number of deaths will become greater than the number of births in the 2030's and any growth will be from immigration into the province.



PLANNING, GROWTH AND ECONOMIC DEVELOPMENT

Labour statistics used in this section were drawn from data sets for the census subdivisions that best approximate the boundaries of the School District.

Thomson- Okanagan Economic Forecast

According to the 2013 *Regional Growth Study* for this area, diversification is needed to compensate for employment losses resulting from declines in international demand for products in the primary industries, including metals and minerals, wood products, and agricultural products.

Forecasts suggest that about 17,000 new jobs are to be created throughout the Thompson Okanagan over the 25 year period from the date of this report (2013). The most rapid growth is expected in the health field. Service sector employment will follow the general population growth rate and primary manufacturing and process fields will have the least or shrinking growth.

The *Strategy* does not distinguish how these may apply to different parts of the Thompson-Okanagan, specifically to be able to separate economic development forecasts to Merritt and its Fringe Areas. Merritt is a main urban centre and will likely remain the focus of future economic development in SD58. Other urban centres close to Merritt that would share in this economic growth include Kamloops, Logan Lake and Ashcroft. It has been concluded that the information at the regional level is not sufficiently detailed or specific to SD 58 to be of statistical value; however, it does provide some descriptive value to better understand the economic forces at play influencing future population growth.

The significance of Merritt and its fringes as an urban centre and economic hub are considered to provide a stronger understanding of economic forces that may have the greatest influence on population growth.

Merritt

The economic development strategy in Merritt focuses on strengthening existing business and industry and attracting new employment generating business. The role of higher education as a driver of economic growth to support business development and post-secondary training opportunities is greatly enhanced as the home of the Nicola Valley Institute of Technology (NVIT). Tourism and the music industry are other economic drivers in the community. Forestry is significant to the economy and employment in the area. Efforts to diversify and lessen impacts on employment by volatility in the forestry sector, is motivating efforts to encourage a broader range of business and industry.

The most significant changes are:

- The proliferation of secondary business and industries related to small scale manufacturing, some temporary or seasonal in nature. These types of businesses are revealed in business licencing or for manufacturing operations in support of other sectors. One explanation from City staff about the high numbers employed in the manufacturing sectors, is the number of small businesses in the manufacturing sector rather than the typical large employer in other regions. The other reason cited is that the lifestyle and services that Merritt has to offer attracts residents to live in the community and commute to places with manufacturing jobs in locations like Logan Lake and Kamloops.

- Historically, Merritt is at the junction of transportation corridors from the Lower Mainland, the BC interior and beyond the Province. This combined with changes in Federal and Provincial regulations, including ALC regulations, has resulted in large-scale cannabis production facilities proposing to locate in Merritt and area. Sundial is proposing a 40,000 square foot facility as its first phase. The finished facility is expected to employ between 100 and 150 people. Emerald Plants Health Source is proposing a 1.2 million square foot facility on a 56-acre site already zoned for the proposed use.
- Statistics Canada presents employment data for some areas that encompass cities and their fringe areas. Merritt is one such area that can be assessed for employment occupations. Roughly 4 out of every 10 workers residing in the entire School District area live in Merritt and its surroundings. The exact numbers are 2,455 out of a total of 6,575 of individuals reporting by employment sector within the Merritt Population Centre.

The top four employment sectors are:

- Retail Trade (13.7%)
- Manufacturing (13.4%)
- Health care and social assistance (11.6%)
- Accommodation and food services (6.2%)

Although Merritt has manufacturing as a large source of employment; retail trade is the top category with health care and accommodation & food services close behind. This reflects the community becoming a service centre in the region for residents, visitors and tourists.

Okanagan-Similkameen Regional District and Princeton

The eastern portion of the SD58 is within in a portion of the OSRD. The OSRD has a specific OCP that applies to Electoral Area (Area G) and the main urban centre of Princeton. Unfortunately, it is somewhat stale dated (2012 – 2013).

The OSRD Economic Study focuses on the overall regional district, and some urban centres outside Electoral Area G. The information is not specific enough for analysis. Instead, the focus was Princeton itself. The local economy in and around this community is driven by forestry (Weyerhaeuser), associate forestry sectors, ranching, tourism, mining and seasonal residential use.

SD 58 Employment Sectors

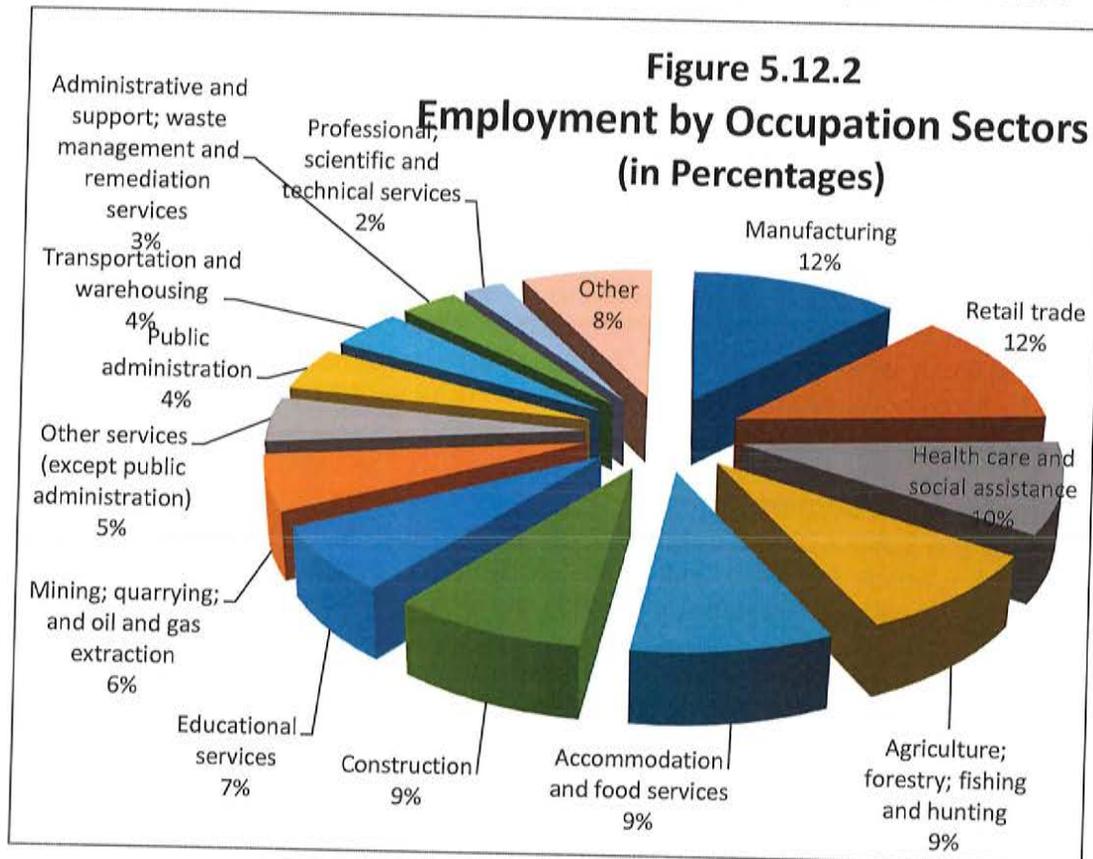
Considering the School District area as a whole, the data from the appropriate portions of the 2016 Census for both the North and South Zones has been combined to approximate the labour force residing within the entire SD 58 area.

The following information has been generated about the area's labour force and employment, showing the top thirteen employment categories which account for employment of 92.4% of the labour force.

SD 58 Employment Sectors

Workers Employed - By Occupational Sectors	
Sector	Labour Force
Manufacturing	795
Retail trade	785
Health care and social assistance	640
Agriculture; forestry; fishing and hunting	600
Accommodation and food services	595
Construction	565
Educational services	450
Mining; quarrying; and oil and gas extraction	385
Other services (except public administration)	310
Public administration	300
Transportation and warehousing	280
Administrative & support; waste mngmt & remediation services	220
Professional; scientific and technical services	155

The same data is presented by percentage pictorially in the pie chart below.



HISTORICAL RESIDENTIAL DEVELOPMENT / BUILDING STATS

Research was completed to review the number of new residential units and the type of residential units being constructed in both the North and South Zones over the past ten years.

10 YEAR RESIDENTIAL BUILDING PERMITS BY COMMUNITY/DEVELOPMENT REGION										
LOCATION	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Merritt										
Single Family	12	10	11	5	11	8	13	16	24	25
Row Family Dwellings	0	0	0	0	0	0	0	0	0	0
Apartment Units	8	7	10	19	5	3	7	3	33	7
Other	0	1	2	1	2	2	1	0	0	1
Total	20	18	23	25	18	13	21	19	57	33
Princeton										
Single Family	5	12	15	1	1	7	1	3	6	8
Row Family Dwellings	0	0	0	0	0	0	0	0	0	0
Apartment Units	1	2	5	2	0	4	0	4	0	0
Other	0	0	1	1	0	0	0	0	2	0
Total	6	14	21	4	1	11	1	7	8	8

Source: CMHC Housing Starts by Area: CMHC Housing Now Tables 2019

The average number of residential units per year is calculated below by zone. Both a short term and long term average have been looked at, but it is felt the average for the last three years is likely the most realistic moving forward.

Merritt	Units	Princeton	Units
10 Year Average	25	10 Year Average	8
Most Recent 5 Year Average	29	Most Recent 5 Year Average	7
Most Recent 3 Year Average	36	Most Recent 3 Year Average	8
Most Recent 2 Year Average	45	Most Recent 2 Year Average	8

It should be noted that the average number of units constructed in Merritt has been somewhat skewed in the most recent years by the construction of a one time 33 unit apartment building in 2017, but this could still be representational of new development that may occur in the area. However, caution must be exercised when applying a higher number of multi-family units towards enrolment projections as typically multi-family complexes often tend to house seniors, empty-nesters and fewer children of school age.

Student Yield Per Residential Household.

The public school student yield per household was calculated for both the North and South Zones using census data for the number of households in each area and SD58 data for the number of students for the past six years.

K-12 students in the following chart refers to all grade level students, but excludes Strong Start, Distance Education, Continuing Education and Hone School students.

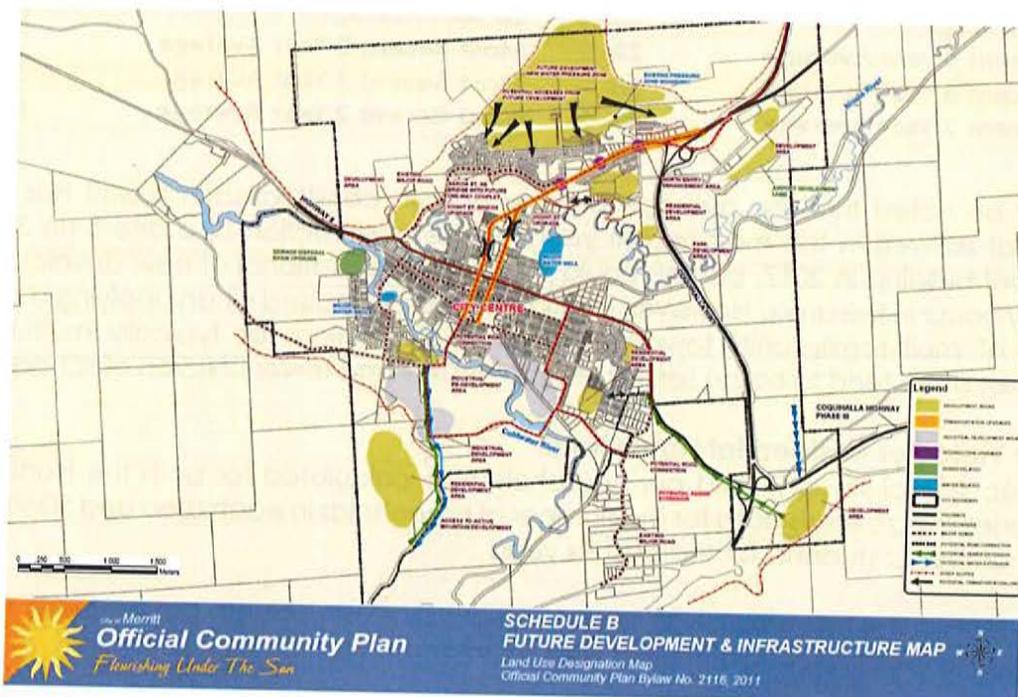
ESTIMATED STUDENT YIELD PER HOUSEHOLD									
Year	PRINCETON LHA			MERRITT LHA			SD 58 (COMBINED LHA's)		
	Total Households	K-12 Students	Student Yield	Total Households	K-12 Students	Student Yield	Combined Households	Combined K-12	Combined Student Yield
2014	2256	439	0.19	4600	1452	0.32	6856	1891	0.28
2015	2291	454	0.20	4683	1497	0.32	6974	1951	0.28
2016	2308	487	0.21	4760	1506	0.32	7068	1993	0.28
2017	2474	446	0.18	4826	1506	0.31	7300	1952	0.27
2018	2463	466	0.19	4882	1506	0.31	7345	1972	0.27
2019	2467	458	0.19	4932	1497	0.30	7399	1955	0.26

Dwelling Unit Source: BC Stats, Oct. 9, 2019 <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/household-projections>

Typically, in the South Zone, there are approximately .19 public school students per household. Therefore a 100 lot residential subdivision would yield approximately 19 students across 13 grades and three schools.

Typically, in the North Zone there are .26 to .27 students per household. Therefore a 100 lot residential subdivision would likely yield up to 27 students across 13 grades and 6 schools.

Each municipality generally creates plans, policies, strategies and guidelines for future development. The last Merritt Official Community Plan was adopted in 2011. The City of Merritt Planning Dept. was contacted and although the OCP is outdated, the City's position on locations for future residential development is much the same. The map below shows residential units will be supported in the yellow areas.



Of note is the large (dark yellow) future residential area above Merritt Bench Elementary at the top of the map. Should market and economic conditions support future housing growth, this area can accommodate a significant number of new residential units.

Although there are no applications to develop this property at the current time, the City has initiated discussions with SD 58 regarding the potential need to reserve a future school site within the area.

Princeton has also not updated their Official Community Plan in a number of years however, the Princeton Economic Development Officer was contacted for insight on new development and industry locating in the area.

As Merritt, Princeton and the regional district electoral areas all have outdated community plans it was determined that a better approach was to evaluate the number of current and pending residential building permits. The chart below lists all Merritt developments that are "on the books" but not necessarily approved. The Princeton chart assumes housing starts at the consistent average for the past 10 years of 8 new homes per year.

Using the highest possible scenario of new units, and a high student yield rate, the following potential student yield was determined.

North Zone	Units
Current Approved Development	97
At .30 students per household	16.1
Estimated Elementary	9.9
Estimated Secondary	6.2

South Zone	Units
Most Recent 3 Year Average	8
At .19 students per household	1.52
Estimated Elementary	.94
Estimated Secondary	.58

This equates to a potential 1% student growth from new development in the Merritt area and approximately 0.3% student growth in the Princeton area.

In 2019 Canada Mortgage & Housing (CMHC) determined Merritt had a vacancy rate of 2.2%. The vacancy rate of Princeton was not available or suppressed due to the small data pool.

Both the Merritt and Princeton areas are anticipating some small new industries moving into the area, so population growth will need to be monitored. Whether new in-migration will be accommodated in existing vacant homes or in new housing is undetermined.

Residential Growth Cautions

It is important to note that residential growth is only one factor in developing enrolment projections. Other factors that will significantly impact student enrolments are:

- Every year students graduate from the system or discontinue school and must be replenished through incoming Kindergarten students and in-migration.
- There are also some years and some schools where more Grade 12's graduate than new students enter in Kindergarten.
- The birth rate and resultant kindergarten enrolment five years later may vary.
- Independent schools generally capture a market share of student enrolment.
- Some catchment areas are in decline as older neighbourhoods mature and children leave home. As a result, some catchment areas may experience a loss of students or no growth.
- Some out-migration will occur as families move to other areas or provinces.
- Residential and population growth is dependant on economic, market and political conditions as well as interest rates and local employment opportunities.
- Some of the new residential developments considered may be in competition with each other. New units may be planned but may not proceed on schedule.
- Some of the new residential developments require significant servicing, transportation or other front end costs and may not have the backing to proceed in a timely manner.

Although the previous section on Community Demographics seems like a lot of data to digest, it is essential to formulate credible enrolment projections.

CHAPTER 7 STUDENT ENROLMENT PROJECTION METHODOLOGY

Student enrolment projections are the key driver in determining the future requirements of the School District. The enrolment projections will dictate everything from how many pencils to buy, to how many staff to employ, to how much space is required to accommodate students. To make reasonable decisions, it is extremely important to develop as accurate student enrolment projections as possible based on sound data and methodology. It takes an integrated approach reviewing numerous factors, to forecast student enrolments.

Ten year enrolment projections have been developed specifically For the Long Range Facility Plan using a variety of factors:

1. Review of Census population data and historical population growth;
2. Review of external population projections (Census Canada, BC Stats, Health Region and Ministry of Education data);
3. Review of Regional District and Municipal Official Community Plans, Growth Strategies and population projections;
4. Review of most recent SD58 Capital Plan projections;
5. Determination of incoming- kindergarten students;
 - Review of the historical and projected birth rate for SD58
 - Review of BC Stats birth rates and actual age of 1 to 4 year old's, by health region, school district, municipality and small Census Tract Dissemination Areas where available;
 - Projected in-coming kindergarten students based on the birth rate and the percentage of those that attend public school,
 - Review of historical Kindergarten registrations by school,
 - Completing a cross check between projected K's by school and total BC Stats projections for consistency.
6. Review of out-of-catchment enrolments by school;
7. Review of the historical draw of district or specialty programs;
8. Review of 5 year student enrolment history and determination of recent historical retention rates by individual school;
9. Completing a roll-forward of all existing students by grade and by school utilizing the historical and projected retention rates;
10. Review of estimated growth from new developments and adjustments for increase/decrease in residential development and economic factors;
11. Review of the number of International/fee paying students and non-funded (Adult) students.

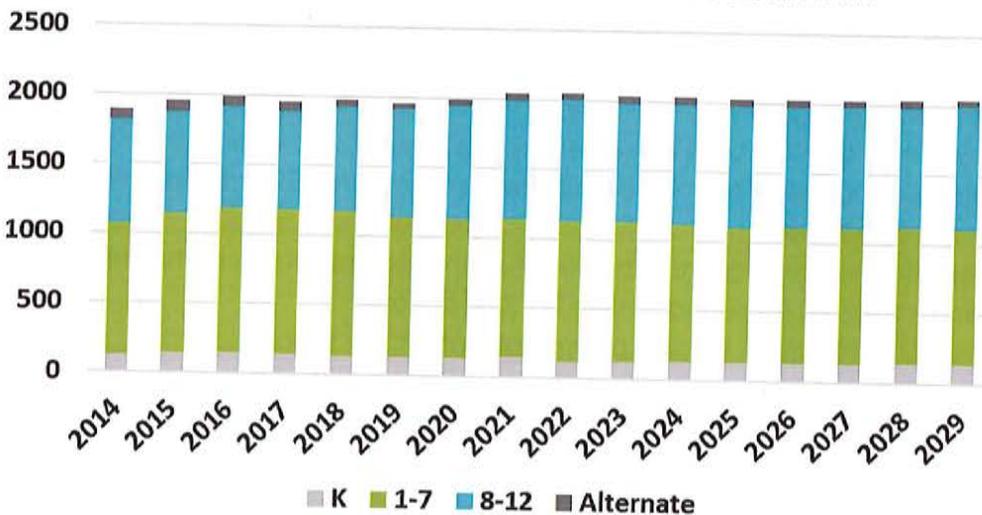
LONG RANGE FACILITY PLAN DISTRICT WIDE STUDENT ENROLMENT PROJECTIONS

Detailed student enrolment projections have been prepared specifically for the Long Term Facility Plan using the methodology outlined on the previous page.

The overall District growth rate has been projected at very cautious but realistic growth rates. It is predicted that student enrolments will slowly but steadily increase at a rate of approximately 1.5% per year over the next ten years.

SD 58 LONG RANGE FACILITY PLAN PROJECTIONS											
Grade	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	127	128	143	116	126	131	132	134	133	135	138
1-7	1009	1000	994	1012	1002	981	970	974	977	982	971
8-12	781	815	851	873	853	872	875	867	870	865	885
Alternate	38	50	50	50	50	50	50	50	50	50	50
Total:	1955	1993	2038	2051	2031	2033	2027	2025	2029	2032	2045
		120	120	120	120	120	120	120	120	120	120
		2113	2158	2171	2151	2153	2147	2145	2149	2152	2165

SD 58 TEN YEAR ENROLMENT PROJECTIONS



As per Ministry guidelines, the District projections created for the LRFP do not include StrongStart, Continuing Education (Adults), Distance Education or Home Schooler enrolments. The student enrolment projections are also based on "headcount" numbers rather than 'full time equivalent' (FTE) numbers.



School District 58 Nicola - Similkameen Long Range Facility Plan

Based on the current information available, it is anticipated the student enrolment projections will slightly exceed the projections prepared by BC Stats from 2019-2024 and will be slightly less than BC Stats projections from 2025 to 2029.

SD 58 TEN YEAR STUDENT ENROLMENT PROJECTIONS SUMMARY											
SD 58 LONG RANGE FACILITY PLAN PROJECTIONS											
Grade	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
K	127	128	143	116	126	131	132	134	133	135	138
1-7	1009	1000	994	1012	1002	981	970	974	977	982	971
8-12	781	815	851	873	853	872	875	867	870	865	885
Alternate	38	50	50	50	50	50	50	50	50	50	50
Total:	1955	1993	2038	2051	2031	2033	2027	2025	2029	2032	2045

BC STATS PROJECTIONS - ALL SCHOOL AGED CHILDREN											
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
School Aged Children	2065	2050	2088	2061	2117	2167	2242	2267	2282	2359	2395
Less 5.4% independent Students	-110	-110	-112	-110	-113	-116	-120	-121	-122	-126	-128
Total	1955	1940	1976	1951	2004	2051	2122	2146	2160	2233	2267
Difference	0	-53	-62	-100	-27	18	95	121	131	201	222

In 2022 and 2023 more Grade 12's are graduating than kindergarten students are entering the system. Also, it should be noted that children entering Kindergarten from 2025 to 2029 are not born yet; the numbers for those years are somewhat theoretical.

It is believed the projections created specifically for SD58 are credible as they look at a larger number of factors specific to the SD58 schools and the community. However, projections are best used to assess overall trendlines and like any projections actual annual enrolment should be monitored for any significant changes.

DISTRICT WIDE CAPACITY UTILIZATION

Capacity utilization is used to determine how efficiently a school or group of schools is being utilized. It quickly identifies overcrowding or surplus space.

FACILITY UTILIZATION SUMMARY

School Facilities	Operating Capacity	2019 Enrolment	Over/Under Capacity	Total Utilization	2024 Enrolment	Over/Under Capacity	Total Utilization	2029 Enrolment	Over/Under Capacity	Total Utilization
South Zone										
John Allison Elem	145	129	-16	89%	151	6	104%	119	-26	82%
Vermillion Forks Elem	200	156	-44	78%	142	-58	71%	143	-57	72%
Princeton Secondary	325	173	-152	53%	227	-98	70%	205	-120	63%
	670	458	-212	68%	520	-150	78%	467	-203	70%
North Zone										
Collettsville Elem	181	162	-19	90%	164	-17	91%	176	-5	97%
Diamond Vale Elem	270	160	-110	59%	141	-129	52%	156	-114	58%
Merritt Bench Elem	112	149	37	133%	144	32	129%	147	35	131%
Merritt Central Elem	321	235	-86	73%	241	-80	75%	234	-87	73%
Nicola Canford Elem	158	145	-13	92%	128	-30	81%	135	-23	85%
Merritt Secondary	675	608	-67	90%	645	-30	96%	680	5	101%
	1717	1459	-258	85%	1463	-254	85%	1528	-189	89%
District Average:	2387	1917	-470	80%	1983	-404	83%	1995	-392	83.5%

In the 2019/2020 school year, the capacity utilization for the whole district is 80% -meaning 80% of the available student seats are being utilized and 20% are available. This level of utilization is maintained for the next five years, and by the end of 10 years the capacity utilization is forecast to increase to 83.5%.

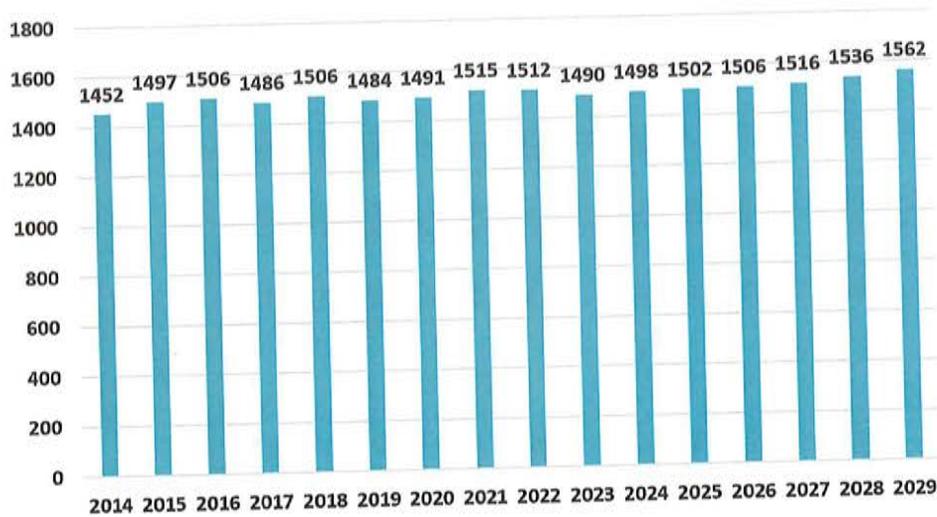
As several schools are currently operating under their capacity, the forecast enrolment increase in growth can be easily accommodated in most schools, however there are some specific capacity issues that should be addressed. Further information is provided by Zone and School in the ensuing sections of this report.

