



School District 8
Kootenay Lake

Long-Range Facilities Plan 2019-2030

Updated December 2019

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1. INTRODUCTION

1.1 Long-Range Facilities Plan Purpose & Use

School District No. 8 (Kootenay Lake) has prepared this Long-Range Facility Plan (LRFP) to guide its future decision-making and outline how it will manage its school facilities for the next decade. This LRFP lays out various strategies regarding its inventory of capital assets, primarily to support changes in student enrolment and to help the District to deliver its educational programs at the highest possible standard.



This LRFP has also been created to provide the critical context for discussions with the Ministry of Education and to provide a consistent organized approach to capital priorities in support of the District's Annual Five-Year Capital Plans.

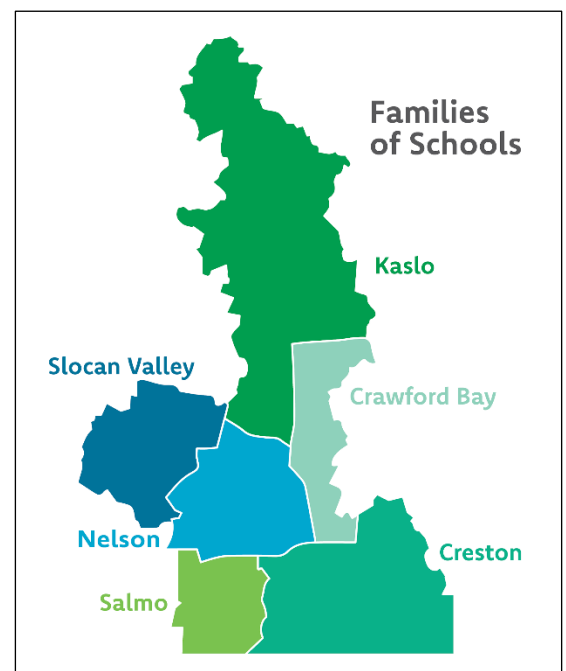
The goal of this LRFP is to create the best possible Learning Environments for our students and staff factoring in: District facilities, enrolment projections, educational program requirements, and the diverse community needs and aspirations throughout our Families of Schools.

1.2 Families of Schools

The District's approach to facilities planning started with an analysis of the facilities requirements in each of its six Families of Schools, looking at each school's education program requirements, operating capacities, and the current condition of existing facilities.

The District's Families of Schools each represent a unique geographic area where, due to proximity, cross-enrolment trends amongst schools are a factor, and facilities Capacity Utilization can be looked at regionally for the purposes of facilities planning.

This LRFP is designed to provide a range of facilities options to allow the Board of Education to make decisions that create the best possible learning environments at every school, in each of our Families of Schools, in the face of evolving educational program requirements and fluctuating student enrolment.



1.3 Geography of Kootenay Lake School District

Located in the southern interior of British Columbia, Canada, School District 8 - Kootenay Lake serves a number of individual and diverse communities including Crawford Bay, Creston, Kaslo, Meadow Creek, Nelson, Salmo, Slocan, South Slocan, Winlaw, Wynndel, Yahk and the surrounding rural areas, within a large geographic area consisting of two time zones.



There are many unique challenges faced in delivering educational services throughout the District, resulting from its geography and the diversity of communities, in and around the lake and rivers of the Columbia Basin, and the highest highway pass in the province (Kootenay Pass).

The District has a range of quasi-urban schools to rural/remote schools, and a variety of school configurations to best deliver innovative and excellent educational services to its students.

1.4 Educational Programming

School District No. 8 offers a range of educational opportunities for students to learn in classroom environments, and opportunities designed to take advantage of the District's proximity to a bounty of wilderness that comprises the majority of our District and surrounds our communities.



All District schools have outdoor classroom spaces (see Section 4.5.1), and our teachers are encouraged to take their students outside at least one day per week.

Through programs connected to the local environment, we support the empowerment of our students to take thoughtful action.

The following are some of the unique, additional programs offered in the District, each of which has its own Facilities requirements:

Indigenous Education

Indigenous Education in School District 8 - Kootenay Lake is designed to support the success of all Indigenous students: First Nations (status and non-status), Metis, and Inuit students who self-identify. Designed in consultation with parents, guardians, Elders, students, staff and the traditional territories, services may include Indigenous language and culture and/or academic support.



Academy PM (Performance and Media)

Academy PM is a specialized first of its kind, high school program at Mt. Sentinel Secondary School which is offering students opportunities to work in project-based cross curricular learning environments with the goal of preparing them for a career in the world of media production and design.

Early Learning Programs

Support for our youngest learners is critical to success. A variety of programs are in place to ensure the success of our early learners:

Primary Program

For our K to Grade 3s, each school offers a unique configuration to meet the needs of their children and community. Our primary learning environments are exciting places to be - creative, enthusiastic children and professional, caring adults working together to develop a love for learning. We focus on well-being and belonging, exploration and creativity, social responsibility and diversity, and foundational skills in literacy and numeracy.

Ready Set Learn

An opportunity for three to five-year olds and their families to connect with their neighbourhood school and access early learning resources available in their communities.



Read by Grade 3

Direct literacy support for learners in our primary program.

StrongStart

A drop-in program for children aged 0-5 and their parent/caregiver.

Full day Kindergarten

A play-based learning environment offering a rich program for the first year of school for our children.

French Immersion

French Immersion is a vibrant program of choice for students in Grades 6-12. Offered in Trafalgar Middle School and LV Rogers Secondary, students who complete the program graduate with a dual Dogwood diploma - English and French.

Students enter Grade 6 with a minimal level of French and through a structured emphasis on oral and written language they develop proficiency in both French and English opening up doors to travel, work and higher education throughout the world. French Immersion students are encouraged to stay in the program through to Grade 12 in order to attain a high degree of fluency and partake fully in the immersion experience.

Homelinks

Homelinks provides a personalized program to meet your child's academic and developmental needs - a fully accredited academic program from K to 12. The program provides for flexibility that allows for travel, learning passions, ongoing communication: newsletters, emails, phone calls, texts, PAC meetings, assessments & reporting. Instructional Friday morning activities/tutorials/field trips are integrated into the program.

International Education

Our International Program welcomes students from all over the world, offering an excellent education for our international students while expanding the worldview and global perspective of local learners.

We also offer the Global Intercultural Certificate Program, which is targeted to secondary learners. This certification focuses on understanding others through reflection on cultural identity, values, behaviours and assumptions that impact our intercultural interactions.

Outdoor Education Programs

Adventure, Tourism Leadership & Safety (ATLAS)

ATLAS is an exciting career prep program designed for students who have a strong personal interest in adventure recreation. ATLAS is a practical, hands-on course taught almost exclusively away from the school, in outdoor settings in a variety of seasons.

Outdoor Environmental Leadership Program

Offered at W.E. Graham, the OELP program works to foster leadership in an outdoor environment. This is a great program for students who have an interest in outdoor / environmental activities as well as it being a perfect stepping stone to the Valhalla Wilderness Program. The program will challenge students to discover new personal limits, while providing an opportunity to develop an ecological awareness of our natural environment.



Valhalla Wilderness Program

The VWP introduces the students to technical skills, safety and decision making, and knowledge of the natural world that can provide the basic skills from which interested individuals may pursue further recreation, education and potentially a career in the rapidly expanding field of wilderness management and outdoor recreation.

YETI Outdoor Program

The YETI Outdoor program is open to any Grade 10-12 student who is currently enrolled in a full course load at Prince Charles Secondary School. Mountain biking, nature photography, climbing, camping, paddling and a variety of outdoor certifications make this program a natural draw for our secondary learners in Creston.



Sports Academies

Dance Academy

This intensive year long course at LV Rogers Secondary integrates advanced technique classes in ballet and modern dance technique with the Choreography 10-12 curriculum. Students may complete this academy in linear fashion, or they may choose to complete this program over two semesters in two years.



Rugby Academy

The LV Rogers Rugby Academy continues to gain popularity at the provincial and national levels and our learners have received offers to continue playing at post-secondary institutions and club teams. Rugby academy is open to boys and girls, and runs for the full year.

Volleyball Academy

Volleyball Academy at LV Rogers is designed for students with a passion for volleyball, and is an opportunity for juniors (Gr 9/10) to enhance their level of play and understanding of the game and for seniors (Gr 11/12) to refine their skills and become more knowledgeable about the theoretical and strategic aspects of the game.



Youth Trades Programs

Three main trades programs are offered in the District: Youth Train in Trades (YTT), Youth Work in Trades (YWT) and Youth Explore Trades Sampler.



Youth Train in Trades (YTT)

Youth Train in Trades is a dual credit program that allows students to earn high school credits while attending college and getting a head-start on a career in the trades. YTT students participate in trades foundation programs that are designed to bring someone who is entering the trades up to the level of a 1st year apprentice. By participating in the program, students' tuition for their trades foundation program is paid for by the District. In

addition, students begin to accumulate their hours needed to become a red seal trades person. After a trades foundation program, students are ready to enter the workforce as apprentices in their field. Students can participate in a foundation program in any accredited post-secondary trades training institution and still receive the support and funding from the YTT program. Programs offered include Carpentry Foundation, Electrical Foundation, Fine Woodworking, Heavy Mechanical Foundation, Metal Fabricator Foundation, Millwright/Machinist, Welder Foundation, Professional Cook Training, Hairstylist, Piping Trades and Automotive Service Technician.

Youth Work in Trades

Our Youth Work in Trades program is available for learners in the Graduation Program and enables our students to begin their apprenticeship and obtain credits for graduation.

Students can gain 16 graduation credits and 480+ hours as a youth apprentice working with a Red Seal tradesperson. Students in this program are eligible for a \$1000 bursary once they have completed 900 hours of work and have a Grade 12 average of a C+. Students can participate in this program during regular school hours, or through the work they do on the weekends and through the summer.

Youth Explore Trades Sampler

In this program, you will learn skilled trades such as Carpentry, Electrical, Heavy Duty Mechanics, and Welding in Selkirk College shops. Time in the course will be split between LVR and Selkirk, with 10 weeks of classes being hands-on learning at Selkirk College's SilverKing Campus. During the course there will be an opportunity to work in a trade of your interest through a work experience placement and get your Grad Trans 12 or Planning 10 (Career Life Education 10). In this course, you will earn up to 20 credits towards your graduation while learning invaluable skills and seeing if a career in the trades would work for you.

1.5 Previous Facilities Planning Studies

This Long-Range Facilities Plan (LRFP) was built starting from the previous 2016-2024 Facilities Plan adopted July 12, 2016 (the “**2016 Facilities Plan**”), which itself was created following a robust public consultation process. The 2016 Facilities Plan was developed following a 20-year enrolment decline of approximately 2,000 students, which led to the District holding an inventory of 1,700 empty seats. Under the 2016 Plan, various District properties were sold, shrinking the District’s excess capacity. Other Board properties, like Al Collinson, Gordon Sargent and a building at LV Rogers, have been leased to other educational organizations. With changes in enrolment since then, including some net migration of school-aged students into the District, the District now has an overall 91% Capacity Utilization, with only approximately 500 empty seats throughout the District.

1.6 Long-Range Facilities Plan Process & Consultation

Commencing in Spring, 2019 and working with the previous 2016 Facilities Plan that was adopted by the Board of Education in 2016, District staff began work on this LRFP at the request of the Board.

An updated assessment of each of the District’s facilities was performed in Summer, 2019 by engineers from Accruent, a specialist facilities management firm. Accruent’s “Facilities Condition Assessments” were issued to the Board in Fall, 2019. At the same time, the Board received detailed, long-range enrolment projections from Baragar Systems, a software and enrolment projections firm that provides school districts with the intelligence to make the right decisions to create an ideal learning environment and avoid costly capital mistakes.

Facilities and enrolment projection information were provided and discussed at the Operations & Finance Committee meetings and Board meetings. A full-day Board working session was also held during the process.

The Board has also undertaken a robust and ongoing community consultation process in the development of this LRFP, so that it reflects the needs and aspirations of all of the communities in our District (See Figure 3 – Process Dates below on next page).

It is expected that this LRFP will be updated periodically to adjust for changes in programming, curriculum, enrolment projections and facility conditions, as well as to factor in ideas and feedback received from District stakeholders. The Board of Education is committed to holding regular Long-Range Facilities Plan consultation meetings in each of its Families of Schools, so that it can take into account individual community needs and take advantage of good ideas that might result from a robust and regular consultative process.

Please refer to *Appendix F – Families of Schools Facilities Information* for detailed compilations of some of the ideas and feedback generated from the Facilities Plan consultation process undertaken in the last year.

The next LRFP update is scheduled for 2020-2021.

Long-Range Facilities Plan Process - Public Meeting Dates

(Listing of public District meetings only, does include internal meetings, PAC meetings, etc.)

Process Dates*	Location	Date
Board of Education Meeting	School Board Office	December 10, 2019
Operations & Finance Committee Meeting	School Board Office	December 10, 2019
Nelson Family of Schools – Reconfiguration Discussion	Trafalgar Middle	December 5, 2019
Slocan Valley of Schools – Reconfiguration Meeting	Winlaw Elementary	December 2, 2019
Board of Education – Working Session	School Board Office	November 19, 2019
Nelson Family of Schools – Consultation Meeting	Trafalgar Middle	November 7, 2019
Creston Family of Schools – Consultation Meeting	P.C.S.S.	November 6, 2019
Crawford Bay Family of Schools – Consultation Meeting	C.B.E.S.S.	October 30, 2019
Salmo Family of Schools – Consultation Meeting	Salmo Secondary	October 29, 2019
Slocan Valley Family of Schools – Consultation Meeting	Winlaw Elementary	October 28, 2019
Kaslo Family of Schools – Consultation Meeting	Jewett Elementary	October 23, 2019
Board of Education Meeting	School Board Office	October 22, 2019
Operations & Finance Committee Meeting	School Board Office	October 22, 2019
Long-Range Enrolment Projections from Baragar	N/A	September, 2019
Facilities Condition Assessments from Accruent	N/A	September, 2019
Salmo Family of Schools – Consultation Meeting	Salmo Secondary	February 13, 2019
Creston Family of Schools – Consultation Meeting	P.C.S.S.	February 22, 2019
Slocan Valley Family of Schools – Consultation Meeting	W.E. Graham	February 6, 2019
Nelson Family of Schools – Consultation Meeting	Trafalgar Middle	February 5, 2019
Kaslo Family of Schools – Consultation Meeting	Jewett Elementary	February 4, 2019
Crawford Bay Family of Schools – Consultation Meeting	C.B.E.S.S.	January 28, 2019
My.ThoughtExchange.com/#537341911	Online	2019 Ongoing

**Note: Numerous additional meetings held internally, with stakeholder groups, parents, students, Trustees, lessees, Staff, etc.*

2. EDUCATIONAL CONSIDERATIONS

2.1 Educational Requirements

Creating the best Learning Environments to foster student achievement, so that every child can be supported to reach their fullest potential, is the Board of Education's primary goal for its facilities.

The Board of Education's facilities help it deliver innovative, educational services throughout the District, providing diverse educational programming under the New Curriculum to its unique communities (see Section 1.2 – Families of Schools, Section 1.3 – Geography of District, and Section 1.4 – Educational Programming above).

2.2 Grade Configurations

There are no straightforward conclusions as to what the best grade configuration is. Each grade configuration pattern has its advantages and disadvantages, depending on needs, circumstances and situations of all students. The District has many different configurations and students thrive in all of them.

A middle school approach has a lot of theoretical support. The benefits of having middle school may be to some extent offset by the additional transition (see Section 2.3 – Transitions below). The District's approach to facilities planning is to focus first on providing the best learning environments, i.e. where it has capacity, rather than pushing for any specific configuration model.

2.3 Transitions

Our District focuses on social, emotional, academic and interpersonal skills. Transitions are an opportunity for positive change and the building of perseverance, resiliency and grit. Careful planning by staff to help students with transitions fosters a positive experience and ensures that all students reap the benefits of their new school.



3. ENROLMENT PROJECTIONS

The Board of Education contracted Baragar Systems to provide long-range enrolment projections (the “**Enrolment Projections**”) over a five-year contract period, starting with Enrolment Projections for 2019-2020. It is expected that Enrolment Projections will be refined throughout the period of the contract, which will allow for the commensurate and continual updating and improving of the District’s LRFP. The Board also contracted Baragar to input actual enrolments from 2017-2018 and 2018-2019 into the software it provides to the District, to create a solid baseline from which future trends can be seen and extrapolated.

3.1 Data Sources

Baragar uses various data sources in making the Enrolment Projections, including:

- School District No. 8 (Kootenay Lake)’s student information system (MyEd BC) data;
- The Provincial Birth Registry current and historic files (100% coverage);
- Canada Revenue Agency’s current and historic Canada Child Benefit databases, which was previously known as the Child Tax Benefit and Universal Child Care Benefit (98+% coverage based on Stats Canada audit);
- Additional data from the District, for example, new employers or housing projects and the expected pupil yield; and
- Census Data from 1991, 1996, 2001, 2006, 2011 and 2016. However, Baragar does not use Census data for the Enrolment Projections, as it is not accurate enough for these purposes. Baragar does use a piece of this Census data to identify a single, key variable, changes in the number of women of birthing age.

3.2 Enrolment Projection Methodology

All data is calculated as of September 30 of each year working from the District’s MyEd BC 1701 enrolment data, and the projections are calculated as at September 30th of each future year. The enrolment projection methodology uses current data from other sources (for each school as well as the jurisdiction overall), as follows:

Birth Data

- The Provincial Birth Registry (Department of Vital Statistics) is the data source for the annual number of births for the past 20 years (approaching 100% accuracy.)
- Trends vary significantly from school to school, and because the projections are done at the school level, birth projections are the first step in the enrolment projection methodology.

Population of Children by single year of age (ages 1 to 17)

- Canada Revenue Agency (Child Tax Benefit, Universal Child Care Benefit and Canada Child Benefit databases – 2000 to current year) are the data sources for the annual number of children aged 1–17 by single year of age (1, 2, 3, 4, etc.). Though Statistics Canada is not the source for these databases, they

have performed a study measuring the coverage of the data, and have concluded that the database is over 98% accurate in terms of population coverage.

- Not only is the number of children aged 1, 2, 3, 4, etc. provided, but from this data, the net impact of migration is measured annually by age group. For example, for the preschool age group, the number of children aged 2-5 each year is divided by the number of children aged 1-4 from the previous year. This quantifies the net impact of migration resulting from the new families moving into the area and into new housing as well as used housing, versus those moving out. Assumptions about future migration by age group form the second part of the projection methodology.
- The current population from age 0 to age 17 is “aged” by applying “age group-specific” migration rates to the current population. This results in a projection of the number of children for each year of age for each of the next 15 years. This base population projection is the key variable affecting enrolment projections.

Enrolment by School, Grade, and Program

- The source of data is the Student Information System (SIS) of the District (MyEd BC).
- The students are first separated into the programs in which they enroll (Regular program, French Immersion, Distributed Learning, etc.).
- The data is analyzed to determine whether students (within their program) attend their designated neighbourhood school, or whether they attend another school in the District.
- The data is aggregated and the “In catchment” enrolment by grade is compared to the “potential registrants” by age. For example, the number of children enrolled in kindergarten at a particular school (who also live in that school’s catchment area) is divided by the total number of children aged 5 living in that school’s catchment area. This measure is called the “Participation Rate”. Participation rates by grade are provided historically, so that trends can be discerned.
- Once the “In catchment” enrolment has been projected, the “Out of Catchment” component of enrolment is projected. This data is maintained historically, so that trends can be observed. Assumptions about the size of the incoming group (e.g. kindergarten) are made. Once assumptions have been made concerning the ‘entry’ grade in a school, a “Retention Rate” is applied on a grade-by- grade basis. A history of retention rates is reviewed and assumptions of future rates are made.
- The French Immersion enrolments are also a component of the projection. The methodology is similar to the “Out of Catchment” methodology – however, the entry grade assumptions analyze changes in the projected number of children in the appropriate age group (e.g. for kindergarten, the reference group is age 5). In the case of middle schools and the secondary/high schools, a “feeder flow” methodology is used to establish the enrolment in the entry grade. For example, the grade 9 French Immersion in a 9-12 school is “fed” by French Immersion grade 8 classes in two middle schools.

