

Chapter 37

Saskatchewan Rivers School Division No. 119— Processes to Maintain Facilities

1.0 MAIN POINTS

This chapter describes our audit of Saskatchewan Rivers School Division No. 119's (Saskatchewan Rivers or Division) processes to maintain its facilities.

Saskatchewan Rivers is responsible for providing and maintaining school accommodation and facilities that are necessary for the educational programs and instructional services that it provides. If maintenance is not carried out effectively, it could result in health and safety problems for those who use the facilities, reduced quality of space, loss of facility value, higher repair costs in the future, and facilities not meeting their expected service life (i.e., replacing a facility earlier than intended).

For the 12-month period ended August 31, 2014, we found that Saskatchewan Rivers had effective processes to maintain its facilities with two exceptions. It needs to:

- › Establish written processes for gathering and recording reliable information about its facilities and components (e.g., condition, required maintenance, and completed maintenance), determining maintenance priorities and its maintenance plan, and monitoring timely completion of maintenance
- › Use performance measures and targets to regularly measure, monitor, and report on the effectiveness of its maintenance processes

We make five recommendations to assist Saskatchewan Rivers in improving its processes for maintaining its facilities.

2.0 INTRODUCTION

Saskatchewan Rivers was formed in 1997 by the restructuring of four existing school divisions. In 2006, a second school division restructuring came into effect, which resulted in the school division area that exists today.¹ Saskatchewan Rivers is a public school division that operates in Prince Albert and surrounding rural areas. See **Exhibit 5.1** for a map of the Saskatchewan Rivers schools. Saskatchewan Rivers is responsible for educating about 9,000 students.²

For key terms and definitions, see the Glossary in **Section 6.0**.

¹ Saskatchewan Rivers Public School Division, www.srsd119.ca/aboutus.html (14 July 2014).

² *Saskatchewan Rivers School Division No. 119 Annual Report 2012-13*, p. 7.



2.1 Legislated Responsibility for Maintenance

Elected boards of education (school boards) govern school divisions. School boards administer and manage school divisions, including schools, whether they are public, separate, or French language schools. *The Education Act, 1995 (Act)* and regulations set out the roles and responsibilities of school divisions and of the Ministry of Education (Ministry).

Under the Act, school divisions are responsible for providing and maintaining school accommodation, equipment, and facilities that are necessary for the educational programs and instructional services approved by the school division for each of its schools (section 85). School divisions are also responsible for prescribing procedures with respect to the maintenance of school facilities for the purpose of maintaining satisfactory standards of comfort, safety, and sanitation for the students and other users of the accommodation (section 85).

The Act requires the Ministry to approve all major capital projects³ including major renovations of school buildings. School divisions require approval from the Ministry at key stages during these major capital projects.⁴

Also, the Ministry may make grants to help fund renovations of schools (sections 311, 351) or assist with minor preventative maintenance and renewal. The Ministry treats projects estimated to cost less than \$1 million as minor preventative maintenance and renewal projects and approves these in conjunction with its review and approval of school divisions' Preventative Maintenance and Renewal plans. The Minister may appoint a person to provide advice with respect to approval of plans for the maintenance of school buildings (section 4(b)).

Functional school buildings are necessary for students to maximize their learning opportunities – as the Ministry states, “the provision and maintenance of high quality learning facilities has a direct impact on the system’s ability to help students achieve optimal performance.”⁵ If school division buildings are well maintained, it may reduce the amount of funding spent on major capital projects and reduce the risk of health and safety issues for those who use the facilities.

2.2 Saskatchewan Rivers Maintenance

By law, Saskatchewan Rivers is responsible for maintenance of about 130,000 square metres of facilities in its school division. Saskatchewan Rivers' facilities⁶ include:

- › Thirty-one schools located in 16 communities. The average age of these schools is 42 years. The oldest school is 101 years old; the newest school is eight years old.
- › The school division office, support services, and maintenance services buildings, located in Prince Albert.⁷

³The Ministry defines major capital projects as those costing more than \$1 million.

⁴In our *2013 Report – Volume 1*, Chapter 8, we reported the results of our audit on whether the Ministry had effective capital asset planning processes for facilities to house and support educational programs and instructional services for students in school divisions for the 12-month period ending December 31, 2012.

⁵*Ministry of Education 2012-13 Annual Report*, p. 17.

⁶The majority of Saskatchewan Rivers' investment in tangible capital assets is related to buildings (facilities).

⁷*Ministry of Education 2012-13 Annual Report*, p. 25.

See **Exhibit 5.2** for a list of the facilities in Saskatchewan Rivers.