CHAPTER 8 NORTH ZONE ANALYSIS

ENROLMENT PROJECTIONS AND CAPACITY UTILIZATION

Based on the enrolment project methodology, enrolment projections have been developed for each of the 5 elementary schools, 1 secondary school and 1 alternate program in the North Zone. A summary of the projections by school is shown below.

Ten Year North Zone Enrolment Projections



Aside from 2022 and 2023 when there more Grade 12's graduating than Kindergarten students entering schools, the North Zone shows slow but steady increases.

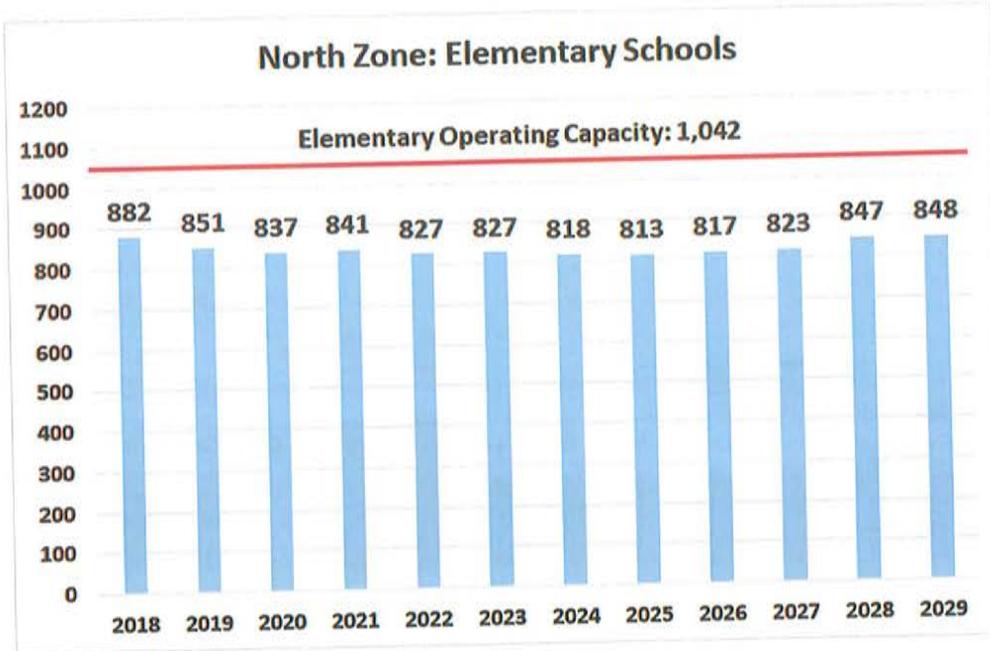
The spreadsheet on the next page shows the enrolment projection by each school.

**SD 58 NORTH ZONE
TEN YEAR HEADCOUNT STUDENT ENROLMENT PROJECTIONS**

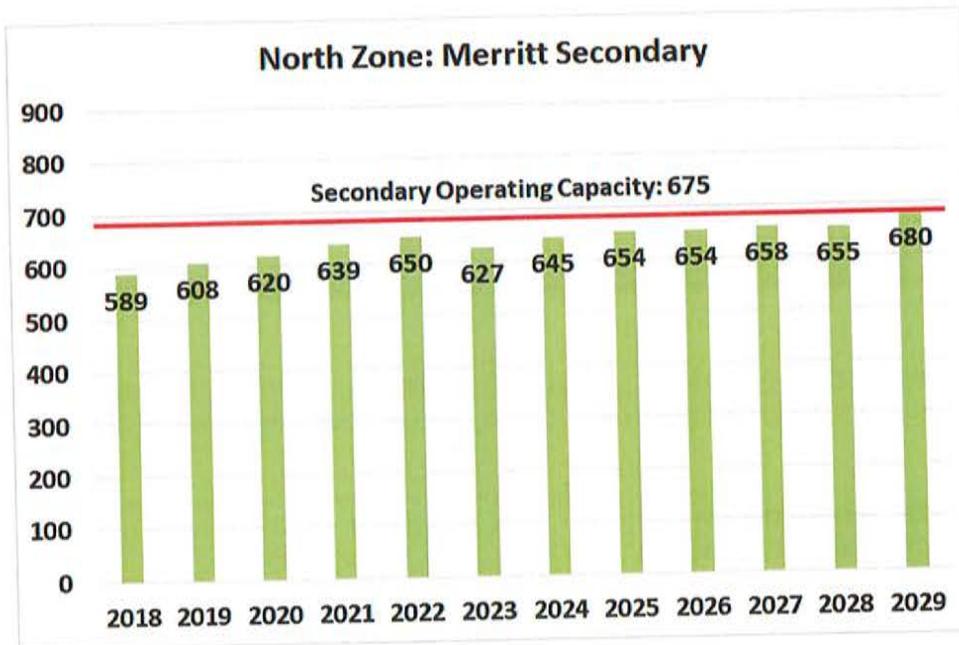
Note: Does not include Strong Start, Distance Education, Continuing Ed or Home Schooler Enrolments (Similar to MOE Projections)

AREA/SCHOOLS	Grades	ACTUAL						PROJECTED									
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
MERRITT AREA																	
Colletville Elementary (FI)	K	25	19	26	29												
	1-7	114	123	133	127	30	17	20.0	25	18	20	25	25	25	25	25	25
	Total	139	142	159	156	144	145	140.1	143	144	141	139	142	139	146	151	151
Diamond Vale Elementary	K	20	18	20	23												
	1-7	144	166	159	164	18	19	16.0	21	15	17	21	21	21	21	21	21
	Total	164	184	179	187	151	141	139.8	132	130	129	120	121	129	131	136	135
Merritt Bench Elementary	K	18	18	17	12												
	1-7	153	159	156	143	15	18	14.0	16	12	13	16	16	17	16	17	17
	Total	171	177	173	155	126	131	132.5	132	133	134	128	129	131	127	129	130
Merrit Central Elementary	K	20	22	27	23												
	1-7	200	193	201	202	28	27	21.0	26	20	21	26	26	26	26	26	27
	Total	220	215	228	225	201	208	220.5	214	225	222	215	208	204	202	208	207
Nicola Canford Elementary	K	9	15	19	20												
	1-7	134	146	128	135	16	13	13.0	16	13	13	16	16	17	17	17	17
	Total	143	161	147	155	153	132	119.3	116	117	117	112	109	108	112	117	118
Total K:	K	92	92	109	107												
Total Gr 1-7:	1-7	745	787	777	771	775	757	752.3	736	749	743	715	709	710	718	740	740
Total Elementary:	Total	837	879	886	878	882	851	836.3	840	827	827	819	813	816	823	846	847
Merritt Secondary	8-12	568	573	574	566	589	608	620.0	639	650	627	645	654	654	658	655	680
Kengard Alternate	8-12	47	45	46	42	35	25	35.0	35	35	35	35	35	35	35	35	35
Merritt Area K-12 Total:	K-12	1452	1497	1506	1486	1506	1484	1491	1515	1512	1490	1498	1502	1506	1516	1536	1562

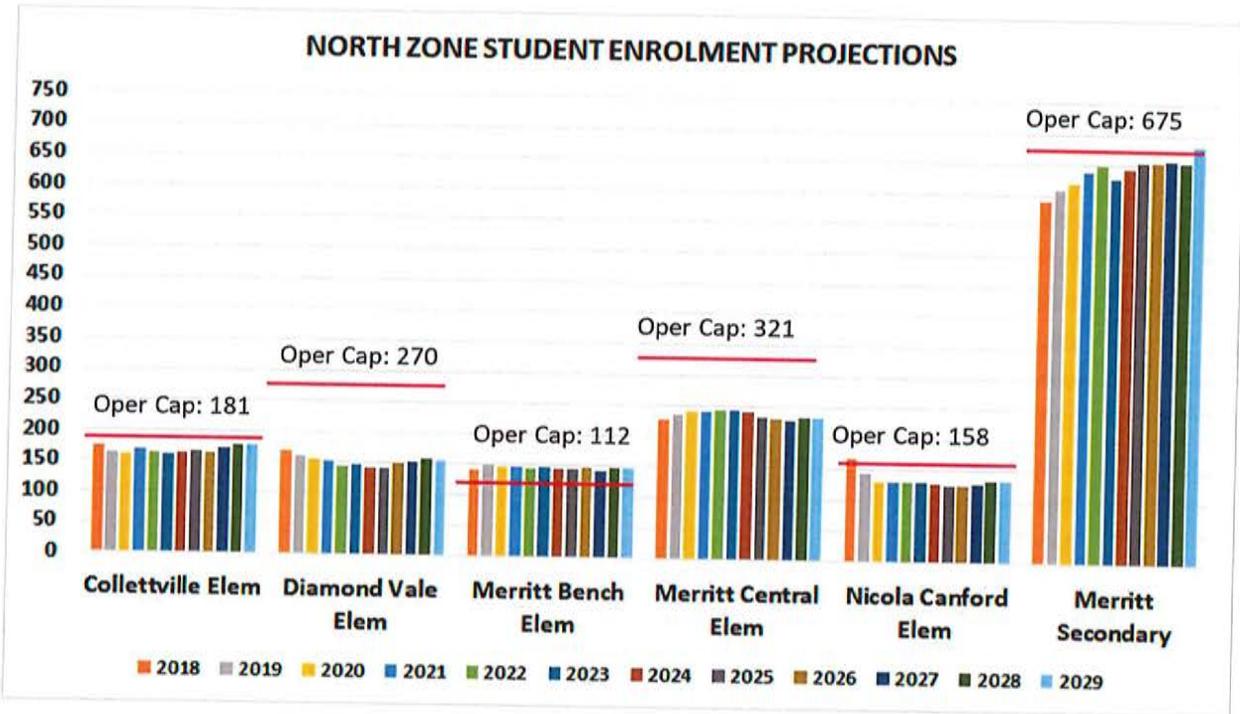
If all the elementary school enrolments and school capacities are grouped together, there appears to be adequate space to accommodate students for the next ten years.



For secondary school enrolments, the secondary school capacity appears to be adequate to accommodate students for the next ten years.



North Zone Enrolment and Capacity Analysis by School



Ecole Colletville Elementary (K-7 Single Track French Immersion)

181 Student Operating Capacity

Colletville offers the only elementary school French Immersion Program in the district. Students are bused from all areas of the North Zone to attend this elective program. The French Immersion Program is regulated to ensure program enrolment is maintained below the school's capacity. A lottery system for the entry of new Kindergarten French Immersion students is in place for this purpose.

The school is anticipated to operate with a 90% to 97% capacity utilization over the next ten years.

Colletville also has one portable classroom available, however it is used for a Lunch Program as most children do not live in the neighbourhood and are not able to go home for lunch.

Diamond Vale Elementary (K-7)

270 student Operating Capacity

Diamond Vale Elementary is currently operating below capacity. It is anticipated to have 4 to 5 empty classrooms every year for the next 10 years. The utilization rate is expected to be as low as 52% in 2024 from the current high of 59% in 2019.

Merritt Bench Elementary (K-7)

112 Student Operating Capacity

Merritt Bench Elementary is currently operating over capacity. It is anticipated to be 2 to 3 classrooms over capacity for the next 10 years. It is currently operating at 133% capacity and it is expected this overcrowding will be maintained over the next 10 years.

Merritt Bench currently has 4 portables located on the property that are temporary serving to meet both classroom and core space shortages.

The school is located up a significant slope and on a natural bench above the main City of Merritt. It would be difficult to redirect students to inner city schools well outside their neighbourhood. In the current Official Community Plan, the City has slated additional lands on the bench for extensive residential development, although it may be some time before homes are constructed.

Merritt Central Elementary (K-7)

321 Student Operating Capacity

Merritt Central is also currently operating below capacity. It is anticipated to have 2 to 3 empty classrooms every year for the next 10 years. The utilization rate is expected to remain at a constant rate of 73 to 75% utilization for the next 10 years.

Both Diamond Vale and Merritt Central elementary schools are located in the older central section of Merritt. The neighbourhoods in this central area are maturing and do not seem to have the same appeal for young families as they once had. Options now exist for newer subdivisions located in other areas of Merritt.

Nicola Canford Elementary (K-7)

158 Student Operating Capacity

Nicola Canford is operating close to capacity. All data indicates the birth rate and number of Kindergarten students entering over the next 10 years will decline. It is anticipated to operate just slightly under capacity declining from the current 92% utilization rate to between 80% and 85%.

Merritt Secondary (8-12)

675 Student Operating Capacity

Merritt Secondary is the only secondary school in the North Zone serving the diverse secondary school enrolment. In 2019 it is comfortably operating just below capacity at a utilization rate of 90%. However, as the larger wave of elementary students moves through the grades, it is expected that the secondary school will operating just over capacity within 10 years, at a 101% utilization rate.

There are 3 portable classrooms currently located on the on the Merritt Secondary site to assist with student support requirements.

NORTH ZONE IDENTIFIED CHALLENGES AND OPPORTUNITIES

1. Merritt Bench Elementary

112 Student Operating Capacity (93 + 19K)

120 Student Nominal Capacity (100 + 20K)

Ten Year Projected Enrolment: 143 to 148 students

Forecast enrolments indicate the school will operate at least 2 classrooms over capacity for the next ten years. The existing small school has a shortage of core space to accommodate the existing enrolment.

- No multi-purpose room
- Three quarter size elementary gym
- Under sized gym ancillary space
- Inadequate special needs/support program space
- The portable classrooms are impeding already poor parking and drop off areas and there are some safety concerns.

Expansion Options

Option 1A: Merritt Bench 50 Student Expansion

Construct a 2 classroom/ 50 student addition

The existing and forecast enrolments make this school eligible for a fifty student addition, increasing the school from a nominal capacity of 120 (100 + 20K) to 170 (150 + 20K). However, the Ministry allowable core space for a 150 + 20K addition is minimal and would not result in the addition of a multipurpose room, expanding the gym to full size or addressing the special ed/support space adequately.

The concern with this option is that the school core space would not be expanded to meet current and forecast needs.

See Appendix F -Ministry of Education Elementary School Allowances
 -Merritt Bench Elem 50 Student Addition Design Aid Sheet
 -Merritt Bench Elem 50 student addition Draft Cost Estimate

Option 1B: Merritt Bench 75 Student Expansion

Construct a 3 classroom/75 student addition or

Construct a 4 classroom/100 student addition

Adding a 75 or 100 student addition to Merritt Bench would increase the core space allowance to the point where a multi-purpose room, full size gym and additional special ed/support space would be included. The addition of this size would also allow the district to apply for an additional 15% of the new space for use as a Neighbourhood Learning Centre. (community use space)

The following spreadsheet shows the Ministry of Education elementary school space allowances based on the proposed capacity of the school. (In square metres)

ELEMENTARY SCHOOL ALLOWANCES															
SPACE FUNCTIONS	NOMINAL CAPACITY (Grade 1-7)														
	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400
Admin/Health	40	40	60	60	80	80	80	80	80	80	80	100	100	100	100
Gen. Instruction	160	240	320	400	480	560	640	720	800	880	960	1040	1120	1200	1280
Gen. Storage	20	20	40	40	40	40	40	40	40	60	60	60	60	70	70
Gym Activity	100	150	150	265	265	380	380	380	380	380	380	380	380	380	380
Gym Ancillary	10	20	20	65	65	65	65	65	65	65	65	65	65	65	65
Media/Tech Centre	40	80	160	160	160	160	160	160	160	180	180	180	180	180	180
Multi-Purpose	0	0	0	0	0	0	80	80	100	100	100	100	100	100	100
Special Education	40	60	80	100	100	120	120	120	120	160	160	160	180	180	180
Mechanical	15	25	30	40	45	50	60	60	65	70	75	80	80	85	90
Design Space	100	150	190	260	280	330	365	390	410	450	480	490	515	535	560
Total	525	785	1,050	1,390	1,515	1,785	1,990	2,095	2,220	2,425	2,540	2,655	2,780	2,895	3,005
			110			110									
			1,160			1,895									

Note: Each Kindergarten Module may have 90m2 general instruction & 20m2 design space added to the core area allowances above.

- The Merritt Bench Elementary Existing Capacity of 100 + 20K Area Standards allowances are shown in yellow.
- Boxes indicate increases in core space if school expanded to at least 175 + 20K

Source: Ministry of Education Area Standards Manual:
<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf>

See Appendix F -Ministry of Education Elementary School Allowances
 -Merritt Bench 75 Student Addition Design Aid Sheet
 -Merritt Bench 75 student addition Cost Estimate

In order to be eligible for a 75 to 100 student addition (3 or 4 classrooms) the enrolment must comply. This could be achieved in two ways;

- Wait until the surrounding neighbourhood development occurs and the resultant student enrolment increases enough to support a larger addition including adequate core spaces. The timeline of this is not known at the current time or;
- Due to inadequate space at Merritt Bench Elementary, there are approximately 36 children who live in the Quilchena, Nicola Lake and Douglas Lake areas that are bussed right by Merritt Bench to attend schools in central Merritt where there are available seats. Ideally these students should attend the school closest to where they live. If these students were redirected to attend Merritt Bench Elementary (their closest neighbourhood school), the increased enrolment would warrant an addition of 3 to 4 classrooms and the accompanying core spaces. If this option is chosen, it is recommended that further study occur to identify the redirected students, their grade of attendance and rework the enrolment projections to reflect the expanded catchment area change.

Steering Committee Recommendation: Proceed with Option 1B: Merritt Bench 75 to 100 Student Addition

Further, that the Board authorize staff to:

- Complete a catchment area study to confirm the existing and future student enrolments from the Quilchena, Nicola Lake and Douglas Lake areas and conduct public consultation regarding a future catchment area change;
- Develop a Capital Plan submission for a 75 or 100 student addition (dependant on the enrolment numbers from the catchment change study above). Include information on the catchment area change and ultimate numbers that would attend Merritt Bench in the capital plan submission.
- Consider a contribution towards the capital project (from the sale of surplus properties) to raise the funding priority of the project.
- At such time as the Merritt Bench Elementary expansion is funded and constructed, proceed with the catchment area change.

2. Diamond Vale and Merritt Central Elementary Schools

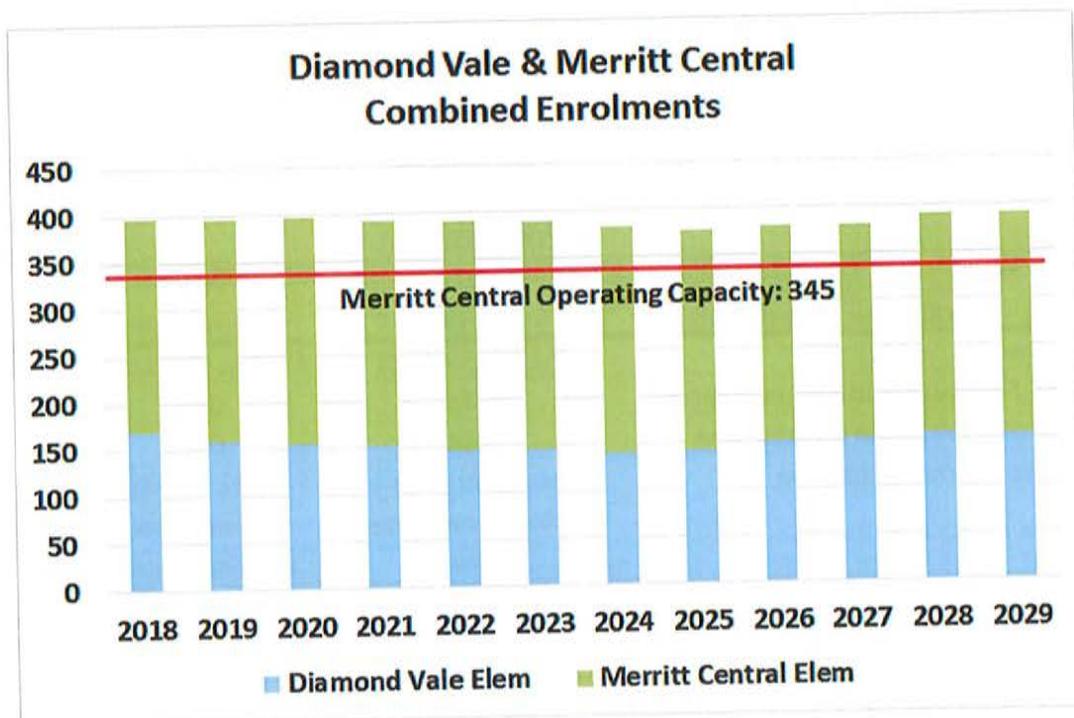
The enrolment projections reveal that both Diamond Vale and Merritt Central Elementary are well under capacity, with an estimated 4 to 5 surplus classrooms at Diamond Vale and 2 to 3 surplus classrooms at Merritt Central each year over the next 10 years.

Diamond Vale Elementary (K-7)
 270 Student Operating Capacity (232 +38K)
 290 Student Nominal Capacity (250 + 40K)
 Ten Year Projected Enrolment: Between 141 and 156 students

Merritt Central Elementary (K-7)
 321 Student Operating Capacity (302 + 19K)
 345 Student Nominal Capacity (325 + 20K)
 Ten Year Projected Enrolment: Between 228 and 245 students

Both Diamond Vale and Merritt Central elementary schools are located in the older central section of Merritt. The neighbourhoods in this central area are maturing, Typically the parents stay in the home after the children leave so the area is not being replenished with younger families. Options now exist for newer subdivisions located in other areas of Merritt.

The enrolment projections suggest that the two schools could quite easily be consolidated under one roof with a small addition.



Elementary Schools	Grade	Actual		Projected Enrolment									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Diamond Vale	K	18	19	16	21	15	17	21	21	21	21	21	21
	1-7	151	141	140	132	130	129	120	121	129	131	136	135
	Total	169	160	156	153	145	146	141	142	150	152	157	156
Merritt Central	K	28	27	21	26	20	21	26	26	26	26	26	27
	1-7	201	208	221	214	225	222	215	208	204	202	208	207
	Total	229	235	242	240	245	243	241	234	230	228	234	234
Combined	K	46	46	37	47	35	38	47	47	47	47	47	48
	1-7	352	349	361	346	355	351	335	329	333	333	344	342
	Total	398	395	398	393	390	389	382	376	380	380	391	390

In a comparison of attributes of both sites, Merritt Bench is a larger facility, would require a smaller addition to accommodate all students, is in better facility condition, has a larger site and is more central to where students live for a combined catchment. Therefore, the steering committee chose to explore a potential consolidation of the two schools on the Merritt Central Site.

DIAMOND VALE ELEMENTARY & MERRITT CENTRAL ELEMENTARY COMPARISON		
Criteria	Diamond Vale	Merritt Central
Existing Operating Capacity	270 (232 + 38K)	321 (302 + 19K)
Surplus Classrooms	4 to 5	2 to 3
Building Size	2,670 m ²	3,260 m ²
Year Initially Constructed	1962	1915
Additions	1963 (371 m ²) 1971 (135 m ²) 1975 (482 m ²) 2001 (655 m ²)	Info Not Available
Major Reno	2001	2000
Additon Required for Consolidation	4 classrooms	6 classrooms
Site Size	2.2 ha (5.44 ac)	3.97 ha (9.8 acres)
CAMS Facility Condition Assessment	0.44	0.35
CAMS Site Condition Assessment	0.44	0.31
Closest to Where Kids Live	Less central for a combined catchment area	More central for combined catchment area

Notwithstanding, the steering committee was concerned about the age of the Merritt Central structure and also wished to explore whether a replacement school was feasible should a consolidation be considered.

Cost Savings

One of the main reasons to consider a consolidation of these two schools is to achieve operational cost savings. At the current time, SD58 believes it may be facing a budget deficit of approximately \$400,000 per year. Updated budget information from the Ministry of Education was released in March 2020. District staff assessed the impact of the proposed 2020/2021 operating budget and are concerned regarding the fiscal constraints. The District is also concerned about the future potential loss of Ministry funding formulas and funding protection for small school districts. It the goal of the Board of Education to operate a balanced budget. (Greater detail on current budget allocations are provided on Page 14.)

A quick overview was completed to determine the potential cost savings of closing Diamond Vale Elementary and consolidating the student enrolments on the Merritt Central Site. It was estimated that through a consolidation of administrative, educational and support services greater efficiencies would be possible while still serving student's needs appropriately. Similarly, maintenance, custodial and grounds services as well as building overhead and utilities, data, phone etc. would be considerably reduced if only one facility was operating. Although more detailed evaluation is required, at first review it is estimated the consolidation could potential save from \$400,000 to \$450,000 dollars per year.