4. DISTRICT BASELINE FACILITIES USAGE

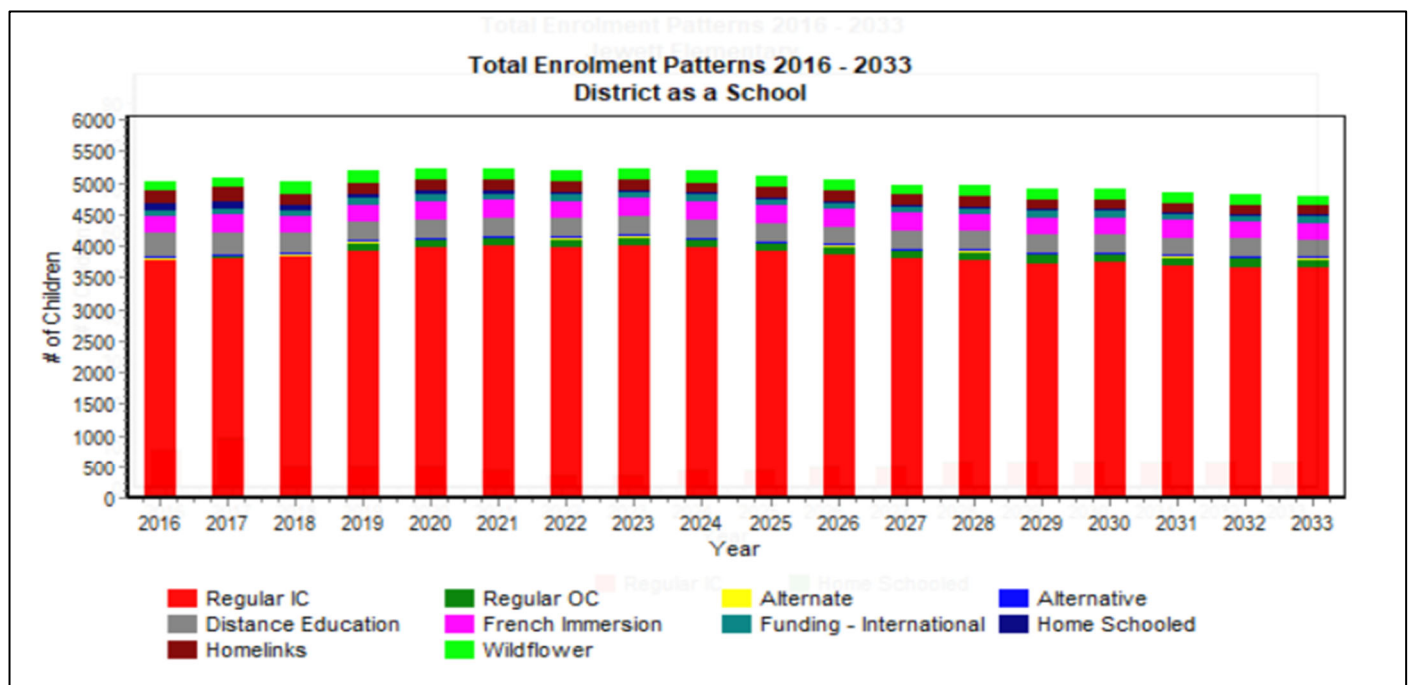
4.1 School District Enrolment Context

4.1.1 Current & Future-Years District Enrolment by Program

The District's current year enrolment, as at September 30, 2019, was:

- 5,031 students (Headcount)
- 4,808 student (FTE)

The following chart shows the District's with actual overall student enrolment from 2016-2018 and future-years enrolment projection from 2019 to 2033:



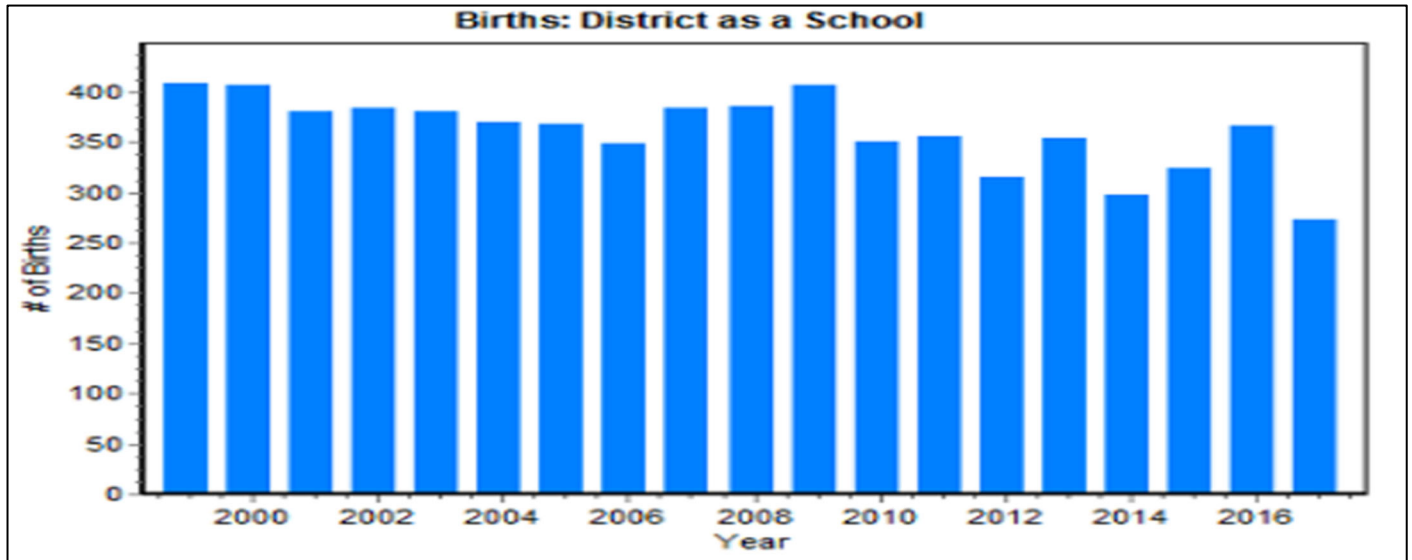
The above chart shows a near-term modest increase in overall enrolment for the next two years, followed by a longer-term slight decline trend over 10 years.

These Enrollment Projections were created by Baragar Systems, using the methodology as described in Section 3 – Enrolment Projections above. District Birth Rates and Net Migration patterns are key factors in the projections.

4.1.2 Birth Rates

The number of births to women residing within the Kootenay Lake School District has decreased significantly over the last 8 years, with 2017 reaching the lowest number in over 20 years. The children currently enrolled in grades K-12 were born between 2001 and 2013, during which time the number of births per year averaged 368. Over the last 4 years, the births have averaged 315 per year, a decrease of 53. Also see Provincial Birth

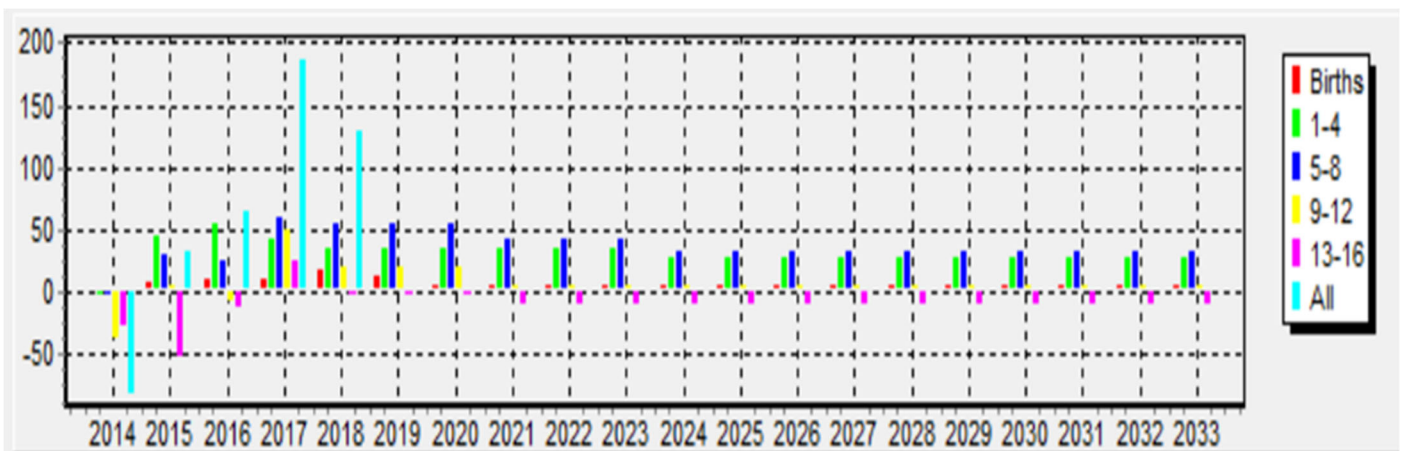
The following chart shows historic birth rats from 1999 through to 2017:



4.1.2 Net Migration Trends

The net impact of youth moving in and out of the District has been generally positive over the last 10 years, with 2017 (+187) and 2018 (+128) reflecting the largest increases. The assumptions used in this projection are for continued positive net migration of youth into the District, varying by age group but averaging +122 for next year, similar to the current year. Starting in 2024, the assumptions that have been used average +62, similar to the 5-year average.

The following chart shows historic and forecast net migration into the District:



4.2 School District Facilities & Utilization

Please see Appendix A – Key Definitions for full definition of technical terms used in this section.

4.2.1 Introduction to Facilities Condition Assessments

The Facilities Condition Index (FCI) is an industry-standard index that measures the relative condition of a facility considering the costs of deferred maintenance and repairs as well as the value of the facility. FCI allows condition benchmarking between facilities of unequal size and composition. FCI is an intuitive metric of the average progress of a facility through its useful life, where an FCI of “0” is a brand new facility, and an FCI of 1.0 is at the end of its useful life.

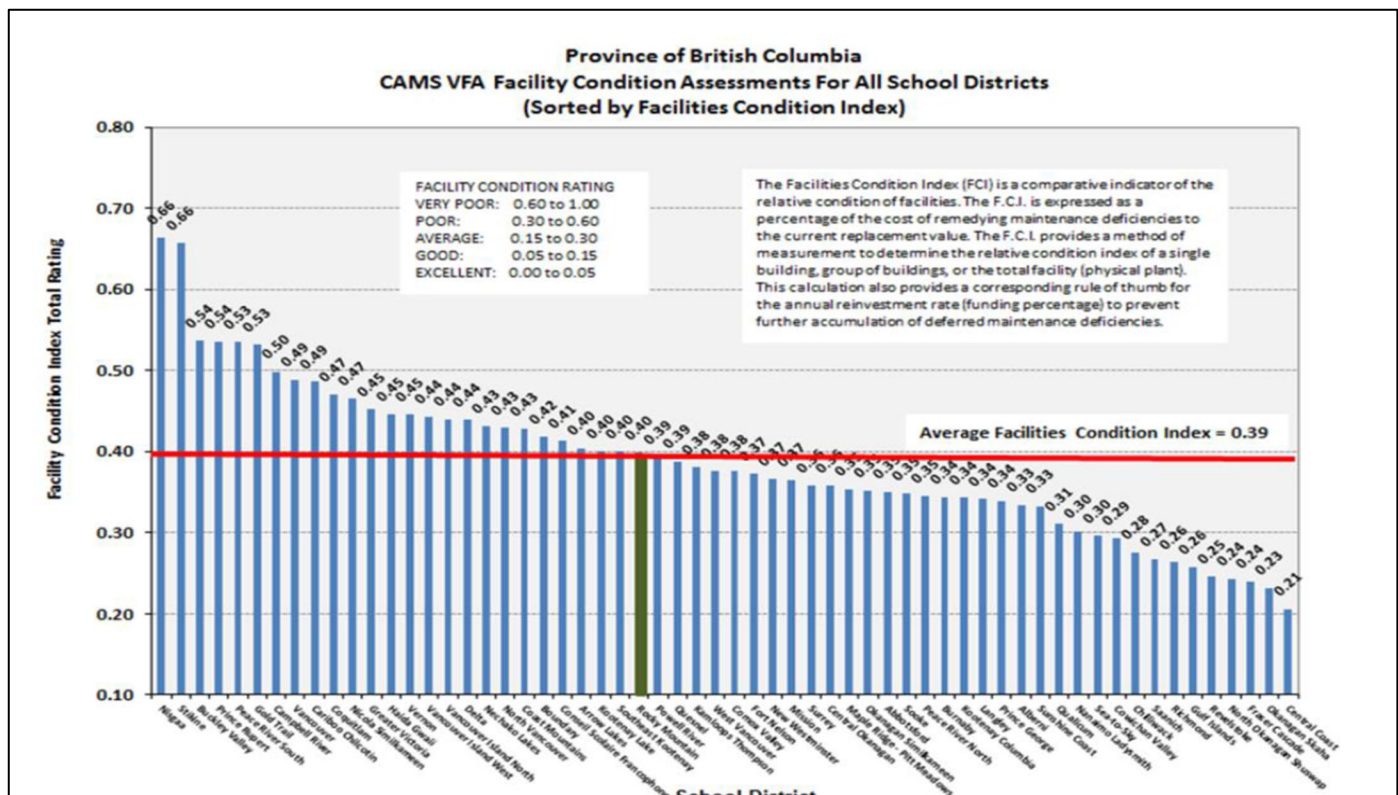
4.2.2 Introduction to Capacity Utilization

Capacity Utilization is determined by dividing enrolment by the Operational Capacity for each school. The result is expressed as a percentage. See Appendix A – Key Definitions for full definition of these terms.

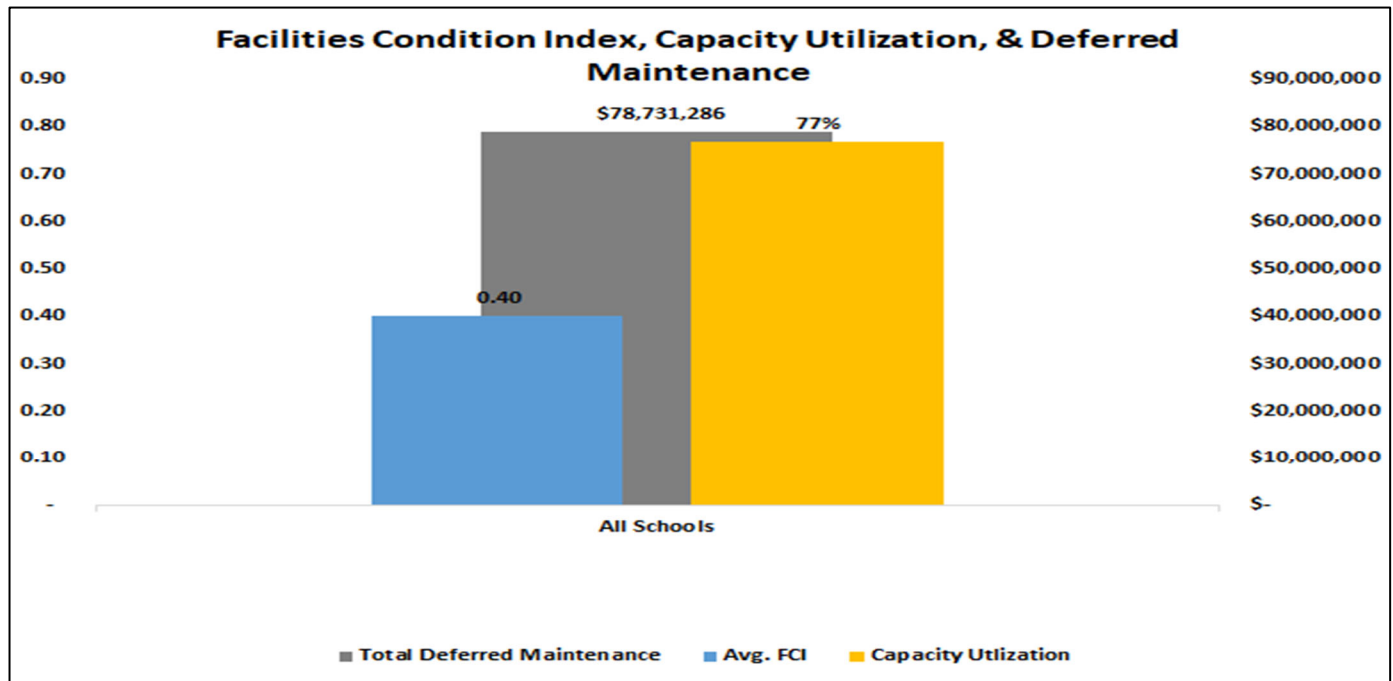
It is important for the District to maintain high utilization levels to reduce overall operating costs and advance the objective of having the best school facilities possible available for all students. On the other hand, schools cannot operate effectively with more students than spaces available, and using portable classrooms is a temporary solution only.

4.2.3 Provincial Facilities Conditions vs. District Facilities Conditions

The following chart shows the Facilities Condition Indexes for all school districts in BC:



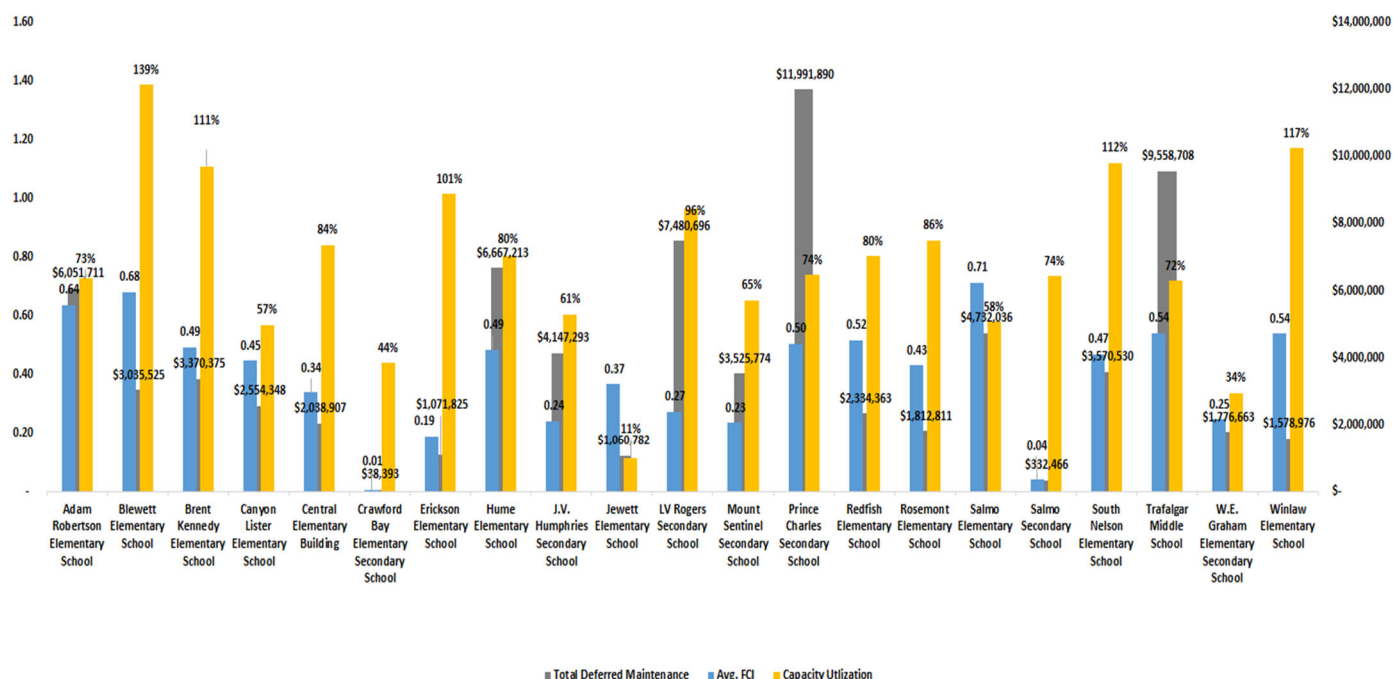
The following chart shows the District's average FCI, Capacity Utilization and Deferred Maintenance costs:



The District's average FCI of 0.40 is in line with the provincial average of 0.39.

The following chart shows the range of FCIs, Deferred Maintenance obligations, and Capacity Utilization for each school in the District:

Facilities Condition Index, Capacity Utilization, & Deferred Maintenance



4.2.4 District Facilities – Baseline Condition & Utilization

Baseline Facilities Condition & Utilization are shown for each Family of Schools and for each school individually in Appendix F. The following is a summary of existing Board-owned facilities & land:

- 33 Major Land Parcels, on which there are:
 - 43 Buildings, comprised of:
 - 24 School Buildings
 - 2 Portables Used for School
 - 11 Operations Buildings, Garages or Pump Houses
 - 1 unused former Board Office
- 5 Leases to Licensed Daycares or CSF (SD93):
 - 2 Buildings
 - 3 Portables
- Leased Properties: The Board also leases three properties to run its programs.

4.3 Transportation of Students to District Facilities

Board of Education policies require the District to establish and maintain a system of pupil transportation, as required, that will qualify for the funding provided by the Ministry of Education. The Board expects the system to be efficiently scheduled and functioning with clean, safe vehicles operated by qualified drivers.

Pupil Transportation Procedures Manual - Operating Principals. To enhance the learning environment by transporting students safely and efficiently, and by keeping equipment safe, clean and in good condition.

4.4 Additional Facilities Uses

Emergent curricular and pedagogical imperatives arising from the New Curriculum and the Board's strategic educational goals for its core K-12 mandate result in additional requirements of District facilities. Furthermore, outside of the Board's core mandate, there are complementary community and educational uses of District facilities.

4.4.1 Outdoor Classrooms

All District schools have outdoor classroom spaces, and our teachers are encouraged to take their students outside at least one day per week. Through programs connected to the local environment, we support the empowerment of our students to take thoughtful actions.



4.4.2 Indigenous Education Learning Environments

Across BC, Indigenous Education and Equity in Education are at the forefront of learning for all. What supports academic achievement for Indigenous students? How do we close the academic achievement gap of Indigenous students in district and across BC? Indigenous learning spaces in schools of Kootenay Lake SD8 contribute to essential learning and support opportunities for Indigenous students, communities, staffs, and families.

Indigenous Education spaces reflect the world view of Indigenous students: places of safety, places of belonging, and places of Indigenous teachings. Indigenous Education spaces involve class visits where students experience Circle teachings and First People's Principles of Learning.



These spaces where Indigenous Canada is visibly represented provide access to food and essentials, traditional medicines, Indigenous content libraries, Indigenous languages, and supplemental and continuous supports. Indigenous Education spaces include a direct Indigenous liaison for families which provides information about the school and its processes. Spaces are utilized for family visits, family support meetings, and outside agency meetings. As well, these spaces are used for Elder visits to share teachings on songs, regalia, cultural protocol, and personal health and well-being. Indigenous Education staff create a warm and welcoming environment that nurtures the culture and climate of a school from an Indigenous world view. The Indigenous spaces in schools represent needs met for Indigenous students and cultural learning opportunities for all staff and students.

4.4.3 StrongStart BC

StrongStart BC is a provincial program delivered through School Districts throughout the province. It requires parents to attend along with their child (aged birth to five), where they can participate in play-based early learning activities – including stories, music and art. There is no cost to families, and this early learning drop-in program helps prepare children for success in Kindergarten.

There 13 StrongStart Outreach locations in the District, providing rich learning environments designed for early learning development – language, physical, cognitive, social and emotional. Qualified early childhood educators lead learning activities where children find opportunities to make friends and interact with others of similar ages.

4.4.5 Before & After School Child Care

Several schools in the District offer before and after school care for school-aged children. For example: Rosemont has before and after school care. Redfish has an after-school program that runs from 2PM to 4:30PM three days per week. W.E. Graham has an after-school program, which also runs three days per week, from 2:30PM to 4:30PM, and which is attended by both Winlaw and WE Graham students given their close proximity.

4.4.6 Community Uses

Numerous organized activities and programs are run using District facilities, including sport teams, drama or theatre programs, and community events. These rentals are typically managed by each school, to meet local needs.

Additionally, several facilities are leased out by the District on a cost-recovery basis to other educational organizations, early learning providers or day cares, including:

Name	Location
Brent Kennedy Learning Centre	Brent Kennedy Building and Land for Modular Buildings, Junction
Conseil Scolaire Francophone No. 93	A.I. Collinson Building, Nelson
Kootenay Kids Society	L.V. Rogers Ancillary Building, Nelson
Mountain Montessori	Hume Elementary Classroom, Nelson
North Lake Community Services	J.V. Humphries Classroom, Kaslo
Rosemont Kidz Klub	Rosemont Elementary Library, Nelson
Salmo Childcare Society	Salmo Elementary Portable, Salmo
Salmo Childcare Society	Salmo Elementary Classroom, Salmo
School House Learning Centre	Gordon Sargent Building, Nelson

4.5 Playgrounds

All schools in the District have playgrounds, and they are considered an intrinsic part of the facilities that comprise a School. Through collaboration with schools' Parent Advisory Councils (PACs), donors and local granting organizations like the Columbia Basin Trust, and with support from the Ministry of Education through its Playground Enhancement Program fund, the District is continually renewing and adding to its playgrounds and improving their accessibility for the benefit of all students.

5. EMERGING FACILITIES PLANS

This Section can best be read in conjunction with the information found in Appendix F – Family of Schools Facilities Information, which contains detailed facilities and enrolment information about each Family of Schools that is relevant to the Emerging Facilities Plans under consideration.

5.1 Crawford Bay Family – Emerging Facilities Plan

Crawford Bay Elementary Secondary School, the sole K-12 school in this Family of Schools, is relatively new, having been built in 2009, with an FCI of 0.01 and modern working and learning environments. Its enrolment is projected to stay relatively stable over the time horizon of this plan. The District has no current plans to upgrade or change the usage of this facility.

5.2 Creston Family – Emerging Facilities Plan

Following the sale of properties under the prior 2016 Facilities Plan, the overall Capacity Utilization in the Creston Family of Schools has increased to 75%, which is still below the average District Capacity Utilization and well below Provincial averages. The Enrolment Projections for the Creston Family of Schools mirrors District enrolment trends, showing a modest increase in the near-term followed by slight longer-term decline.