The Division's cost for routine maintenance of these facilities is reflected in its plant operations and maintenance expense. This expense is Saskatchewan Rivers' second largest at about 12% of total annual expenses (see **Exhibit 5.3**). In 2013-14, it plans to spend \$13.2 million (2012-13: actual \$11.2 million) on plant operations and maintenance expense.

The Division's spending on major maintenance (e.g., replacement of a roof) is included in its capital project spending. In 2012-13, Saskatchewan Rivers spent \$11.6 million on capital projects; a portion of this spending related to major maintenance.⁸

With direction from the Saskatchewan Rivers Board of Education (Board) and its Director of Education, the Superintendent of Facilities is responsible for Saskatchewan Rivers' maintenance and caretaking activities with the assistance of two managers (see **Exhibit 5.4**). The Maintenance Manager is responsible for 14 maintenance staff members.

Completing all required maintenance is essential to the ongoing operation of a school division and allows the school division to meet its legislated responsibilities. Not carrying out adequate maintenance on facilities can lead to potential health and safety problems for those that use the facilities, reduced quality of space, loss of facility value, higher repair costs in the future, and loss of facility service life (i.e., replacing a facility earlier than intended).

3.0 AUDIT OBJECTIVE, SCOPE, CRITERIA, AND CONCLUSION

The objective of this audit was to assess the effectiveness of Saskatchewan Rivers School Division No. 119's processes to maintain its facilities for the 12-month period ended August 31, 2014.

For the purposes of this audit, maintenance is defined as the process of keeping existing facilities in good condition to meet service objectives,⁹ and does not include caretaking services. Facilities include all buildings¹⁰ and significant components (e.g., heating and air conditioning units) owned by Saskatchewan Rivers.

To conduct this audit, we followed the standards for assurance engagements published in the *CPA Canada Handbook – Assurance*. To evaluate Saskatchewan Rivers' processes, we used criteria based on our related work, reviews of literature including reports of other auditors, and consultations with management. Saskatchewan Rivers' management agreed with the criteria (see **Figure 1**).

We examined Saskatchewan Rivers' policies and procedures that relate to maintaining facilities, reviewed the school division's maintenance forms, manuals, and records, and tested a sample of maintenance items. We also interviewed school division staff.

⁸ Ibid., p. 76.

⁹ Service objectives are the intended purpose over a specified service life plan.

¹⁰ Buildings include school buildings, bus depots, storage facilities, etc.

**Figure 1 – Audit Criteria**

To have effective processes to maintain its facilities, Saskatchewan Rivers should:

- 1. Keep reliable information on facilities**
 - 1.1 Identify the facilities, including components, that must be maintained
 - 1.2 Determine service objectives for long-term performance
 - 1.3 Maintain current, reliable information needed to manage facility maintenance (e.g., facility condition, remaining service potential, estimated maintenance costs, estimated replacement cost)
 - 1.4 Assess risk that facilities will not meet required service objectives
- 2. Develop a maintenance plan**
 - 2.1 Establish specific maintenance objectives, strategies, and performance measures
 - 2.2 Set maintenance priorities (short-, medium-, and long- term)
 - 2.3 Evaluate strategies against available resources (short-, medium-, and long- term costs)
- 3. Carry out maintenance effectively**
 - 3.1 Use recognized maintenance standards
 - 3.2 Implement maintenance procedures consistent with standards
 - 3.3 Provide staff with guidance on use of maintenance procedures
 - 3.4 Track maintenance activities
- 4. Monitor performance of maintenance**
 - 4.1 Analyze progress in carrying out maintenance plan
 - 4.2 Periodically report on maintenance activities (e.g., progress against maintenance plan, total deferred maintenance) to internal and external stakeholders (i.e., Board, Ministry of Education, public)
 - 4.3 Adjust plans as new information becomes available

We concluded that for the 12-month period ended August 31, 2014, Saskatchewan Rivers School Division No. 119 had effective processes to maintain its facilities with two exceptions. It needs to:

- › **Establish written processes for gathering and recording reliable information about its facilities and components (e.g., condition, required maintenance, and completed maintenance), determining maintenance priorities and its maintenance plan, and monitoring timely completion of maintenance**
- › **Use performance measures and targets to regularly measure, monitor, and report on the effectiveness of its maintenance processes**

4.0 KEY FINDINGS AND RECOMMENDATIONS

In this section, we describe our expectations (in italics), key findings, and recommendations related to each audit criteria in **Figure 1**.