Dependent on the future disposition of Diamond Vale Elementary (should a consolidation occur), there would still be some operating costs if the Diamond Vale site were retained in the district's inventory. Costs such as basic building and grounds maintenance, minimum utilities, security and insurance would still occur. Several pressing maintenance items could also be deferred; such as replacement of the air condition system and flooring replacement in various areas throughout the school. If the Board decided to sell the Diamond Vale property, none of these on-going costs would be required.

Consolidation Options

There would be several ways to achieve a consolidation if the Board decided this was desirable.

Option 2A: Merritt Central Consolidation with Portable Classrooms

Reopen or install 4 portable classrooms at Merritt Central. Complete a functional renovation and upgrade the school to welcome additional students and staff. This option would have a relatively low cost and could proceed quickly -with work completed over the 2020/2021 school year for an occupancy by September 2021. At this time, a cost estimate has not been prepared for this option.

It should be noted that if the Merritt Bench Elementary 3 or 4 classroom addition were to be approved, and students from the Quilchena, Nicola Lake and Douglas Lake area relocated to Merritt Bench, then only 2 to 3 portables would be required at Merritt Central to accommodate the consolidation.

Option 2B: Merritt Central Consolidation with an Addition

Request a 4 classroom addition at Merritt Central (through the Ministry Five Year Capital Plan process) to accommodate the consolidation of schools. Optionally a renovation/upgrade component could also be included in the capital plan request. The 4 classroom addition would also generate an additional 15% space allowance for Neighbourhood Learning Centre (community use).

See Appendix G: 90 (50 + 40K) Student Addition Design Aid Sheet

Under the Ministry Allowances, Rates and Costing Factors, Option B was estimated to cost approximately \$3.3 million. This Draft Cost Estimate includes basic construction unit rates for the Merritt area, a 25% renovation component, design fees, and standard equipment and site development allowances. This estimate was prepared for cost comparison purposes only and does not include any supplementary costs which may arise from detailed building upgrade evaluations, geotechnical and civil evaluations, temporary accommodation, municipal requirements or any other potential risk items.

See Appendix G: Merritt Central Elem 90 (50 + 40K) Student Addition Draft Cost Estimate

This option is dependent on Ministry of Education Capital Funding with uncertainty to the timing of such an approval. The Ministry is faced with significant student accommodation requirements throughout the province and this project may not been seen as a high priority. A concentrated effort to highlight the district's financial situation and the ongoing potential cost savings of this project would need to occur to raise the priority of this project.

Option 2C: Merritt Central Consolidation with a Replacement School

Request a 435 (375 + 60K) new replacement School at Merritt Central (through the Ministry Five Year Capital Plan process).

A new school would provide all the current space allowances for a 375 + 60K student school allowing a 3,225m² school as well as an additional 15% space allowance for Neighbourhood Learning Centre (joint community use). This 484m² NLC community space is significant, allowing retention of one or more community partners to meet a variety of school and community needs.

See Appendix G: Merritt Central Elem 435 (375 + 60K) Replacement School Design Aid Sheet

Typically, when a new replacement school is approved for an existing site; the new school is built on the existing playfields, the students move over once it is complete and then the old school is demolished. This diminishes the need for temporary accommodation or phased construction costs as well as reducing potential safety concerns for staff and students while construction is underway.

Under the Ministry Allowances, Rates and Costing Factors, Option C was estimated to cost approximately \$19.2 million. This Draft Cost Estimate includes basic construction unit rates for the Merritt area, design fees, standard replacement equipment and site development allowances. This estimate was prepared for cost comparison purposes

only and does not include any supplementary costs which may arise from geotechnical and civil evaluations, municipal requirements, demolition and disposal requirements or any other potential risk items.

See Appendix G: 435 (375 + 60K) Replacement School Draft Cost Estimate

A new school would be likely be the most acceptable to district staff and parents to consolidate the two schools. However, considerable funding and a longer timeline is required. With so many requests for new seats throughout the province the replacement of existing space has been a lessor priority for the Ministry for some years.

If SD 58 wished to pursue this option, it is recommended that:

- consultation and liaison with Ministry staff occur to determine support for the project;
- an updated facility audit by professional engineering and architectural consultants be completed to support the need to replace the school;
- surplus properties be sold, and the proceeds committed to the project to raise its provincial priority;
- a concentrated effort occurs to highlight the district's financial situation and the ongoing potential cost savings of this project

Even with the efforts mentioned above, the timeliness of a capital approval for this Option are questionable.

Steering Committee Recommendation: Hold, pending budget review and assessment of the impact of proposed new Ministry funding formulas and potential loss of existing funding protection for small school districts.

Further that, the Board authorize staff to:

- Determine if it is financially possible to continue operation of Diamond Vale Elementary with 4 or 5 surplus classrooms and Merritt Central Elementary with 2 or 3 surplus classrooms and provide a recommendation to the Board to consider a consolidation subject to public consultation and School Closure Policy 906.
- Develop a public consultation methodology, plan and schedule as part of the LRFP consultation.
- If approved, upgrade Merritt Central and consolidate the two schools on the Merritt Central site, with assistance of portable classrooms, while applying for capital funding for an expansion and/or replacement school project. (It should be noted that if the Merritt Bench catchment area proceeds, the number of portable or permanent classrooms will be reduced.)
- Consider a contribution towards the capital project (from the sale of surplus properties) to raise the funding priority of the project.
- Proceed with plans to apply for Childcare BC Funding to Construct a New Childcare Centre on the Merritt Central Site. (See Option 3. North Zone Early Learning Hub/Childcare Facility on the following page.)

3. North Zone Early Learning Hub / Childcare Facility

Under the Childcare BC New Spaces Fund, the Ministry of Children and Families is providing a substantial grant to create new childcare spaces to meet the needs of families throughout BC. Last year, higher funding maximums were introduced to encourage school districts and public sector organizations to create new childcare spaces in underserved communities.

All types of childcare space will be considered; 0-36 months; 30 months to school age or out of school care spaces. Creation of new spaces by public sector organizations and indigenous governments will receive priority. Creation of new childcare spaces on school grounds, serving vulnerable communities, serving children requiring extra support and serving indigenous children and families will also receive priority.

Meeting these criteria seems to be a natural fit for SD58 to meet some of the social and family needs within the community.

Up to a maximum of \$3 million dollars per facility is available for school districts to construct new childcare space, with no school district capital contribution required.

Option 3A -Apply for Childcare BC Funding to Construct a New Childcare Centre on the Merritt Central Site

Relative to Option 2, Consolidating Diamond Vale and Merritt Central Elementary Schools on the Merritt Central Site -a childcare facility would also appear to be a beneficial and desirable grouping. Merritt Central already hosts the StrongStart Program for the central area of Merritt. There is room on the site to construct a new facility to house additional new childcare and preschool space, creating an Early Learning Hub at the site.

It should be noted that should the existing StrongStart Centre be relocated to the new Child Care Centre / Early Learning Hub, it would make one more classroom space available in the school for the Merritt Central and Diamond Vale consolidation.

A Child Care Centre / Early Learning Hub could be constructed whether the schools were consolidated with the assistance of portables, an addition or a replacement school.

Option 3B -Apply for Childcare BC Funding to Convert a Portion of Diamond Vale Elementary for use as a New Childcare Centre

It was discussed whether creating a Childcare Center within the available space at Diamond Vale Elementary would generate enough revenue to keep Diamond Vale Elementary open.

Brief research of childcare operating costs in the Okanagan indicated that there is not a significant contribution margin. Typically, Childcare Program Providers within schools or located on school sites are charged for reimbursable costs only; such as repairs, utilities, custodial, snow removal, some grounds maintenance etc. This will often total \$15,000 to \$20,000 per year depending on the size of the operation. Sometimes a small market rent of \$300 to \$500 per month may be negotiated in lieu

of recoverable costs, typically for before and after school programs. Generally, as schools are encouraging early learning and childcare partners to operate in surplus space in schools for the benefit of young children, they do not charge market rental rates.

An interview with a non-profit childcare operator in the Okanagan that provides services in four cities advised that a childcare operation would not likely be sustainable if they had to provide childcare services in a facility with market rental rates.

In reading the funding guidelines for the Childcare BC grant for public sector organizations, it does not state that public sector partners cannot charge rent. However, the intent appears to be creating needed childcare spaces with local licensed childcare partners for community benefit. The intent does not appear that there should be anything more than marginal financial returns for public sector partners.

It is not believed enough revenue could be generated from establishing a childcare centre in Diamond Vale Elementary to augment the district's operating shortfall.

Steering Committee Recommendation: Option 3A, Proceed with plans to apply for Childcare BC Funding to Construct a New Childcare Centre on the Merritt Central Site.

Further, that the Board authorize staff to proceed with:

- A community childcare needs study and proof of community support;
- If there is proven need, to solicit licensed childcare partners; Proceed with the balance of the funding application; hiring a consultant to create plans and cost estimates for a Childcare Centre /Early Learning Hub on the Merritt Central Elementary site.

See: Appendix H, Ministry of Children and Family Development, Childcare BC New Spaces Fund: Single Project Stream Funding Guidelines 2019/20.

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/running-a-daycare-or-preschool/newspaces_fund_guide.pdf

4. North Zone Administration Facility Relocation-

The District School Board Office in Merritt was built in 1950 and is outdated and undersized to accommodate current uses. There is inadequate space for all staff and a shortage of basic amenities. Staff and visitor parking for the overcrowded building is also an issue.

The Maintenance Shops, Bus Garage and Information Technology (IT) departments are in the same facility as administration and Board of Education services. There is inadequate bus parking when buses and rolling stock are being serviced at the site. There is also no room for future expansion of administrative, IT, maintenance or transportation services.

SD58 does not have a central stores facility and storage of goods for schools, custodial, maintenance and IT are spread throughout the district wherever there is a bit of space.

SD58 has some surplus space in the Kengard Learning Centre (partially used for the Merritt Alternate Program) and in the former Coquihalla Middle facility (currently leased to social agencies); these two facilities were explored to potentially relocate the maintenance, bus garage and IT service functions.

Option 4A: Relocate Maintenance, Shops & IT to Kengard Learning Centre (KLC)

Pros and cons of this option were weighed;

- The Kengard Learning Center is relatively central.
- There is enough land available for bus and rolling stock servicing and parking, and it is not located adjacent to a residential neighbourhood.
- The Kengard Learning Centre is relatively small at currently 1,263 m². There is no gym or high ceiling spaces suitable for shops, hoists etc. A building addition would need to be constructed.
- The Kengard Alternate Programs would need to be relocated elsewhere.

A high level review of the facility was undertaken to determine the potential costs of relocating these services to the Kengard Learning Centre. Both low and high estimates were prepared including a design and construction contingency as detailed plans have not been completed at this time. Both draft estimates include the construction of a new bus bay/garage, a carpentry shop conversion complete with a new shop dust collection system as well as security, fencing, electrical and other space improvements.

The low draft estimate was determined to be \$730,000. The high draft estimate was determined to be \$970,000.

See Appendix I: Kengard Learning Center Floor Plan and Cost Estimate

Option 4B: Relocate Maintenance, Shops & IT to the former Coquihalla Middle (CMS)

Pros and cons of this option were weighed;

- CMS is relatively central.
- Shops and bus parking would be in a residential area. Screening may be required.
- CMS is 3,323 m². There are old middle school shops in the facility that could be upgraded and refurbished for use.
- CMS is also of adequate size to accommodate the school board office administrative functions, if there was a desire to relocate them to this facility at a later date.
- The Kengard Alternate Programs could also be relocated to CMS, leaving Kengard empty and available for possible sale.
- Consultation would be required with the existing tenants regarding non-renewal of the current lease.

A high level review of CMS was also undertaken to determine the potential costs of relocating the maintenance, bus shop & IT services to the facility. Both low and high estimates were prepared including a design and construction contingency as detailed plans have not been completed at this time.

Both draft estimates include conversion of the old middle school auto shop to a bus garage, conversion and upgrade of the old carpentry shop including an upgrade of the existing dust collection system as well as security, fencing, electrical and other space improvements.

The low draft estimate was determined to be \$185,000 The high draft estimate was determined to be \$395,000.

See Appendix I: Former Coquihalla Middle Floor Plan and Cost Estimate

In summary, Option 4A, relocation to Kengard Learning Centre has significantly higher costs. The small KLC size also limits the future expansion of the facility to house other school board office functions without constructing a significant addition.

Option 4B, relocation to Coquihalla Middle does not require a costly addition to accommodate maintenance, the bus garage and IT services. The old middle school shops can be converted quite easily for maintenance use.

CMS also allows for a phased plan of relocating board office administrative functions at a later date if desired. There is also adequate space to relocate the Kengard Alternate programs to CMS.

Steering Committee Recommendation: Proceed with plans to relocate Maintenance, Bus Garage, IT services and storage to Coquihalla Middle.

Further that the Board authorize staff to;

- Consult with existing tenants regarding spaces needed and timeline. Renegotiate the lease coming up for renewal accordingly.



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- Confirm the revised site usage with City of Merritt.
- Renovate / convert a portion of CMS to accommodate maintenance, bus garage, IT services and storage.
- Renovate / convert a portion of CMS to accommodate Kengard Learning Centre Programs for relocation in Sept 2020 or Sept 2021.
- Determine if a phased plan to relocate the school board office and Board of Education functions to CMS is desirable and if appropriate develop floor plan and cost estimates accordingly.

5. North Zone Surplus Sites

After considering the existing and future enrolment and educational needs of the district, the LRFP Steering Committee has identified several properties as no longer required for school or administrative purposes. The properties could be disposed of in accordance with Ministry regulations and Board Policy and the proceeds put towards the needed capital projects in the district, subject to Board approval.

North Zone properties under consideration for sale are:

- A. Former Brookmere Elementary
- B. Former Brookmere Teacherage Vacant Lot
- C. Lower Nicola Vacant Lot
- D. Kengard Learning Centre (Dependant on North Zone Administration Relocation Option)
- E. Diamond Vale Elementary (Dependant on Merritt Central / Diamond Vale consolidation option)

Each of these properties is as described in greater detail in Chapter 3, Current Capital Asset Inventory. Maps and additional property information of surplus properties are also shown in Appendix J, Surplus Properties Maps & Info.

Steering Committee Recommendation:

- Proceed with the sale of properties A, B & C above.
- Hold off selling the Kengard learning Centre site for now. Consider the sale of Kengard if and when the Kengard Learning Centre Alternate Programs are relocated to CMS.
- Hold off selling the Diamond Vale Elementary site for now. Consider the sale of the Diamond Vale site if and when Merritt Central and Diamond Vale are consolidated on the Merritt Central site.

Further, If it is determined to proceed with the sale of these properties, the Board authorize staff to;

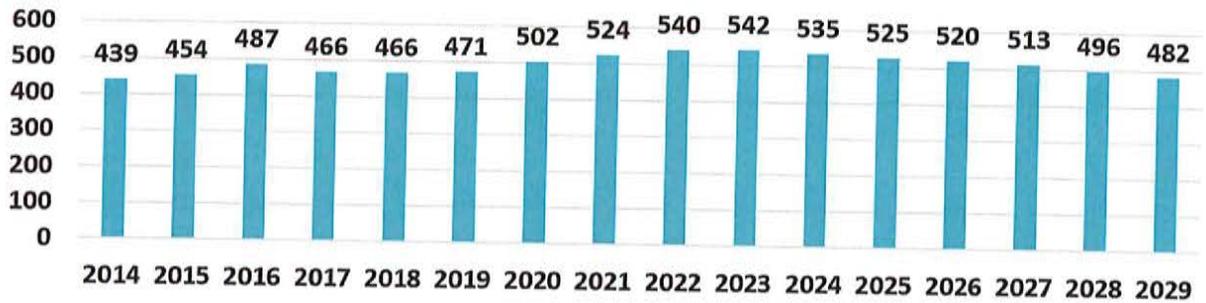
- Obtain real estate appraisals,
- Prepare a marketing plan and schedule for the sale of the properties to be sold;
- Dispose of these properties through a public process to ensure that fair market value is received and;
- The proceeds from the sale of properties be allocated to needed major capital projects in the district, to raise the priority of these projects for approval from the Ministry of Education. (I.e. Merritt Bench Elementary expansion, Merritt Central Elementary expansion or replacement and/or relocation of administration services to Coquihalla Middle.)

**CHAPTER 9
SOUTH ZONE ANALYSIS**

ENROLMENT PROJECTIONS AND CAPACITY UTILIZATION

Based on the enrolment project methodology, enrolment projections have also been developed for each of the 2 elementary schools, 1 secondary school and 1 alternate program in the South Zone. A summary of the projections by school is shown below.

Ten Year South Zone Enrolment Projections



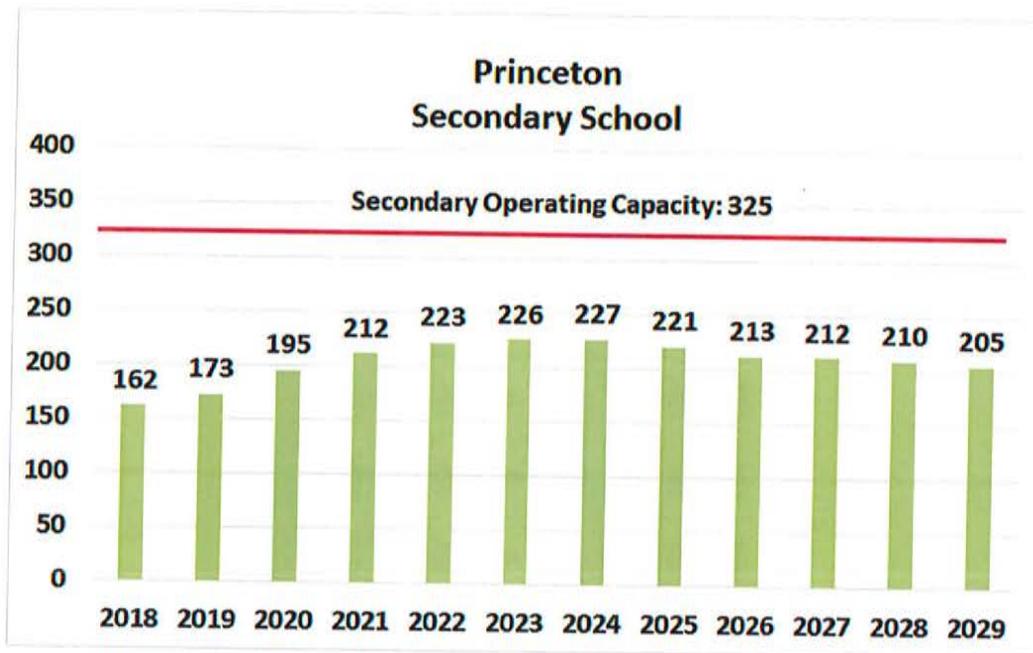
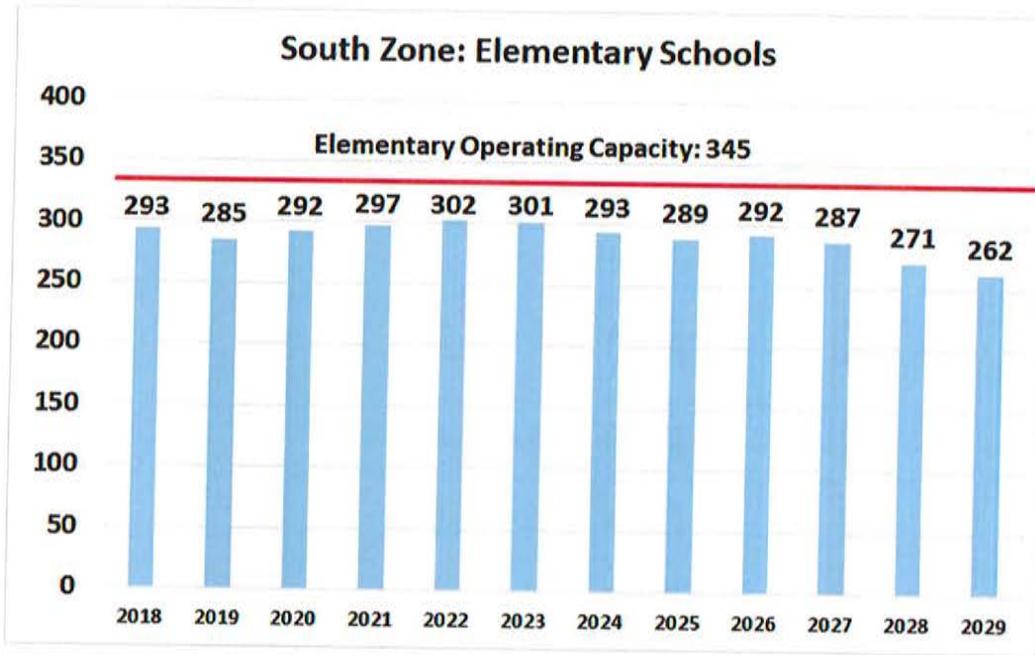
SD 58 SOUTH ZONE (PRINCETON)

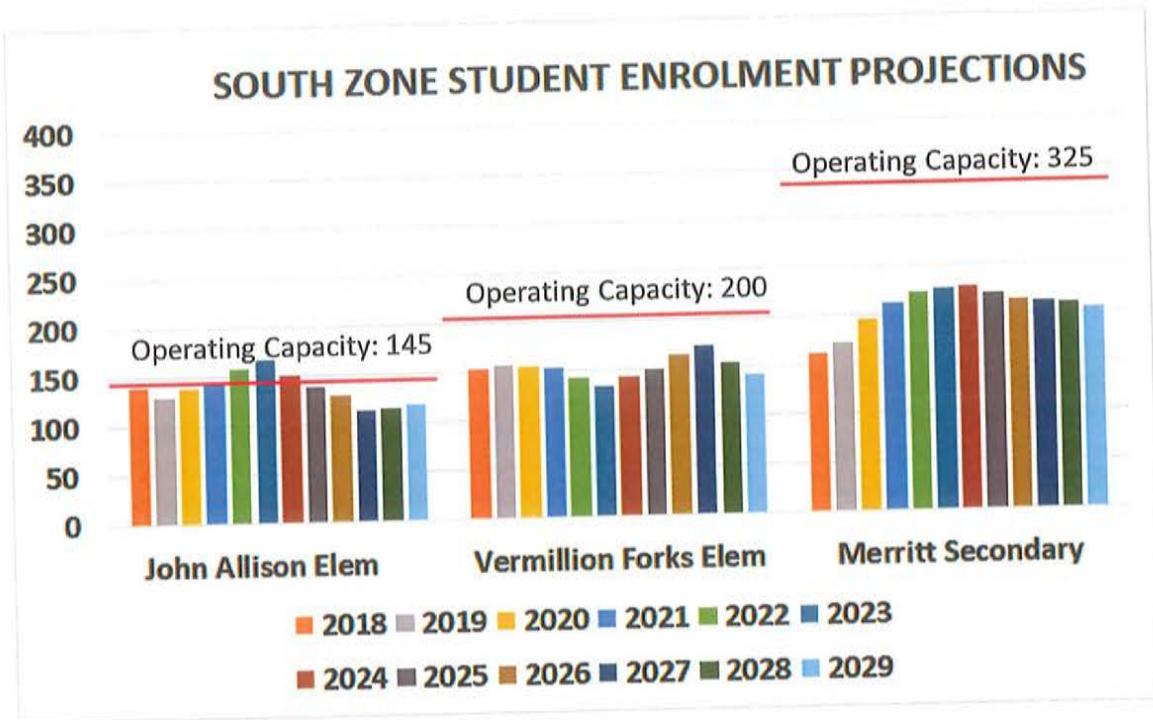
Oct 7, 2019

TEN YEAR HEADCOUNT STUDENT ENROLMENT PROJECTIONS

Note: Does not include Strong Start, Distance Education, Continuing Ed or Home Schooler Enrolments (Similar to MOE Projections)

AREA/SCHOOLS	Grades	ACTUAL						PROJECTED									
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
PRINCETON AREA																	
John Allison Elementary	K	32	46	38	32	25	33	44	39	38	42	27	28	28	28	29	31
	1-3	95	104	117	122	116	96	94	106	121	126	124	111	101	86	87	88
	Total	127	150	155	154	141	129	138	145	159	168	150	139	129	114	116	119
Vermillion Forks Elementary	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4-7	108	115	144	146	152	156	154	152	143	133	142	150	163	173	155	143
	Total	108	115	144	146	152	156	154	152	143	133	142	150	163	173	155	143
Total K:	K	32	46	38	32	25	33	44	39	38	42	27	28	28	28	29	31
Total Gr 1-7:	1-7	203	219	261	268	268	252	248	258	263	259	266	261	264	259	242	231
Total Elementary:	Total	235	265	299	300	293	285	292	297	301	301	293	289	292	286	271	262
Princeton Secondary	8-12	173	160	158	146	162	173	195	212	223	226	227	221	213	212	210	205
The Bridge Alternate		31	29	30	20	11	13	15	15	15	15	15	15	15	15	15	15
Princeton Area K-12 Total:	K-12	439	454	487	466	466	471	502	524	540	542	535	525	520	513	496	482





John Allison Elementary (K-3)

145 Student Operating Capacity

John Allison Elementary is currently operating just under capacity at an 89% utilization rate. It is anticipated that enrolments will slowly increase through to 2024 taking the school to a 104% utilization rate. From 2022 to 2024 one portable classroom may be required to accommodate classroom space requirements before the enrolment starts to decline again.