Prince Charles Secondary School (PCSS), the secondary school in the Creston Family of Schools, is forecast to achieve an increase in its participation rate from 83% to 86% as it attracts students from both District elementary schools and other non-District schools in the area at the secondary level. PCSS' Capacity Utilization is currently at 74%, which is higher than it would be if not for 44 students attending Wildflower's Creston school at PCSS.

The elementary schools in the Creston Family of schools have relatively lower participation rates, and are identified as being susceptible to potential volatility and increases in their participation rates and enrolment, depending on trends in nearby non-District schools. Overall, the three other Elementary Schools in the Family of School, Adam Robertson, Canyon-Lister and Erickson, currently have an average Capacity Utilization of 76% and are expected, together, to have sufficient capacity to absorb any such increase in participation or enrolment.

There are high-levels of inter-catchment enrolment amongst the Creston Family elementary schools. Currently, Erickson is operating near its capacity (Capacity Utilization of 95%), and over half its students attend from out-of-catchment. Therefore, updating Erickson's catchments would not serve to reduce its enrolment. Furthermore, it appears that *Board Policy 410: School Choice & Catchment* is working well in this family of schools to have allowed parent/student choice, and in the event pressures build in any school the application of the policy for inter-catchment transfers would mitigate any emergent over-capacity issues.

Creston Family of Schools - Facilities Needing Renovations, Upgrades or Modernization

Adam Robertson, with an FCI of 0.64, is in particular in the Creston Family of Schools at a stage where some of its core systems and finishings are high on the District's priority list for replacement or modernization. The District expects to

find means and resources under the Ministry of Education's Capital Branch's annual program grants or from local capital to carry out any required work.

Creston Family of Schools - Properties Under Consideration for Sale

The Board owns two properties, which are not currently in use in the Creston Family of Schools: Kin Park in Creston and the former Yahk Elementary school in Yahk. Both properties are surplus to the current and future expected needs of the Family of Schools and the District, and are under consideration for sale.

5.3 Kaslo Family – Emerging Facilities Plan

The Kaslo Family of Schools, comprised of J.V. Humphries, a K-12 school in Kaslo, and Jewett Elementary, currently a K-6 school in Meadow Creek. Its overall current Capacity Utilization is 50%, which is expected to decline slightly over the horizon of the projections.

Jewett Elementary was under consideration for closure in the prior 2016 Facilities Plan, due to its low enrolment and the correspondingly high cost per student of delivering educational services in Meadow Creek at that facility. Jewett remains an area of focus under this LRFP.

The enrolment at Jewett Elementary has recently doubled to 10 students and a StrongStart program operates at the school. Jewett has also qualified for Rural Education Enhancement Fund (REEF) funding, which has helped cover the additional costs of operating the facility with such low enrolment. The District will periodically review the use of the facility, including student enrolment and StrongStart participation, and continue its consultations with the local community as to how and where to best to practically continue providing educational services to the students of the Meadow Creek area.

5.4 Nelson Family – Emerging Facilities Plan

The Nelson Family of Schools overall has 93% Capacity Utilization, which is expected to increase steadily in the near-term to 99% Capacity Utilization in 2023. In particular, there are over-capacity pressures, which are expected to be sustained, at Blewett Elementary and L.V. Rogers Secondary schools. South Nelson Elementary is also operating at slightly over-capacity, and the other elementary schools, Hume, Redfish and Rosemont schools are operating modestly under-capacity. Wildflower School is fully using the educational space at the former Central Elementary School building, which space it shares with the new School Board office, which was successfully relocated to the building this past year. Trafalgar Middle School is well under capacity, with a Capacity Utilization of 72% and approximately 160 empty seats.

Leased Facilities

There are two other closed schools in the Family of Schools: the former A.I. Collinson Elementary school, which is leased to the French School District (CSF No. 93) and the former Gordon Sargent Elementary school, which is leased to the School House Daycare. The District also leases space at L.V. Rogers and Hume to Kootenay Kids Daycare and

Montessori Pre-School, respectively. These District facilities are leased on a cost-recovery basis to these educational organizations.

Blewett Elementary Expansion

Blewett Elementary has a current Capacity Utilization of 139%, and its Capacity Utilization is expected to remain high given the growth of the neighbourhood around the school, and it being a choice school for parents commuting to Nelson from the West along Hwy 3A. It has an FCI of 0.68, so many of its core systems and finishings are in need of updating. In March, 2019, it was announced by the Ministry of Education that it supports the District to proceed with a Project Definition Report (PDR) for a major capital expansion project at Blewett Elementary, with a preliminary cost estimate of \$5.3 million to add 112 K-7 seats. Following review and acceptance of the PDR by the Ministry of Education, the District may receive funding for the expansion project.

Benefits of the Blewett Expansion project will be to add capacity to the Nelson Family of Schools, and relieve capacity pressures. Also, upon completion, Blewett's FCI will bring down the average FCI in the Nelson Family of Schools.



Blewett Expansion Possible Footprint

Nelson Family of Schools Reconfiguration

A reconfiguration of grades throughout the Nelson Family of school is under consideration, which will resolve the emergent over-capacity pressure at L.V. Rogers Secondary School and stave off projected strains on capacity in the Nelson Family of Schools in general. The proposed reconfiguration would keep Grade 9s at Trafalgar Middle School, where there is excess capacity, and offer parents/students choice of remaining at their Elementary school for Grade 6 where there is enough capacity. The implementation timing of this grade reconfiguration could vary, certainly some aspects of it, but the need to reconfigure grades is emergent at L.V. Rogers, and, if the District wants to maintain a high standard and consistency for its Learning Environments across the Family of Schools, a reconfiguration of grades will be increasingly imperative.

Capacity Utilization at L.V. Rogers is currently 96%, and it is expected to increase and remain well over its capacity. This status quo Grades 9-12 scenario is compared with an alternative Grade 10-12 configuration, as can be seen in the table on the following page:

L.V. Rogers Status Quo Grades 9-12 vs. Grades 10-12 Capacity Utilization Projection

LV Rogers	2019	2020	2021	2022	2023	2024	2025	2026	2027
Operating Capacity*	725	725	725	725	725	725	725	725	725
Grades 9 - 12	741	779	798	825	878	875	875	864	881
Capacity Utilization	102%	107%	110%	114%	121%	121%	121%	119%	122%
Grade 10-12	590	628	647	674	727	724	724	713	730
Capacity Utilization	81%	87%	89%	93%	100%	100%	100%	98%	101%
Operating Capacity**	700	700	700	700	700	700	700	700	700
Grades 9 - 12	741	779	798	825	878	875	875	864	881
Capacity Utilization	106%	111%	114%	118%	125%	125%	125%	123%	126%
Grade 10-12	590	628	647	674	727	724	724	713	730
Capacity Utilization	84%	90%	92%	96%	104%	103%	103%	102%	104%
Intake of Grade 9s***	151	200	210	204	209	196	211	193	225

Table Notes:

* LV Rogers' official operating capacity is 725 students.

**The operating capacity of 725 is unreduced for usage of space by Elev8 (SD8's distributed learning and distance education program) and the French School District (CSF93). An operating capacity of 700 to account for the classroom used by Elev8 more accurately reflects the space available for LVR's programming. Thus, LVR's utilization is currently actually 106% and will increase to 125% in four years.

***These are the number of Grade 9s that are projected to attend LV Rogers, but which could instead attend Trafalgar in the proposed reconfiguration scenario.

Trafalgar Status Quo Grades 6-8 vs. Grades 6-9 Capacity Utilization Projection

Trafalgar	2019	2020	2021	2022	2023	2024	2025	2026	2027
Operating Capacity	575	575	575	575	575	575	575	575	575
Grades 6-8	415	430	417	425	415	440	437	437	419
Capacity Utilization	72%	75%	73%	74%	72%	77%	76%	76%	73%
Operating Capacity – Updated*	625	625	625	625	625	625	625	625	625
Grades 6-9**	566	630	627	629	624	636	648	630	644
Capacity Utilization	91%	101%	100%	101%	100%	102%	104%	101%	103%
Operating Capacity – Updated*	650	650	650	650	650	650	650	650	650
Grades 6-9**	566	630	627	629	624	636	648	630	644
Capacity Utilization	87%	97%	96%	97%	96%	98%	100%	97%	99%

Table Notes:

*Proposed renovations of Trafalgar where classroom space will be restored as in past, increasing operating capacity to between 625 to 650 students, as part of plans to upgrade/modernize Trafalgar in proposed new Facilities Plan.

** If parents/students are given the choice of remaining at their Elementary school for Grade 6, the actual Capacity Utilization at Trafalgar would be lower than stated in the above table, which was prepared with the assumption that all Nelson Family Grade 6s go to Trafalgar.

Usage Considerations at L.V. Rogers Facilities include these groups:

1. Regular Program Students, including special programs and academy requirements
2. International Students – Approximately 65 students total per year Grades 10-12
3. Elev8 (SD8's distributed learning and distance education program) – Uses 1 classroom
4. Kootenay Kids Daycare – Use of parking lot building, equivalent to 1 classroom
5. CSF Students – Use 1 classroom and they take 6 out of 8 classes at LVR, approximately 30 students total per year

L.V. Rogers Facilities Considerations include:

1. Expansion of capacity at LV Rogers is not feasible. There is no space for new modular buildings, and no funding for modular buildings or an expansion project.

Alternative L.V. Reconfiguration/Scheduling Considerations include:

1. Other reconfiguration options that have been analyzed, such as splitting Grade 9s between L.V. Rogers and Trafalgar, or making both L.V. Rogers and Trafalgar Grade 7 to 12 schools, divided with North Shore & Fairview in East going to L.V. Rogers, and Nelson City and West going to Trafalgar, would create additional operating costs and add unneeded complexity into staff and students' planning.
2. Out-of-timetable (such as after-school or night classes) and multi-shift scheduling (such as an AM/PM system) would be costlier, more complex and would be viewed as undesirable to many of those impacted including staff, parents and students.

Capacity Utilization at Elementary Schools Following a Reconfiguration to Parent/Choice Grade 6

It would be difficult to predict the Grade 6 retention at any Elementary school if parents/students are given a choice to remain at the Elementary school for Grade 6 or move on to Trafalgar for Grade 6, especially given that the District's late French Immersion program begins in Grade 6 at Trafalgar. One school in the Nelson Family of Schools, Redfish Elementary, already reconfigured in 2019-2020 to allow its Grade 6s to remain. Of 15 students in Grade 5 at Redfish the prior year, five remained at Redfish and the remaining students chose to move on to Trafalgar or elsewhere.

As for the other Nelson Family Elementary schools, only South Nelson and Hume would have sufficient capacity to be able to also retain their Grade 6s. Blewett Elementary is currently over-capacity and is projected remain so configured as a Grades K - 5, so it would not be able to retain their Grade 6s until/if the proposed Blewett expansion project is completed, increasing its capacity. Rosemont Elementary is modestly below its capacity, but it is projected to increase to full capacity in 2021 with Grades K-5, so it would not be able to retain its Grade 6s without putting some pressure on Learning Environments.

Nelson Family of Schools - Facilities Needing Renovations, Upgrades or Modernization

Aside from L.V. Rogers and the Central Elementary School building, all of the school facilities in the Nelson Family are at a maturing stage in their life cycles, in which core systems and finishings are competing on the District's priority list for replacement, upgrade or modernization. The District expects to find means and resources under the Ministry of Education's Capital Branch's annual program grants or from local capital to carry out any required work.

Blewett, with an FCI of 0.68, is most in need of upgrades within the Nelson Family of School. It is hoped that if the Blewett expansion project is approved, and that some of the needed work at the existing school can be accomplished at the same time.

Trafalgar Middle School, with an FCI of 0.54, the second-highest FCI in the Nelson Family of Schools, has been identified as being particularly in need of modernization in its finishings in addition to needing upgrades to bring its life systems up to code. The discussion around the future of Trafalgar has moved away from the "tear-down and replace" in the previous 2016 Facilities Plan, and moved towards accomplishing renovations that will bring Trafalgar's Learning Environments up to a higher standard. This change in thinking about Trafalgar was driven partly by the realization that Replacement Funding from the Ministry of Education was not likely for a tear-down and replace project, but, moreover by the relatively good condition of the facility: an FCI 0.54 does not suggest that a tear-down would be a cost-effective capital decision, as there is still much life left in the building. Other drivers of this change in approach were due to the positive public feedback regarding the heritage value of the "Old Trafalgar" section, and the facilities design features of the building "worth conserving" like its large gym and special purpose environments (shop, arts, music), that would not be built/funded under current school design protocols.

Redfish Elementary and South Nelson Elementary have also moved up on the District's priority list for major systems upgrades, having FCIs of 0.52 and 0.47, respectively. Hume Elementary has recently had its exterior windows and doors replaced, so its FCI would be markedly better than the 0.49 as assessed in Summer, 2019, by Accruent, as is shown in the charts and descriptions in Appendix F.4.

Nelson Family of Schools - Properties Under Consideration for Sale

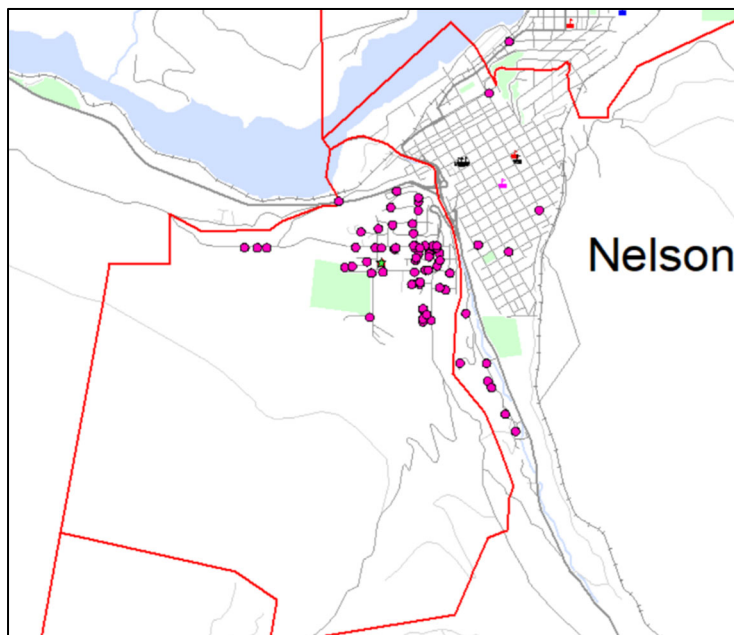
The Board owns three properties that are not currently in use by the Board in the Nelson Family of Schools: The Old School Board Office at 570 Johnstone Road, the former A.I. Collinson Elementary and former Gordon Sargent Elementary. The Old School Board Office was leased to Elections Canada for this year's election, but now stands empty. The latter two facilities are currently leased to other educational organizations.

The Enrolment Projections show that, despite some expected strains on the capacities at some schools in the near-term, the pressures will be relieved by the Blewett expansion project and grade reconfiguration, and none of these three properties will be required by the District, nor would it be cost-effective for the District to operate them for its core K-12 mandate, within the time horizon of the projections.

Nelson Family of Schools – Rosemont Catchment

Students living to the West of Highway 6 along the catchment boundary between Rosemont and South Nelson, have almost exclusively requested to transfer to Rosemont the past two years. It is believed this is because of their closer proximity to Rosemont Elementary, and the difficulty students would have in crossing the highway if wanting to walk, or even drive, to South Nelson.

Should this phenomenon continue, the Board would consider updating the catchment boundary to include the section to the West of Highway 6 in the Rosemont catchment. In the meantime, it appears that the Board's Policy 410: School Choice & Catchment is working well, and have allowed parents/students in that area to choose the school that they preferred.



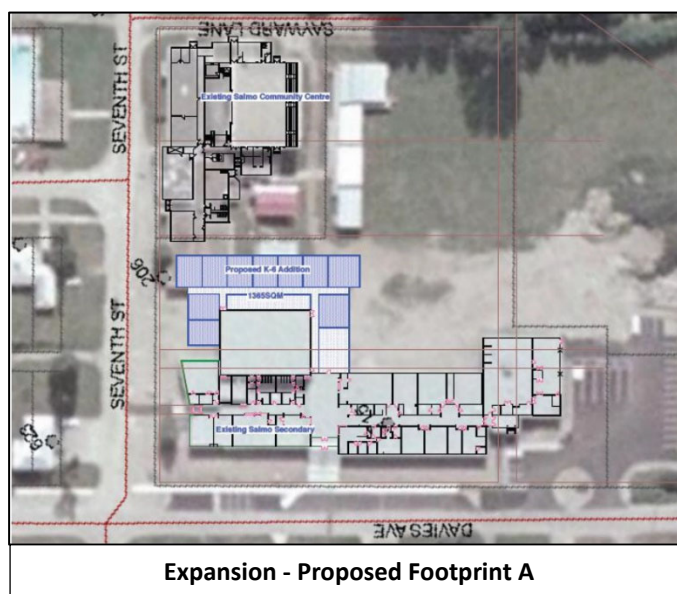
5.5 Salmo Family – Emerging Facilities Plan

Salmo Family of Schools has two schools of the same name and contrasting facility conditions: the 1953-built Salmo Elementary having the highest FCI in the District at 0.71, and the 2004--built Salmo Secondary have the second lowest FCI in the District at 0.04.

Salmo Expansion Project

The proposed expansion of Salmo Secondary to add 190 seats to build additional space at the school to accommodate Salmo's elementary-school-aged students in a larger Salmo Elementary Secondary school (The "**Salmo Expansion Project**"), has been the District's highest priority expansion/consolidation project for the past two years, as submitted each year in the District's 5-year Capital Plans to the Ministry of Education.

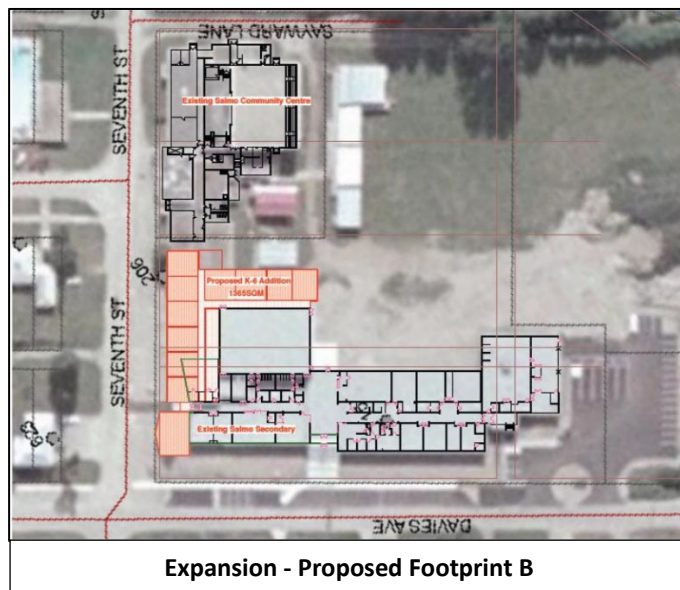
The Salmo Expansion Project would incur a lower cost over the long-run than the alternative of revitalizing Salmo Elementary through extensive renovations and systems upgrades to bring it up to code and into line with the District's high standards for its Learning Environments.



Salmo Elementary is nearing the end of its useful life. The building requires constant and extraordinary maintenance, and all of its major mechanical systems need replacement. The consolidation of Salmo Elementary with Salmo Secondary, by building an addition on Salmo Secondary to make it into a K-12 Elementary & Secondary school has been determined to be the best option for the future education of elementary-aged students in the Salmo area.

Salmo Family of Schools - Facilities Needing Renovations, Upgrades or Modernization

Salmo Elementary, if it wasn't under consideration for closure, demolition and sale upon completion of the Salmo Expansion Project, would be a top priority for renovations, upgrades and modernization, given its high FCI of 0.71. However, the Salmo Expansion Project would be a more cost-effective long-run solution for creating a Learning Environment for elementary schools-aged students in Salmo to a high standard.



Salmo Family of Schools - Properties Under Consideration for Sale

The Board owns two properties, which are not currently in use in the Salmo Family of Schools: the Tennis Courts & Pool Land in Salmo, and Ymir land. Both properties are surplus to the current and future expected needs of the Family of Schools and the District, and are under consideration for sale.

5.6 Slocan Valley Family – Emerging Facilities Plan

There is currently an excess of capacity in the Slocan Valley, but only at Mount Sentinel and WE Graham. Brent Kennedy is at capacity. Winlaw is well over-capacity and is expected to remain so.

Slocan Valley Family of Schools Reconfiguration

A reconfiguration of grades at Winlaw Elementary in the Slocan Family of Schools is under consideration, which would resolve the existing and worsening over-capacity pressures at the school. The precise number of Grades that should be impacted at Winlaw by a reconfiguration may vary, but the need to reconfigure grades at Winlaw is emergent, and if the District wants to maintain a high standard and consistency across the Family of Schools and District for its Learning Environments, it is imperative that the reconfiguration at least begin to be implemented at the next school year juncture, which is September, 2020.

The following table shows the utilization at Winlaw Elementary under a status quo configuration scenario versus other scenarios with fewer grades:

Winlaw Elementary	2019	2020	2021	2022	2023	2024	2025	2026	2027
Operating Capacity	86.7	86.7	86.7	86.7	86.7	86.7	86.7	86.7	86.7
Grades K-6* (Status Quo)	103	106	103	111	111	107	103	105	105
<i>Capacity Utilization</i>	119%	122%	119%	128%	128%	123%	119%	121%	121%
Grades K-5	86	85	96	85	84	84	90	88	88
<i>Capacity Utilization</i>	99%	98%	111%	98%	97%	97%	104%	101%	101%
Grades K-4**	68	78	78	69	65	71	75	73	73
<i>Capacity Utilization</i>	78%	90%	90%	80%	75%	82%	87%	84%	84%
Grades K-3***	65	60	62	50	52	56	60	58	58
<i>Capacity Utilization</i>	75%	69%	72%	58%	60%	65%	69%	67%	67%

Table Notes:

* The Capacity Utilization under the status quo Grades K-6 scenario at Winlaw Elementary is expected to become even more pressured.

**The Grade K-4 scenario is the optimal configuration to provide core educational services, in a Learning Environment in-line with high District standards.

***The K-3 configuration scenario would allow for excess capacity for other ancillary/complementary educational services, such as Strong Start, Early Learning Hub, etc.