4.1 Documented Processes Needed to Keep Maintenance Information Up to Date

We expected Saskatchewan Rivers to identify all of its facilities and significant facility components (e.g., air conditioning units) that must be maintained. We expected Saskatchewan Rivers to determine service objectives for long-term performance of facilities, and to assess the risk that facilities will not meet the service objectives. Service objectives help to define the importance of a facility or component to the organization's purpose so that an effective maintenance plan can be established.

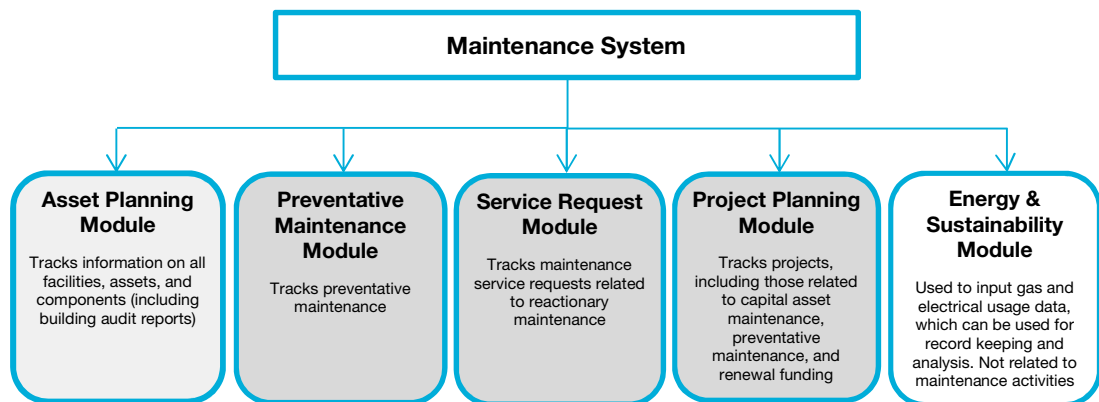
We expected it to keep current, reliable information about the facilities and components needed to manage their maintenance (e.g., facility condition, estimated maintenance

costs, estimated replacement costs). Information about facilities and components is essential to assess the required maintenance included in maintenance plans and to analyze progress for reporting against those plans.

Asset Planning System

Saskatchewan Rivers uses a web-based asset planning system (Maintenance System) to manage and track its maintenance activities. The system has five modules, four of which are related to maintenance activities. See **Figure 2** for the modules and a brief description of each module.

Figure 2—Saskatchewan Rivers Maintenance System



Source: Saskatchewan Rivers Maintenance System.

Saskatchewan Rivers uses the Asset Planning Module to track general information about its facilities and components such as a detailed description, location, purchase date, history, replacement cost, and links to condition reports provided by external experts. Maintenance staff need this information to carry out the required maintenance activities planned for the facilities.

Saskatchewan Rivers uses the following three of the modules to track maintenance activities for its facilities:

- **Preventative Maintenance Module** – This Module tracks routine repairs and inspections intended to assist in systematic correction of emerging failures before they occur or before they develop into major defects.
- **Service Request Module** – This Module tracks minor repairs that are conducted in the form of service requests and are completed as issues arise. Saskatchewan Rivers calls this reactionary maintenance.
- **Project Planning Module** – This Module tracks all of Saskatchewan Rivers' projects, including those related to Ministry funding. Tracked activities include larger or more complex maintenance activities (e.g., repairs or replacements of components). Not all projects are directly related to maintenance activities (e.g., construction of a new school).

Saskatchewan Rivers does not have written policies for gathering and recording reliable information about its facilities. It has some written procedures that provide some general requirements (e.g., prepare a long-term capital plan, inspect facilities to identify



maintenance needs). The written procedures do not provide detailed guidance about carrying out these processes, such as expectations for gathering information to be used in the development of the capital plan, use of facility inspection results, or use of its Maintenance System. Rather, it uses various informal processes to keep information about facilities as described later in this section. Having key processes documented is important to enable knowledge transfer in the event of staff turnover, and keeps staff more informed about expectations to ensure consistent processes are followed. Documented processes can also keep those responsible accountable for their actions since the expectations are clearly laid out.

The Maintenance System contains information on each facility and its components. We found that the listing of facilities in the Maintenance System was complete. Also, Saskatchewan Rivers has processes to record, in the system, new components installed or additions to facilities.

Service Objectives for Facilities

Saskatchewan Rivers has set service objectives for its facilities. The broad service objective is to provide facilities necessary for the educational programs approved by the school division.¹¹ These include facilities required for support services.

In 2013, Saskatchewan Rivers' staff conducted a facilities study for its Board using information from its Maintenance System and previous external condition audits. Saskatchewan Rivers plans to update this internal study every five years.