BC Stats data indicates the birth rate will decline in the Princeton area and as a result subsequent Kindergarten entry will decline after 2024 to the point there could be one available classroom space by 2029. Based on other factors in the area, the writer has some concerns over the BC Stats forecast drop in births and recommends the annual birth rate and Kindergarten enrolments be monitored so that adjustments can be made if required. However, even if the birth rates stay consistent with the current rate, enrolments will not likely surpass the 2024 peak and the school should be able to handle the enrolment with one portable classroom.

Vermillion Forks Elementary (4-7)

200 Student Operating Capacity

Vermillion Forks Elementary has no capacity issues. Enrolments are forecast to decline slightly over time and the school would operate 1 to 2 classrooms under capacity for the next 10 years. The utilization rate ranges from the current 78% to a low of 72% during that time frame.

Princeton Secondary (8-12)

325 Student Operating Capacity

Princeton Secondary school is currently operating well under capacity with 173 students in 2019. However, as the larger wave of elementary students moves through the grades, it is expected that secondary school enrolments will increase to 227 in the next five years before leveling out. That will still leave 4 surplus classrooms. The utilization rate ranges from the current low of 53% to a high of 70% in 2024 and then back down to 63% by 2029.

SOUTH ZONE IDENTIFIED CHALLENGES AND OPPORTUNITIES

1. Princeton School Facilities

There are no student capacity issues identified with the three school facilities in the south zone. These three schools should be capable of accommodating student enrolments for the next 10 years as noted in the enrolment and capacity analysis.

It is recommended that the Operations & Maintenance Department continues to upgrade and renew these facilities as needed.

2. South Zone Early Learning Hub / Childcare Facility

Under the Childcare BC New Spaces Fund, the Ministry of Children and Families is providing a substantial grant to create new childcare spaces to meet the needs of families throughout BC. Last year, higher funding maximums were introduced to encourage school districts and public sector organizations to create new childcare spaces in underserved communities.

All types of childcare space will be considered; 0-36 months; 30 months to school age or out of school care spaces. Creation of new spaces by public sector organizations and indigenous governments will receive priority. Creation of new childcare spaces on school grounds, serving vulnerable communities, serving children requiring extra support and serving indigenous children and families will also receive priority.

Meeting these criteria seems to be a natural fit for SD58 to meet some of the social and family needs within the community.

Up to a maximum of \$3 million dollars per facility is available for school districts to construct new childcare space, with no school district capital contribution required.

Option: Apply for Childcare BC Funding to Renovate and Convert the former Princeton School Board Office as a New Childcare Centre

The former Princeton School Board Office operated as a small satellite board office to support the Princeton area and hold periodic Board Meetings especially of local interest. However, it is a redundant space for administration use and no district staff operate out of the facility.

The facility has been held for potential re-purposing or sale. Under consideration is the possibility of turning the facility into an Early Learning/Childcare Center through the Childcare BC New Spaces Fund administered by the Ministry of Children and Family Development.

If it were to be repurposed as a Childcare Centre all renovations and upgrades required for licensing would be completed through the Childcare BC New Spaces Fund if the application received support from the Ministry of Children and Families.

Ongoing operating costs are typically financed by the Childcare Program Providers. In this case, as it is a separate building and site, the operating costs such as utilities, custodial costs etc. could be easily set up for direct assignment to the Child Care Operator. Generally, as school districts are encouraging early learning and childcare partners to operate in surplus school district space for the benefit of young children, they do not charge full market rental rates.

If the Childcare facility did not proceed at the former Bord Office, and the former Riverside Intermediate were to be sold, it may be possible to relocate the Bridge Alternate Program to the former Board Office.

Steering Committee Recommendation: Proceed with plans to apply for Childcare BC Funding to Renovate/Convert the former Princeton School Board Office into a New Childcare Centre on the Merritt Central Site.

Further, that the Board authorize staff to proceed with:

- A community childcare needs study and proof of community support;
- If there is proven need, to solicit licensed childcare partners; Proceed with the balance of the funding application; hiring a consultant to create plans and cost estimates for a Childcare Centre /Early Learning Hub at the former Princeton School Board Office Site.

See: Appendix H, Ministry of Children and Family Development, Childcare BC New Spaces Fund: Single Project Stream Funding Guidelines 2019/20.

3. South Zone Surplus Sites

After considering the existing and future enrolment and educational needs of the district, the LRFP Steering Committee has identified several properties as no longer required for school or administrative purposes. The properties could be disposed of in accordance with Ministry regulations and Board Policy and the proceeds put towards the needed capital projects in the district, subject to Board approval.

South Zone properties under consideration for sale are:

- A. Allison Flats Vacant Land (12 residential lots)
- B. Coalmont Vacant Land (62 lots)
- C. Old Hedley Road Properties
- D. Former Riverside Intermediate School
- E. Former Princeton Board Office

The former Riverside Intermediate is the only property above that has a significant structure located on the site. It was closed in June 30, 2004 due to declining enrolments. The facility is currently leased to the Town of Princeton for use as a Community Centre.

The facility has been held for community use while considering if it could have any future educational purpose. At this time, it is deemed a surplus property with no future use visualized by the school district. The current lease expires May 31, 2020.

Each of the properties above are described in greater detail in Chapter 3, Current Capital Asset Inventory. Maps and additional property information of surplus properties are also shown in Appendix J, Surplus Properties Maps & Info.

Steering Committee Recommendation:

- Proceed with the sale of properties A, B & C above.
- Hold off selling the former Princeton School Board Office until such time it is known if it can accommodate an Early Learning / Child Care Centre or serve as a location for the Bridge Alternate school program.

Further, if the Board approves the sale of the former Riverside Intermediate, the Board authorize staff to;

- Obtain a real estate appraisal for the property;
- Approach the Town of Princeton to discuss options and potentially negotiate a sale of the property to the town before listing the property publicly and;
- Determine the ongoing use or relocation of the Bridge Alternate school program to an alternate Princeton facility.

Further, the Board authorize staff to;

- Obtain real estate appraisals for all other south zone properties for sale;
- Prepare a marketing plan and schedule for the sale of the properties to be sold;
- Dispose of these properties through a public process to ensure that fair market value is received and;
- The proceeds from the sale of properties be allocated to needed major capital projects in the district, to raise the priority of these projects for additional funding from the Ministry of Education.

CHAPTER 10 IMPLEMENTATION STRATEGY

PUBLIC CONSULTATION AND BOARD APPROVAL

It is suggested the Draft Long Range Facility Plan be submitted to the Board of Education for assessment and direction, and then public consultation occur before returning to the Board for final approval.

As part of the LRFP, the Ministry of Education requests that a summary of Public Consultation be provided. It should include:

- A description of the public consultation process undertaken;
 - The type of public input received and;
 - How the input was considered to develop the LRPF.
- Appendix K: Consultation Undertaken -has been left open for this purpose.

The public consultation can be undertaken in several various forms or combination of forms;

- Meeting with staff and/or staff representatives;
- Meeting with Parent Advisory Councils;
- Through advertised public board meeting presentation(s) and consultation;
- Through "town hall" style presentations -with question and answer or small group discussion groups to solicit feedback;
- Through digital means. For example, posting the report on the District's web site and notifying and conducting a survey of parents.

PRIORITIZATION OF RECOMMENDATIONS

After completing board consultation, any recommendations proceeding should be confirmed and prioritized.

If supported, it is suggested that the Board/Staff proceed with planning the relocation of Maintenance, Bus Shop and IT Departments as soon as possible as this project does not impact students and will greatly improve working conditions for SD 58 excluded and support staff.

If supported, it is also recommended to proceed with the planning for the Childcare BC New Space Fund as it is not known how long this funding will be available. The community childcare needs study should be completed first, for both zones and then documentation prepared for the grant submission if the Childcare is warranted.

If supported, it is also recommended that the Board/Staff proceed with the planning to sell designated surplus properties, so that the proceeds can be used as leverage to obtain capital funding for other needed projects. One of the first priorities would be to explore the sale of the former Riverside Intermediate property as the lease expires May 31, 2020.

For the Merritt Bench Expansion, the catchment area study should precede the capital plan submission so the number of new seats can be estimated to support the application more accurately. However, the change in catchment areas and actual relocation of students should not occur until the expansion project is completed.

Dependent of the financial constraints of the district's operating budget, the district may wish to proceed with consolidating Diamond Vale and Merritt Central Elementary soon before a capital project is approved. This can be achieved by utilizing 3 or 4 portable classrooms while simultaneously applying for capital funding for an expansion and/or replacement school project. It should be noted that if the Merritt Bench catchment area proceeds, the number of portable or permanent classrooms will be reduced. Also, if the district is successful in constructing a new childcare centre on the site, and if the Strong Start program can also be located in the childcare centre, one less classroom will be required at the school.

DEVELOPING PROJECTS

The recommended course of action must be developed into actual projects. An option involving major capital funding, such as the expansion to Merritt Bench Elementary or an addition or replacement for Merritt Central Elementary will need to be developed from initial concept through to actual drawings and specifications. The evolution of the project should occur as follows:

1. Identification in the Long Range Facilities Plan (LRFP);
2. Determination by Board and staff to proceed with the project;
3. Consultation and support from the Ministry of Education Planning Officer for SD 58;
4. Public consultation (if required);
5. Insertion into the next annual capital plan submission;
6. Development and submission of the supporting Project Request Fact Sheet (PRFS);
7. Ministry support of the project;
8. Development and submission of the Project Definition Report (PDR);
9. Capital Funding Project Agreement (CFPA); and
10. Design and implementation

CAPITAL PLAN SUBMISSION

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.

CAPITAL PROJECT TIMELINES

Needless to say, capital funding support from the Ministry of Education depends greatly on many factors besides the district's needs. The Ministry is faced with pressure for other projects throughout the province. SD 58 needs to put forward strong arguments in support of their high priority projects; to assist with operating budget deficits, the need for social and support spaces for vulnerable children, over-capacity schools and continued slow but steady enrolment growth,



School District 58 Nicola - Similkameen Long Range Facility Plan

The potential timelines for delivery of the major capital projects is not known. The Ministry of Education is struggling to fund seismic projects in the Lower Mainland, significant overcrowding issues throughout the province and the need to replace schools in exceptionally poor condition. SD 58 will need to be diligent to bring their needs to the forefront.

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 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.

CHAPTER 11

SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS

A Summary of the Steering Committee recommendations are provided below.

NORTH ZONE RECOMMENDATIONS

1. Merritt Bench Elementary Expansion

Proceed with Option 1B: Merritt Bench 75 Student Expansion

Further, that the Board authorize staff to:

- Complete a catchment area study to confirm the existing and future student enrolments from the Quilchena, Nicola Lake and Douglas Lake areas and conduct public consultation regarding a future catchment area change;
- Develop a Capital Plan submission for a 75 or 100 student addition (dependant on the enrolment numbers from the catchment change study above). Include information on the catchment area change and ultimate numbers that would attend Merritt Bench to secure funding.
- Consider a contribution towards the capital project (from the sale of surplus properties) to raise the funding priority of the project.
- Once the Merritt Bench Elementary expansion is funded and constructed, proceed with the catchment area change.

2. Merritt Central Elementary and Diamond Vale Elementary Consolidation

Hold, pending budget review and assessment of the impact of proposed new Ministry funding formulas and potential loss of existing funding protection for small school districts.

Further that, the Board authorize staff to:

- Determine if it is financially possible to continue operation of Diamond Vale Elementary with 4 or 5 surplus classrooms and Merritt Central Elementary with 2 or 3 surplus classrooms and provide a recommendation to the Board to consider a consolidation subject to public consultation and School Closure Policy 906.
- Develop a public consultation methodology, plan and schedule.
- If approved, upgrade Merritt Central and consolidate the two schools on the Merritt Central site, with assistance of portable classrooms, while applying for capital funding for an expansion and/or replacement school project. It should be noted that if the Merritt Bench catchment area proceeds and/or the Strong Start program is relocated to the proposed childcare centre, the number of portable or permanent classrooms will be reduced.)
- Consider a contribution towards the capital project (from the sale of surplus properties) to raise the funding priority of the project.
- Proceed with plans to apply for Childcare BC Funding to Construct a New Childcare Centre on the Merritt Central Site. (See Option 3. North Zone Early Learning Hub/Childcare Facility on the following page.)

3. North Zone Child Care Centre

Proceed with plans to apply for Childcare BC Funding to Construct a New Childcare Centre on the Merritt Central Site.

Further, that the Board authorize staff to proceed with:

- A community childcare needs study and proof of community support;
- If there is proven need, to solicit licensed childcare partners; Proceed with the balance of the funding application; hiring a consultant to create plans and cost estimates for a Childcare Centre /Early Learning Hub on the Merritt Central Elementary site.

4. Administration Services Relocation

Proceed with plans to relocate Maintenance, the Bus Garage, IT services and storage to the former Coquihalla Middle site.

Further that the Board authorize staff to;

- Consult with existing tenants regarding spaces needed and timeline. Renegotiate the lease coming up for renewal accordingly.
- Confirm the revised land usage with City of Merritt.
- Renovate / convert a portion of CMS to accommodate maintenance, bus garage, IT services and storage.
- Renovate / convert a portion of CMS to accommodate Kengard Learning Centre Programs for relocation in Sept 2020 or Sept 2021.
- Determine if a phased plan to relocate school board office and Board of Education functions to CMS is desirable and if appropriate develop floor plan and cost estimates accordingly.

5. North Zone Surplus Properties

- Proceed with the sale of the former Brookmere Elementary, the former Brookmere Teacherage Vacant Lot and the Lower Nicola Vacant Lot.
- Hold off selling the Kengard learning Centre site for now. Consider the sale of Kengard if the Kengard Learning Centre Alternate Programs are relocated.
- Hold off selling the Diamond Vale Elementary site for now. Consider the sale of the Diamond Vale site if Merritt Central and Diamond Vale are consolidated on the Merritt Central site.

Further, if it is determined to proceed with the sale of these properties, the Board authorize staff to;

- Obtain real estate appraisals,
- Prepare a marketing plan and schedule for the sale of the properties to be sold;
- Dispose of these properties through a public process to ensure that fair market value is received and;
- The proceeds from the sale of properties be allocated to needed major capital projects in the district, to raise the priority of these projects for additional funding from the Ministry of Education. (I.e. Merritt Bench Elementary expansion, Merritt Central Elementary expansion or replacement and/or relocation of administration services to Coquihalla Middle.)

SOUTH ZONE RECOMMENDATIONS

6. Apply for Childcare BC Funding to Renovate and Convert the former Princeton School Board Office as a New Childcare Centre

Steering Committee Recommendation: Proceed with plans to apply for Childcare BC Funding to Renovate/Convert the former Princeton School Board Office into a New Childcare Centre on the Merritt Central Site.

Further, that the Board authorize staff to proceed with:

- A community childcare needs study and proof of community support;
- If there is proven need, to solicit licensed childcare partners; Proceed with the balance of the funding application; hiring a consultant to create plans and cost estimates for a Childcare Centre /Early Learning Hub at the former Princeton School Board Office Site.

7. South Zone Surplus Properties

- Proceed with the sale of properties; Allison Flats vacant lots, Coalmont Vacant Lots, and Hedley Rd vacant lots.
- Hold off selling the former Princeton School Board Office until such time it is known if it can accommodate an Early Learning / Child Care Centre or serve as a location for the Bridge Alternate school program.

Further, the Board approves the sale of the former Riverside Intermediate and the Board authorize staff to;

- Obtain a real estate appraisal for the property;
- Approach the Town of Princeton to discuss options and potentially negotiate a sale of the property to the town before listing the property publicly and;
- Determine the ongoing use or relocation of the Bridge Alternate school program to an alternate Princeton facility.

Further, the Board authorize staff to;

- Obtain real estate appraisals for all other south zone properties for sale;
- Prepare a marketing plan and schedule for the sale of the properties to be sold;
- Dispose of these properties through a public process to ensure that fair market value is received and;
- The proceeds from the sale of properties be allocated to needed major capital projects in the district, to raise the priority of these projects for additional funding from the Ministry of Education.

DISTRICT ADMINISTRATIVE SUPPORT RECOMMENDATIONS

Over the course of several months developing the Long Range Facility Plan with SD58, the Consultant would like to respectfully make several administrative suggestions. The strategies and recommendations are listed below in random order.

1. Facility Renewal

SD58 has maintained its facilities in good condition. However, as the District's inventory of schools ages, facility condition, and the need for facility renewal, will gain greater importance and require more planning and funding for the replacement, renovation and upgrades of major building components of facilities that are reaching the end of their useful life. Only a small portion of facility requirements have been highlighted in this plan. Updating facilities and their building systems should continue to be addressed in order to adequately accommodate students and provide suitable learning environments.

Planning and implementation strategies for facility renewal should continue including correction of any health and safety issues, implementation of energy conservation initiatives and projects to upgrade mechanical, HVAC, building envelope, structural and seismic upgrades. It is recommended a minimum 5 year facility maintenance upgrade and refresh plan and schedule be developed.

It is also recommended that the District continue to review its school facilities to meet the challenges and opportunities of new educational paradigms to:

- Stay current with the BC Ministry of Education curriculum policies and procedures;
- Be congruent with the transformation agenda to interdisciplinary themes, inquiry and project based learning with competency-based measures of student progress;
- Support learning environments to empower teachers to move from isolation to collaboration and;
- Flexibility should be provided to educational structures and programs for current and future educational delivery models. Consideration should be given to how learning spaces are currently being transformed to better align with new concept-based and competency-driven curriculum (i.e.) Learning Commons and Project-Based Learning Spaces.

2. Enrolment Projections

There is a need to verify and update enrolment projections for planning and budgeting purposes on an annual basis. It is recommended that the District;

- a) Set up an on-going referral process with the Regional Districts and Municipalities within its jurisdiction so that the District is informed of all current and potential residential development applications.
- b) Employ one of the recommendations below;
 - Develop an internal methodology to create annual enrolment projections;
 - Contract Baragar Demographics or other consultants to develop annual enrolment projections.

3. Catchment Area Map

There is no SD58 Catchment Area Map currently available on-line or in hard copy for the public. It is recommended the District produce a digital catchment area map that can be posted on the District website to promote understanding of the school catchment areas and encourage in-catchment registrations.

4. School Floor Plans

The Operations/Maintenance Dept does not have complete architectural or engineering plans for the District's facilities. It places them in a difficult and compromised position for planning, maintenance or emergencies.

It is recommended that someone be tasked with organizing all existing plans, determine the missing plans and contact the initial consultants that designed the schools for copies of plans if they are still available. All plans should be organized in an easily accessible paper filing system as well as digitized. (The district may wish to give consideration to someone on a modified return to work program or a summer works NVIT student.)

For missing plans that are not available, the district may wish to consider having an architect prepare basic outline plans for planning, safety and assessment purposes.

5. Capacity Review

It is recommended the District complete a capacity review of school facilities to verify the nominal and operating capacity of each school by comparing the current use of school spaces to the allowable Ministry of Education Area Standards. Any revisions to the nominal and operating capacity of a school must be agreed to by the Ministry.

Ministry of Education funding for any capital project will be dependant upon verification of the school's capacity and allowable space requirements. Schools identified for immediate review are; Merritt Bench Elementary, and Merritt Central Elementary

6. Community Relationships and Partners

It is recommended the District continue to explore relationships with public and private sector partners to broaden and augment opportunities for students. It is also recommended that the District seek compatible community organizations to lease or purchase surplus or closed school space.

7. Disposal of Property

After considering the existing and future enrolment and educational needs of the district, the Steering Committee has identified several properties as no longer required for school purposes. The properties could be disposed of in accordance with Ministry regulations and Board Policy 3270: Acquisition and Property Disposal.

The Steering Committee supports the sale of several properties, as outlined in the recommendations. It is further recommended that the balance of properties be reviewed on an annual basis as capital initiatives freeing up space are completed or enrolment changes.

8. Long Range Facility Plan Update

It is recommended that SD58 complete an update to The Long Range Facility Plan in no more than five years (2025), unless changes in policy and/or enrolment fluctuations require it earlier.

It is also recommended the District complete a new LRFP in no more than 10 years (2030), unless policy and/or enrolment fluctuations require it earlier.

Risk Management

Risks are inherent with long range educational and facility planning. There are many external factors where Boards of Education and School Districts have little or no control including but not limited to; the potential for funding variations, changes to student demographics, government policy and stakeholder needs and preferences.

Identifying risks requires a thorough understanding of the environment in which a school district operates, and the capacity to recognize event trends and other changes. The Steering Committee has kept this in mind throughout the development of this report however, behind every strategy there are a number of assumptions. These assumptions may change over time. As the Long Range Facility Plan is implemented over the next few years, there may be value in challenging the assumptions if internal or external factors have changed. It is impossible to anticipate and plan for every potential outcome, however discussing the assumptions and potential consequences of their change can strengthen the planning process.

Several examples of potential risks that would change the assumptions are;

- Change to the current class size regulations,
- Introduction of 4 year olds (Pre-Kindergarten) into the public school system,
- Increased costs and/or reduced financial support from the BC Government,
- Revisions to municipal development policy or local economics which may affect student enrolment demographics and projections.

Introduction of any of these events could result in the need to add, adjust, or eliminate existing programs and projects and establish plans to resolve any resulting limitations. The District must be prepared to revise strategies to meet changing circumstances.

Surplus Facilities

	Rental Income	Optional Building Insurance	Maintenance Supplies	Telus	BC Hydro	Fortis	Water / Sewer	Sub-Total Expenses	Profit (Loss)
Brookemere							50	50	(50)
Lower Nicola Vacant Lot									
CMS (39)	84,000	19,208	1,028	473	19,647	11,123	9,677	61,156	22,844
Riverside	12,000	9,177	67					9,244	2,756
Princeton Board Office				1,629		1,844	524	3,997	(3,997)
Coalmont Vacant Land								-	-
Old Hedley Road Properties								-	-
Princeton & District Community Skills Centre	-	1,518						1,518	(1,518)
Total	96,000	29,903	1,095	2,102	19,647	12,967	10,251	75,965	20,035

Note: - Does not include maintenance, grounds or custodial hours.

- Optional Building Insurance is through School Protection Program, based on building replacement value and loss of rental income.