Winlaw Grade Reconfiguration Transportation/Proximity Considerations:

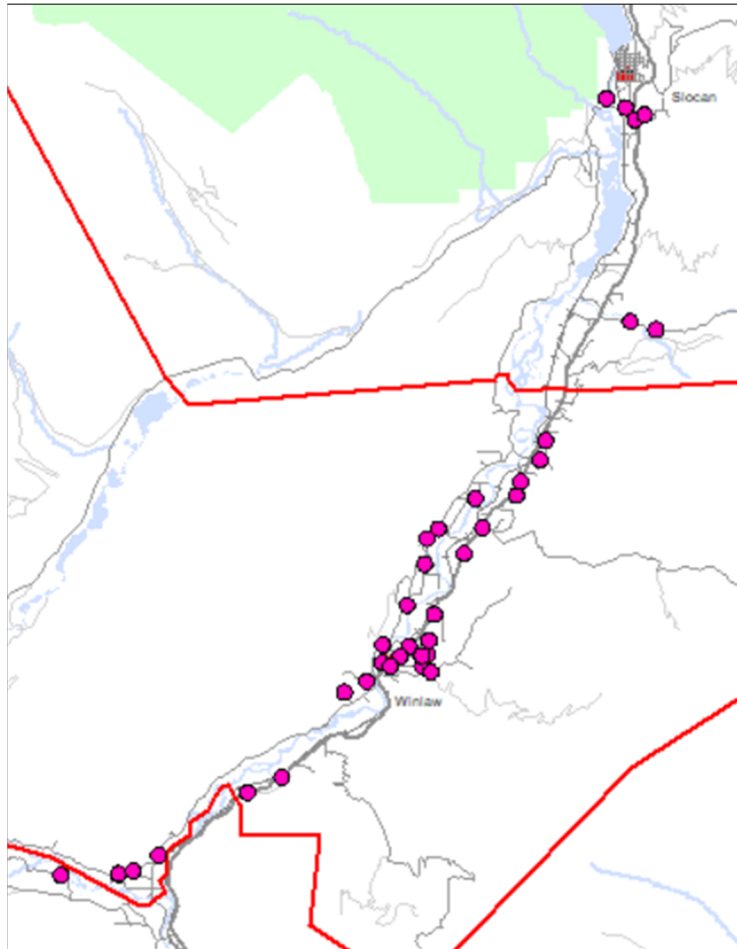
1. Direction of School. If Winlaw was configured for fewer grades, where some Winlaw students would go to other Slocan Valley schools and parents/students are given the choice of attending WE Graham or Brent Kennedy, the issue of direction of family of travel is mitigated.
2. The following table below shows bussing distances between Slocan Valley schools:

Route	From	To	Duration
29 AM (Eagle)	7:34 AM – Winlaw	8:08 AM - BK	34 mins
29 PM (Eagle)	3:10 PM – BK	3:48 PM - Winlaw	38 mins
30 AM (Lizard)	7:30 AM - WEG	8:18 AM - MSS	48 mins
30 PM (Lizard)	3:20 PM - MSS	4:12 PM - WEG	52 mins
30 AM (Lizard)	7:50 AM - Winlaw	8:15 AM - BK	25 mins
30 PM (Lizard)	3:15 PM – BK	3:46 PM - Winlaw	31 mins
31 AM (Frog)	7:58 AM - Winlaw	8:25 PM - WEG	27 mins
31 PM (Frog)	3:05 PM - WEG	3:43 PM - Winlaw	38 mins

The actual time the average current Winlaw students would spend on a bus to either will be shorter than above. For example, the map below shows where current Grade 4 and 5 Winlaw students reside. Many current Winlaw students live closer to Brent Kennedy or WE Graham than to Winlaw, as can be seen in the student location map on the following page.

2019-2020 Winlaw Grade 4 & 5 Student Location





Other Winlaw Facilities Considerations:

1. While there is capacity within our schools, the Board of Education has no intention of expansion. There is no additional funding available for modular buildings, and the Ministry of Education does not support the purchase of portables, while there is excess capacity available. Recent statements from Rob Fleming, Minister of Education have included:
 - a. "Students deserve to go to school in the best learning environments possible."
 - b. Its better "to give students more places to learn, play and grow under our new curriculum, rather than spending their days in portables."
 - c. "All students deserve to learn in safe and inspiring schools that give them the best chance to succeed."

Winlaw and W.E. Graham Specific Educational Considerations:

1. Parent choice provided as to WE Graham or Brent Kennedy
2. Current general impacts of overcapacity at Winlaw:
 - a. Congestion and state of school leads to dysregulated students
 - b. Cluttered space can lead to cluttered minds
3. Inadequate space for:

- a. Speech Language Pathology Therapy
 - b. Art Therapy
 - c. To help children regulate
 - d. Diverse students, including those with complex behavioral challenges
 - e. Perform assessments
 - f. Meeting with parents
 - g. Meeting with other agencies
 - h. Staff implementing simple systems for executive functioning
- 4. Setting a poor example at Winlaw for organization of space.
 - 5. WE Graham has excellent learning environments in close proximity to Winlaw.
 - 6. Larger grade cohorts (currently split between three schools).

Slocan Valley Family of Schools - Properties Under Consideration for Sale

The Board owns one property in the Slocan Valley Family of Schools, in Retallack, which is not currently in use nor is projected to be needed by the Board. The Board resolved to sell the property in September, 2015, and, given that the property is surplus to the current and future expected needs of the Family of Schools and the District, it will remain under consideration for sale.

Appendix A – Key Definitions

Capacity Utilization

Is the student enrolment (or projected enrolment) at a school, divided by its Operating Capacity. Higher Capacity Utilizations imply lower capital costs in providing Learning Environments, including depreciation of facilities and assets over time. Capacity Utilization is calculated as the actual or projected enrolment of the school divided by the school's Operating Capacity.

Deferred Maintenance

Deferred maintenance costs are the costs of certain requirements under the Facilities Condition Index.

Facilities Condition Index

The Facilities Condition Index (FCI) is an industry-standard index that measures the relative condition of a facility considering the costs of deferred maintenance and repairs as well as the value of the facility. FCI allows condition benchmarking between facilities of unequal size and composition. FCI is an intuitive metric of the average progress of a facility through its useful life, where an FCI of "0" is a brand-new facility, and an FCI of 1.0 is at the end of its useful life.

Operating Capacity vs. Nominal Capacity

We use Operating Capacity in our Capacity Utilization calculations throughout this LRFP. Operating Capacity can change, if more classroom space is added, as the Operating capacity is determined by the number of classrooms, used by certain ages/grades of students. Therefore, Operating capacity can change somewhat, even though there have been no changes in the building's configuration, if there is a change in the number of classrooms used by each category below:

Operating Capacity

Classroom Student Capacity:

- Kindergarten – 19 pupils per classroom
- Grades 1-3 – 21 pupils per classroom
- Grades 4-7 – 25 pupils per classroom

Nominal Capacity

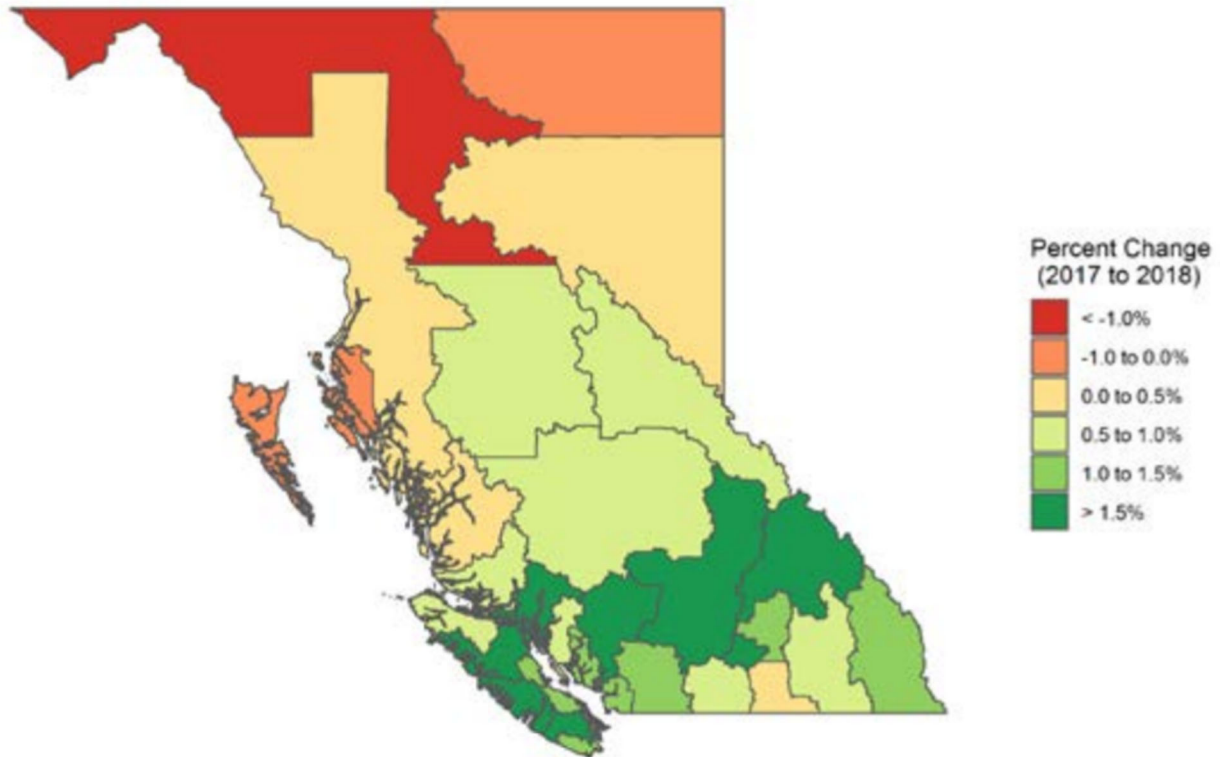
Classroom Student Capacity:

- Kindergarten – 20 pupils per classroom
- Elementary – 25 pupils per classroom
- Middle & Secondary – 25 pupils per classroom and vocational module.

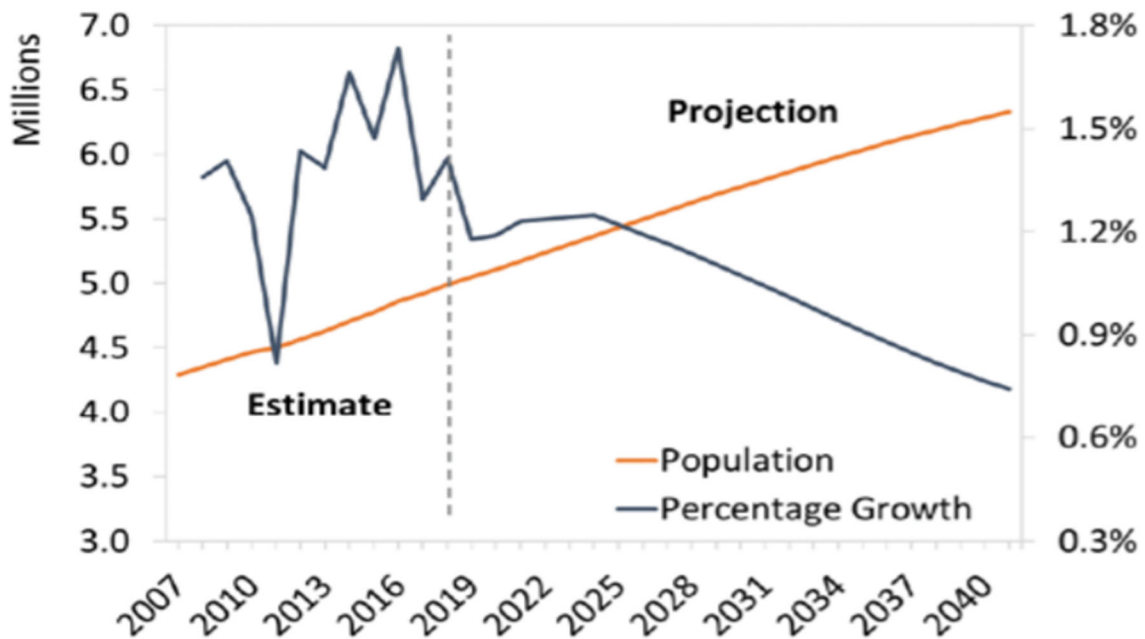
Participation Rate

The proportion of the underlying catchment area population that actually attend the associated school in the regular program.

Appendix B – Provincial Population Trends



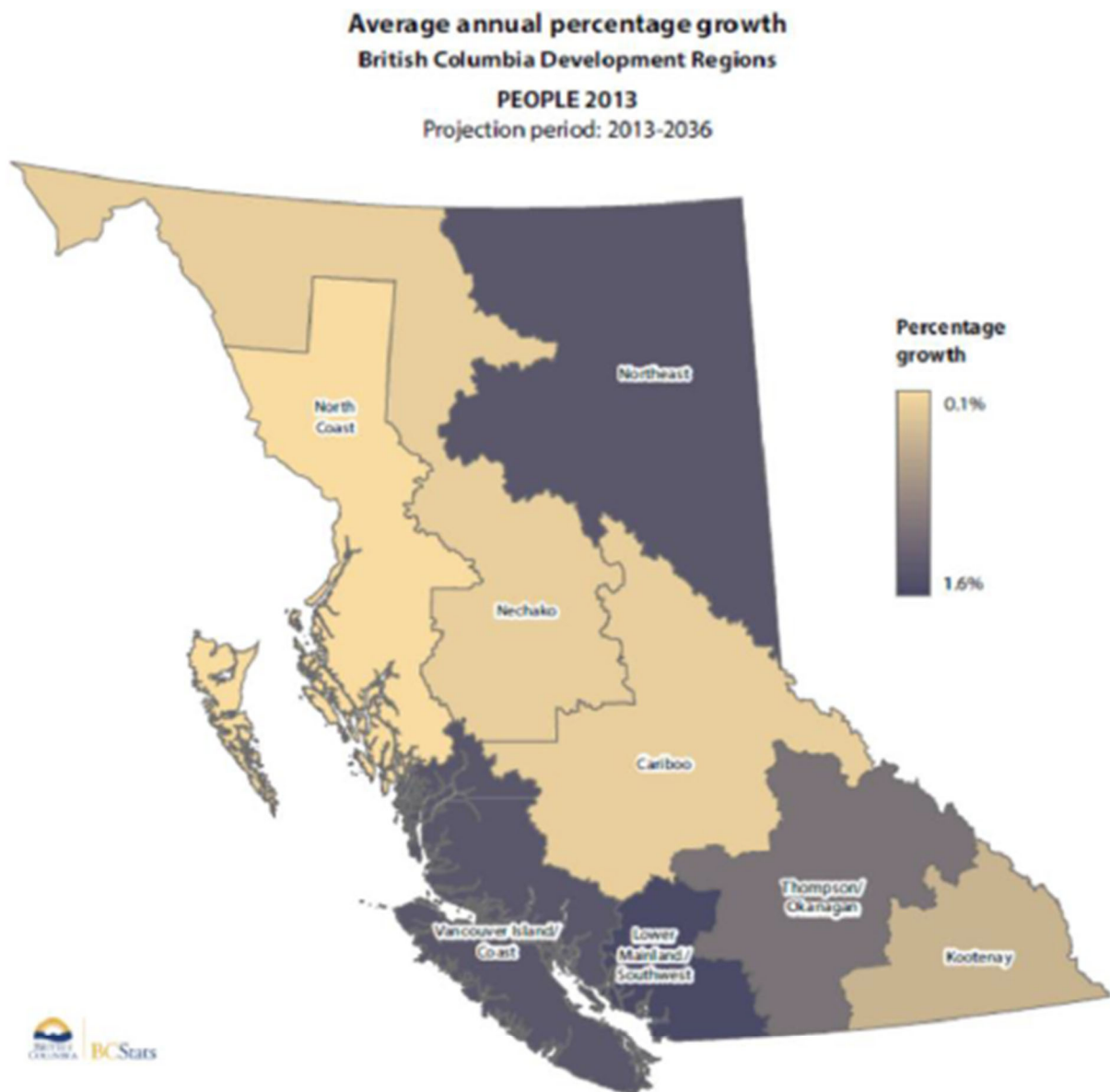
BRITISH COLUMBIA POPULATION ESTIMATE AND PROJECTION



Source: BC Stats; Statistics Canada

PROVINCIAL GROWTH TRENDS

BC Stats prepares population projections by forecasting births, deaths and migration. These projections are updated annually and are based on the most recent trends for each area in the province and modified to account for known future changes. Although many areas of the province are projected to see continued growth from 1% to 1.5% in the next 20 years, the East Kootenay region has been projected to grow by only .3 to .4%

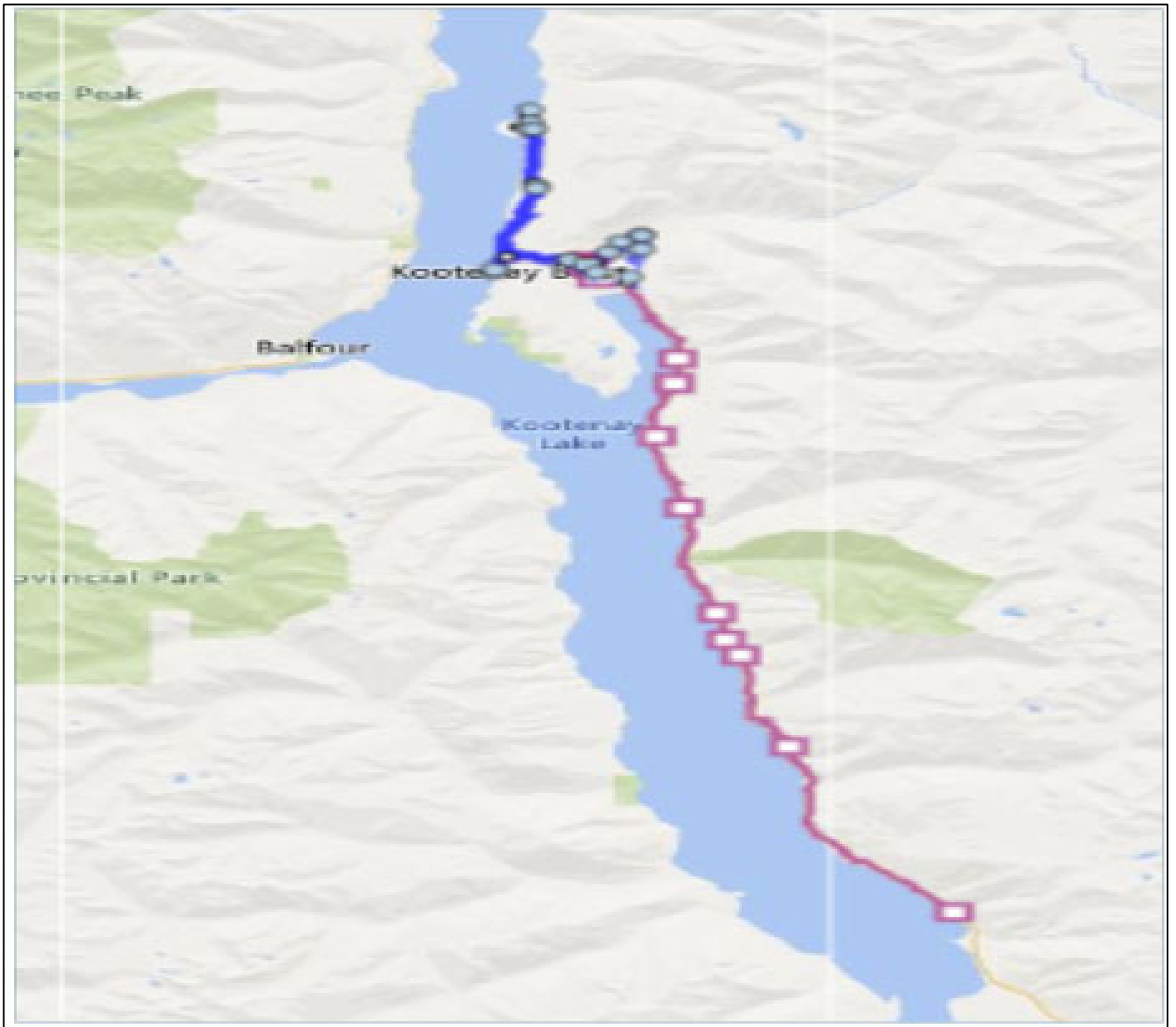


Data/Map Source: BC Stats, January 2016

Appendix C – Transportation Routes in each Family of Schools

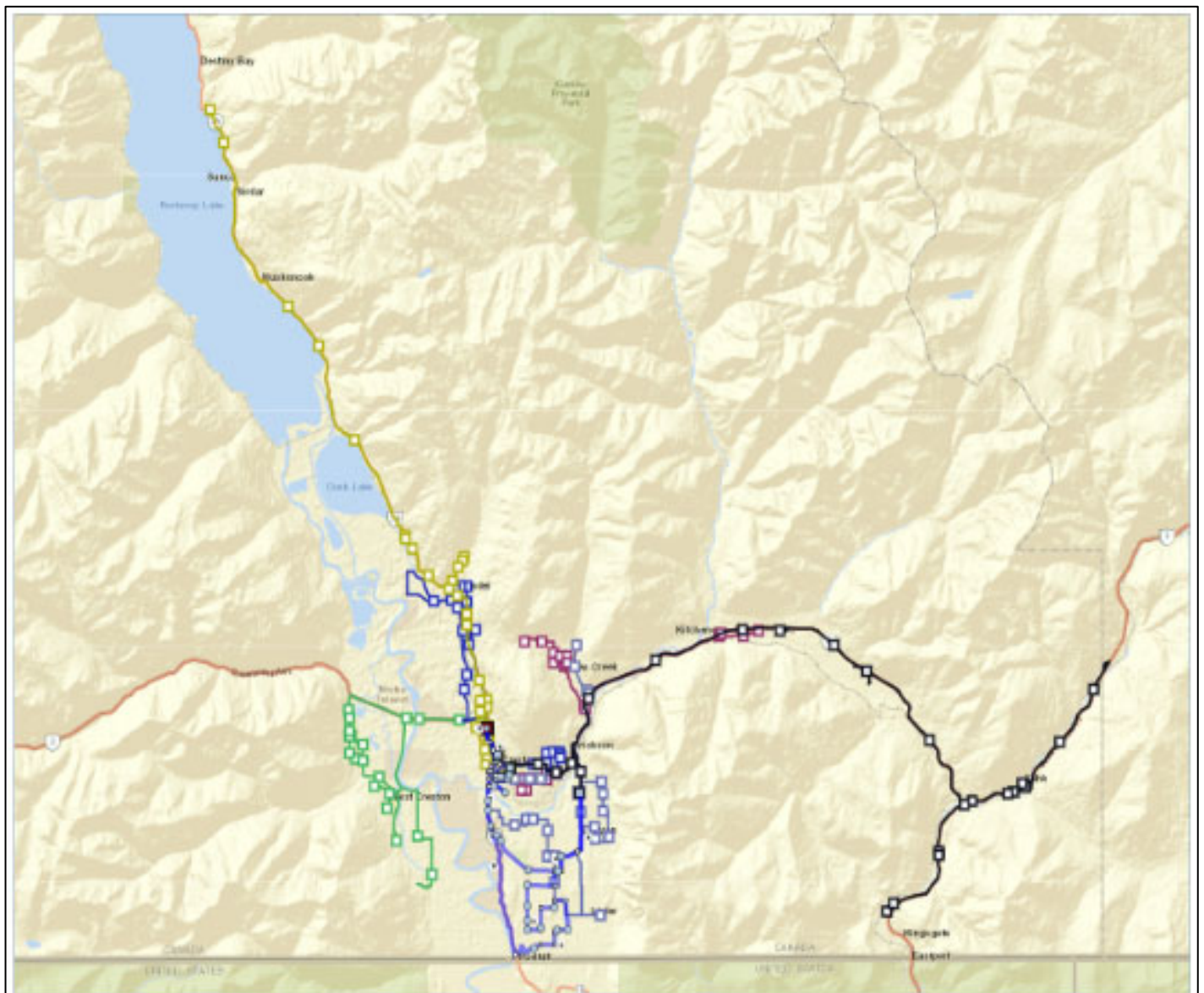
Crawford Bay Family of Schools – 2 bus routes