This study included useful information related to the service objectives for school facilities. For example, the study analyzed information (such as projected enrolments, and capacity) to determine the facility life and condition needed to meet Saskatchewan Rivers' future needs.

The study also assessed current facility condition and identified schools that may require significant investment to meet Saskatchewan Rivers' service objectives. It did this by assigning a condition rating of A, B, C or D, with A indicating good condition and D indicating poor condition. It identified gaps between the service objectives and the current condition of the facilities. While this study identified gaps between the service objectives and current condition of facilities, it did not clearly describe the risks, and short- to long-term consequences if maintenance was not performed as needed.

Maintenance staff did not document, in the Maintenance System, the estimated remaining service life or condition rating that the study determined for each facility and component. Documenting such information in the Maintenance System would enable management to readily use it when planning for future maintenance.

Saskatchewan Rivers does not use formal processes to assess the risk to facilities or components if maintenance is not performed (i.e., risk of not meeting service objectives). Management informally assesses risks based on their knowledge and experience but does not document this assessment. Assessment of risks is key information needed for developing a maintenance plan. Documenting assessment of risks helps facilitate appropriate review and challenge of them.

¹¹ *The Education Act, 1995*, section 85(1)(d).

Facility Inspections

To gather required facility information, Division maintenance staff and contracted experts inspect facilities in addition to Ministry-driven inspections.

Every five years, the Ministry arranges for each school division to have detailed condition inspections of each of its schools (i.e., condition audits). The Ministry contracts an expert to do this. The condition audits provide a list of maintenance required by school, as well as information on facility condition. At August 2014, the Ministry expert was completing Saskatchewan Rivers' condition audits. Saskatchewan Rivers and the Ministry expect to receive the results of the condition audit in the spring of 2015.

Saskatchewan Rivers also contracts other experts to help gather information about facilities as required. For example, it expects to receive an expert's report about asbestos in its buildings in late 2014.

Each fall, maintenance staff inspect facilities and components as required. Staff use forms to document the inspection results, including any preventative maintenance tasks or service requests identified, and enter this into the Maintenance System.

Maintenance staff use other forms to document the completion of preventative maintenance tasks or service requests, and enter this into the Maintenance System. For the sample of preventative maintenance tasks we tested, the Maintenance System showed 13% were not completed as planned. Management indicated that the work was completed, but that the system was not updated. For example, maintenance employees changed a filter on a force flow heater in December 2013 as scheduled, but at July 2014 had not updated the system to document completion of this work.

Saskatchewan Rivers does not have documented procedures to ensure staff:

- › Inspect all significant components of facilities in a timely manner
- › Complete inspections at appropriate times (e.g., consistent with related standards or inspections for that type of component)
- › Enter information in the Maintenance System (e.g., condition of each component, estimated remaining service life, maintenance needs, completed maintenance) and keep it up to date

Also, the Division does not have established processes for how management should use the results of its or the Ministry's inspections completed by experts. It does not enter or track inspection results (e.g., condition of facility, required maintenance) from these inspections in its Maintenance System. In addition, management noted that, at times, it disagreed with the maintenance requirement identified by experts. For example, management disagreed with the finding of a condition audit of one school that indicated the boilers required replacement. We found it does not document its reasons for disagreeing.

A lack of documented processes for keeping current and reliable information about facilities and components increases the risk that maintenance will not be appropriately scheduled or completed, and may cause incorrect decisions about what maintenance to



do and when. Regular maintenance is required to ensure the facilities are safe and available for educational programs, while also managing cost.

1. We recommend that Saskatchewan Rivers School Division No. 119 establish written processes for gathering and recording reliable information about facilities and components.

4.2 Maintenance Planning Processes Need Improvement

4.2.1 Documentation of Planning Processes Needed

We expected Saskatchewan Rivers to develop a maintenance plan. This plan would include its maintenance objectives and key maintenance strategies. We expected its strategies to reflect its short-, medium-, and long-term priorities for maintenance and availability of resources for maintenance.

Saskatchewan Rivers does not have an overall maintenance plan that clearly sets out its maintenance objectives, strategies, and priorities (i.e., planned maintenance activities). Instead, it uses a variety of means to document the various components of its plan.

Saskatchewan Rivers used the results of its facilities study (as described in **Section 4.1.1**) to help it determine required levels of maintenance (i.e., maintenance objectives). It also used this information to develop informal maintenance strategies reflected as short-, medium-, and long-term maintenance requirements.

Saskatchewan Rivers determines the maintenance requirements for each facility and component based on its maintenance staff's experience, guidelines in equipment manuals, the National Building Code, and advice of contractors that install components. For example, quarterly preventative maintenance requirements for a boiler are set to reoccur every quarter for the expected life of the boiler, while replacement of a boiler would be set up as a project near the end of the boiler's service life.