SCHEDULE B

SD58 - Nicola-Similkameen - Optional Buildings for Renewal Effective July 01, 2020

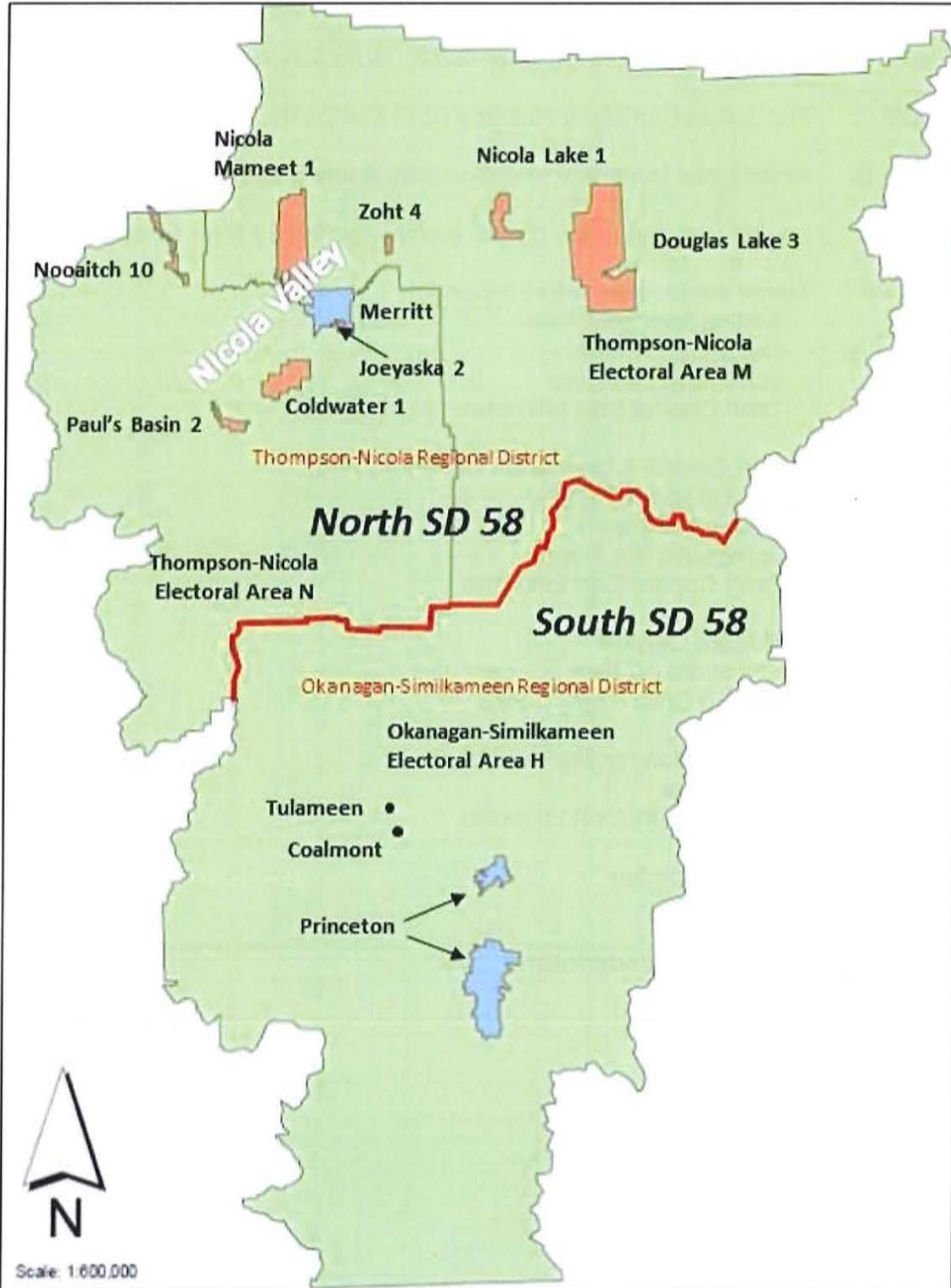
Line #:	Building Type:	Effective Date	Expiry Date	Building Value	Rental Income	Contents Value	Total Value
Line #:1 Asset Number: 101232 Description: Princeton Comm Skills Cntr Ownership: Owned by Insured Address: 206 Vermillion, Princeton, BC Address2: City: Merritt Postal Code: V0X 1W0 Location Details:	Other Construction Type: Frame Serial/Fixed Equipment #: External Asset #: # of Units: 1 Occupied By: Princeton Comm Skills Cntr Lease #: Lessor: Year Constructed: 1996 Comments:	Jul 1, 2009		600,000.00	0.00	0.00	600,000.00
Line #:2 Asset Number: 103247 Description: Riverside Intermediate Ownership: Owned - Leased Out (Buildings only) Address: 148 Old Hedley Rd Address2: City: Princeton Postal Code: V0X 1W0 Location Details:	Other Construction Type: Joisted Masonry Serial/Fixed Equipment #: External Asset #: # of Units: Occupied By: Princeton Community Centre Lease #: Lessor: Year Constructed: 1979 Comments:	Jun 1, 2015		3,615,535.00	12,000.00	0.00	3,627,535.00
					<i>S/b 18,000</i>		
Line #:3 Asset Number: 103261 Description: Coquihalla Middle School Ownership: Owned - Leased Out (Buildings only) Address: 2975 Clapperton Ave Address2: City: Merritt Postal Code: V1K 1B8 Location Details:	Other Construction Type: Joisted Masonry Serial/Fixed Equipment #: External Asset #: # of Units: Occupied By: Interior Community Services Lease #: Lessor: Year Constructed: 1978 Comments:	Nov 27, 2015		7,508,285.00	37,200.00	0.00	7,545,485.00
					<i>S/b 126,000</i>		
Insured Totals:				11,723,820.00	49,200.00	0.00	11,773,020.00

\$ 29,903 cost for 2019/20.

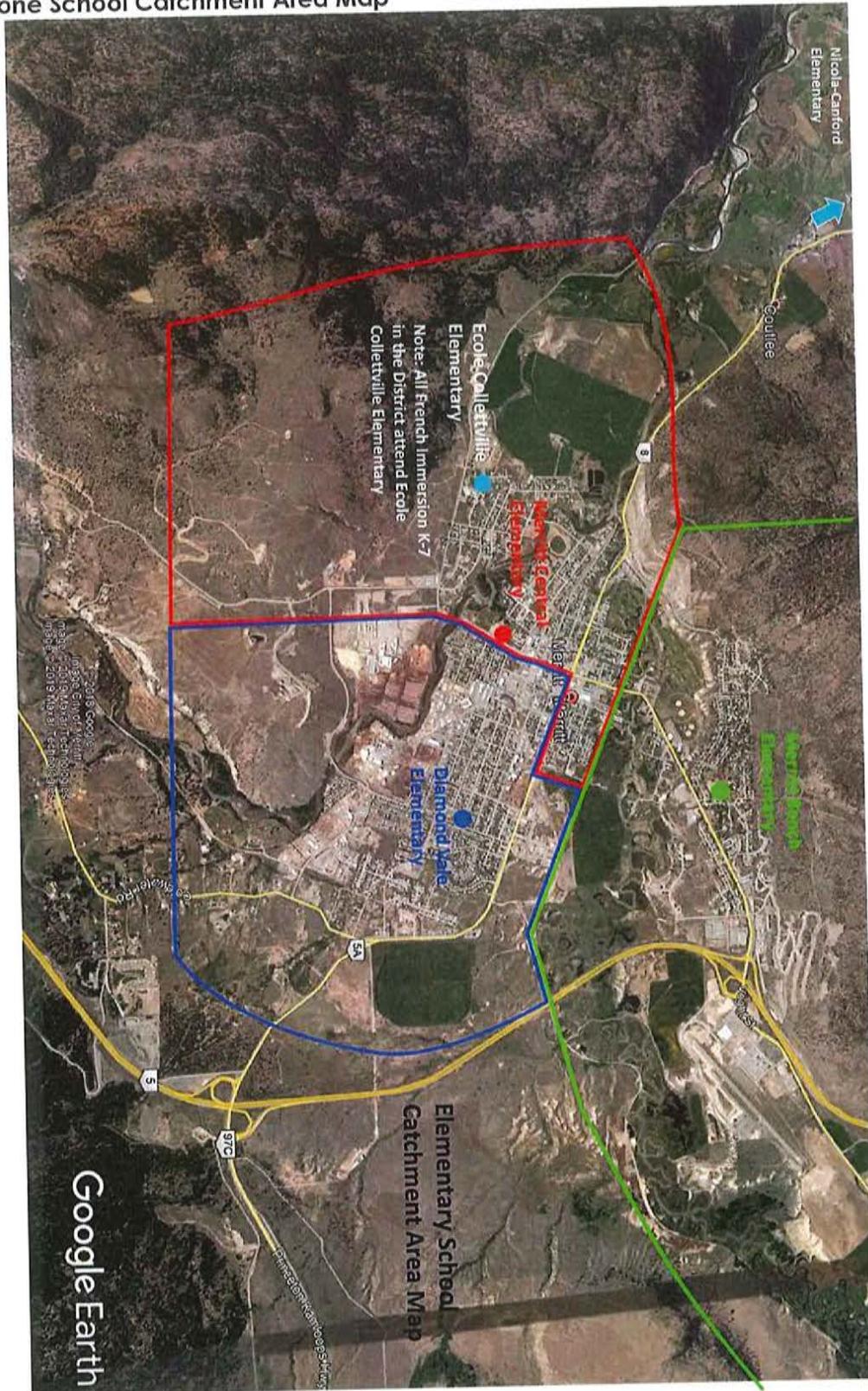
APPENDICES

- APPENDIX A: School District Maps
- APPENDIX B: Inventory of School Facilities, Facility Data Schedules
- APPENDIX C: Population Demographics and Data Limitations
- APPENDIX D: North Zone: Enrolment and Capacity Analysis by Zone & School
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-Design Aid Sheets
-Schematic Site Plans
-Draft Capital Cost Estimates
- APPENDIX G: Merritt Central & Diamond Vale Elementary
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-Draft Capital Cost Estimates
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-Floor Plans
-Draft Capital Cost Estimates
- APPENDIX J: Surplus Properties
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- APPENDIX K: Consultation Undertaken

APPENDIX A: School District Maps
 School District 58 Boundary Map Showing North and South Zones



North Zone School Catchment Area Map



APPENDIX B: Inventory of School Facilities: Facility Data Schedules

SCHOOL DISTRICT NO. 58 (NICOLA - SIMILKAMEEN) FACILITY DATA														
MOE	ASSET NO.	SCHOOL	Status	Facility FCI	M2	Year Built	Type of Construction	Additions	Year of Renovation	Site FCI	Site Size (Ha)	Site Size (Ac)		
MERRITT SCHOOL FACILITIES														
	101843	Diamond Vale Elementary	Open Elem	0.44	2,670	1962	Multiple	1963 (371 m ²), 1971 (135 m ²), 1973 (482 m ²), 2001 (655 m ²)	2001	0.44	2.2	5.44		
	101846	Ecole Elementaire Colletville Elem	Open Elem	0.26	2,266	1969	Wood Frame		2000	0.43	1.9	4.69		
	101847	Merritt Bench Elementary	Open Elem	0.54	1,389	1963	Wood Frame		2005	0.24	2.26	5.58		
	101838	Merritt Central Elementary	Open Elem	0.35	3,260	1915	Wood Frame		2012	0.31	3.1	7.66		
	101844	Nicola Cantford Elementary	Open Elem	0.11	1,999	1962	Multiple		2013	0.18	2.1	5.18		
	101842	Merritt Secondary	Open Sec	0.37	8,315	1956	Multiple	1961 (1,557 m ²), 1964 (382 m ²), 1966 (2,166 m ²), 1970 (758 m ²), 1971 (540 m ²), 1972 (895 m ²), 1980 (106 m ²), 1996 (-438 m ²)	1996	0.56	2.6	6.42		
	101842-01	Merritt Secondary Roundhouse	Open Sec	0.1	120	2011	Wood Frame	Demolitions: 1994 (-18 m ²), 1996 (-438 m ²), 1996 (-438 m ²)						
	101848	Kengord (SCIDS) Learning Centre	K-12+	0.55	1,163	1970	Concrete Block	1972 (870 m ²), 1994 (61 m ²)	1994	Incl in Merritt Secondary	0.60	1.78	4.4	
PRINCETON SCHOOL FACILITIES														
	100628	John Allison Elementary	Open Primary	0.57	1,578	1972	Concrete Block	1977 (941 m ²)		0.61	1.7	4.20		
	100624	Vermillion Forks Elementary	Open Interim	0.52	1,620	1971	Concrete Block			0.79	1.6	3.95		
	100641	Princeton Secondary	Open Sec	0.42	4,705	1981	Concrete Block		2012	0.26	3.77	9.31		
	100651	The Bridge Alternate School	Alternate				Located in Former Riverside Middle							
ADMINISTRATION FACILITIES														
	101850	Merritt Board Office & Bus Garage	Admin	0.36	1,374	1950	Multiple			0.57	0.47	1.16		
	101860	Merritt Maintenance Storage	Admin	0.32	164	1993	Wood Frame	1963 (164 m ²), 1975 (510 m ²), 1979 (68 m ²), 1981 (103 m ²), 1992 (93 m ²), 2001 (64 m ²)	2001					
	100654	Princeton Maintenance & Bus Garage	Admin	0.34	361	1979	Multiple			0.38	0.20	0.49		
	100651	Former Princeton School Board Office	Admin	0.52	943	1961	Wood Frame	1987 (31 m ²)		0.34	0.06	0.15		
	TOTAL CURRENT SCHOOL FACILITIES										31,327		23.76	58.63
MOE ASSET NO. CLOSED FACILITIES														
	SURPLUS/CLOSED/SOLD													
	101849	Cogitralia Middle (Merritt)	Closed/Leased	0.73	3,323	1979	Concrete Block	2001 (149 m ²)	2001	0.26	2.1	5.18		
	-	Nicola Vacant Land	Vacant Land	-	-	-	-	-	-	-	-	-		
	120123	Brookmere Elementary (Brookmere)	Closed/Leased	0.74	196	1955	Wood Frame			1.08	N/A			
	-	Former Brookmere Teacherage	Vacant Land	-	-	-	-	-	-	-	-	-		
	100632	Riverside Intermediate (Princeton)	Closed/Leased	0.38	1,800	1975	Concrete Block	200 Community addn to Gym for Theatre (226m ²)	2010	0.2	N/A			
	-	Allison Flats	Vacant/Park	-	-	-	-	-	-	-	-	-		
	-	Princeton & Dist Community Skills Ctr	Leased	-	-	-	-	-	-	-	-	-		
	-	Coalmont Vacant Lots	Vacant Land	-	-	-	-	-	-	-	-	-		
	-	Old Hedley Road Properties	Vacant Land	-	-	-	-	-	-	-	-	-		

Note: All VFA Assessments as of June 30, 2017

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

DIAMOND VALE ELEMENTARY



Photo of Facility

YEAR BUILT	Orig Const =	1962	Last Upgrade =	2001
LOCATION	Zone =	Diamond Vale	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.44	Condition =	Poor
BUILDING SIZE	Sq meters =	2,670		
SITE AREA	Hectares =	2.2	Acres =	5.44
FACILITY USAGE	School Level =	K-7	Other Uses =	Strong Start
CLASSROOMS	No. of Classrooms =	12	No. of portables =	0
CAPACITY	Nominal Cap =	250+40K=290	Operating Cap =	232+38K=270
ENROLMENT	2019/2020 Enrol=	160		
CAPACITY UTILIZATION	Enrol/Nom Cap =	55%	Enrol/Oper Cap =	59%
COMMENTS				
Four Additions;				
1963 - 371m2	1971 - 135m2	1975 - 482m2	2001 - 655m2	
Strong Start also located at Diamond Vale Elementary				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

ECOLE COLLETTVILLE ELEMENTARY



Photo of Facility

YEAR BUILT	Orig Const =	1963	Last Upgrade =	2000
LOCATION	Zone =	Colletville	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.26	Condition =	Average
BUILDING SIZE	Sq meters =	2,266		
SITE AREA	Hectares =	1.9	Acres =	4.69
FACILITY USAGE	School Level =	K-7 (FI)	Other Uses =	
CLASSROOMS	No. of Classrooms =	8	No. of portables =	1
CAPACITY	Nominal Cap =	175+20K=195	Operating Cap =	162+19K=181
ENROLMENT	2019/20 Enrol =	162		
CAPACITY UTILIZATION	Enrol/Nom Cap =	83%	Enrol/Oper Cap =	90%
COMMENTS				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

MERRITT BENCH ELEMENTARY

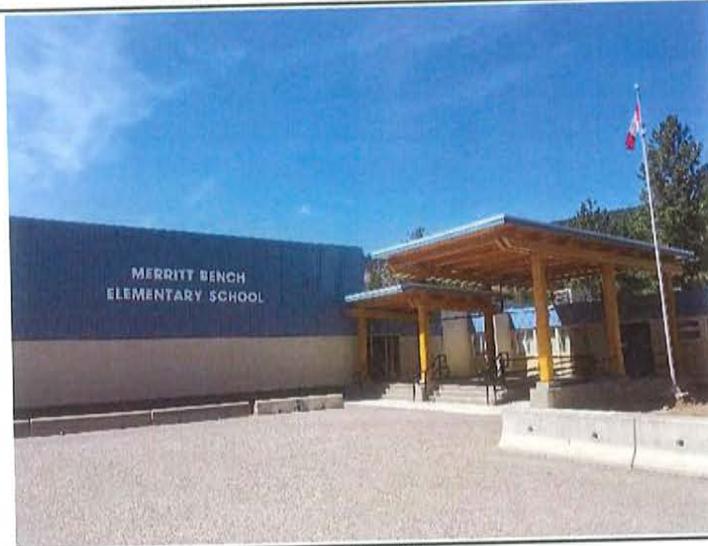


Photo of Facility

YEAR BUILT	Orig Const =	1963	Last Upgrade =	2005
LOCATION	Zone =	Merritt	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.54	Condition =	Poor
BUILDING SIZE	Sq meters =	1,389		
SITE AREA	Hectares =	2.26	Acres =	5.44
FACILITY USAGE	School Level =	K-7	Other Uses =	
CLASSROOMS	No. of Classrooms =	5	No. of portables =	4
CAPACITY	Nominal Cap =	100+20K = 120	Operating Cap =	93+19K=112
ENROLMENT	2019/20 Enrol =	149		
CAPACITY UTILIZATION	Enrol/Nom Cap =	124%	Enrol/Oper Cap =	133%
COMMENTS				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

MERRITT CENTRAL ELEMENTARY

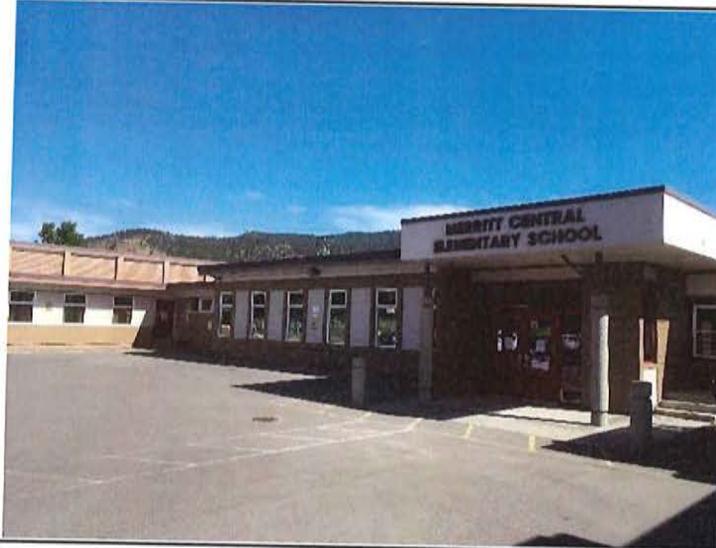


Photo of Facility

YEAR BUILT	Orig Const =	1915	Last Upgrade =	2012
LOCATION	Zone =	Merritt	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.35	Condition =	Poor
BUILDING SIZE	Sq meters =	3,260		
SITE AREA	Hectares =	3.1	Acres =	7.66
FACILITY USAGE	School Level =	K-7	Other Uses =	Strong Start
CLASSROOMS	No. of Classrooms =	14	No. of portables =	0
CAPACITY	Nominal Cap =	325+20K=345	Operating Cap =	302+19K=321
ENROLMENT	2019/20 Enrol =	235		
CAPACITY UTILIZATION	Enrol/Nom Cap =	68%	Enrol/Oper Cap =	73%

COMMENTS

Strong Start also located at Merritt Central Elementary

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

NICOLA-CANFORD ELEMENTARY

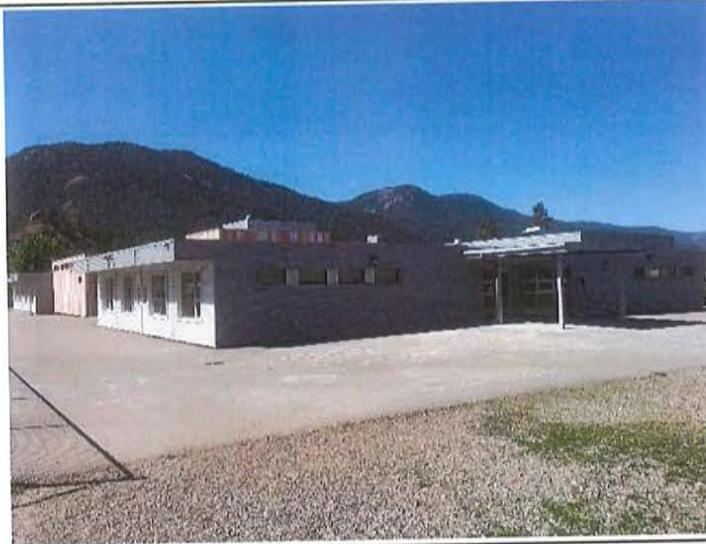


Photo of Facility

YEAR BUILT	Orig Const =	1962 Replaced 2013	Last Upgrade =	2013
LOCATION	Zone =	Lower Nicola	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.11	Condition =	Good
BUILDING SIZE	Sq meters =	1,999	Not sure if m2 includes modular bldg	
SITE AREA	Hectares =	2.1	Acres =	5.18
FACILITY USAGE	School Level =	K-7	Other Uses =	Strong Start
CLASSROOMS	No. of Classrooms =	8	No. of portables =	1
CAPACITY	Nominal Cap =	150+20K=170	Operating Cap =	139+19K=158
ENROLMENT	2019/20 Enrol =	145		
CAPACITY UTILIZATION	Enrol/Nom Cap =	93%	Enrol/Oper Cap =	92%

COMMENTS				
	Strong Start also located at Nicola Canford Elementary			

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

MERRITT SECONDARY

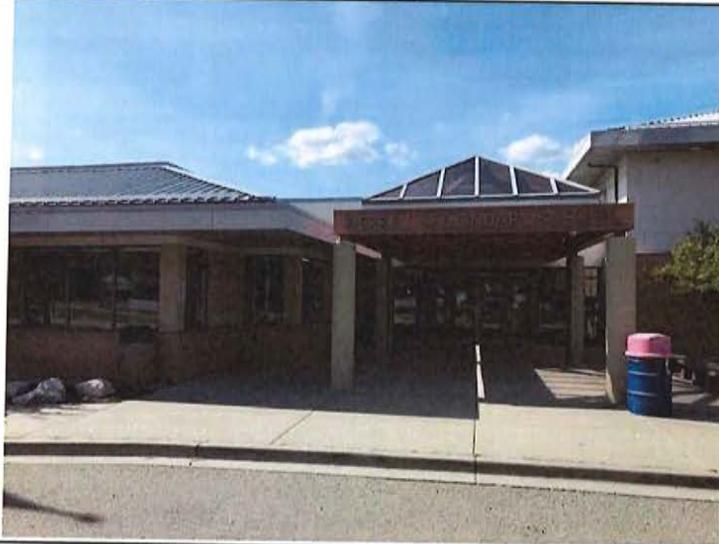


Photo of Facility

YEAR BUILT	Orig Const =	1956	Last Upgrade =	1996
LOCATION	Zone =	City Center	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.37	Condition =	Poor
BUILDING SIZE	Sq meters =	8,315		
SITE AREA	Hectares =	2.6	Acres =	6.42
FACILITY USAGE	School Level =	8-12	Other Uses =	
CLASSROOMS	No. of Classrooms =	27	No. of portables =	3
CAPACITY	Nominal Cap =	675	Operating Cap =	675
ENROLMENT	2019/20 Enrol =	608		
CAPACITY UTILIZATION	Enrol/Nom Cap =	90%	Enrol/Oper Cap =	90%
COMMENTS				
Additions/Upgrades:				
1961 - 1,557m ²	1964 - 382m ²	1966 - 2,166m ²	1970 - 758m ²	1971 - 540m ²
1972 - 895m ²	1980 - 106m ²			
1994 - 18m ² demolished				
1996- major reconstruction occurred (-438m ²) with little remaining of the original 1956 superstructure.				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

KENGARD LEARNING CENTRE

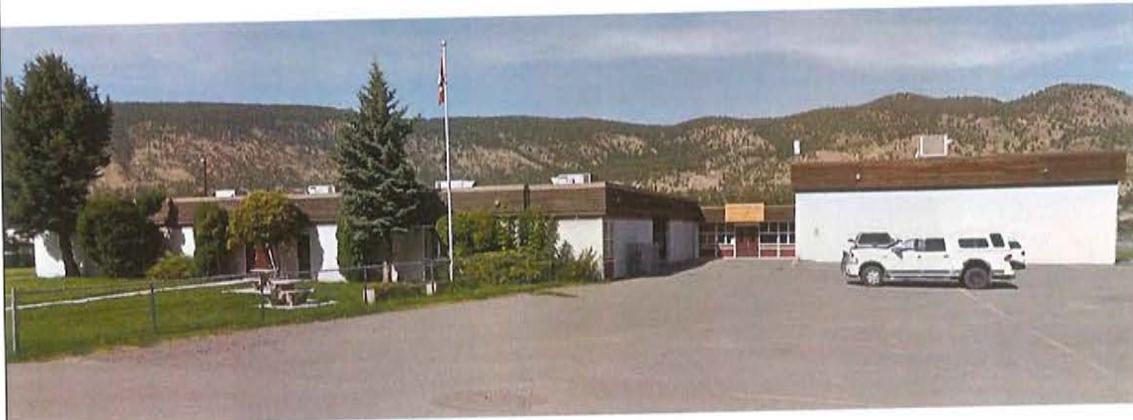


Photo of Facility

YEAR BUILT	Orig Const =	1970	Last Upgrade =	1994
LOCATION	Zone =	Kengard	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.55	Condition =	Poor
BUILDING SIZE	Sq meters =	1.163		
SITE AREA	Hectares =	1.78	Acres =	4.4
FACILITY USAGE	School Level =	K-12	Other Uses =	Alternate Progs
CLASSROOMS	No. of Classrooms =	6	No. of portables =	2
CAPACITY	Nominal Cap =	150	Operating Cap =	150
ENROLMENT	2019/20 Enrol =	405	See Below	
CAPACITY UTILIZATION	Enrol/Nom Cap =	N/A	Enrol/Oper Cap =	N/A

COMMENTS				
Alternate Program Enrolment Headcount Sept 30 2019: (Note -not FTE)				
Kengard Alternate: 25				
South Central Interior Distance Education School: 349				
Continuing Education: 31				
Kengard Aboriginal Program				
Additons occurred in:				
1972 - 870m2		1994 - 60m2		

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

JOHN ALLISON ELEMENTARY



Photo of Facility

YEAR BUILT	Orig Const =	1972	Last Upgrade =	
LOCATION	Zone =	Princeton	Town =	Princeton
FACILITY CONDITION	2018 FCI =	0.57	Condition =	Poor
BUILDING SIZE	Sq meters =	1,578		
SITE AREA	Hectares =	1.7	Acres =	4.2
FACILITY USAGE	School Level =	K-3	Other Uses =	Strong Start
CLASSROOMS	No. of Classrooms =	7	No. of portables =	
CAPACITY	Nominal Cap =	150 + 20K = 170	Operating Cap =	126 + 19K = 145
ENROLMENT	2019/20 Enrol =	129		
CAPACITY UTILIZATION	Enrol/Nom Cap =	76%	Enrol/Oper Cap =	89%
COMMENTS				
Strong Start also located at John Allison Elementary				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