School	Registered Student riders
CBESS	46



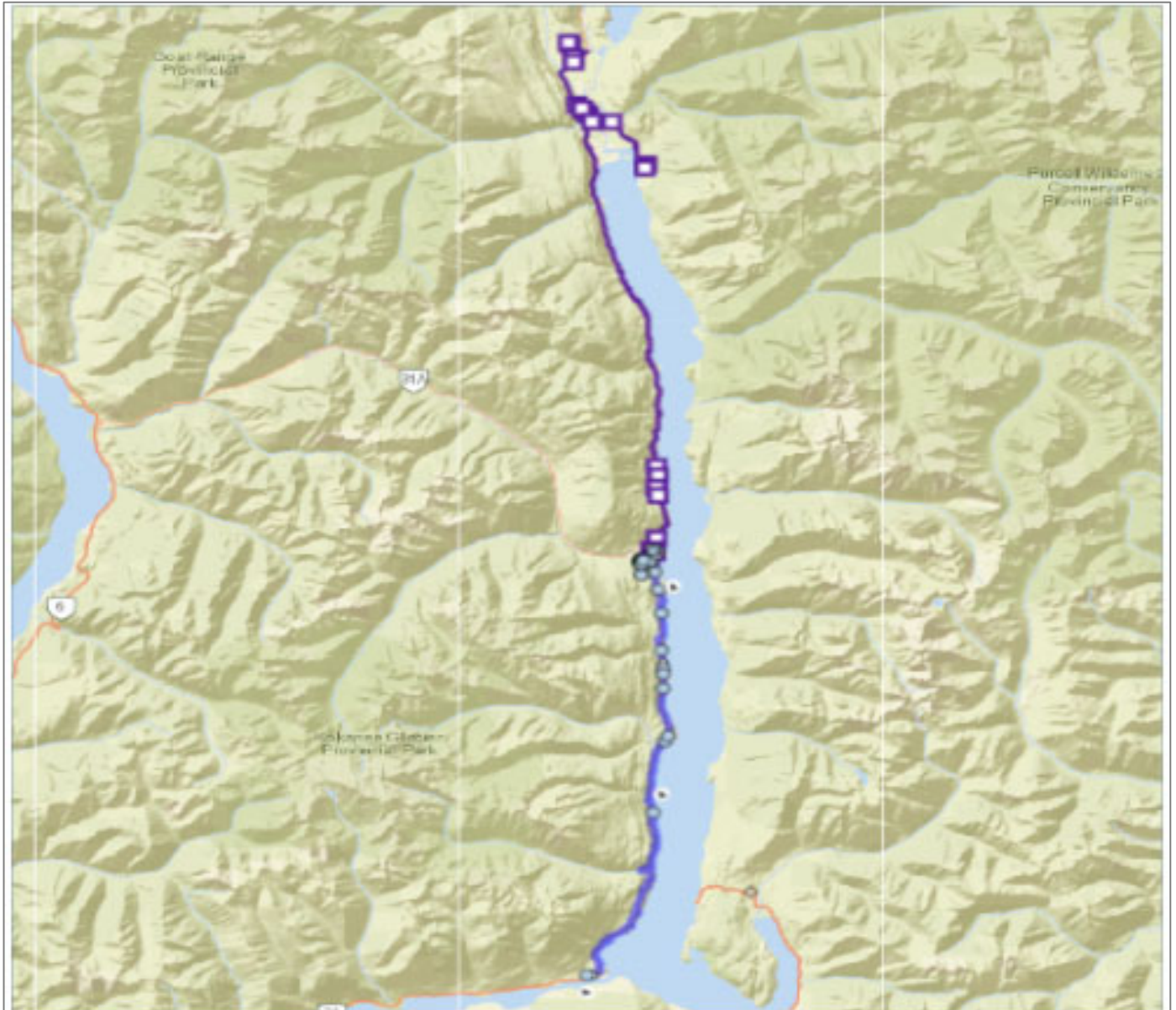
Creston Family of Schools – 10 bus routes

School	Registered Student riders
Adam Roberston	170
Canyon-Lister	75
Erickson	110
Homelinks	12
PCSS	177
Wildflower	16
Total	560



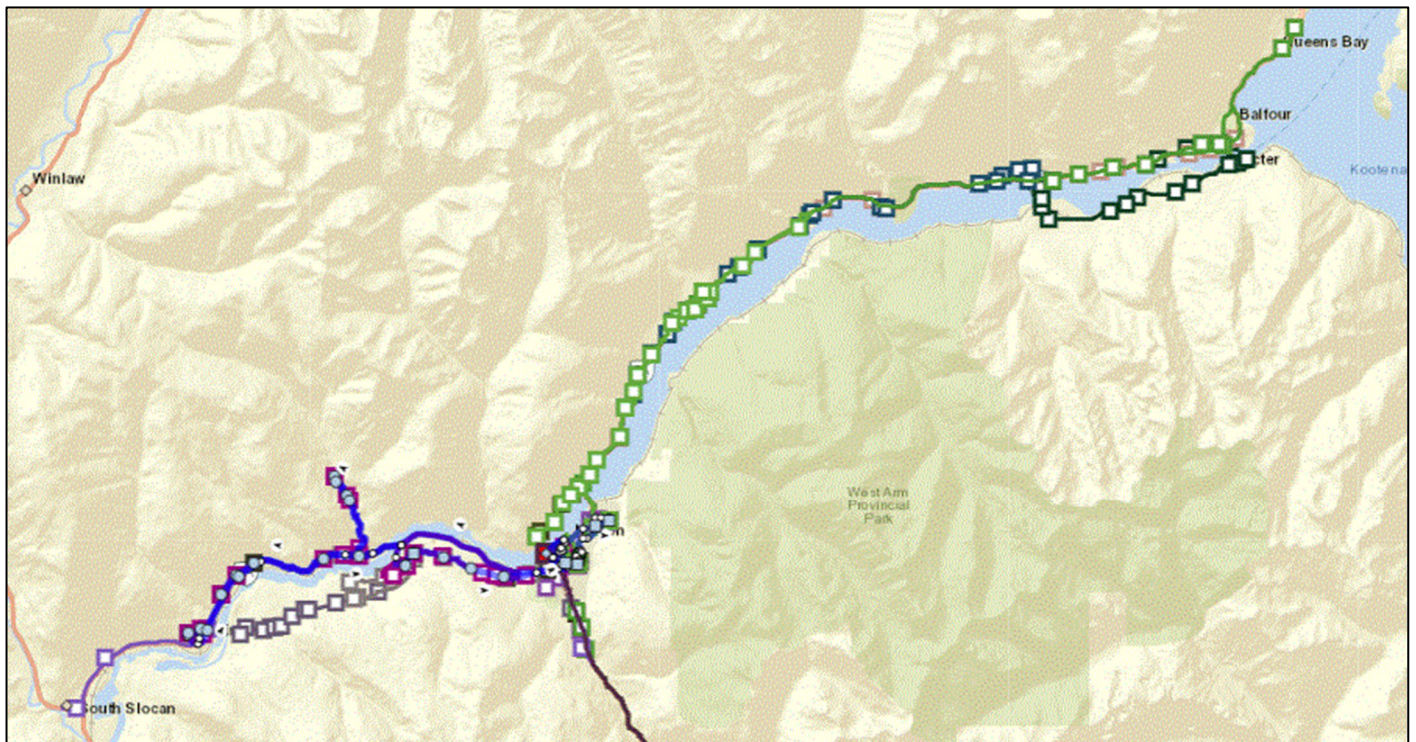
Kaslo Family of Schools - 2 Bus routes

School	Registered Student Riders
J.V. Humphries	81
Jewett	5
Total	86



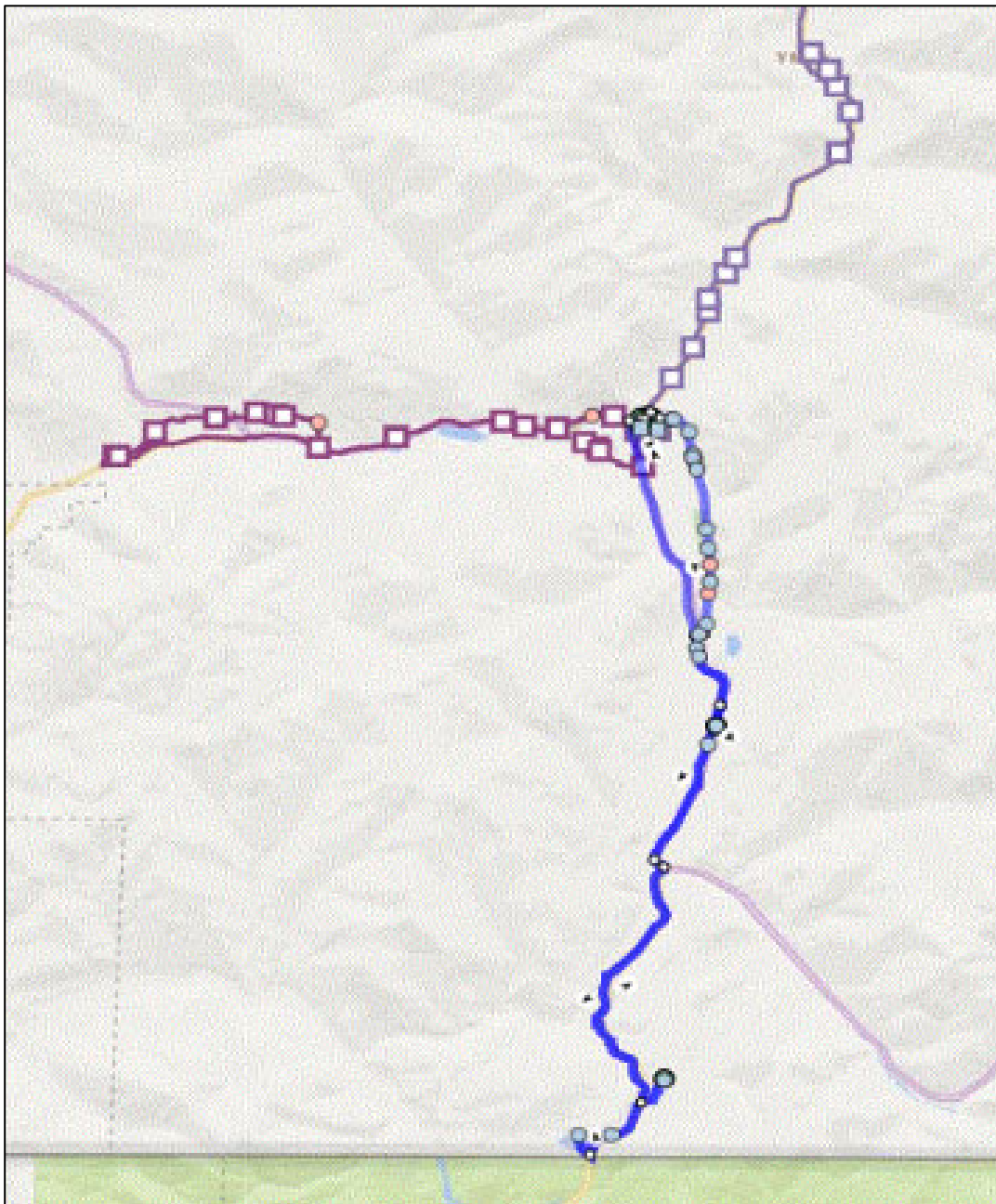
Nelson Family of Schools - 12 Bus routes

School	Registered Student riders
Blewett	114
Hume	46
L.V. Rogers	195
Redfish	88
South Nelson	27
Trafalgar	146
Wildflower	49
Total	665



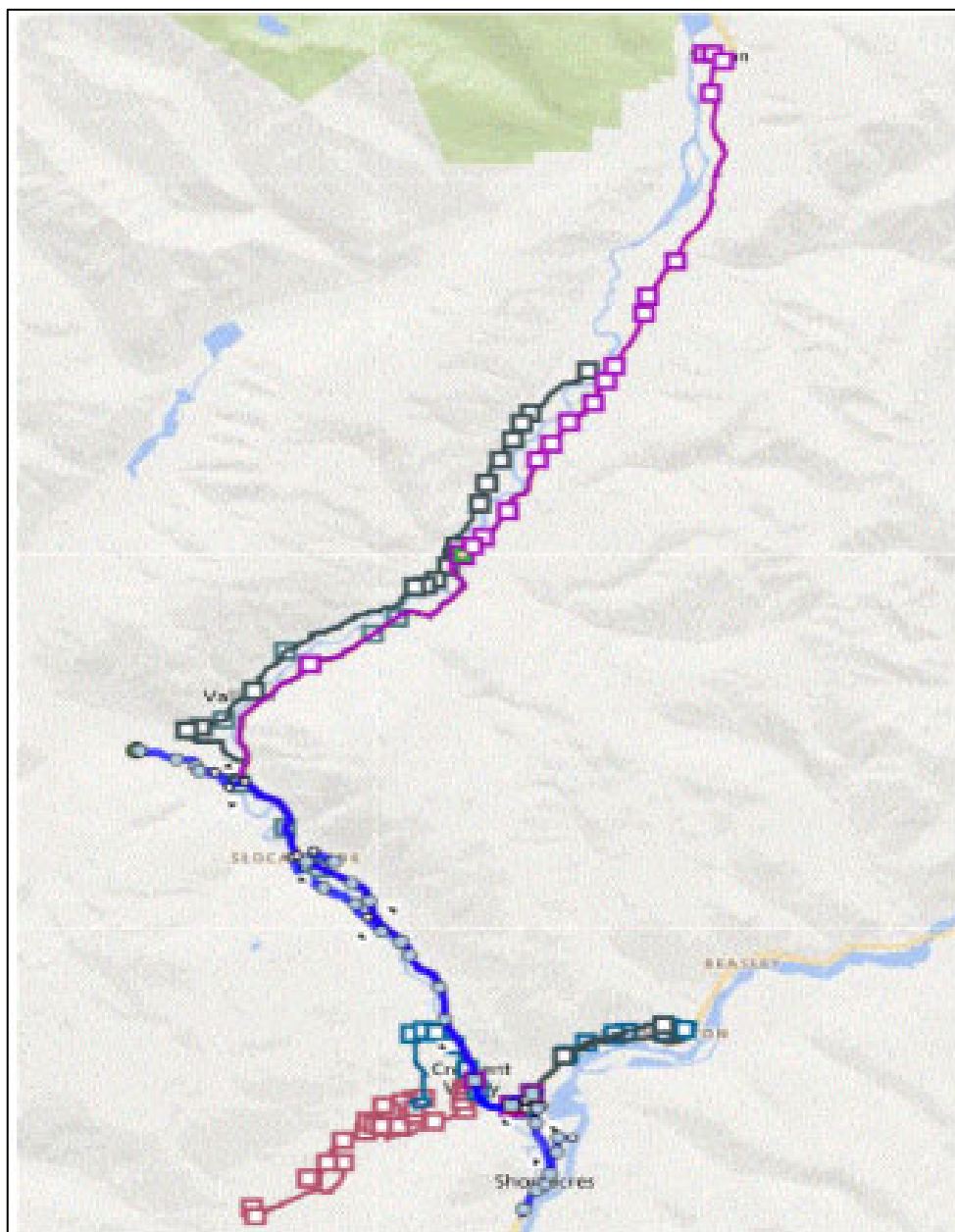
Salmo Family of Schools - 3 Bus routes

School	Registered Student riders
Salmo Elementary	67
Salmo Secondary	68
Total	133



Slocan Valley Family of Schools - 7 Bus routes

School	Registered Student riders
Brent Kennedy	176
Mt. Sentinel	166
Sequoia	6
W.E. Graham	39
Winlaw	66
Total	453



Appendix D – Major Capital Projects Listing

2020-2021 Capital Plan Request Summary

Program Name	Project Priority	Facility or Project Name	Project Description	Estimate
Addition	1	Blewett	Reconfigure, add eats.	\$5,372,036.00
Addition	2	Salmo Secondary	Reconfigure, add seats.	\$3,510,000.00
Addition	3	Trafalgar Middle	Partial demolition, then expand.	\$12,800,000.00
BEP	1	Central	Replacement of Windows & Doors past useful life.	\$600,000.00
SEP	1	South Nelson Elementary	Upgrade of primary heating/cooling, distribution systems.	\$850,000.00
SEP	2	Salmo Secondary	Upgrade shop dust collection system.	\$325,000.00
SEP	3	Central	Upgrade of ventilation and plumbing systems.	\$525,000.00
SEP	4	28 SD8 Sites	Upgrade automated systems – standardize systems and upgrade to current standards. VFA req ID# used is LVR – 65197.	\$550,000.00
SEP	5	Central	Install sprinkler system.	\$400,000.00
SEP	6	Erickson Elementary	Install retaining wall to increase property use.	\$450,000.00
SEP	7	Trafalgar Middle	Replace failing retaining wall.	\$300,000.00
SEP	8	Trafalgar Middle	Replace electrical distribution equipment.	\$550,000.00
SEP	9	Mt. Sentinel	Upgrade shop dust collection system.	\$300,000.00
CNCP	1	Prince Charles Secondary	Mechanical upgrade.	\$1,377,000.00
CNCP	2	Mt. Sentinel	Mechanical upgrade.	\$244,000.00
CNCP	3	Hume Elementary	Mechanical upgrade.	\$402,000.00
BUS	n/a	4DRBUAAN89B075877	Replacement needed based on safety & mech issues.	
BUS	n/a	4DRBUAANX9B075878	Replacement needed based on safety & mech issues.	
BUS	n/a	4DRBUAAN68B541076	Replacement needed based on mileage & age.	
BUS	n/a	4DRBUAAN28B541074	Replacement needed based on mileage & age.	
BUS	n/a	4DRBUAAN48B541075	Replacement needed based on mileage & age.	
PEP	1	Adam Robertson	New playground.	
PEP	2	Canyon-Lister Elementary	New playground.	
PEP	3	Central/Wildflower	New playground.	
Total				\$28,555,036.00

2019-2020 Capital Plan Request Summary

Program Name*	Project Priority	Facility or Project Name	Project Description	Estimate
Addition	1	Salmo Secondary	Reconfigure, add seats.	\$3,510,000.00
Addition	2	Blewett	Reconfigure, add seats.	\$5,372,036.00
REP	3	South Nelson	Replace.	\$10,000,000.00
SEP	4	Winlaw	Well replacement.	\$75,000.00
SEP	4	Blewett	New well.	\$175,000.00
SEP	4	Redfish	Well replacement.	\$75,000.00
SEP	4	Jewett	Well replacement.	\$75,000.00
SEP	1	L.V. Rogers	Shop dust collection system.	\$300,000.00
SEP	3	Hume	Window replacement.	\$750,000.00
SEP	2	Adam Robertson	Window replacement.	\$750,000.00
SEP	5	Central	Asbestos flooring removal and replacement.	\$75,000.00
SEP	5	Rosemont	Asbestos flooring removal and replacement.	\$75,000.00
SEP	5	Al Collinson	Asbestos flooring removal and replacement.	\$75,000.00
SEP	5	W.E. Graham	Asbestos flooring removal and replacement.	\$75,000.00
SEP	5	South Nelson	Asbestos flooring removal and replacement.	\$75,000.00
Total				\$21,507,036.00

*SEP = School Enhancement Program / REP = Replacement Program

2019-2020 Playground Equipment Program (PEP)

Project Priority	Facility or Project Name	# of Existing Playgrounds	Rational for Replacing Equipment	Type of Equipment Request
1	Winlaw	1	0	0
2	Adam Robertson	2	Enrolment growth, age of equipment, removal of aged/deteriorating.	Universally accessible playground equipment.
3	Canyon-Lister	1	Rusting, wood chipping, scratched and missing chunks, exposed wire/cords.	Standard Playground Equipment.
4	Wildflower	1	We have an expanded program and need more outdoor support for both recess and place-based instruction.	Standard Playground Equipment.

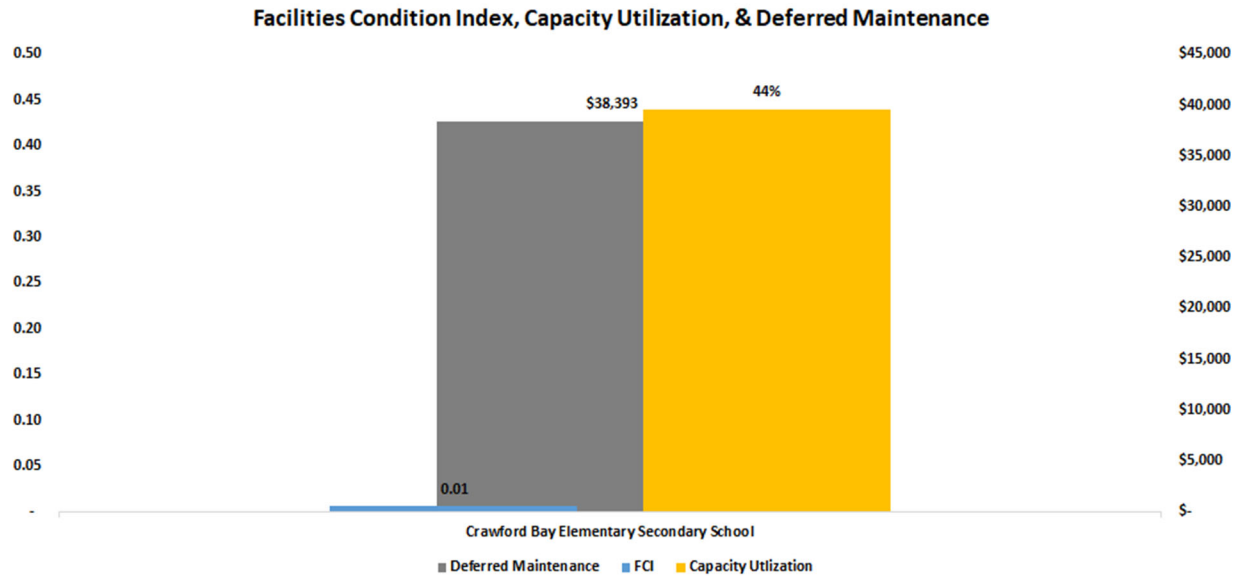
Appendix E – Properties Under Consideration for Sale

Surplus properties not in use, or not projected to be needed for use by the Board, are under consideration for sale. The proceeds from the sale of any of these properties would be earmarked to help pay for the capital projects needed at many District schools, as described in this LRFP.