Saskatchewan Rivers documents planned maintenance activities, identified through its prioritization processes, in several documents and its Maintenance System. These documents include a five-year capital plan, a three-year Preventative Maintenance and Renewal Plan, and an annual operating budget for maintenance.

- › **Five-year capital plan** – Long-term planning processes support effective prioritization of limited resources. Saskatchewan Rivers' most recent five-year capital plan was prepared in 2012-13 using the format that the Ministry previously required from school divisions (2012-13 was the last time the Ministry requested this plan).¹² The Board approved this plan. The plan includes projects costing more than \$1 million that may include major maintenance projects.

¹² In 2013-14, the Ministry was in the process of changing its process for reviewing and approving capital projects and related plans.

- › **Three-year Preventative Maintenance and Renewal Plan** – The Ministry provides annual funding for minor preventative maintenance and renewal as set out in Division’s approved three-year Preventative Maintenance and Renewal Plan. The Ministry approves the plan annually following the Board’s approval. The Ministry’s policies set criteria to determine which projects are eligible for funding. In 2013-14, the Division received \$1.1 million (2012-13 – \$0.8 million).
- › **Annual operating budget** – Each year, the Division’s budget includes funding for other maintenance projects, routine preventative maintenance tasks, and scheduled service requests. The Board approves this budget.

The Maintenance System includes approved maintenance projects related to the capital plan and Preventative Maintenance and Renewal Plan. The Superintendent of Facilities approves maintenance activities set out in the Maintenance System within the Board-approved budgets.

Maintenance staff informally determine the priority of maintenance projects and activities as set out in the above plans. Priority is based on their experience, input from other staff working in schools, their knowledge of available resources, facility and component life cycles, maintenance history, and health or safety concerns.

While the Division schedules projects and preventative maintenance tasks, it does not schedule completion dates for all service requests or set a standard expectation for follow up of service requests. Also, Saskatchewan Rivers does not identify or track its total deferred maintenance as part of its prioritization processes. Not having complete information on maintenance that has been deferred increases the risk of incorrectly prioritizing maintenance (i.e., not doing the right maintenance at the right time).

Saskatchewan Rivers does not have a policy that sets out its maintenance planning processes. Documented processes would help it clearly communicate how it defines its maintenance objectives and strategies, sets priorities (identifies significant maintenance requirements), and makes resource allocation decisions. Processes would include how it assesses the risk to facilities or components if timely maintenance is not performed because of limited availability of resources. This communication would help ensure consistency of prioritization and planning of maintenance activities, including in the event of staff turnover.

2. We recommend that Saskatchewan Rivers School Division No. 119 establish written processes for determining its facility maintenance priorities and developing its maintenance plan.

4.2.2 Performance Measures Needed

We expected Saskatchewan Rivers to establish performance measures and targets to measure the success of its maintenance plan.

While Saskatchewan Rivers has identified some measurable actions (such as managing maintenance activities within the approved budget), these are not sufficient to evaluate the success of its maintenance activities. It does not calculate, monitor or analyze the



facility conditions index (FCI) for each of its facilities, total deferred maintenance, or the expected consequences of deferred maintenance. Deferred maintenance can result in shorter service life, immediate facility closure due to safety violations, and higher maintenance costs. Such information can help management and the Board evaluate the most effective and efficient use of limited resources and support additional resource requests.

Performance measures would help Saskatchewan Rivers assess whether its strategies for meeting its maintenance objectives are effective. Without sufficient performance measures, Saskatchewan Rivers cannot assess if its maintenance strategies are meeting its objectives.

The Superintendent of Facilities plans to prepare a maintenance report for the Board's review in fall 2014. Management intends to prepare this report annually, although there is currently no policy requiring this. At the time of our audit, the content of the report had not yet been determined.

3. We recommend that the Board of Education of the Saskatchewan Rivers School Division No. 119 set performance measures and targets for monitoring the effectiveness of its strategies to maintain its facilities.

4.3 Need to Monitor Completion of Maintenance

We expected Saskatchewan Rivers to use recognized maintenance standards, implement procedures consistent with standards, and provide staff with guidance on use of procedures. We expected Saskatchewan Rivers to track its maintenance activities to ensure maintenance is completed as scheduled.

As illustrated by **Figure 3**, Saskatchewan Rivers conducts a large number of preventive maintenance tasks and service requests each year.