VERMILLION FORKS ELEMENTARY

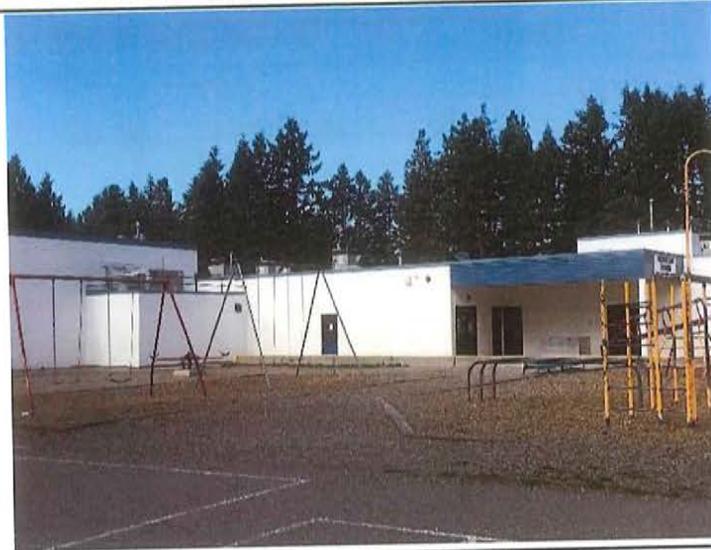


Photo of Facility

YEAR BUILT	Orig Const =	1971	Last Upgrade =	
LOCATION	Zone =	Princeton	Town =	Princeton
FACILITY CONDITION	2018 FCI =	0.52	Condition =	Poor
BUILDING SIZE	Sq meters =	1,620		
SITE AREA	Hectares =	1.6	Acres =	3.95
FACILITY USAGE	School Level =	4-7	Other Uses =	
CLASSROOMS	No. of Classrooms =	8	No. of portables =	
CAPACITY	Nominal Cap =	175+20K=195	Operating Cap =	200
ENROLMENT	2019/20 Enrol =	156		
CAPACITY UTILIZATION	Enrol/Nom Cap =	80%	Enrol/Oper Cap =	78%
COMMENTS				
Additon in 1977 - 341m2				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

PRINCETON SECONDARY



Photo of Facility

YEAR BUILT	Orig Const =	1981	Last Upgrade =	2012
LOCATION	Zone =	Princeton	Town =	Princeton
FACILITY CONDITION	2018 FCI =	0.42	Condition =	Poor
BUILDING SIZE	Sq meters =	4,705		
SITE AREA	Hectares =	3.77	Acres =	9.31
FACILITY USAGE	School Level =	8-12	Other Uses =	
CLASSROOMS	No. of Classrooms =	13	No. of portables =	
CAPACITY	Nominal Cap =	325	Operating Cap =	325
ENROLMENT	2019/20 Enrol =	173		
CAPACITY UTILIZATION	Enrol/Nom Cap =	53%	Enrol/Oper Cap =	53%
COMMENTS				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

MERRITT BOARD OFFICE



Photo of Facility

YEAR BUILT	Orig Const =	1950	Last Upgrade =	2001
LOCATION	Zone =	City Center	Town =	Merritt
FACILITY CONDITION	2018 FCI =	0.36	Condition =	Poor
BUILDING SIZE	Sq meters =	1,374		
SITE AREA	Hectares =	0.47	Acres =	1.16
FACILITY USAGE	School Level =	Board Office	Other Uses =	Maint & Bus Garage
CLASSROOMS	No. of Classrooms =	0	No. of portables =	0
CAPACITY	Nominal Cap =	0	Operating Cap =	0
ENROLMENT	2019/20 Enrol =			
CAPACITY UTILIZATION	Enrol/Nom Cap =		Enrol/Oper Cap =	
COMMENTS				
Additions:				
1963 - 164m2	1975 - 510m2	1979 - 68m2	1981 - 103m2	1992 - 93m2
2001 - 64m2				
Facility and site undersized to accommodate current uses.				
No room for administrative, maintenance or bus expansion.				
Not wheelchair accessible. Shortage of staff washrooms.				

SD 58 (NICOLA - SIMILKAMEEN) - FACILITIES INVENTORY

PRINCETON BOARD OFFICE



Photo of Facility

YEAR BUILT	Orig Const =	1961	Last Upgrade =	
LOCATION	Zone =	Princeton	Town =	Princeton
FACILITY CONDITION	2018 FCI =	0.52	Condition =	Poor
BUILDING SIZE	Sq meters =	343		
SITE AREA	Hectares =	0.06	Acres =	0.15
FACILITY USAGE	School Level =	Alternate Prog	Other Uses =	Board Mtgs
CLASSROOMS	No. of Classrooms =		No. of portables =	
CAPACITY	Nominal Cap =		Operating Cap =	
ENROLMENT	2019/20 Enrol =			
CAPACITY UTILIZATION	Enrol/Nom Cap =		Enrol/Oper Cap =	
COMMENTS				
	Addition in 1987 -31m2			

APPENDIX C: Population Demographics and Data Limitations

It should be noted that there are some data limitations regarding the population demographics and census boundary areas reported in Chapter 6, (starting on page 33).

Data has been compiled from the Statistics Canada Census, BC Statistics, Local Health Authorities, Regional Districts and Municipalities and the data collection boundaries are not always be identical. Best efforts have been made to correlate the data, however there may be some instances where the numbers do not exactly match. What is important is not the individual figures but analyzing trend lines to try and determine future population growth.

The Canada Census considers each regional district as a Census Division, which in turn, is divided into a series of statistical sub-areas referred to as Census Subdivisions.

BC Statistics, the arm of the Province responsible for statistical and economic research, information and analysis, was contacted with respect to the data sources to use for the demographic analysis for SD 58. It was confirmed that School Districts do not coincide perfectly with Canada Census boundaries. In comparing a variety of base maps from Statistics Canada, BC Statistics and the GIS mapping systems of the two regional districts, it has been able to group the census subdivisions that best correspond to the School District's administrative boundaries for the data used in this section. Cascade is confident that the combined data provides a solid basis for the demographic analysis and conclusions being reached in this report.

Analysis of economic activity may include a wider area geographic area and vital statistics for smaller Local Health Unit Areas. These will be noted where used. However, factors from a wider area as well as localized areas do influence population trends and are noted in the report as they apply to the School District.

The Census Subdivisions data being used is categorized by the Census Canada and BC Statistics as follows:

- **Electoral Areas (EA)** – are the unincorporated area, usually rural in nature, within regional districts;
- **Municipalities** – are the communities incorporated by the Province and may be are classified as Districts, Townships, Cities or Villages; and
- **Indian Reserves (IRI)** – are First Nation communities identified under Federal legislation.

In some cases, Settlements are also identified, which are place-name communities within Electoral Areas, but are not incorporated as a municipality. Usually, the populations of the "Settlements" are included in the Electoral Area data. There are also "Designated Places" that are small geographic units to provide data for sub-municipal areas. Like Settlements, the data for Designated Areas is already included in the data for Municipalities, Electoral Areas or Indian Reserves from which they are drawn out.

It is also recognized that SD 58 is mostly located on the traditional lands of the Nlaka'pamux First Nation. The First Nations people of this area are part of the Lower Nicola Indian Bands, one of 17 bands that are a part of the Nlaka'pamux First Nation. There are

ten reserves associated with this Band, Nicola-Mameet IR #1 being largest in both area and population. It is located northwest Merritt. (See Map on page 34 or in Appendix A) Unfortunately, data is not available for each of these reserves or for every Census year as some of the communities are small and for privacy reasons, the data is either suppressed or rounded.

The Canada Census reports on population and other demographic information such as population by age groups for the following:

- **Municipalities:** The Census identified the two municipalities of the Town of Princeton and the City of Merritt located within the Thompson-Nicola Regional District and the Okanagan-Similkameen Regional District, respectively.
- **Unincorporated or Electoral Areas:** These are generally broad semi-rural, rural or sparsely inhabited areas. There are three such areas, some of which have settlements, but these are included in the statistics of the whole respective Electoral Area. Two of the electoral areas are located within the Thompson-Nicola Regional District (Electoral Areas M and N) and one within the Okanagan-Similkameen Regional District (Electoral Area H).
- **First Nations Communities:** The Census identified 8 First Nations communities in the SD 58 area. These areas are categorized as "Indian reserve / Réserve Indienne" or abbreviated as IRI. The map on page 34 shows their locations with the School District's area. Some of the communities are small, and for privacy, the data is either suppressed or rounded.

Population Centre / Municipal Limitations

Merritt

Census Canada figures are available for the Census Population Centre of Merritt (or urban core area) as defined by Statistics Canada. However, the population of the Census population centre and the City of Merritt varies.

In 2011, the two population figures were 7,113 and 5,447 respectively.

In 2016, the population was 7,139 and 5,321, respectively.

The City area made up 76.6% of the Population Centre in 2011 and dropped slightly to 74.5% in 2016.

In order that the statistics remain constant with the balance of the defined Census areas, Census Population Centre numbers have been used in the charts on pages 35, 36 & 37.

Princeton

Some fluctuations reported in the historic population reported for Princeton may have been due to adjustments in the Census subdivision area as the Princeton Fringe urbanized and was incorporated into a municipality.

Likewise, in the OSRD, Electoral Area H, there was a boundary adjustment shifting a population segment of 103 people into Princeton between the 2006 and 2011 Census, and another boundary change between 2011 and 2016 resulting in a downward adjustment of 145 people. These adjustments must be kept in mind as they tend to skew the trend lines.

APPENDIX D: North Zone: Enrolment and Capacity Analysis by Zone & School

North Zone Projected Enrolments by School

SD 58 NORTH ZONE																	
TEN YEAR HEADCOUNT STUDENT ENROLMENT PROJECTIONS																	
Note: Does not include Strong Start, Distance Education, Continuing Ed or Home Schooler Enrolments (Similar to MOE Projections)																	
AREA/SCHOOLS	Grades	ACTUAL						PROJECTED									
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
MERRITT AREA																	
Colletville Elementary (F)	K	25	19	26	29	30	17	20.0	25	18	20	25	25	25	25	25	25
	1-7	114	123	133	127	144	145	140.1	143	144	141	139	142	139	146	151	151
	Total	139	142	159	156	174	162	160.1	168	162	161	164	167	164	171	176	176
Diamond Vale Elementary	K	20	18	20	23	18	19	16.0	21	15	17	21	21	21	21	21	21
	1-7	144	166	159	164	151	141	139.8	132	130	129	120	121	129	131	136	135
	Total	164	184	179	187	169	160	155.8	153	145	146	141	142	150	152	157	156
Merritt Bench Elementary	K	18	18	17	12	15	18	14.0	16	12	13	16	16	17	16	17	17
	1-7	153	159	156	143	126	131	132.5	132	133	134	128	129	131	127	129	130
	Total	171	177	173	155	141	149	146.5	148	145	147	144	145	148	143	146	147
Merrit Central Elementary	K	20	22	27	23	28	27	21.0	26	20	21	26	26	26	26	26	27
	1-7	200	193	201	202	201	208	220.5	214	225	222	215	208	204	202	208	207
	Total	220	215	228	225	229	235	241.5	240	245	243	241	234	230	228	234	234
Nicola Canford Elementary	K	9	15	19	20	16	13	13.0	16	13	13	16	16	17	17	17	17
	1-7	134	146	128	135	153	132	119.3	116	117	117	112	109	108	112	117	118
	Total	143	161	147	155	169	145	132.3	132	130	130	128	125	125	129	134	135
Total K:	K	92	92	109	107	107	94	84.0	104	78	84	104	104	106	105	106	107
Total Gr 1-7:	1-7	745	787	777	771	775	757	752.3	736	749	743	715	709	710	718	740	740
Total Elementary:	Total	837	879	886	878	882	851	836.3	840	827	827	819	813	816	823	846	847
Merritt Secondary	8-12	568	573	574	566	589	608	620.0	639	650	627	645	654	654	658	655	680
Kengard Alternate	8-12	47	45	46	42	35	25	35.0	35	35	35	35	35	35	35	35	35
Merritt Area K-12 Total:	K-12	1452	1497	1506	1486	1506	1484	1491	1515	1512	1490	1498	1502	1506	1516	1536	1562



School District 58 Nicola - Similkameen Long Range Facility Plan

North Zone Enrolment and Capacity Analysis by School

NORTH ZONE FAMILY CAPACITIES AND PROJECTED ENROLMENTS BY PROGRAM																	
Elementary Schools	Grade	Nominal Capacity	Operating Capacity	Actual		Projected Enrolment											
				2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029		
Colletville Elementary																	
Regular	K	20	19	30	17	20	25	18	20	25	25	25	25	25	25	25	
Regular	1-3	175	162	144	145	140	143	144	141	139	142	139	146	151	151	151	
Total	K-3	195	181	174	162	160	168	162	161	164	167	164	171	176	176	176	
Over/Under Operating Capacity				-7	-19	-21	-13	-19	-20	-17	-14	-17	-10	-5	-5	-5	-5
Required Classrooms	K		@ 19	1.6	0.9	1.1	1.3	0.9	1.1	1.3	1.3	1.3	1.3	1.3	1.3	1.3	
Required Classrooms	1-3		@ 25	7.0	6.9	6.7	6.8	6.9	6.7	6.0	6.0	6.0	6.0	6.0	7.2	7.2	
Total	K-3			8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	9.0	9.0	
Less Total Existing Classrooms				8	8	8	8	8	8	8	8	8	8	8	8	8	8
Total Classrooms Over/Under				1	0	0	1	0	0	0	0	0	0	1	1	1	1
Diamond Vale Elementary																	
Regular	K	40	38	18	19	16	21	15	17	21	21	21	21	21	21	21	
Regular	1-3	250	232	151	141	140	132	130	129	120	121	129	131	136	135	135	
Total	K-3	290	270	169	160	156	153	145	146	141	142	150	152	157	156	156	
Over/Under Operating Capacity				-101	-110	-114	-117	-125	-124	-129	-128	-120	-118	-113	-114	-114	-114
Required Classrooms	K		@ 19	0.9	1.0	0.8	1.1	0.8	0.9	1.1	1.1	1.1	1.1	1.1	1.1	1.1	
Required Classrooms	1-3		@ 25	7.2	6.7	6.7	6.3	6.2	6.1	5.7	5.8	6.1	6.2	6.5	6.4	6.4	
Total	K-3			8.0	8.0	8.0	8.0	7.0	7.0	7.0	7.0	7.0	8.0	8.0	8.0	8.0	
Less Total Existing Classrooms				12	12	12	12	12	12	12	12	12	12	12	12	12	12
Total Classrooms Over/Under				-4	-4	-4	-4	-5	-5	-5	-5	-5	-4	-4	-4	-4	
Merritt Bench Elementary																	
Regular	K	20	19	15	18	14	16	12	13	16	16	17	16	17	17	17	
Regular	1-3	100	93	126	131	133	132	133	134	128	129	131	127	129	130	130	
Total	K-3	120	112	141	149	147	148	145	147	144	145	148	143	146	147	147	
Over/Under Operating Capacity				29	37	35	36	33	35	32	33	36	31	34	35	35	35
Required Classrooms	K		@ 19	0.8	0.9	0.7	0.8	0.6	0.7	0.8	0.8	0.9	0.8	0.9	0.9	0.9	
Required Classrooms	1-3		@ 25	6.0	6.2	6.3	6.3	6.3	6.4	6.1	6.1	6.2	6.0	6.1	6.2		
Total	K-3			7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	
Less Total Existing Classrooms				5	5	5	5	5	5	5	5	5	5	5	5	5	
Total Classrooms Over/Under				2	2	2	2	2	2	2	2	2	2	2	2	2	
Merritt Central Elementary																	
Regular	K	20	19	28	27	21	26	20	21	26	26	26	26	26	27	27	
Regular	1-3	325	302	201	208	221	214	225	222	215	208	204	202	208	207	207	
Total	K-3	345	321	229	235	242	240	245	243	241	234	230	228	234	234	234	
Over/Under Operating Capacity				-92	-86	-79	-81	-76	-78	-80	-87	-91	-93	-87	-87	-87	-87
Required Classrooms	K		@ 19	1.5	1.4	1.1	1.4	1.1	1.1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	
Required Classrooms	1-3		@ 25	9.6	9.9	10.5	10.2	10.7	10.6	10.2	9.9	9.7	9.6	9.9	9.9		
Total	K-3			11.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	11.0	11.0	12.0	12.0		
Less Total Existing Classrooms				14	14	14	14	14	14	14	14	14	14	14	14	14	
Total Classrooms Over/Under				-3	-2	-2	-2	-2	-2	-2	-2	-3	-3	-2	-2		
Nicola Canford Elementary																	
Regular	K	20	19	16	13	13	16	13	13	16	16	17	17	17	17	17	
Regular	1-3	150	139	153	132	119	116	117	117	112	109	108	112	117	118	118	
Total	K-3	170	158	169	145	132	132	130	130	128	125	125	129	134	135	135	
Over/Under Operating Capacity				11	-13	-26	-26	-28	-28	-30	-33	-33	-29	-24	-23	-23	-23
Required Classrooms	K		@ 19	0.8	0.7	0.7	0.8	0.7	0.7	0.8	0.8	0.9	0.9	0.9	0.9	0.9	
Required Classrooms	1-3		@ 25	7.3	6.3	5.7	5.5	5.6	5.6	5.3	5.2	5.1	5.3	5.6	5.6		
Total	K-3			8.0	7.0	7.0	7.0	7.0	7.0	6.0	6.0	6.0	6.0	7.0	7.0		
Less Total Existing Classrooms				7	7	7	7	7	7	7	7	7	7	7	7	7	
Total Classrooms Over/Under				1	0	0	0	0	0	-1	-1	-1	-1	0	0		
Merritt Secondary																	
Regular	8-12	675	675	589	608	620	639	650	627	645	654	654	658	655	690	690	
Over/Under Operating Capacity				-86	-67	-55	-36	-25	-48	-30	-21	-21	-17	-20	5	5	
Required Classrooms	8-12		@ 25	24.0	25.0	25.0	26.0	26.0	25.0	26.0	26.0	26.0	27.0	26.0	27.0		
Less Total Existing Classrooms				27	27	27	27	27	27	27	27	27	27	27	27		
Total Classrooms Over/Under				-3	-2	-2	-1	-1	-2	-1	-1	-1	0	-1	0		
Total Enrolments																	
	Grade	Nominal Capacity	Operating Capacity	Actual	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	
Regular:	K	120	114	107	94	84	104	78	84	104	104	106	105	106	107		
	1-7	1000	928	775	757	753	737	749	743	714	709	711	718	741	741		
	8-12	675	675	589	608	620	639	650	627	645	654	654	658	655	680		
	K-12	1795	1717	1471	1459	1457	1480	1477	1454	1463	1467	1471	1481	1502	1528		
Over/Under Operating Capacity				-246	-258	-260	-237	-240	-263	-254	-250	-246	-236	-215	-189	-189	
Est. Surplus Elementary Classrooms				-3	-4	-4	-3	-5	-5	-6	-6	-7	-6	-3	-3		
Est. Surplus Secondary Classrooms				-3	-2	-2	-1	-1	-2	-1	-1	-1	0	-1	0		
Est. Total Surplus Classrooms				-6	-6	-6	-4	-6	-7	-7	-7	-7	-6	-4	-3		

APPENDIX E: South Zone: Enrolment and Capacity Analysis by Zone & School

South Zone Projected Enrolments by School

SD 58 SOUTH ZONE (PRINCETON) TEN YEAR HEADCOUNT STUDENT ENROLLMENT PROJECTIONS																	
Note: Does not include Strong Start, Distance Education, Continuing Ed or Home Schooler Enrolments (Similar to MOE Projections)																	
AREAS/SCHOOLS	Grades	ACTUAL					PROJECTED										
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
PRINCETON AREA																	
John Allison Elementary	K	32	46	38	32	25	33	44	39	38	42	27	28	28	28	29	31
	1-3	95	104	117	122	116	96	94	108	121	126	124	111	101	86	87	88
	Total	127	150	155	154	141	129	138	145	159	168	150	139	129	114	116	119
Vermillion Forks Elementary	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4-7	108	115	144	146	152	156	154	152	143	133	142	150	163	173	155	143
	Total	108	115	144	146	152	156	154	152	143	133	142	150	163	173	155	143
Total K:	K	32	46	38	32	25	33	44	39	38	42	27	28	28	28	29	31
	Total Gr 1-7:	203	219	261	268	268	252	248	258	263	259	266	261	264	259	242	231
Total Elementary:	Total	235	265	299	300	293	285	292	297	301	301	293	289	292	286	271	262
	Princeton Secondary	173	160	158	146	162	173	195	212	223	226	227	221	213	212	210	205
The Bridge Alternate	8-12	31	29	30	20	11	13	15	15	15	15	15	15	15	15	15	15
	Princeton Area K-12 Total:	439	454	487	466	466	471	502	524	540	542	535	525	520	513	496	482

Oct. 7, 2019



School District 58 Nicola - Similkameen Long Range Facility Plan

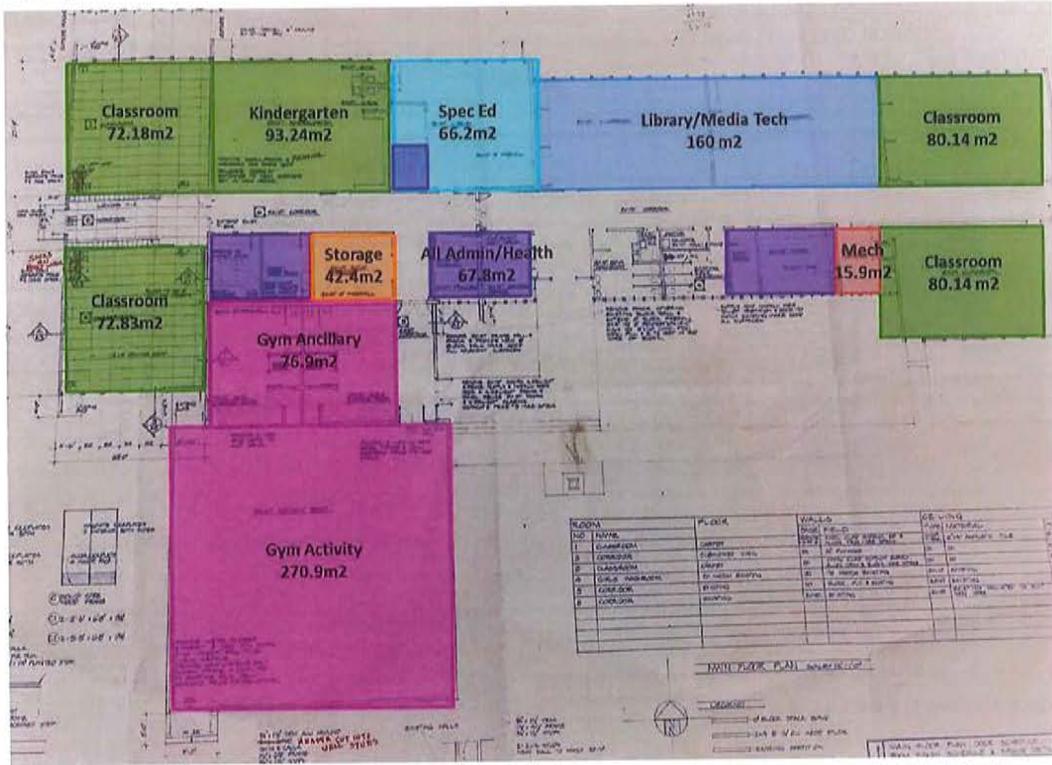
South Zone Enrolment and Capacity Analysis by School