Property Interest	Location	Existing Board Resolution to Sell
School Board Office, 570 Johnstone Rd	Nelson, BC	N/A
Former AI Collinson Elementary	Nelson, BC	N/A
Former Gordon Sargent Elementary	Nelson, BC	N/A
Kin Park	Creston, BC	N/A
Tennis Courts & Pool Land	Salmo, BC	N/A
Ymir Land	Ymir, BC	January 9, 2018
Yahk Elementary	Yahk, BC	July 12, 2016
Retallack Land	Retallack, BC	September 1, 2015

Appendix F.1 - Crawford Bay Family of Schools Facilities

F.1.1 Crawford Bay Family of Schools FCI, Utilization & Deferred Maintenance

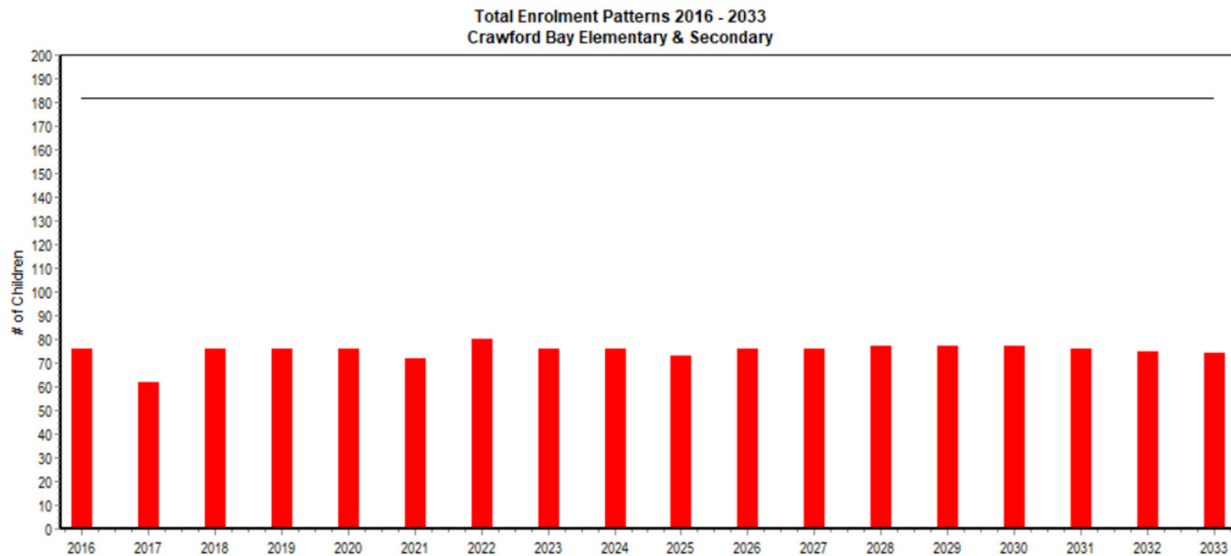


F.1.2 Crawford Bay Elementary Secondary School School Facilities Information Summary

- Built: 2009
- Operating Capacity: 182
- Total Student Enrolment = 80
 - Elementary = 45
 - Secondary = 35
- Building Metrics:
 - Capacity Utilization: 44%
 - Facilities Condition Index: 0.01
 - Deferred Maintenance: \$38 K



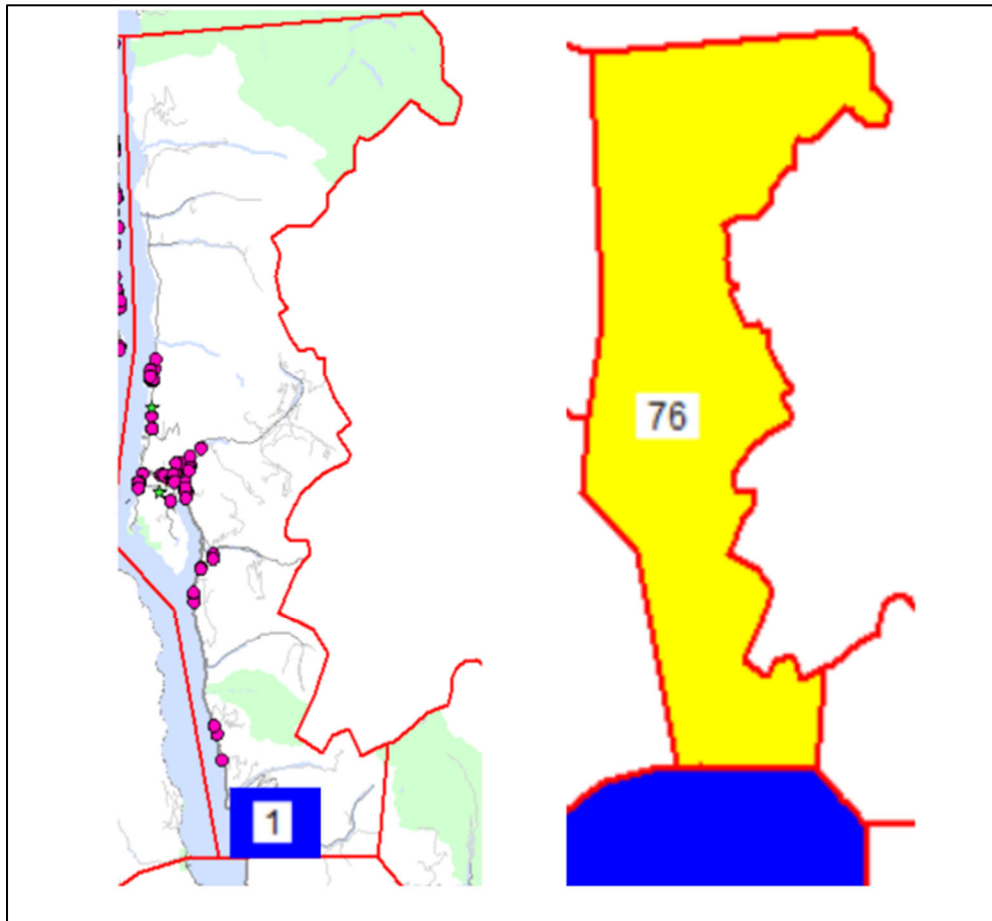
F.1.3 - Crawford Bay Elementary Secondary School Enrolment Projection



F.1.4 - Crawford Bay Elementary Secondary School Participation Rates

- Approximately 105 Youth Aged Population in Catchment (97 Youth in 2017, 105 Youth in 2018), of which:
 - 80 youth go to Crawford Bay ESS
 - 8 go to LV Rogers
 - 2 go to PCSS
 - 2 go to ARES
 - 2 Homelinks - Creston
- No out-of-catchment students
- Participation Rate at SD8 is approximately 80% of Catchment Youth Population

F.1.5 - Crawford Bay Elementary Secondary School Students by Catchment



F.1.6 - Crawford Bay Elementary Secondary School

Surveys & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Warm, inviting school, natural light, welcoming, comfortable
- Community involvement & sharing facilities - school is a hub, space enjoyed by student/parents/seniors, community volunteers, mentorship program, fitness centre, pre-school area, office spaces, community meeting rooms
- Hot lunch program
- Cross-enrolment. Ability to transfer to LVR and still graduate from CBESS.
- Scholarship opportunities
- Drama/theatre space - local performances
- Great playground, lab, woodworking shop, kitchen, food rooms
- Large gymnasium - evening volleyball games, martial arts classes
- Adult classes through Selkirk College

What could you let go of?

- Online courses (e.g. pre-calculus 10) - challenging to be motivated/focused, difficult to get appropriate support, could be done in a more effective way
- Gym roof designed poorly & balls get stuck up there, need to call in someone with a lift to get them down
- Gym maintenance ground floor door doesn't seal very well & cold air blows in
- Need a better field, no topsoil
- Exterior siding done wrong, not staggered
- Higher level sciences not offered
- Better DL/DESK programs

What are your DREAMS?

- Complete offering of high school science and math courses - actual teachers rather than online
- Satellite Selkirk College offering
- More students, encourage higher enrolment
- Integration of youth group spaces, community library, public spaces
- Niche focused education. Specialty in outdoor education/farming/outdoor activities/environmental science. Attract international students as well.
- Make use of outdoor space - proper track & field set-up, long jump pit, outdoor classroom, outdoor basketball court, tennis court, grass on the field so it's usable,
- Pool, squash park
- Water bottle refill station

- More funding for more education
- More heaters - school cold in mornings & throughout the day
- Updated first aid room
- Kootenays on the forefront of alternative ways of learning - self-designed programs, project oriented, outdoor driven, programming that makes emotional, spiritual learning a priority, educational system that rivals Finland.

What resources would be needed for your DREAMS?

- More funding
- Higher enrolment, we are under 50% capacity
- More separate classrooms - homework block room also the socials room, & sometimes homework block placed in the library
- More teachers
- Outdoor education spaces
- Better field, outdoor track & hurdles
- Fast & reliable internet
- Smalls schools join together for larger education experiences
- Advertise, shout it out
- Continued support for mentorship program

Appendix F.2 - Creston Family of Schools Facilities

F.2.2 - Creston Family of Schools

Facilities, Student Enrolment and School Capacity Summaries

Seven Sites / Eight Buildings / Four Schools

Buildings for School Use

- Adam Robertson Elementary School
- Canyon Lister Elementary School
- Erickson Elementary School
- Prince Charles Secondary School
- Prince Charles Secondary Annex

Leases for School Use

- Compass Building Canyon Street - For Compass & YETI programs
- Creston Ed Centre - Homelinks
- Admin & Maintenance:
- Creston Maintenance Building
- Creston Maintenance Portable

Land & Other

- Yahk Elementary School Property
- Kin Park

Headcount & Operating Capacity

Total Headcount Enrolment in Creston Family of Schools

- 335 = Adam Robertson Elementary
- 103 = Canyon Lister Elementary
- 208 = Erickson Elementary
- 491 = Prince Charles Secondary
- 44 = Wildflower Creston
- **1,181 = Full-time Student Headcount**
- 151 = Homelinks Students
- **1,332 = Grand Total Student Headcount**

Operating Capacity in Creston Family of Schools

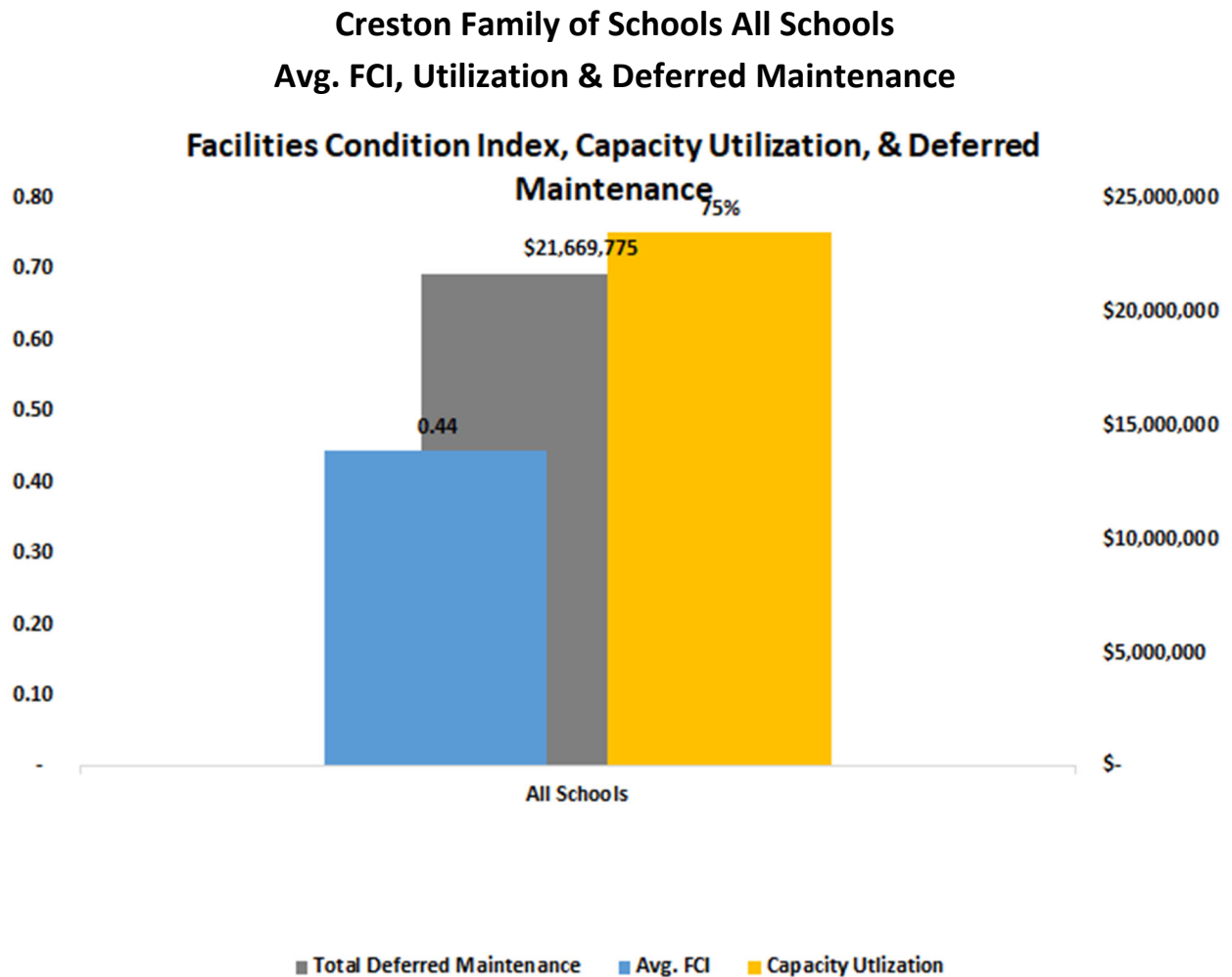
- 461 = Adam Robertson Elementary
- 181 = Canyon Lister Elementary
- 205 = Erickson Elementary
- 725 = Prince Charles Secondary
- **1,572 = Total Operating Capacity** (Does not include Leased Space for Homelinks in Creston Ed Centre)

75% Capacity Utilization in Creston Family of Schools

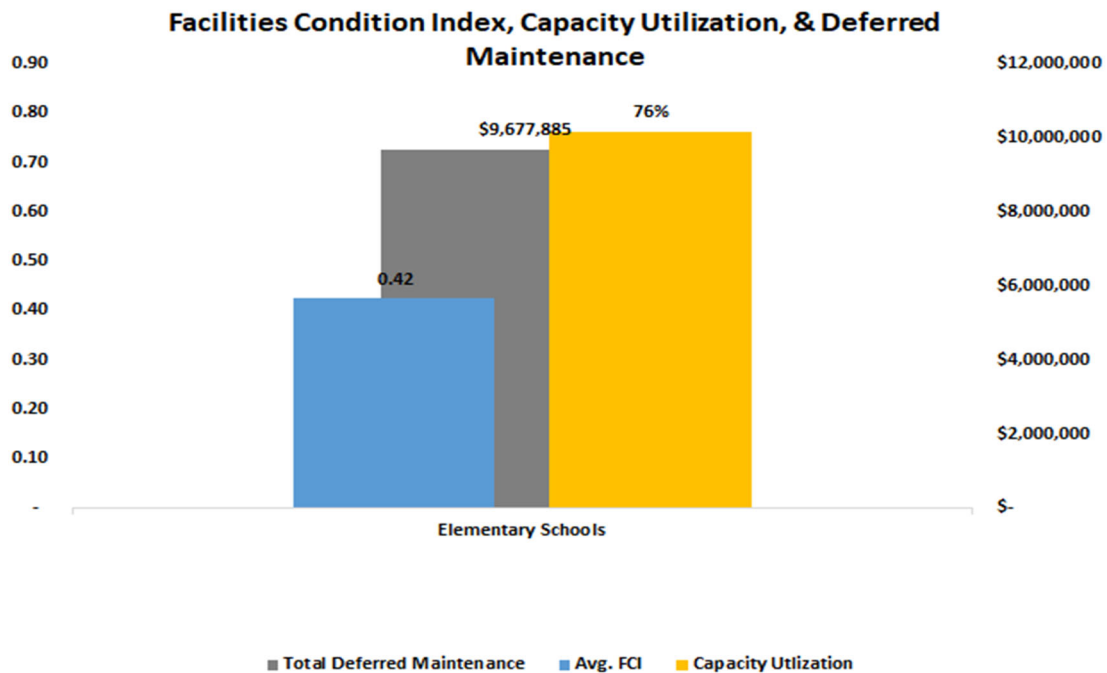
- Full-Time Students / Operating Capacity

F.2.2 - Creston Family of Schools

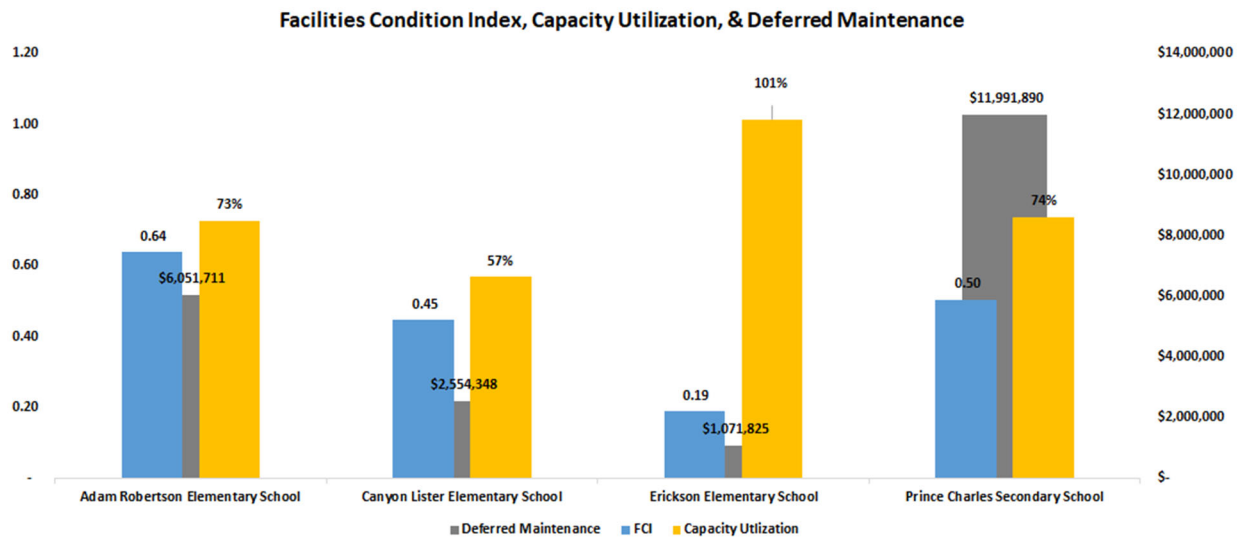
Family of Schools FCI, Utilization & Deferred Maintenance Charts



Creston Family of Schools Elementary Schools Avg. FCI, Utilization & Deferred Maintenance



Creston Family of Schools – All Schools FCI, Utilization & Deferred Maintenance



F.2.3 - Creston Family of Schools

Schools Facilities Information Summaries

Adam Robertson Elementary School

- Built: 1938
- Operating Capacity: 461
- Total Student Enrolment = 335
 - Elementary = 335 (Sep 30, 2019)
- Building Metrics:
 - Capacity Utilization: 73%
 - Facilities Condition Index*: 0.64
 - Deferred Maintenance**: \$6.05 MM



Canyon Lister Elementary School

- Built: 1961
- Operating Capacity: 181
- Total Student Enrolment = 103
 - Elementary = 103 (Sep 30, 2019)
- Homeschool Students = 25 (Sep 30, 2019)
- Building Metrics:
 - Capacity Utilization: 57%
 - Facilities Condition Index*: 0.45
 - Deferred Maintenance**: \$2.55 MM



Erickson Elementary School

- Built: 1996
- Operating Capacity: 205
- Total Student Enrolment = 208
 - Elementary = 208 (Sep 30, 2019)
- Building Metrics:
 - Capacity Utilization: 101%
 - Facilities Condition Index*: 0.19
 - Deferred Maintenance**: \$1.07 MM



Prince Charles Secondary School

- Built: 1983
- Operating Capacity: 725
- Total Student Enrolment = 535
 - Prince Charles Secondary School
 - Secondary = 491 (Sep 30, 2019)
 - Wildflower Creston
 - Elementary = 44 (Sep 30, 2019)
- Homeschool Students = 49 (Sep 30, 2019)
- Building Metrics:
 - Capacity Utilization: 74%

- Facilities Condition Index*: 0.50
- Deferred Maintenance**: \$11.99 MM



Leased Buildings

PCSS Compass Building

- Lease for \$1/Year through to end of calendar year 2020, to be renewed.
- Programs:
 - Compass
 - YETI Outdoor Ed

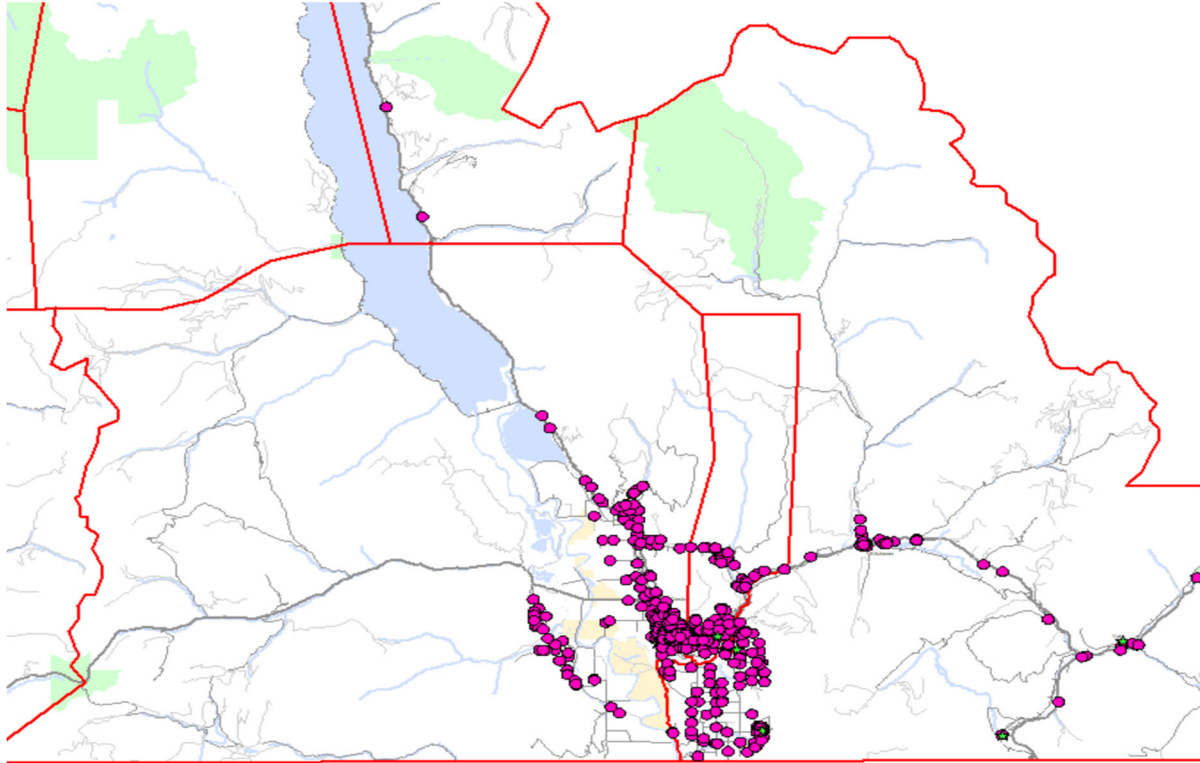
Creston Education Centre

- Lease for \$5/Year through to end of 2023, to be renewed.
- Creston HomeLinks Centre