Figure 3—Maintenance Activities for 12 Months Ended August 31, 2014

Description	Total	Completed	Outstanding	Deferred
Projects	107	79	28	0
Preventative Maintenance Tasks	4,560	4,025	535	0
Service Requests	4,240	3,771	263	206*

Source: Saskatchewan Rivers Maintenance System.

*Deferred service requests include non-urgent requests and/or requests where additional resources are needed.

Saskatchewan Rivers hires maintenance staff who are professionals in relevant trades (i.e., have journeyman status) or who have sufficient experience in their trade. Maintenance staff receive regular professional development when required (e.g., confined space, fall protection, first aid) and are expected to use recognized standards to carry out maintenance activities. These standards include the National Building Code, fire codes, and preventative maintenance outlined in equipment manuals.

Saskatchewan Rivers provides maintenance staff with guidance through weekly meetings and maintenance forms. Staff have access to preventative maintenance procedures in the Maintenance System to assist them in performing maintenance (e.g., inspect boiler pump and motor, change furnace filters). It also has documented maintenance job procedures and safe work practices for staff to use; each year, it reviews, updates, and approves them.

Saskatchewan Rivers does not have established processes to monitor whether maintenance is completed when expected and done properly. In **Section 4.1**, we also describe that maintenance completed was not always properly entered into the Maintenance System.

Lack of processes to monitor that maintenance is completed properly and when scheduled may cause maintenance to be deferred without adequate justification or authorization. Also, inappropriately updated information on completed maintenance can result in inefficient use of resources (e.g., conducting inspections more frequently than required, unnecessary travel).

4. We recommend that Saskatchewan Rivers School Division No. 119 establish written processes for monitoring the timely completion of maintenance of its facilities.

4.4 Reporting on Maintenance Needed

We expected Saskatchewan Rivers to analyze the progress in carrying out its planned maintenance and take action as needed to meet its objectives. We expected it to periodically report about this progress to its stakeholders.

The Board receives some information about work completed related to the Preventative Maintenance and Renewal Plan and quarterly financial information that includes maintenance expenses compared to budget. Management meets weekly and discusses maintenance issues that arise as needed. Saskatchewan Rivers reports the number of facilities and a range of facility ages in its annual report.

The information provided does not include all types of maintenance and is not sufficient to assess if the right maintenance was completed at the right time. As described in **Section 4.2.2**, Saskatchewan Rivers has not identified sufficient performance measures and targets for reporting on maintenance performance to management, the Board, or other stakeholders such as the Ministry or the public. As such, the Board and management do not receive regular reports on maintenance performance.

Saskatchewan Rivers does not provide its staff with written guidance for analyzing its progress in carrying out planned maintenance. Providing guidance on what information should be analyzed and reported, and how frequently, would help focus resources on the highest priority areas and provide meaningful information about the impact of maintenance on the condition of facilities. This information would help staff determine if they need to revise the approaches they are taking and aid in determining how to best allocate limited resources (i.e., reassess strategies, activities, or priorities). For example,



if deferred maintenance is higher than planned, it may have to invest additional resources to improve the condition of facilities.

As described in **Section 4.1**, Saskatchewan Rivers performed a facilities study for its Board in 2013. This study identified maintenance issues, recommended which schools could be maintained in the short and long term, and recommended actions as a result of the study. Saskatchewan Rivers has begun to take action to address the recommendations from the study.