SOUTH (PRINCETON) ZONE FAMILY CAPACITIES AND PROJECTED ENROLMENTS BY PROGRAM

Elementary Schools	Grade	Nominal Capacity	Operating Capacity	Actual		Projected Enrolment									
				2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
John Allison Elementary															
Regular	K	20	19	25	33	44	39	38	42	27	28	28	28	29	31
Regular	1-3	150	126	116	96	94	106	121	126	124	111	101	86	87	88
Total	K-3	170	145	141	129	138	145	159	168	151	139	129	114	116	119
Over/Under Operating Capacity				-4	-16	-7	0	14	23	6	-6	-16	-31	-29	-26
Required Classrooms	K		@ 19	1.3	1.7	2.3	2.1	2.0	2.2	1.4	1.5	1.5	1.5	1.5	1.6
Required Classrooms	1-7		@ 21	5.5	4.6	4.5	5.0	5.8	6.0	5.9	5.3	4.8	4.1	4.1	4.2
Total	K-7			7.0	7.0	7.0	7.0	8.0	8.0	8.0	7.0	7.0	6.0	6.0	6.0
Less Total Existing Classrooms				7	7	7	7	7	7	7	7	7	7	7	7
Total Classrooms Over/Under				0	0	0	0	1	1	1	0	0	-1	-1	-1
Vermillion Forks Elementary															
Regular	K	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Regular	4-7	200	200	152	156	154	152	143	133	142	150	163	173	155	143
Total	4-7	200	200	152	156	154	152	143	133	142	150	163	173	155	143
Over/Under Operating Capacity				-48	-44	-46	-48	-57	-67	-58	-50	-37	-27	-45	-57
Required Classrooms	K			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Required Classrooms	1-3		@ 25	6.1	6.2	6.2	6.1	5.7	5.3	5.7	6.0	6.5	6.9	6.2	5.7
Total	K-3			6.0	6.0	7.0	6.0	6.0	6.0	6.0	7.0	7.0	7.0	6.0	6.0
Less Total Existing Classrooms				8	8	8	8	8	8	8	8	8	8	8	8
Total Classrooms Over/Under				-2	-2	-1	-2	-2	-2	-2	-2	-1	-1	-2	-2
Princeton Secondary															
Regular	8-12	325	325	162	173	195	212	223	226	227	221	213	212	210	205
Over/Under Operating Capacity				-163	-152	-130	-113	-102	-99	-98	-104	-112	-113	-115	-120
Required Classrooms	8-12		@ 25	7.0	7.0	8.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	8.0
Less Total Existing Classrooms				13	13	13	13	13	13	13	13	13	13	13	13
Total Classrooms Over/Under				-6	-6	-5	-4	-4	-4	-4	-4	-4	-4	-4	-5
Total Enrolments															
	Grade	Nominal Capacity	Operating Capacity	Actual		Projected Enrolment									
				2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Regular:	K	20	19	25	33	44	39	38	42	27	28	28	28	29	31
Regular:	1-7	350	326	268	252	248	258	264	259	266	261	264	259	242	231
Regular:	8-12	325	325	162	173	195	212	223	226	227	221	213	212	210	205
	K-12	695	670	455	458	487	509	525	527	520	510	505	499	481	467
Over/Under Operating Capacity				-215	-212	-183	-161	-145	-143	-150	-160	-165	-171	-189	-203
Est. Surplus Classrooms				-8	-8	-6	-6	-5	-5	-5	-6	-5	-6	-7	-8

APPENDIX F: Merritt Bench Elementary Expansion

Existing Space Review



DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

Grades K-7

EXISTING SCHOOL (2019)

SCHOOL NAME MERRITT BENCH ELEMENTARY
 DISTRICT SD 58 NICOLA-SIMILKAMEEN

Facility Code 31010

Date Jan 06, 20

SCHOOL CAPACITY * Nominal Kindergarten 20 Elementary 100
 * Operating Kindergarten 19 Elementary 93

Agreed Nominal / Operating Capacity: _____
 Ministry of Education Date

PART 1 - BASIC AREAS					Comments		
SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New			
Administration / Health	67.8	60.0	-7.8	0.0	1. DRAFT - Estimated space sizes from floor plan. To be confirmed. 2. Complies with MOE CP3 capacity of 100 + 20K Nominal Capacity. 3. 21.18 m2 of General Storage has been converted to a school kitchen 4. Four portables also located on site to meet current enrolment and student support program requirements.		
Gen. Instruction	305.3	320.0	14.7	0.0			
Gen. Storage	42.4	40.0	-2.4	0.0			
Gym Activity	270.9	150.0	-120.9	0.0			
Gym Ancilliary	76.9	20.0	-56.9	0.0			
Media / Tech Centre	160.0	160.0	0.0	0.0			
Multipurpose	0.0	0.0	0.0	0.0			
Spec. Education	66.2	80.0	13.8	0.0			
Mechanical	15.9	30.0	14.1	0.0			
Kindergarten	93.2	90.0	-3.2	0.0			
Design Space	290.4	210.0	-80.4	0.0			
* Other	0.0			0.0			
				0.0			
SUB-TOTAL	AI 1389.0	BI 1160.0	-229.0	DI 0.0		* Other	
Surplus Classroom Area included in Design Space=							
PART 2 - TOTAL AREAS					SITE REQUIREMENTS	PROVIDED	REQUIRED
		E-Existing		F-New			
	AI	1389.0	DI	0.0	HECTARES		2.00
			J1	1389.0	ACRES	0.00	4.94
TOTAL GROSS ALLOWABLE AREA							1389.0

Option 1A: 50 Student Addition Design Aid Sheet

DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

Grades K-7

50 STUDENT ADDITION

SCHOOL NAME MERRITT BENCH ELEMENTARY

Facility Code 31010

Date Jan 06, 20

DISTRICT SD 58 NICOLA-SIMILKAMEEN

SCHOOL CAPACITY * Nominal Kindergarten 20 Elementary 150
 * Operating Kindergarten 19 Elementary 139

Agreed Nominal / Operating Capacity: _____
 Ministry of Education Date _____

PART 1 - BASIC AREAS					Comments	
SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New		
Administration / Health	67.8	80.0	12.2	12.2	1. DRAFT - Estimated space sizes from floor plan. To be confirmed. 2. Complies with MOE CP3 capacity of 100 + 20K Nominal Capacity. 3. 21.18 m2 of General Storage has been converted to a school kitchen. 4. Four portables also located on site to meet current enrolment and student support program requirements. 5. Allowable Neighbourhood Learning Centre space = 15% or an additional 39m ² . As it would be difficult to operate a community program within 39m ² , it has not been included.	
Gen. Instruction	305.3	480.0	174.7	174.7		
Gen. Storage	42.4	40.0	-2.4	0.0		
Gym Activity	270.9	265.0	-5.9	0.0		
Gym Ancillary	76.9	65.0	-11.9	0.0		
Media / Tech Centre	160.0	160.0	0.0	0.0		
Multipurpose	0.0	0.0	0.0	0.0		
Spec. Education	66.2	100.0	33.8	33.8		
Mechanical	15.9	45.0	29.1	29.1		
Kindergarten	93.2	90.0	-3.2	0.0		
Design Space	290.4	300.0	9.6	9.6		
* Other	0.0			0.0		
				259.4		
SUB-TOTAL	Ai 1389.0	Bi 1625.0		Di 259.4		* Other
Surplus Classroom Area included in Design Space=						
PART 2 - TOTAL AREAS					SITE REQUIREMENTS	
	E-Existing		F-New		PROVIDED	REQUIRED
	Ai 1389.0		Di 259.4			2.00
			Ji 1389.0		0.00	4.94
TOTAL GROSS ALLOWABLE AREA						
				1648.4		

Option 1A: 50 Student Addition Theoretical Schematic Site Plan



Option 1A: 50 Student Addition DRAFT Cost Estimate

DRAFT ESTIMATE ONLY \$1,746,202

Supplementary Items NOT Included

Supplementary Building Costs
Demolition
Renovations
Temporary Accommodation
Economic Adjustment

Supplementary Site Costs
Abnormal site or subsurface conditions
Off-site services
Municipal fees and requirements
Other identified risks

PDR SCHEDULE B - CAPITAL PROJECT BUDGET FOR ADDITIONS				V1.1
MERRIT BENCH ELEMENTARY -50 STUDENT ADDITION				
A. K-12 BUDGET MODEL COMPONENTS				
1. DESIGN CAPACITY	Kindergarten	Grade 1 - 7	Grade 8 - 12	(see Table 1)
1.1 Existing	20	100		
1.2 Change (Increase or decrease)	20	150		
1.3 Approved				
2. SPACE ALLOCATION FOR CAPITAL BUDGETING PURPOSES				
2.1 Existing Space Allocation (m ²)				1389
2.2 Space Allocation: New Space/Replacement Space (m ²)				259
2.3 Space Allocation: Neighbourhood Learning Centre (m ²)			0.00%	0
2.4 Total Space Allocation: New School or Full Replacement School (m ²)				
2.5 Total Space Allocation: Addition (m ²)				1648
2.6 Total Space Allocation: Partial Replacement (m ²)				
3. CONSTRUCTION UNIT RATE				
3.1 Base Budget Rate (\$/m ²)				\$2,850
3.2 Project Size Factor				1.050
3.3 Project Location Factor	QX 20XX			1.136
3.4 Unit Rate (\$/m ²)				\$1,399
B. CAPITAL PROJECT BUDGET				
4. CONSTRUCTION ITEMS				
4.1 Construction: New Space/Replacement Space				\$881,825
4.2 Construction: Renovations (associated with addition/partial replacement)		15.00%		\$132,274
4.3 Site Development Allowance				\$75,000
4.4 Site Development Location Allowance				\$85,200
TOTAL CONSTRUCTION BUDGET:				\$1,099,299
S. OWNER'S COST ITEMS (Soft Costs)				
5.1 Design Fees		12.00%		\$281,916
5.2 Post-Contract (Construction) Contingency: New Space/Replacement Space		3.00%		\$31,261
5.3 Post-Contract (Construction) Contingency: Renovations (associated with addition/partial replacement)		10.00%		\$13,227
5.4 Municipal Permits, Fees, and Charges				\$54,965
5.5 Equipment: New Space		13.00%	8.61%	\$104,382
5.6 Equipment: Replacement Space		0.00%	0.00%	\$0
5.7 Project Management				\$93,000
5.8 Wrap-up Liability Insurance				\$829
5.9 Payable Taxes				\$67,324
5.10(a) Other (identify)				\$0
5.10(b) Other (identify)				\$0
5.10(c) Other (identify)				\$0
TOTAL OWNER'S COSTS BUDGET:				\$646,908
TOTAL CAPITAL PROJECT BUDGET:				\$1,746,202

Option 1B: 75 Student Addition Design Aid Sheet

DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

Grades K-7 **75 STUDENT ADDITION**

SCHOOL NAME MERRITT BENCH ELEMENTARY Facility Code 31010 Date Jan 06, 20

DISTRICT SD 58 NICOLA-SIMILKAMEEN

SCHOOL CAPACITY

* Nominal	Kindergarten	<u>20</u>	Elementary	<u>175</u>
* Operating	Kindergarten	<u>19</u>	Elementary	<u>162</u>

Agreed Nominal / Operating Capacity: _____
Ministry of Education Date _____

PART 1 - BASIC AREAS					Comments	
SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New		
Administration / Health	67.8	80.0	12.2	12.2	1. DRAFT - Estimated space sizes from floor plan. . To be confirmed. 2. Complies with MOE CP3 capacity of 100 + 20K Nominal Capacity. 3. 21.18 m2 of General Storage has been converted to a school kitchen 4. Four portables also located on site to meet current enrolment and student support program requirements. 5. Allowable new school space = 523.5m ² . 6. Gross allowable Area includes 15% allowable NLC sapce. 15% of 523.5m ² = an additional 78.5m ² .	
Gen. Instruction	305.3	580.0	254.7	254.7		
Gen. Storage	42.4	40.0	-2.4	0.0		
Gym Activity	270.9	380.0	109.1	109.1		
Gym Ancillary	76.9	65.0	-11.9	0.0		
Media / Tech Centre	160.0	160.0	0.0	0.0		
Multipurpose	0.0	0.0	0.0	0.0		
Spec. Education	66.2	120.0	53.8	53.8		
Mechanical	15.9	50.0	34.1	34.1		
Kindergarten	93.2	90.0	-3.2	0.0		
Design Space	290.4	350.0	59.6	59.6		
* Other -15% NLC Space	0.0			78.5		
				602.0		See Note 6
SUB-TOTAL	Ai 1389.0	Bi 1895.0		Di 602.0		* Other
Surplus Classroom Area included in Design Space=						
PART 2 - TOTAL AREAS					SITE REQUIREMENTS	
	E-Existing		F-New		PROVIDED	REQUIRED
	Ai 1389.0		Di 602.0		2.00	
			Ji 1389.0		0.00	4.94
TOTAL GROSS ALLOWABLE AREA				1991.0		

Option 1B: 75 Student Addition Theoretical Schematic Site Plan



Option 1B: 75 Student Addition DRAFT Cost Estimate

DRAFT ESTIMATE ONLY \$3,618,920

Supplementary Items NOT Included

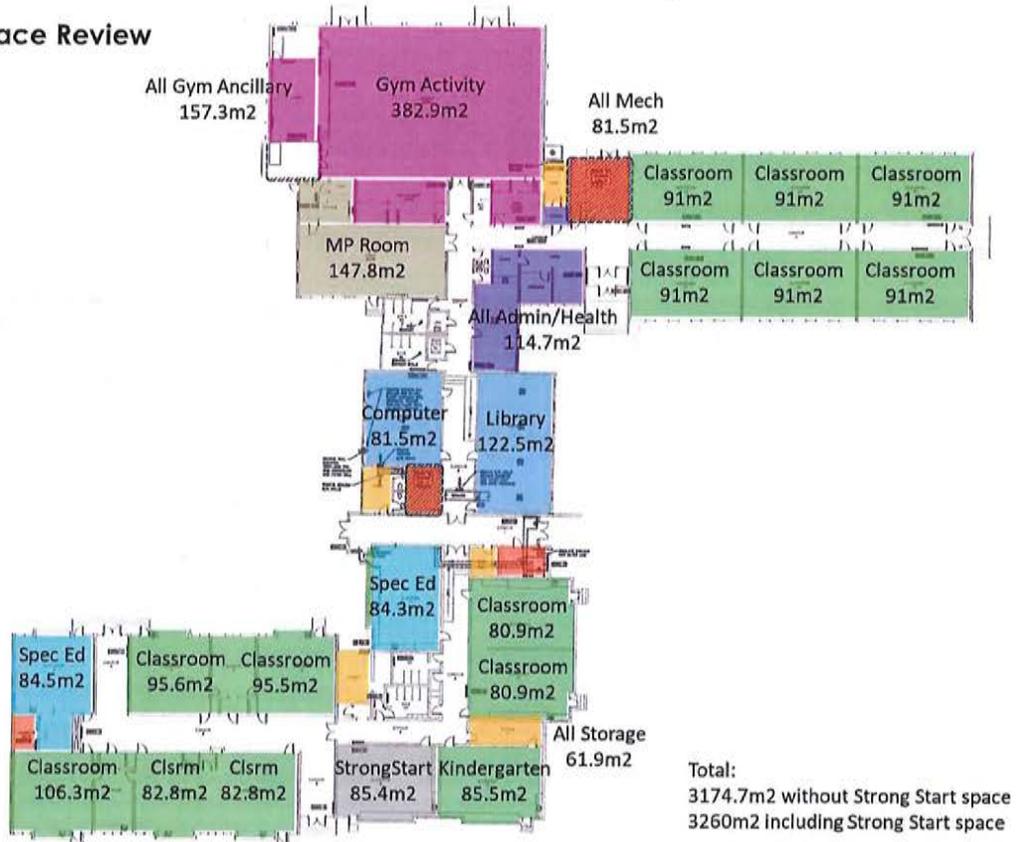
Supplementary Building Costs
Demolition
Renovations
Temporary Accommodation
Economic Adjustment

Supplementary Site Costs
Abnormal site or subsurface conditions
Off-site services
Municipal fees and requirements
Other identified risks

PDR SCHEDULE B - CAPITAL PROJECT BUDGET FOR ADDITIONS				V1.1
MERRIT BENCH ELEMENTARY -75 STUDENT ADDITION				
A. K-12 BUDGET MODEL COMPONENTS				
1. DESIGN CAPACITY	Kindergarten	Grade 1 - 7	Grade 8 - 12	(see Table 1)
1.1 Existing	20	100		
1.2 Change (increase or decrease)	20	175		
1.3 Approved				
2. SPACE ALLOCATION FOR CAPITAL BUDGETING PURPOSES				
2.1 Existing Space Allocation (m ²)				1389
2.2 Space Allocation: New Space/Replacement Space (m ²)				524
2.3 Space Allocation: Neighbourhood Learning Centre (m ²)			15.00%	79
2.4 Total Space Allocation: New School or Full Replacement School (m ²)				
2.5 Total Space Allocation: Addition (m ²)				1991
2.6 Total Space Allocation: Partial Replacement (m ²)				
3. CONSTRUCTION UNIT RATE				
3.1 Base Budget Rate (\$/m ²)				\$2,850
3.2 Project Size Factor				1.050
3.3 Project Location Factor	QX 20XX			1.136
3.4 Unit Rate (\$/m ²)				\$3,399
B. CAPITAL PROJECT BUDGET				
4. CONSTRUCTION ITEMS				
4.1 Construction: New Space/Replacement Space				\$2,046,572
4.2 Construction: Renovations (associated with addition/partial replacement)			15.00%	\$306,986
4.3 Site Development Allowance				\$125,000
4.4 Site Development Location Allowance				\$142,000
TOTAL CONSTRUCTION BUDGET:				\$2,495,558
5. OWNER'S COST ITEMS (Soft Costs)				
5.1 Design Fees			12.00%	\$449,467
5.2 Post-Contract (Construction) Contingency: New Space/Replacement Space			3.00%	\$69,407
5.3 Post-Contract (Construction) Contingency: Renovations (associated with addition/partial replacement)			10.00%	\$30,699
5.4 Municipal Permits, Fees, and Charges				\$125,000
5.5 Equipment: New Space			13.00% 8.61%	\$210,654
5.6 Equipment: Replacement Space			0.00% 0.00%	\$0
5.7 Project Management				\$93,000
5.8 Wrap-up Liability Insurance				\$1,881
5.9 Payable Taxes				\$143,255
5.10(a) Other (Identify)				\$0
5.10(b) Other (Identify)				\$0
5.10(c) Other (Identify)				\$0
TOTAL OWNER'S COSTS BUDGET:				\$1,123,363
TOTAL CAPITAL PROJECT BUDGET:				\$3,618,920

APPENDIX G: Merritt Central & Diamond Vale Elementary

Existing Space Review



DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

Grades K-7 **EXISTING SCHOOL (2019)**

SCHOOL NAME MERRITT CENTRAL ELEMENTARY Facility Code 31001 Date Jan 07, 20

DISTRICT SD 58 NICOLA-SIMILKAMEEN

SCHOOL CAPACITY
 * Nominal Kindergarten 20 Elementary 325
 * Operating Kindergarten 19 Elementary 302

Agreed Nominal / Operating Capacity:	
Ministry of Education	Date

PART 1 - BASIC AREAS

SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New	Comments
Administration / Health	114.7	100.0	-14.7	0.0	1. DRAFT - Estimated space sizes from floor plan. To be confirmed. 2. Square metres of existing school is greater than the MOE allowable for a 325 + 20K nominal capacity school. - Older school does not have a compact layout, with long hallways. - Older classrooms are also larger than current classroom allowances. - Gym ancillary includes stage area which is no longer allowable. - A Strong Start Program operates at this school and is not included in total existing school square metres.
Gen. Instruction	1170.6	1040.0	-130.6	0.0	
Gen. Storage	61.9	60.0	-1.9	0.0	
Gym Activity	382.9	380.0	-2.9	0.0	
Gym Ancillary	157.3	65.0	-92.3	0.0	
Media / Tech Centre	204.0	180.0	-24.0	0.0	
Multipurpose	147.8	100.0	-47.8	0.0	
Spec. Education	168.8	160.0	-8.8	0.0	
Mechanical	81.5	80.0	-1.5	0.0	
Kindergarten	85.5	90.0	4.5	0.0	
Design Space	599.7	510.0	-89.7	0.0	
* Other - Strong Start	85.4	85.4	0.0	0.0	
Total Incl StrongStart	3260.0			0.0	
SUB-TOTAL	Ai 3174.7	Bi 2765.0	-409.7	Di 0.0	
Surplus Classroom Area included in Design Space=					

PART 2 - TOTAL AREAS

E-Existing		F-New		SITE REQUIREMENTS	PROVIDED	REQUIRED
Ai	3174.7	Di	0.0	HECTARES		2.00
		Ji	3174.7	ACRES	0.00	4.94
TOTAL GROSS ALLOWABLE AREA						

Option 2B: 4 Classroom (50 + 40k) Student Addition Design Aid Sheet

DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

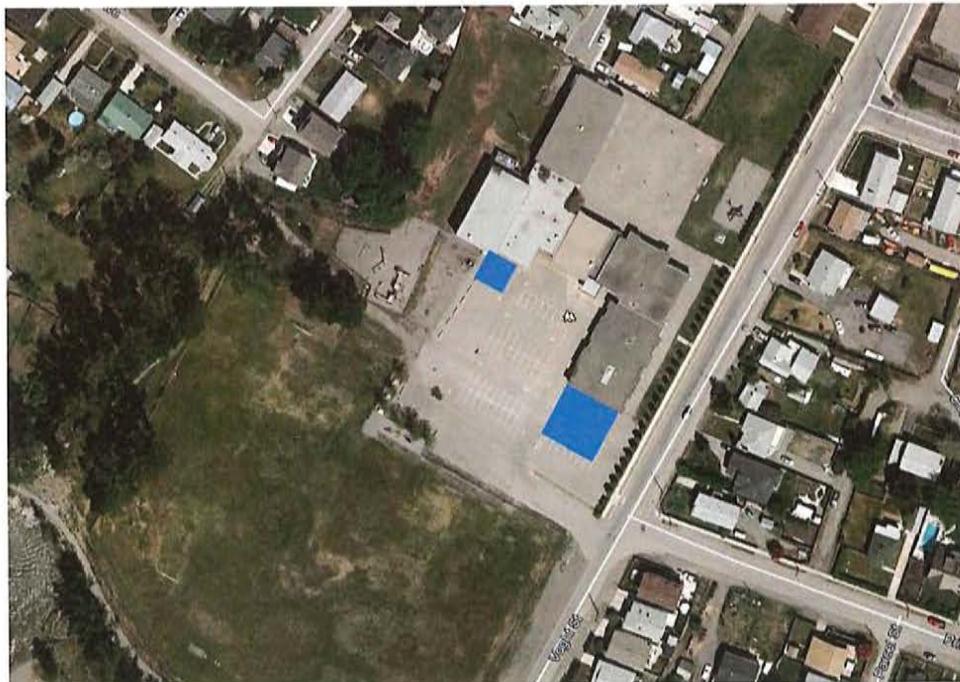
Grades K-7

50 + 40 K ADDITION

SCHOOL NAME MERRITT CENTRAL ELEMENTARY Facility Code 31001 Date Jan 12, 20
 DISTRICT SD 58 NICOLA-SIMILKAMEEN
 SCHOOL CAPACITY * Nominal Kindergarten 60 Elementary 375 Agreed Nominal / Operating Capacity: _____
 * Operating Kindergarten 57 Elementary 349 Ministry of Education Date _____

PART 1 - BASIC AREAS					Comments	
SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New		
Administration / Health	114.7	100.0	-14.7	0.0	1. DRAFT Estimated existing space sizes from floor plan. To be confirmed. 2. Square metres of existing school is greater than the MOE allowable for 320 + 20K nominal capacity school. Overage of existing design space, existing larger classrooms and gym ancillary is not adjustable. Minimum requirements to increase to 375 + 60K capacity include: - 2 new classrooms @ 80m2 each = 240 m2 - 2 new K @ 90m2 - additional mechanical space estimated at 20m2 will likely be required. - 23% design space = 87.2m2 3. 15% NLC Space (70m2) has been added to the new space requested. 4. A Strong Start Program operates at this school and is not included in the existing school square metres of 3,260 m2. See Note 4	
Gen. Instruction (16 Clrms)	1170.6	1200.0	29.4	160.0		
Gen. Storage	61.9	70.0	8.1	8.1		
Gym Activity	382.9	380.0	-2.9	0.0		
Gym Ancillary	157.3	65.0	-92.3	0.0		
Media / Tech Centre	204.0	180.0	-24.0	0.0		
Multipurpose	147.8	100.0	-47.8	0.0		
Spec. Education	168.8	180.0	11.2	11.2		
Mechanical	81.5	85.0	3.5	20.0		
Kindergarten	85.5	270.0	184.5	180.0		
Design Space	599.7	595.0	-4.7	87.2		
* Other - 15% NLC	0.0	70.0		70.0		
* Other -Strong Start	85.4	85.4	0.0	0.0		
Total Incl. Strong Start	3260.0			536.5		
SUB-TOTAL						* Other
Ai	3174.7	Bi	3225.0	Di	536.5	
Surplus Classroom Area included in Design Space=						
PART 2 - TOTAL AREAS					SITE REQUIREMENTS	
E-Existing		F-New		HECTARES	PROVIDED	REQUIRED
Ai	3174.7	Di	536.5			2.00
		Ji	3174.7	ACRES	0.00	4.94
TOTAL GROSS ALLOWABLE AREA						

Option 2B: 4 Classroom (50 + 40k) Student Addition Theoretical Schematic Site Plan



Option 2B: 4 Classroom (50 + 40k) Student Addition DRAFT Cost Estimate

DRAFT ESTIMATE ONLY \$3,260,296

Supplementary Items NOT Included

Supplementary Building Costs
Demolition
Renovations
Temporary Accommodation
Economic Adjustment

Supplementary Site Costs
Abnormal site or subsurface conditions
Off-site services
Municipal fees and requirements
Other identified risks