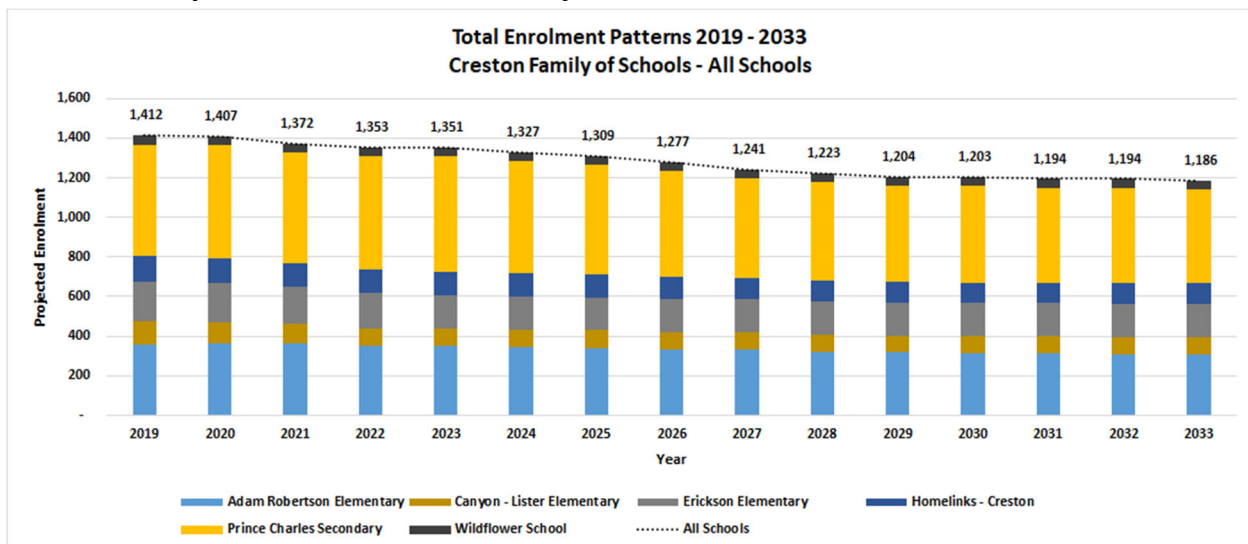


F.2.4 - Creston Family of Schools Student Population & Enrolment

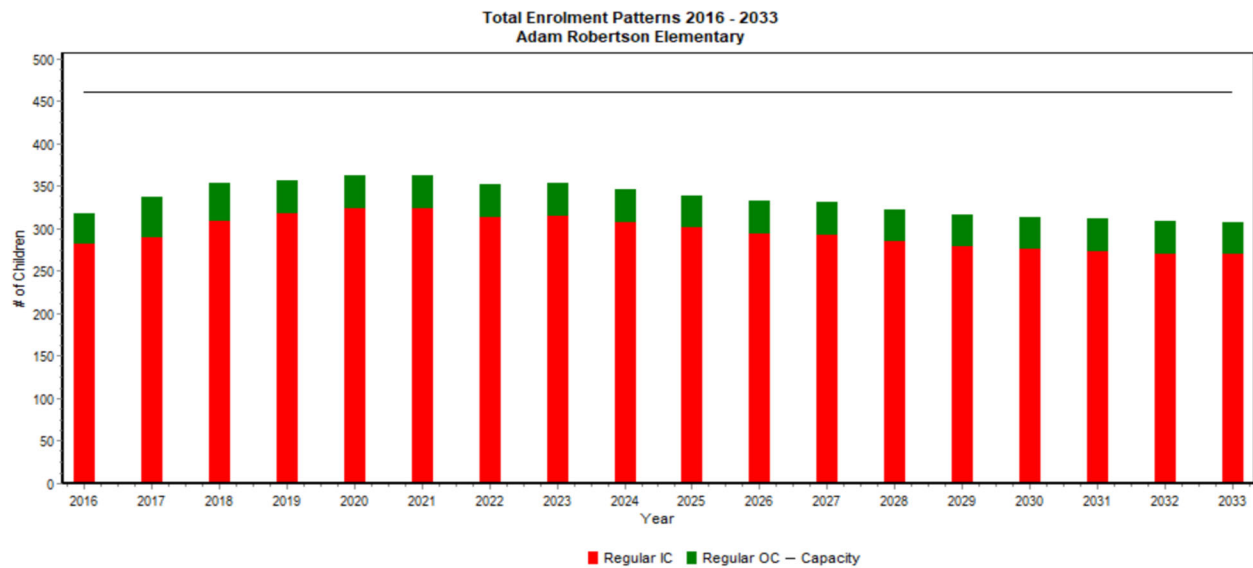
Creston Family of Schools Student Population



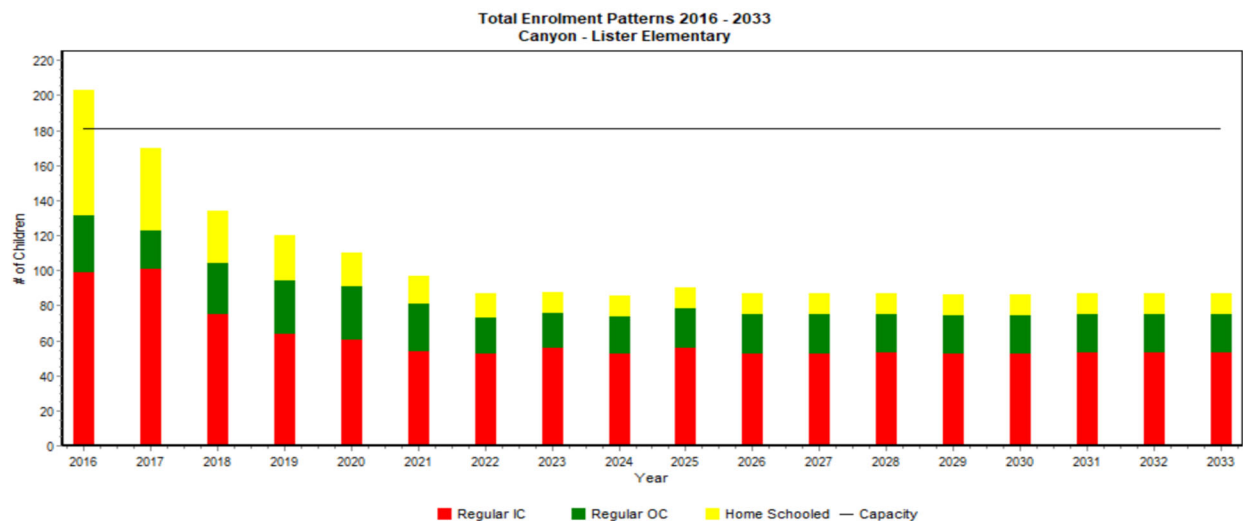
Creston Family of Schools - Enrolment Projection



Adam Robertson Elementary School - Enrolment Projection

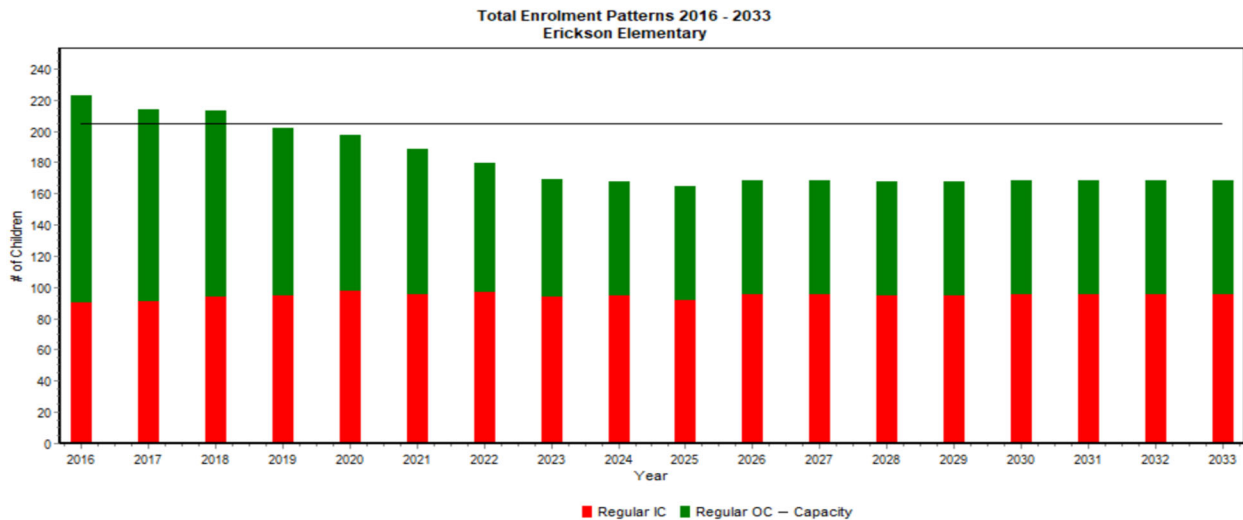


Canyon-Lister Elementary School - Enrolment Projection



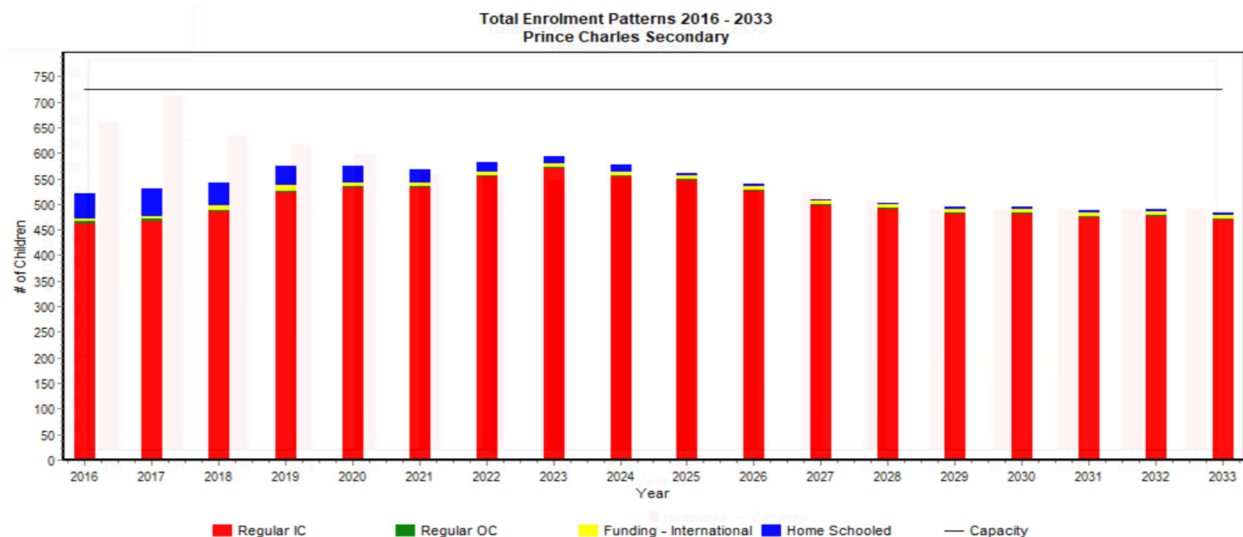
The total enrolment in the Home Schooled program has decreased significantly over the last 2 years, and the assumptions used in this projection result in enrolment in the program continuing to decrease over the next few years. Additional assumptions should be explored in order to determine a range of future enrolment possibilities.

Erickson Elementary School - Enrolment Projection



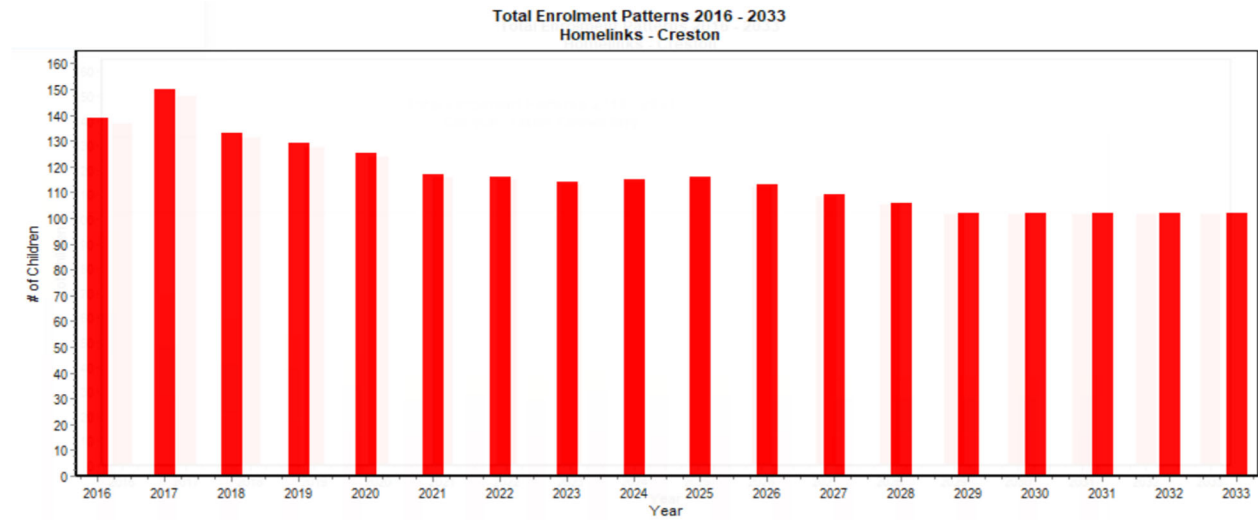
The Out of Catchment enrolments in the lower grades of this school are much smaller than in the upper grades. Over the next few years, the higher cohorts will begin to exit the school and the smaller cohorts will replace them. The overall result of this projection is that Out of Catchment enrolment will decrease significantly.

Prince Charles Secondary School - Enrolment Projection



Enrolment in the Home Schooled program at this school has been projected significantly lower than the historic enrolment, due to the lower enrolment expected to feed in from the Home Schooled program at Canyon-Lister Elementary.

Homelinks - Enrolment Projection

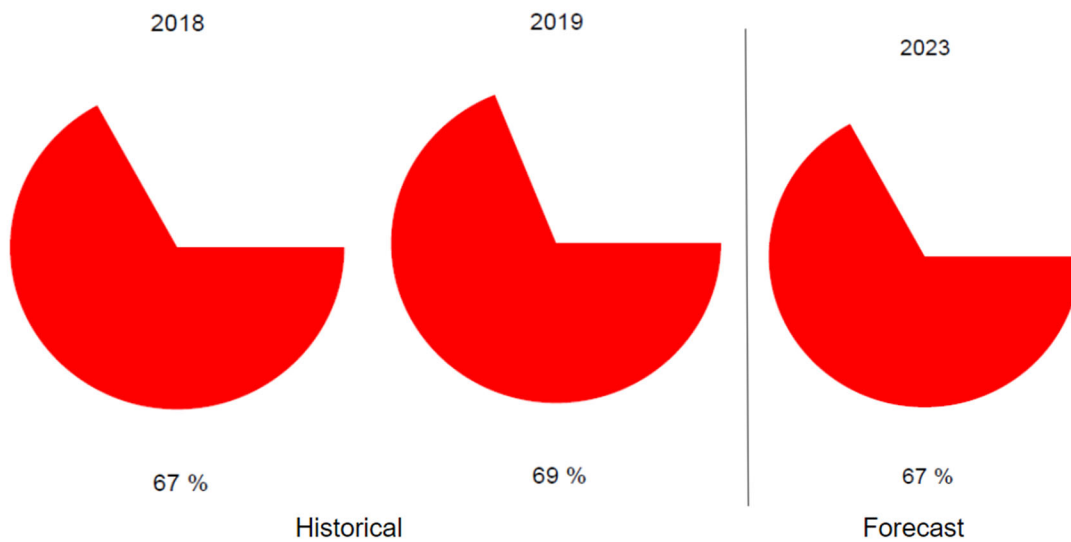


Roughly half the Homelinks enrolment is elementary (K-7), and half secondary (8-12), with 63 Elementary and 66 Secondary students in 2019.

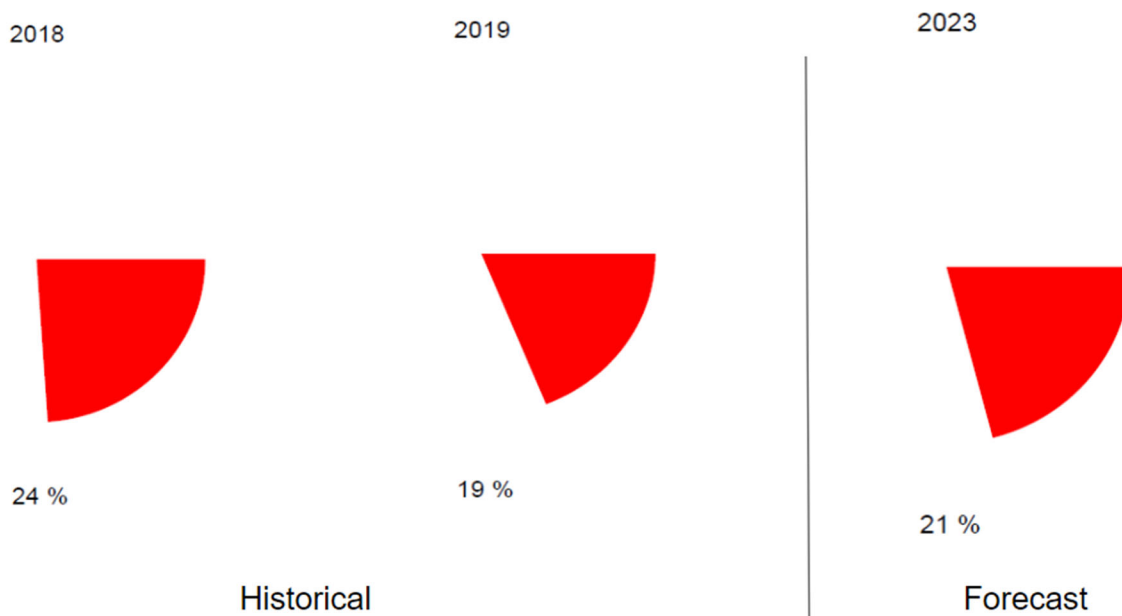
F.2.5 - Creston Family of Schools

Participation Rates

Adam Robertson Elementary School - Participation Rates

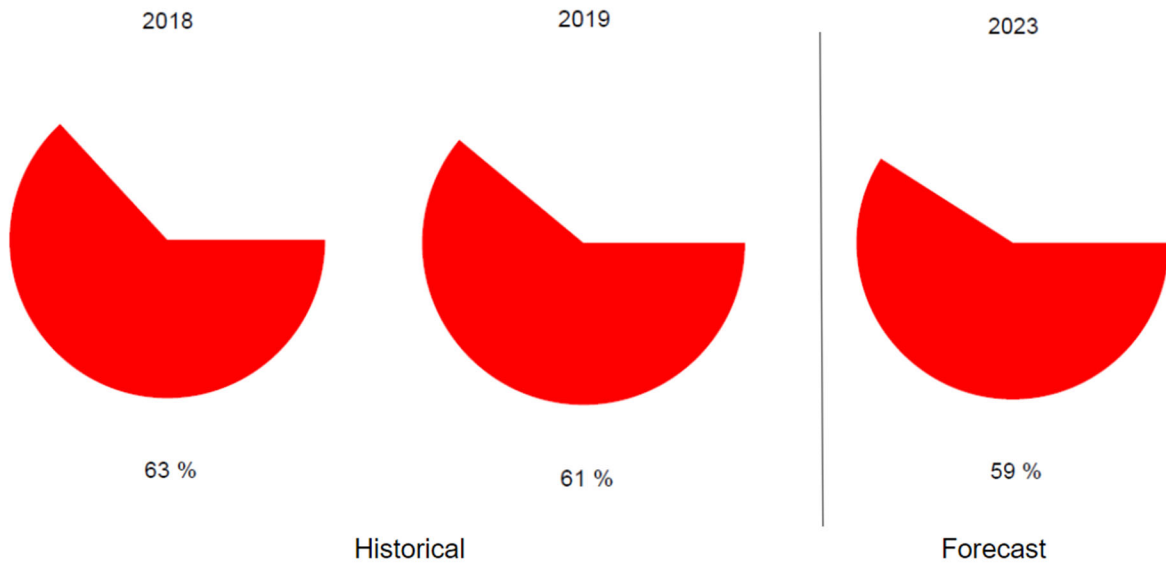


Canyon-Lister Elementary School - Participation Rates

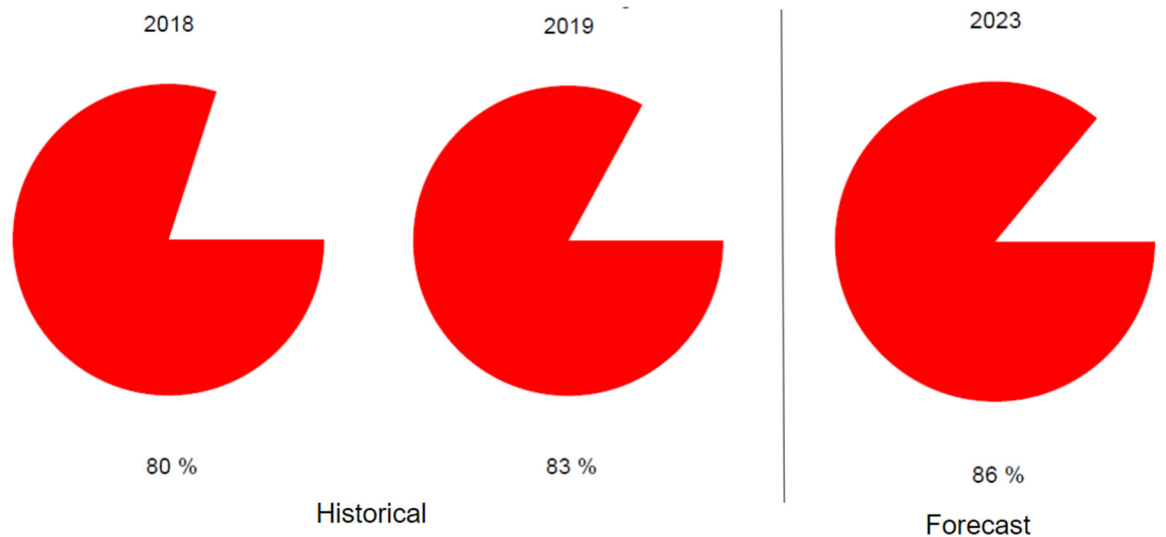


The overall Participation rate for this school decreased significantly this year, reflected by a decrease in the regular program In Catchment enrolment.