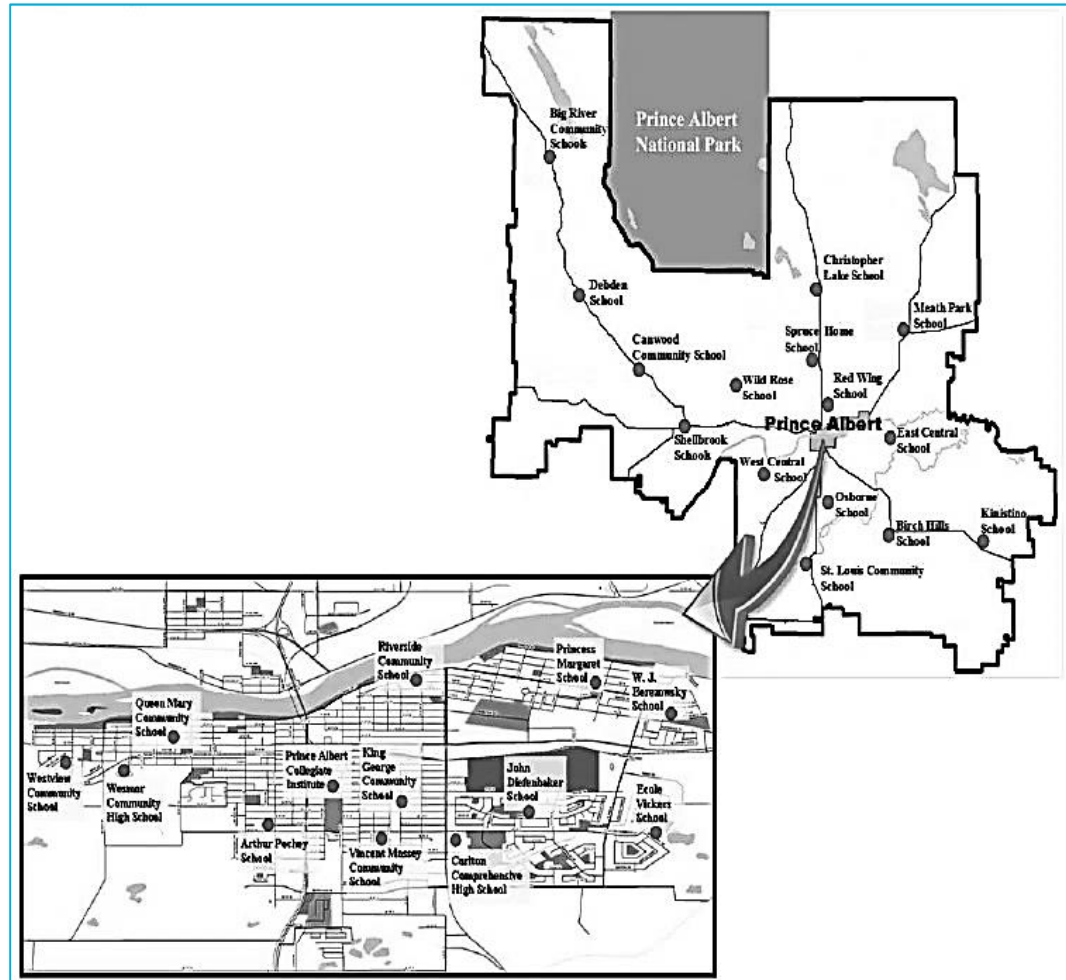
As noted in **Section 4.2.2**, the Superintendent of Facilities plans to prepare a maintenance report for the Board's review in fall 2014. Management intends to prepare this report annually.

Without sufficient analysis and reporting about maintenance results, stakeholders (e.g., management, Board, Ministry, public) cannot assess if effective maintenance of facilities and components is occurring or if maintenance funding is sufficient and efficiently used. Management and the Board also need this information to adjust maintenance plans to meet objectives.

5. We recommend that the Board of Education of the Saskatchewan Rivers School Division No. 119 require periodic reports analyzing the results of its maintenance processes.

5.0 EXHIBITS

5.1 Map of Schools in Saskatchewan Rivers



Source: Saskatchewan Rivers School Division No.119 Annual Report 2012-13, p. 7.

5.2 Facilities in Saskatchewan Rivers

Facility*	Year Built	Range/Years of Renovations	Replacement Cost (in millions)
Arthur Peckey Public School	1959	1964, 1971	8.6
Big River Public High School	1989	-	11.0
Birch Hills Public School	1960	1985	19.6
Canwood Public School	1959	1964-1992	10.0
Carlton Comprehensive Public High School	1963	1976, 2013	89.6
Christopher Lake Public School	1958	1968, 1973	5.1
Deben Public School	1956	1961-2005	14.3



Facility*	Year Built	Range/Years of Renovations	Replacement Cost (in millions)
East Central Public School	1975	1984	4.7
John Diefenbaker Public School	1964	1966, 1972	12.7
King George Public School	1912	1950-1978	11.6
Kinistino Public School	1960	1963-1979	12.3
Meath Park Public School	1961	1967-1983	11.0
Osborne Public School	1964	1978	4.6
Prince Albert Collegiate	1908	1947-1976	13.7
Princess Margaret Public School	1959	1970, 1972	6.5
Queen Mary Public School	1985	-	17.1
Red Wing Public School	1965	1968-1998	8.1
Riverside Public School	1958	1986	19.3
Shellbrook Elementary Public School	1956	1958-2001	6.1
Spruce Home Public School	1963	1966, 1985	5.5
St. Louis Public School	1956	1962-1974	9.8
T.D. Michel Public School	1981	-	6.5
Vickers Public School	1981	1983, 1987	18.7
Vincent Massey Public School	2004-05	-	12.7
W.J. Berezowsky Public School	1978	1982, 2003	7.4
W.P. Sandin Public High School	1960	1986	15.5
Wesmor Public High School	1959	1970, 1980	11.8
West Central Public School	1979	-	5.0
Westview Public School	2002	-	7.2
Wild Rose Public School	1969	1986	5.2
Won Ska Cultural Public School	1959	1985	2.1
Bus Maintenance Facility	2003	-	2.9
Education Centre	1931	1980, 2014	7.2
Maintenance Centre	1981	-	2.1
Support Services Centre	2012	-	2.2

Source: Maintenance System (18 September 2014).