PDR SCHEDULE B - CAPITAL PROJECT BUDGET FOR ADDITIONS				V1.1	
Name of School, date and option summary					
A. K-12 BUDGET MODEL COMPONENTS					
1. DESIGN CAPACITY		Kindergarten	Grade 1 - 7	Grade 8 - 12	(see Table 1)
1.1	Existing	20	325		
1.2	Change (increase or decrease)	60	375		
1.3	Approved				
2. SPACE ALLOCATION FOR CAPITAL BUDGETING PURPOSES					
2.1	Existing Space Allocation (m ²)				3225
2.2	Space Allocation: New Space/Replacement Space (m ²)				467
2.3	Space Allocation: Neighbourhood Learning Centre (m ²)			15.00%	70
2.4	Total Space Allocation: New School or Full Replacement School (m ²)				
2.5	Total Space Allocation: Addition (m²)				3762
2.6	Total Space Allocation: Partial Replacement (m ²)				
3. CONSTRUCTION UNIT RATE					
3.1	Base Budget Rate (\$/m ²)				\$2,850
3.2	Project Size Factor				1.040
3.3	Project Location Factor	QX 20XX			1.136
3.4	Unit Rate (\$/m ²)				\$3,367
B. CAPITAL PROJECT BUDGET					
4. CONSTRUCTION ITEMS					
4.1	Construction: New Space/Replacement Space				\$1,808,303
4.2	Construction: Renovations (associated with addition/partial replacement)			25.00%	\$452,076
4.3	Site Development Allowance				\$125,000
4.4	Site Development Location Allowance				\$142,000
TOTAL CONSTRUCTION BUDGET:					\$2,402,379
5. OWNER'S COST ITEMS (Soft Costs)					
5.1	Design Fees			12.00%	\$438,285
5.2	Post-Contract (Construction) Contingency: New Space/Replacement Space			3.00%	\$62,259
5.3	Post-Contract (Construction) Contingency: Renovations (associated with addition/partial replacement)			10.00%	\$45,208
5.4	Municipal Permits, Fees, and Charges				\$0
5.5	Equipment: New Space			13.00%	\$173,024
5.6	Equipment: Replacement Space			0.00%	\$0
5.7	Project Management				
5.8	Wrap-up Liability Insurance				\$1,811
5.9	Payable Taxes				\$137,331
5.10(a)	Other (Identify)				\$0
5.10(b)	Other (Identify)				\$0
5.10(c)	Other (Identify)				\$0
TOTAL OWNER'S COSTS BUDGET:					\$857,917
TOTAL CAPITAL PROJECT BUDGET:					\$3,260,296



School District 58 Nicola - Similkameen Long Range Facility Plan

Option 2C: Replacement School for 375 + 60K Design Aid Sheet

DESIGN AID SHEET FOR ELEMENTARY SCHOOLS

Grades K-7 **REPLACEMENT FOR 375 + 60K**

SCHOOL NAME MERRITT CENTRAL ELEMENTARY Facility Code 31001 Date Jan 12, 20

DISTRICT SD 58 NICOLA-SIMILKAMEEN

SCHOOL CAPACITY
 * Nominal Kindergarten 60 Elementary 375
 * Operating Kindergarten 57 Elementary 350

Agreed Nominal / Operating Capacity:

 Ministry of Education Date

PART 1 - BASIC AREAS					Comments	
SPACE FUNCTION	A-Existing	B-Allowable	C-Deficit	D-New		
Administration / Health		100.0	100.0	100.0	1. Complies with MOE CP3 capacity for 400 + 40K Nominal Capacity. 2. It is anticipated an NLC program would be developed with a new replacement school. 15% additional sNLC space is included in the DAS. 3. A Strong Start Program currently operates at this school. Additional space has been added to the bottom of the Allowable Column to accommodate a continued Strong Start Program. 4. Under MOE Policy, additional space for a Strong Start is not included. Note: If a replacement project were approved, SD58 would like to consider construction of an Early Learning /Daycare Hub through the Childcare BC New Spaces Fund. The additional Strong Start space may not be required if this were to occur.	
Gen. Instruction		1200.0	1200.0	1200.0		
Gen. Storage		70.0	70.0	70.0		
Gym Activity		380.0	380.0	380.0		
Gym Ancillary		65.0	65.0	65.0		
Media / Tech Centre		180.0	180.0	180.0		
Multipurpose		100.0	100.0	100.0		
Spec. Education		180.0	180.0	180.0		
Mechanical		85.0	85.0	85.0		
Kindergarten		270.0	270.0	270.0		
Design Space		595.0	595.0	595.0		
* Other -15% NLC Space		483.8	483.8	483.8		
* Other - StrongStart Prog		0.0	0.0	0.0		
Total without 15% NLC or Strong Start		3225.0		3225.0		
	Ai Incl NLC & SS	Bi 3708.8		Di 3708.8		
Surplus Classroom Area included in Design Space=						
PART 2 - TOTAL AREAS					SITE REQUIREMENTS	
	E-Existing		F-New		PROVIDED	REQUIRED
	Ai Incl NLC & SS		Di 3708.8			2.00
			Ji Incl NLC & SS		0.00	4.94
TOTAL GROSS ALLOWABLE AREA						

Option 2C: Replacement School for 375 + 60K DRAFT Cost Estimate

DRAFT ESTIMATE ONLY \$18,528,103

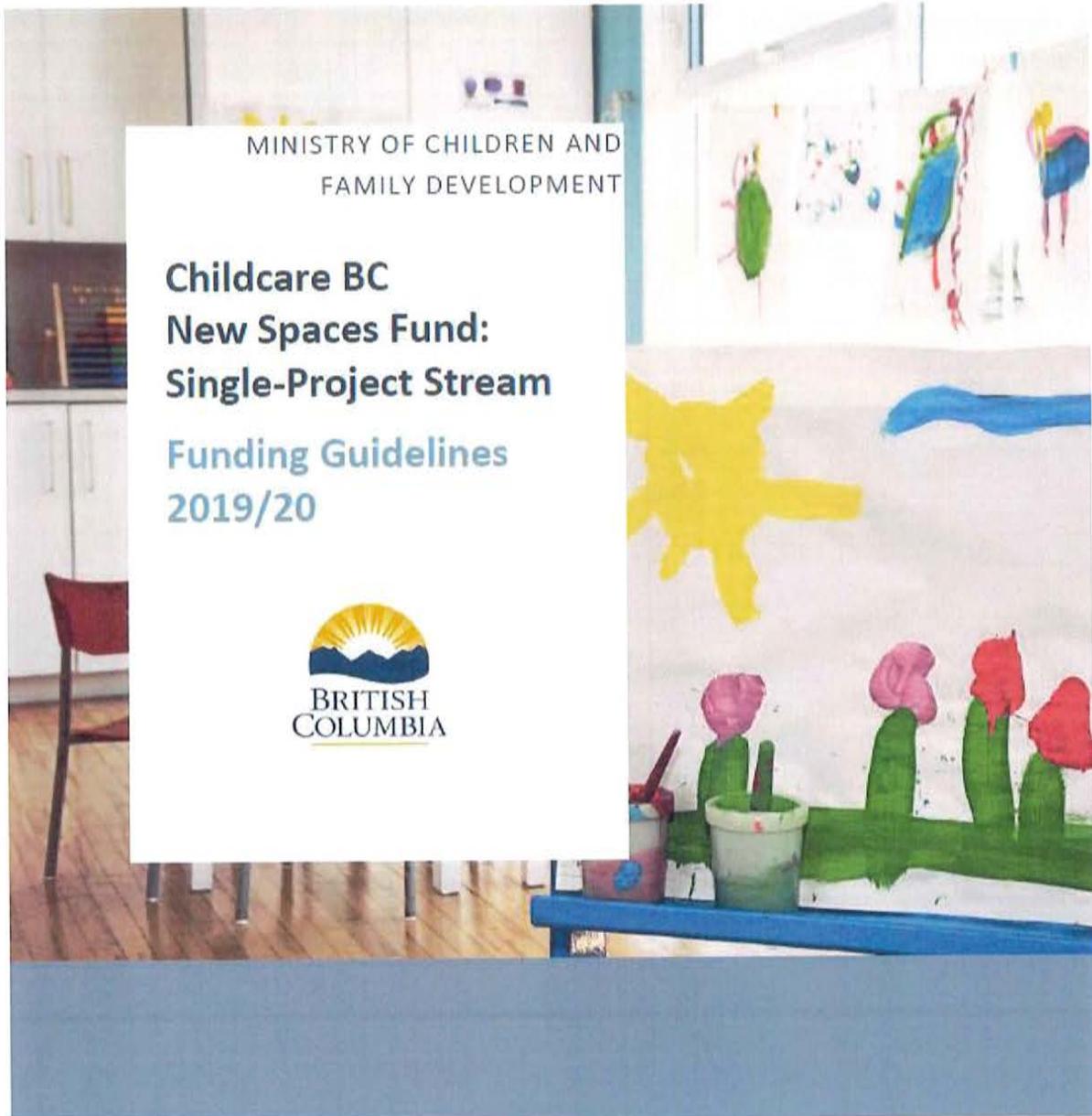
Supplementary Items NOT Included

Supplementary Building Costs
Demolition
Renovations
Temporary Accommodation
Economic Adjustment

Supplementary Site Costs
Abnormal site or subsurface conditions
Off-site services
Municipal fees and requirements
Other identified risks

PDR SCHEDULE B - CAPITAL PROJECT BUDGET FOR FULL REPLACEMENT SCHOOLS					V1.1
MERRITT CENTRAL ELEMENTARY - REPLACEMENT & CONSOLIDATION (CLOSE DIAMOND VALE ELEMENTARY)					
A. K-12 BUDGET MODEL COMPONENTS					
1. DESIGN CAPACITY	Kindergarten	Grade 1 - 7	Grade 8 - 12	(see Table 1)	
1.1 Existing	20	325			
1.2 Change (increase or decrease)	60	375			
1.3 Approved					
2. SPACE ALLOCATIONS FOR CAPITAL BUDGETING					
2.1 Existing Space Allocation (m ²)					
2.2 Space Allocation: New Space/Replacement Space (m ²)					3225
2.3 Space Allocation: Neighbourhood Learning Centre (m ²)				15.00%	484
2.4 Total Space Allocation: New School or Full Replacement School (m ²)					3709
2.5 Total Space Allocation: Addition (m ²)					
2.6 Total Space Allocation: Partial Replacement (m ²)					
3. CONSTRUCTION UNIT RATE					
3.1 Base Budget Rate (\$/m ²)					\$2,850
3.2 Project Size Factor					0.990
3.3 Project Location Factor	Q1 2022				1.136
3.4 Unit Rate (\$/m ²)					\$3,205
B. CAPITAL PROJECT BUDGET					
4. CONSTRUCTION ITEMS					
4.1 Construction: New Space/Replacement Space					\$11,887,375
4.2 Construction: Renovations (associated with addition/partial replacement)				0.00%	
4.3 Site Development Allowance					\$1,000,000
4.4 Site Development Location Allowance					\$136,000
TOTAL CONSTRUCTION BUDGET:					\$13,023,375
5. OWNER'S COST ITEMS (Soft Costs)					
5.1 Design Fees				12.00%	\$1,712,805
5.2 Post-Contract Contingency: New Space/Replacement Space				3.00%	\$390,701
5.3 Post-Contract (Construction) Contingency: Renovations (associated with addition/partial replacement)				0.00%	
5.4 Municipal Permits, Fees and Charges					\$651,169
5.5 Equipment: New Space			0.00%	0.00%	
5.6 Equipment: Replacement Space			9.75%	13.00%	\$1,792,294
5.7 Project Management Fee					\$203,500
5.8 Wrap-up Liability Insurance (coverage under School Protection Program)					\$9,816
5.9 Payable Taxes					\$744,444
5.10(a) Other (Identify)					\$0
5.10(b) Other (Identify)					\$0
5.10(c) Other (Identify)					\$0
TOTAL OWNER'S COST BUDGET:					\$5,504,729
TOTAL CAPITAL PROJECT BUDGET:					\$18,528,103

**APPENDIX H: Childcare Centres
Childcare BC New Spaces Fund**



Funding Guidelines for the Childcare BC New Spaces Fund can be found at:

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/child-care/running-a-daycare-or-preschool/newspaces_fund_guide.pdf

Existing Child Care Spaces

A brief review of the current licensed childcare spaces in the Merritt and Princeton areas are shown in the chart to the right.

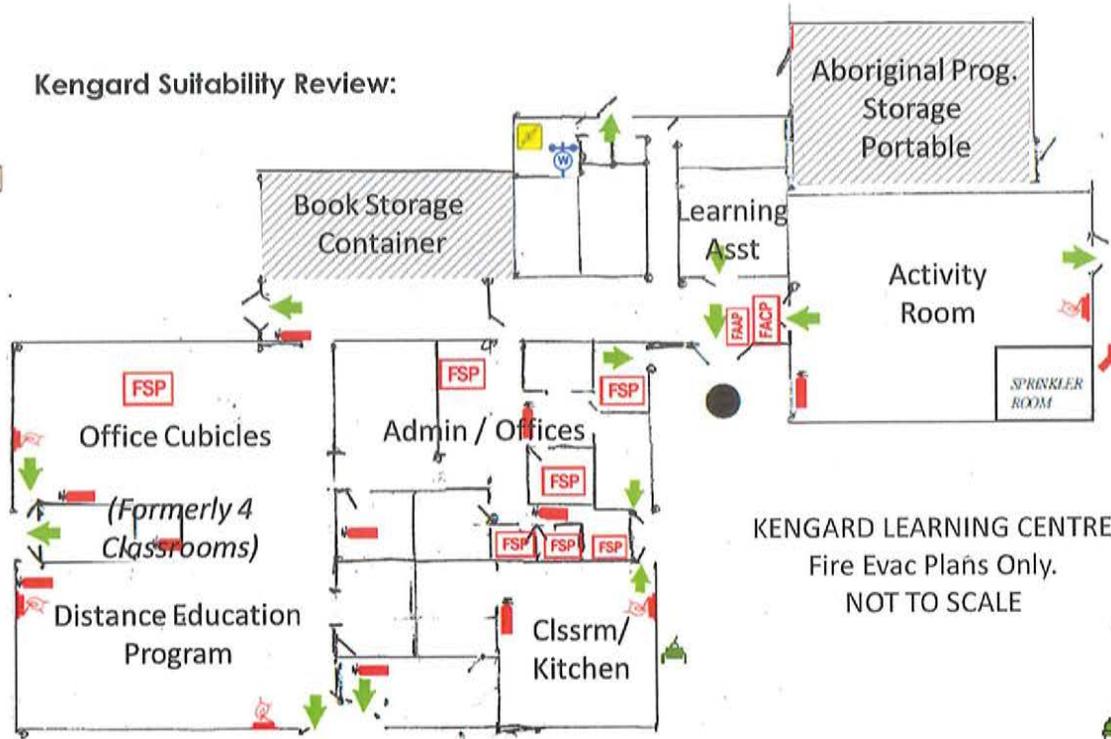
As of January 2020, the chart also indicates by licensed age grouping whether if there are available spaces.

LICENSED CHILD CARE & PRESCHOOL FACILITIES IN SD 58										CHILD CARE LICENSING CATEGORIES - VACANCIES AS OF JAN 01, 2020				
Child Care Facility	Location	Service Type	Child Care Fee Reduction Initiative	Aboriginal Programming	Accommodates Special Needs	Facility Capacity	Infants & Toddlers	Under 36 Months	30 Months to 5 Years	School Age: Kinders	School Age: Gr 1 to 12	Licensed Preschool		
Merritt														
Family Place	2172 Coulee Ave	Licensed Group	✓	✓	✓	20	-	N	Y	Y	Y	-		
Helew' u' Child Care Society	4155 Belshaw St	Licensed Group	✓	✓	✓	28	-	N	N	N	-	N		
White Bear Daycare	3191 Nicola Ave	Licensed Group	✓	-	✓	66	-	N	N	N	N	N		
Lower Nicola Band Little Stars Head Start	201 Hom Ave	Licensed Group	-	✓	-	18	-	-	-	-	-	Y		
Upper Nicola Band Head Start	2221 Village Rd, Douglas Lake	Licensed Group	✓	✓	✓	16	-	Y	Y	Y	Y	N		
Turnbleweed Playschool	2975 Clapperton Ave	Licensed Group	-	-	-	20	-	-	-	-	-	Y		
Savannah's Little Explorers	1733 Granite Ave	Licensed Family	✓	-	✓	8	-	N	N	N	N	-		
Janel's Family Daycare	3434 Pineridge Dr	Licensed Family	✓	-	-	7	-	N	N	N	N	-		
Little Acre Childcare	1275 Quilichna Ave	Licensed Family	✓	-	-	8	-	N	N	N	N	-		
Lisa's Family Daycare	1510 Fir Ave	Licensed Family	✓	-	-	7	-	Y	Y	N	N	-		
Little Skipper Daycare	2402 Coulee Ave	Licensed Family	✓	-	-	8	-	N	N	N	N	-		
						206								
Princeton														
Little Seeds Early Learning Centre	140 Old Hedley Rd	Licensed Group	✓	-	-	42	-	Y	Y	Y	Y	N		
Little Folks Nursery School	145 Old Hedley Rd	Licensed Group	-	-	-	15	-	N	N	Y	N	Y		
						57								

APPENDIX I: Administration Facility Relocation

OPTION A: Relocation of Shops, Bus Garage & IT Dept to Kengard Learning Centre

Kengard Suitability Review:

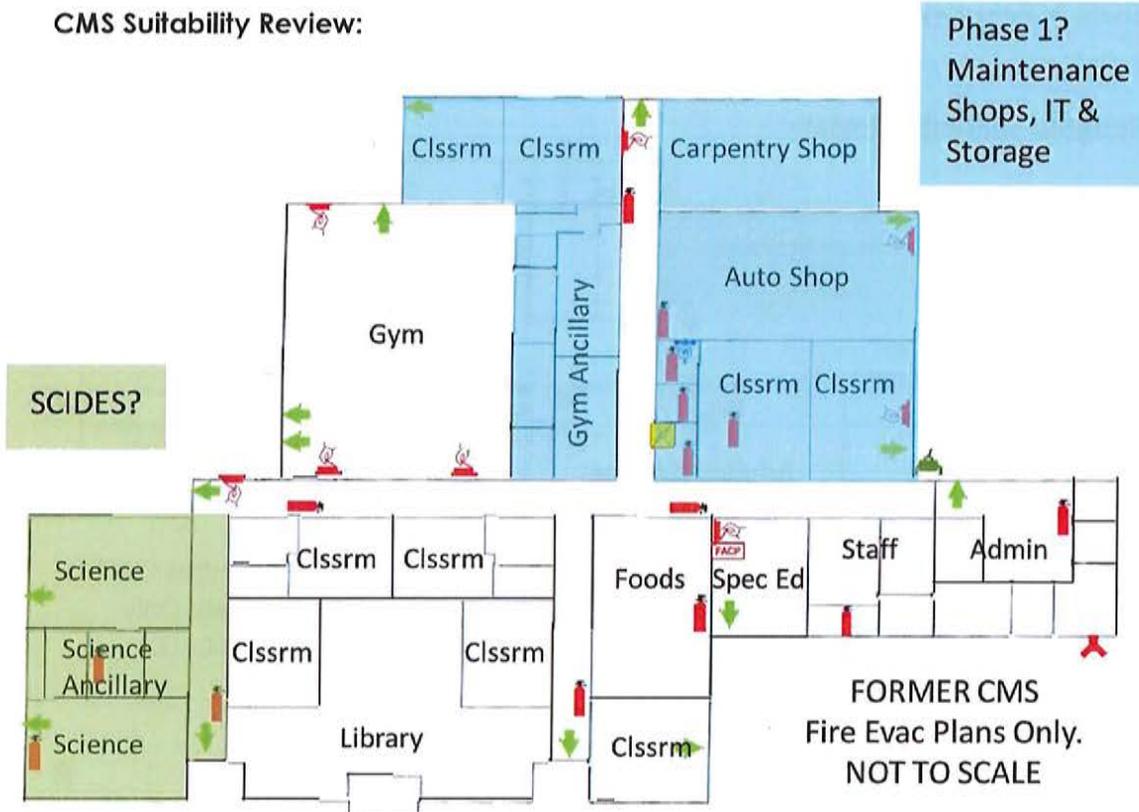


DRAFT Estimated Reno / Cost Requirements:

Relocation of Maintenance Shops, Bus Garage and IT Dept to Kengard		
Description	High Estimate	Low Estimate
Construct new bus bay/garage	\$ 500,000	\$ 400,000
Site Upgrades; Bus yard, fencing, security etc.	\$ 30,000	\$ 20,000
Carpentry Shop conversion	\$ 20,000	\$ 10,000
Carpentry shop dust collection system	\$ 200,000	\$ 200,000
Electrical reconfiguration/upgrades	\$ 15,000	\$ 15,000
IT Improvements; work Benches, wiring etc.	\$ 20,000	\$ 20,000
Convert balance to Offices & Storage	\$ 25,000	\$ 10,000
Relocation Costs	\$ 10,000	\$ 5,000
	\$ 820,000	\$ 680,000
Design/Construction Contingency	\$ 150,000	\$ 50,000
	\$ 970,000	\$ 730,000
Deferred Maintenance		
Upgrade flooring throughout	TBD	
New HVAC Roof top units required within 2 years	TBD	
VFA Recommendations	TBD	

OPTION B: Relocation of Shops, Bus Garage & IT Dept Coquihalla Middle

CMS Suitability Review:



DRAFT Estimated Reno / Cost Requirements:

Relocation of Maintenance Shops, Bus Garage and IT Dept to Former CMS			
Description	High Estimate	Low Estimate	
Convert old Auto Shop to Bus Garage	\$ 40,000	\$ 20,000	
Site Upgrades; Bus yard, fencing, security etc.	\$ 30,000	\$ 20,000	
Covert old Carpentry Shop (& Add bay door)	\$ 20,000	\$ 10,000	
Carpentry shop dust collection system upgrade	\$ 100,000	\$ 50,000	
IT Improvements; work Benches, wiring etc.	\$ 20,000	\$ 20,000	
Convert portion to Offices & Storage	\$ 25,000	\$ 10,000	
Relocation Costs	\$ 10,000	\$ 5,000	
	\$ 245,000	\$ 135,000	
Design/Construction Contingency	\$ 150,000	\$ 50,000	
	\$ 395,000	\$ 185,000	
Deferred Maintenance			
Roof Replacement	\$1,200,000	\$400,000	(Pour On)
HVAC System Upgrade req'd in 2-5 Yrs	TBD		
Flooring Replacement	TBD		
Fire & Security Systems Upgrade	TBD		
Lighting Upgrade to LED	TBD		
Other VFA Recommendations	TBD		

APPENDIX J: Surplus Properties

North Zone Surplus Properties

Former Brookmere Elementary

5597 Coldwater Rd. Brookmere, BC
Parcel A, Plan B7318 District Lot 659, YDYG
196 m², 1955 Wood frame single story schoolhouse .56 Ac



Former Brookmere Teacherage

860 Caboose Rd. Brookmere, BC
Lot 15, Plan 6467, District Lot 659,
YDYG
Brookmere, BC
Vacant Lot .169 Ac



Lower Nicola Vacant Lot

383 Merritt-Spences Bridge Hwy 8, Lower
Nicola (Merritt), BC
Lot G, Plan 1107, District Lot 160, KDYD
Vacant Lot .618 Ac



Kengard Learning Centre

2475 Merritt Ave, Merritt, BC

Lot 1, Plan 18168, District Lot 124, Except Plan KAP89885, KDYD

1,163 m², 1970 concrete block, single story school, 2.837 Ac



Diamond Vale Elementary

2675 Coldwater Ave, Merritt, BC

Lot D to H, Plan 51067, District Lot 122, KDYD and

Lot 1 Plan KAP51067, District Lot 122, KDYD and

Lots 4 & 5, Plan KAP717, Block 155, District Lot 122, KDYD

2,670 m², 1962 mixed construction, single story school, 4.976 Acc



South Zone Surplus Properties

Allison Flats Vacant Lots

221, 227, 231, 235, 237, 241 & 246 Allison Ave and
232, 236, 240, 242 and 246 Angela Ave
Princeton, BC

Lot 3-7 and Lots 25-31, Plan 1302, Block 6, District Lot 1823, SDYD
12 Vacant Lots, Size of lots unknown



Coalmont Vacant Lots

Main St, Columbia St and Fraser St, Coalmont, BC
Lots 1-36 Block 6, Plan KAP1003, District Lot 99, YDYP and
Lots 4-29, Block 15, Plan KAP 1003, District Lot 99, YDYP
62 Vacant Lots Size of lots unknown



Old Hedley Road Properties

Old Hedley Rd, Princeton, BC

Parcel B, Plan KAP4145B, District Lot 402, SDYD

.08 Ac Vacant Lot

and

Plan KAP4146B, District Lot 3529, SDYD

.042 Ac Vacant Lot



Former Riverside Intermediate School

148 Old Hedley Rd, Princeton, BC

Lot 1, Plan KAP25461, District Lot 1297, SDYD

1,800 m2, 1945 concrete block, single story school. Size of property unknown





APPENDIX K: Consultation Undertaken

August 2019 to February 2020

During the development of the Long Range Facility Plan, consultation was undertaken over a six month period with the School District 58 LRFP Steering Committee consisting of: The Superintendent, Assistant Superintendent, Secretary Treasurer, Assistant Secretary Treasurer and the Operations Manager.

January 2020

The Steering Committee met with the Chair of the Board of Education and the Operations Committee of the Board to present the research findings and options and receive feedback.

Public Consultation information to be inserted.