* Winding River Colony School is owned by the colony, not Saskatchewan Rivers, so it is not included in this list.

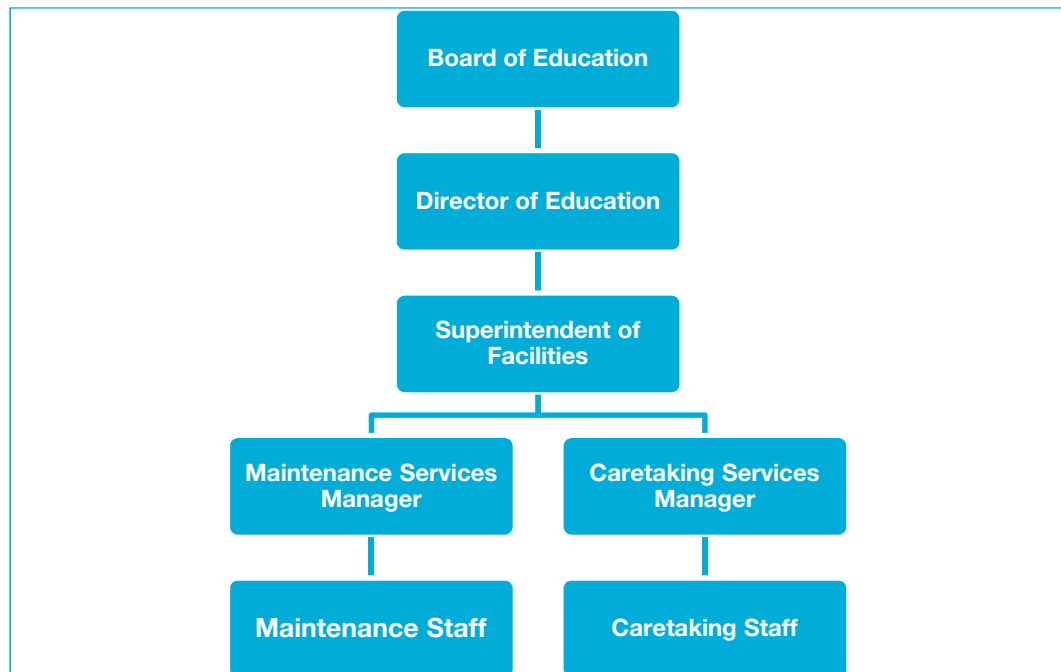
5.3 Saskatchewan Rivers Capital and Maintenance Expenditures

Information on Capital and Maintenance Expenditures	2014 Budget Unaudited	2013 Actual	2012 Actual	2011 Actual
For the year ended August 31 (in thousands)				
Plant Operations & Maintenance Expense	\$13,164	\$11,238	\$10,581	\$10,725
Total Expenses	\$100,978	\$95,670	\$91,160	\$89,233
% of Total Expenses related to Plant Operation & Maintenance Expense	13.0%	11.7%	11.6%	12.0%
Buildings – Net Book Value*	Not budgeted	\$57,018	\$48,158	\$44,826
Tangible Capital Assets – Net Book Value		\$70,284	\$61,237	\$57,896
% of Tangible Capital Assets Related to Buildings		81.1%	78.6%	77.4%

Source: *Saskatchewan Rivers School Division No. 119 Annual Report 2012-13*, Saskatchewan Rivers School Division No. 119 annual financial statements, and Saskatchewan Rivers Public School Division Budget 2013-14.

*Includes net book value of buildings, buildings-short term, and work-in-progress.

5.4 Saskatchewan Rivers' Facilities Organizational Chart



Source: www.srsd119.ca/boardofeducationfiles/Organizationalchart.pdf (8 October 2014).



6.0 GLOSSARY

Deferred Maintenance – work that has been postponed or phased for future action.

Facility Conditions Index (FCI) – the amount of deferred maintenance divided by the current replacement value (CRV).

Maintenance – the process of keeping existing facilities in good condition to meet service objectives.

Preventative Maintenance – repairs and inspections intended to assist in systematic correction of emerging failures before they occur or before they develop into major defects.

Reactionary Maintenance – repairs that are in response to service requests and are completed as issues arise.

Service Objectives – the intended purpose over a specified service life plan.

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