Erickson Elementary School - Participation Rates



Prince Charles Secondary School - Participation Rates



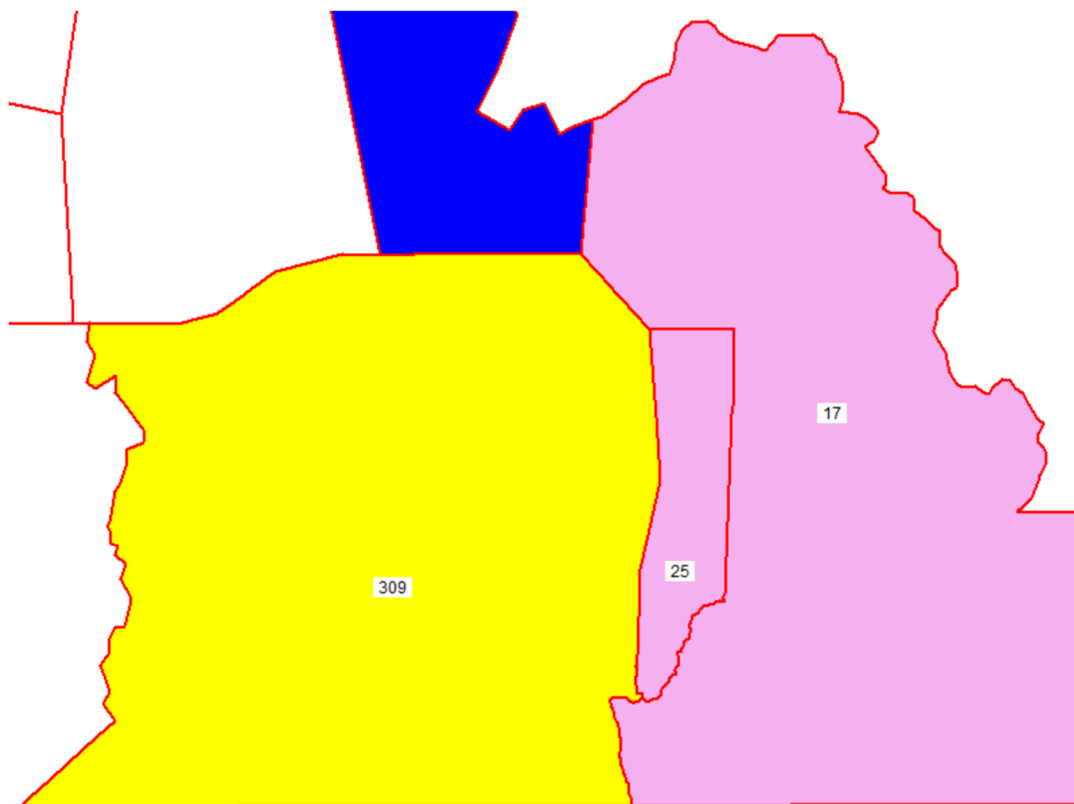
F.2.6 - Creston Family of Schools

Enrolment by Catchments for Each School

Adam Robertson Elementary School - Students by Catchment

As at February 28, 2019:

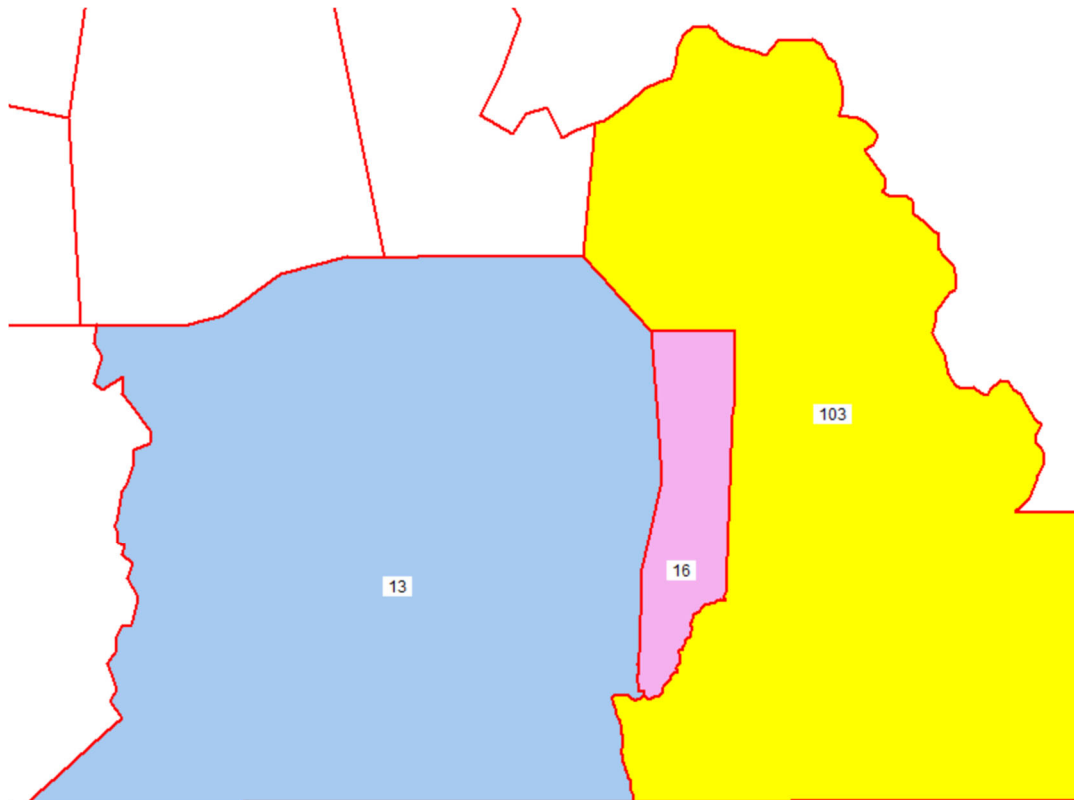
- 309 in-catchment
- 25 from Erickson
- 17 from Canyon Lister
- 2 from Crawford Bay
- **353 TOTAL**



Canyon-Lister Elementary School - Students by Catchment

As at February 28, 2019:

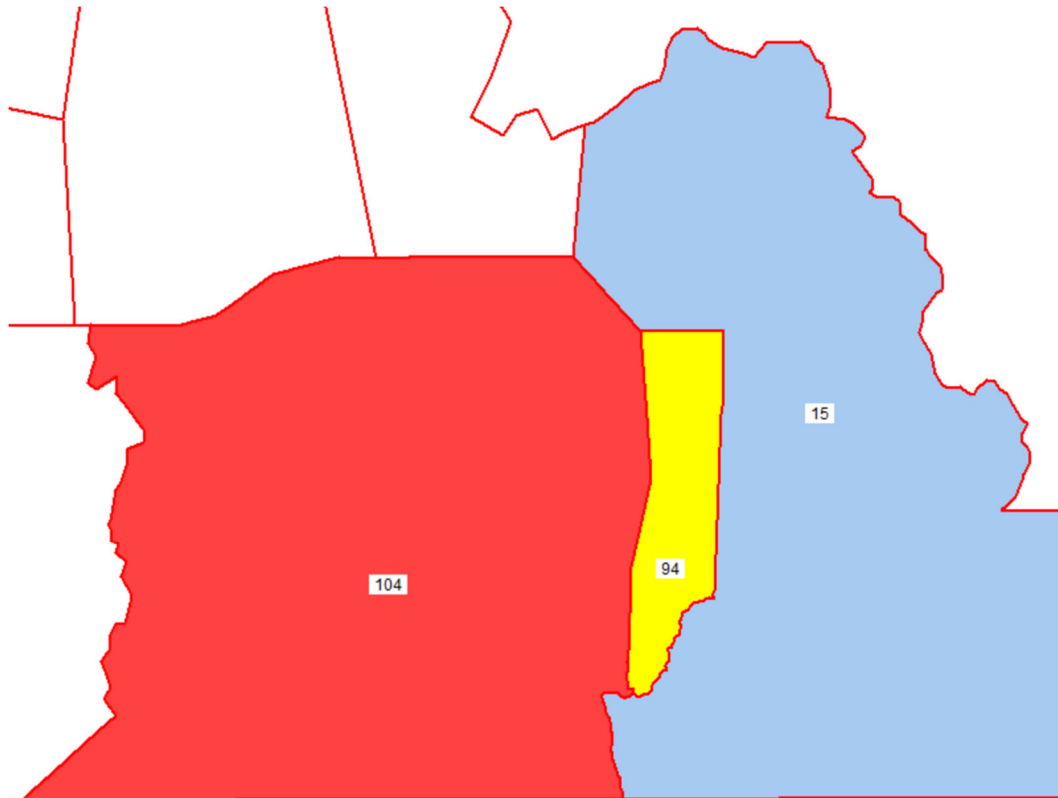
- 103 in-catchment
- 13 from ARES
- 16 from Erickson
- **132 TOTAL**



Erickson Elementary School - Students by Catchment

As at February 28, 2019:

- 94 in-catchment
- 104 from ARES
- 15 from Canyon Lister
- **213 TOTAL**

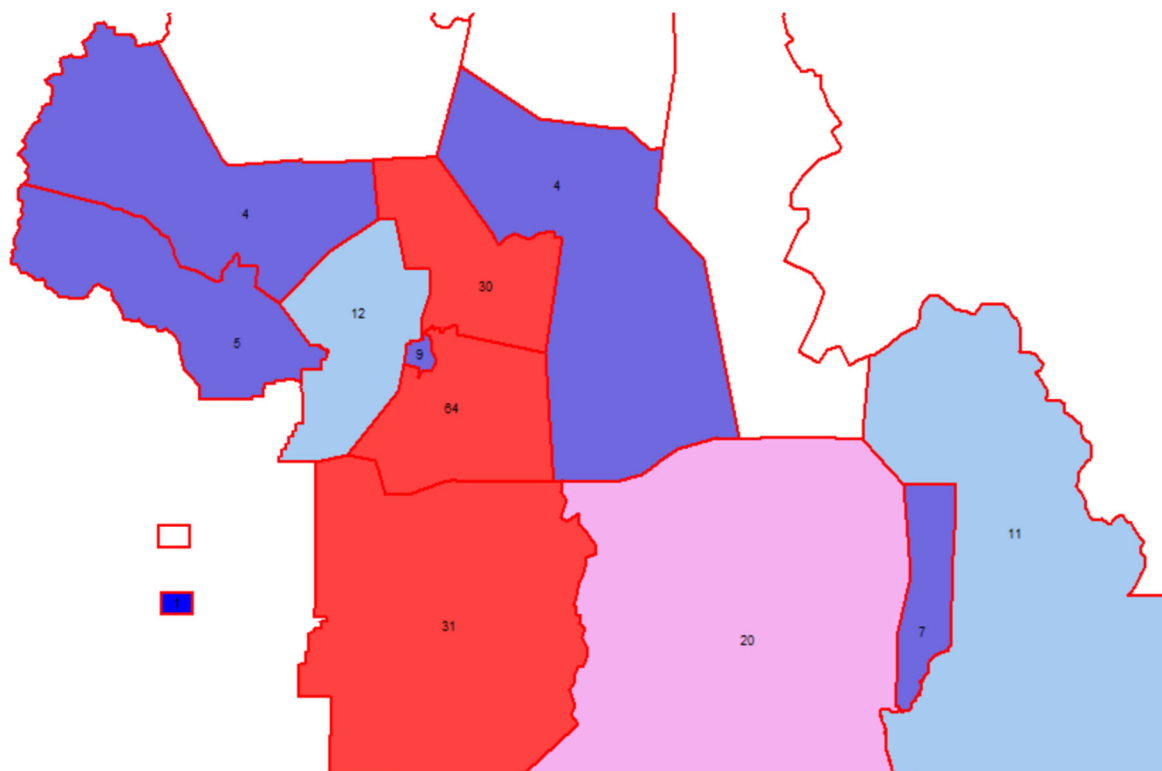


Wildflower School - Enrolment by Catchment

(Wildflower enrolment going to both Nelson and Creston Wildflower)

As at February 28, 2019:

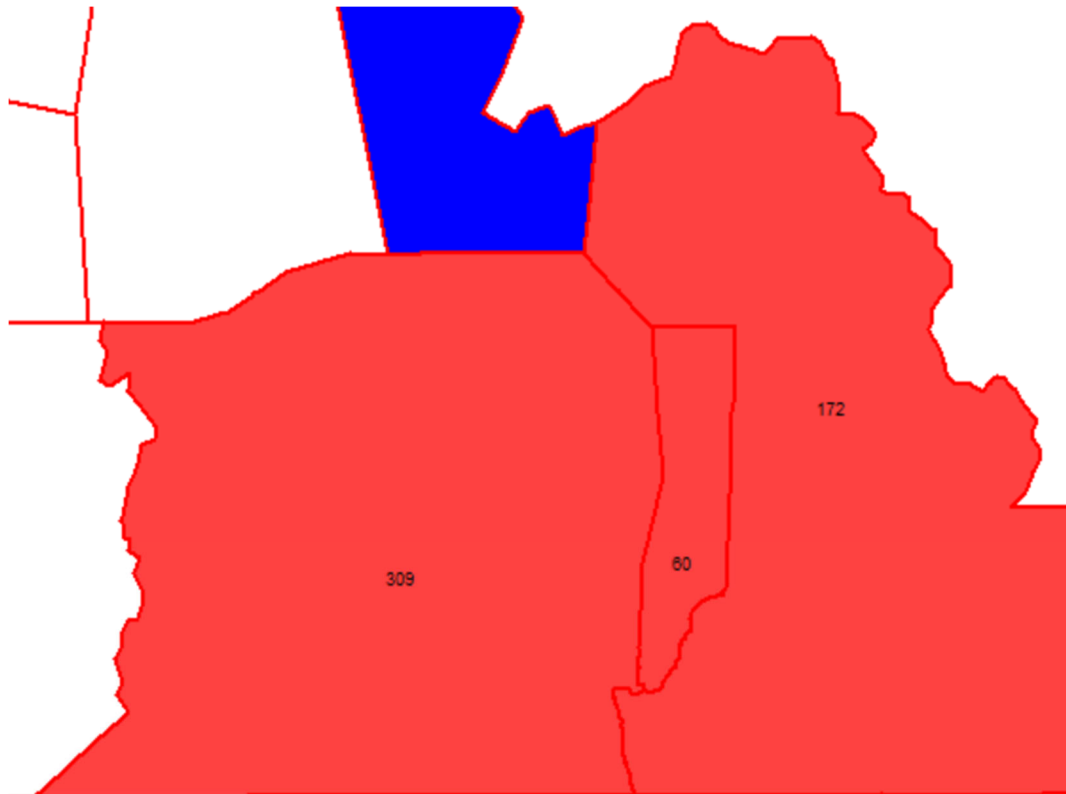
- 20 Adam Robertson
- 7 Erickson
- 11 Canyon Lister
- 31 Salmo
- 64 South Nelson
- 9 Rosemont
- 30 Hume
- 4 Redfish
- 12 Blewett
- 4 Winlaw
- 5 Brent Kennedy
- 1 SD20 (out-of-district)
- **198 TOTAL**



Prince Charles Secondary School - Students by Elementary Catchment

As at February 28, 2019:

- 541 in-catchment
- 309 ARES
- 60 Erickson
- 172 Canyon Lister
- 2 from Crawford Bay
- **543 TOTAL**



F.2.7 - Creston Family of Schools

Facilities Plan Surveys & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Auditorium is an awesome facility used by the community
- Strong Start, family place, CEC continued partnership with HomeLinks
- Outdoor learning, YETI, field trips, greenhouse, tipi, walking trails
- Shop (shop upgrades), foods, fine arts, drama, career programs, BAA course options
- Interschool sports
- HomeLinks flexible learning. Include HomeLinks students in overall enrollment to reflect the needs of those students
- YTIT - ADST
- Small class sizes
- AbEd
- Awesome PVP, teachers & staff - dedicated, open door policy, good vibe passed along to students & learning environment, new staff, lots of new ideas
- Dedicated parents, PACs
- Inquiry based curriculum, more flexible styles of learning, new curriculum options
- Breakfast program, lunch program, UNESCO
- Great bus drivers
- Retired teachers and the union
- 3 School Trustees on board with parents, staff & community to be our voice at the table

What could you let go of?

- Capacity numbers poorly managed. There's more to being efficient with space than selling buildings or closing schools.
- Sell Yahk school
- Kin Park - Regional Soccer Facility
- Proposed bypass, field changes
- Losing space, facilities (leased and current buildings), programs
- Configuration change at PCSS - do not add Gr. 7/HomeLinks, no space, curriculum will suffer
- Grandfather clause should include the accurate numbers to show where children should be attending. Limits friendships between "kids in the neighbourhood". Should be considered independently for funding from the rest of the Province.
- Catchment areas could be "jigged" to re-allocate capacities
- ARES beautiful, historic building, but needs to be replaced. Shifting those students to existing buildings would be a disaster. Need to reevaluate the numbers.
- Let go of past emotions and agendas. Start on a new page with the SD8 school board.

What are your DREAMS?

- Full Elementary schools direct students to Canyon-Lister & ARES
- Lower utilization at Erickson - activity room not used as a classroom, CLES better utilized
- Money from sale of ball field put back into field improvements
- HomeLinks - long term planning value the unique culture of the program, restore environment/services
- Retro fitting schools to carbon neutral - expensive up front, save operational costs over time.
- Gym facilities at PCSS should be priority. Second indoor gym space at PCSS (replace bubble)
- More EA's - not just attached to funded students
- Add programs - music program, hands on/trades (care aide, hairdressing), media academy, outdoor ed, restock fine arts room, increase technology
- Learning spaces - flex learning spaces, land based learning, greenhouses, more access to outdoor facilities, arts/culture area, higher priority to grounds, covered outdoor area to protect from elements (ARES)
- Reassess catchment lines - Canyon-Lister has space
- Transportation more accessible - separate bussing Elem/Sec, busses to ALL schools
- More appreciation for smaller schools doing amazing things
- All schools remain open
- More parent support
- Interactive programs for families & children
- ARES upgrades/reno
- Continue lease partnership with CEC
- Creston community (schools, students, parents) feel supported by SD8. Do not have to fight (e.g. CEC).

What resources would be needed for your DREAMS?

- Even out capacity utilization - reassess catchment lines & bus routes, morning bus at PCSS to transport to Canyon-Lister (busses go Canyon-Lister to other schools, but not the reverse), consider Arrow Creek in Canyon's catchment, better start/end times at ARES, allow parents to have a choice of school (rather than filter to ARES),
- ACIT program expand
- More high school facilities for trades
- Invest in modern, greener, sustainable technology
- Funding - hire new band teacher, more EAs
- Capital - build new gym space, additional facilities/space
- Gym - partnership with the Town, become an event hub for the community
- Prioritize fields at all schools
- Continue to hire students for summer work
- Outdoor playground/equipment for Wildflower
- Gazebos scattered in the playground or timber frame lean to attached to the school
- More training for families and opportunities to get involved
- Invest in Erickson art/music room, restore multi-purpose room to Fine Arts

Appendix F.3 - Kaslo Family of Schools Facilities

Appendix F.3.1 - Kaslo Family of Schools

Facilities, Student Enrolment and School Capacity Summaries

Three Sites / Four Buildings / Two Schools

- J.V. Humphries Elementary/Secondary School
- Jewett Elementary School
- Jewett Storage Building
- Kaslo Maintenance Building

Headcount & Operating Capacity

Total Headcount Enrolment in Kaslo Family of Schools

- 215 = J.V. Humphries
- 10 = Jewett Elementary School
- **225 = Full-time Student Enrolment**
- 21 = Kaslo Homelinks
- **246 = Total Student Enrolment**

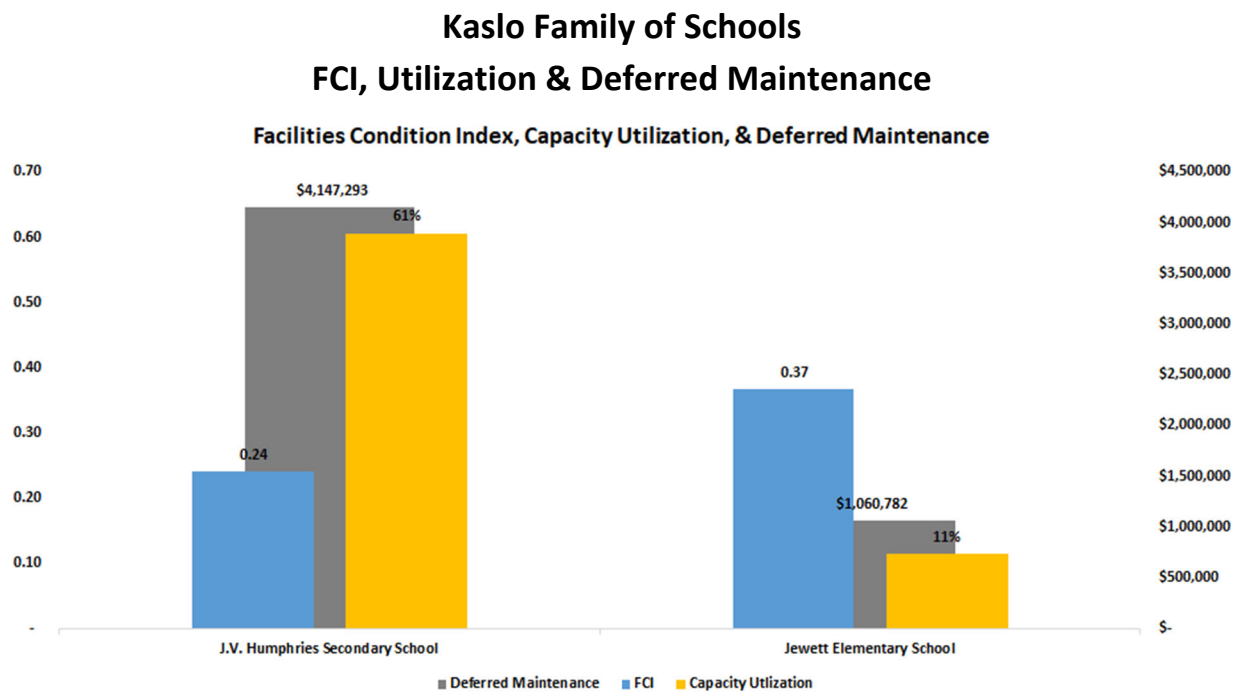
Operating Capacity in Kaslo Family of Schools

- 355 = J.V. Humphries
- 88 = Jewett Elementary School
- **443 = Total Operating Capacity**

51% Capacity Utilization in Kaslo Family of Schools

- Full-Time Students / Operating Capacity

Appendix F.3.2 - Kaslo Family of Schools FCI, Utilization & Deferred Maintenance



Appendix F.3.3 - Kaslo Family of Schools

Schools Facilities Information Summaries

J.V. Humphries Elementary & Secondary School

- Built: 1994
- Operating Capacity: 355
- Total Student Enrolment = 215
 - Elementary = 115
 - Secondary = 100
- Homelinks Enrolment = 21
- Building Metrics:
 - Capacity Utilization: 61%
 - Facilities Condition Index: 0.24
 - Deferred Maintenance: \$4.15MM



Jewett Elementary School

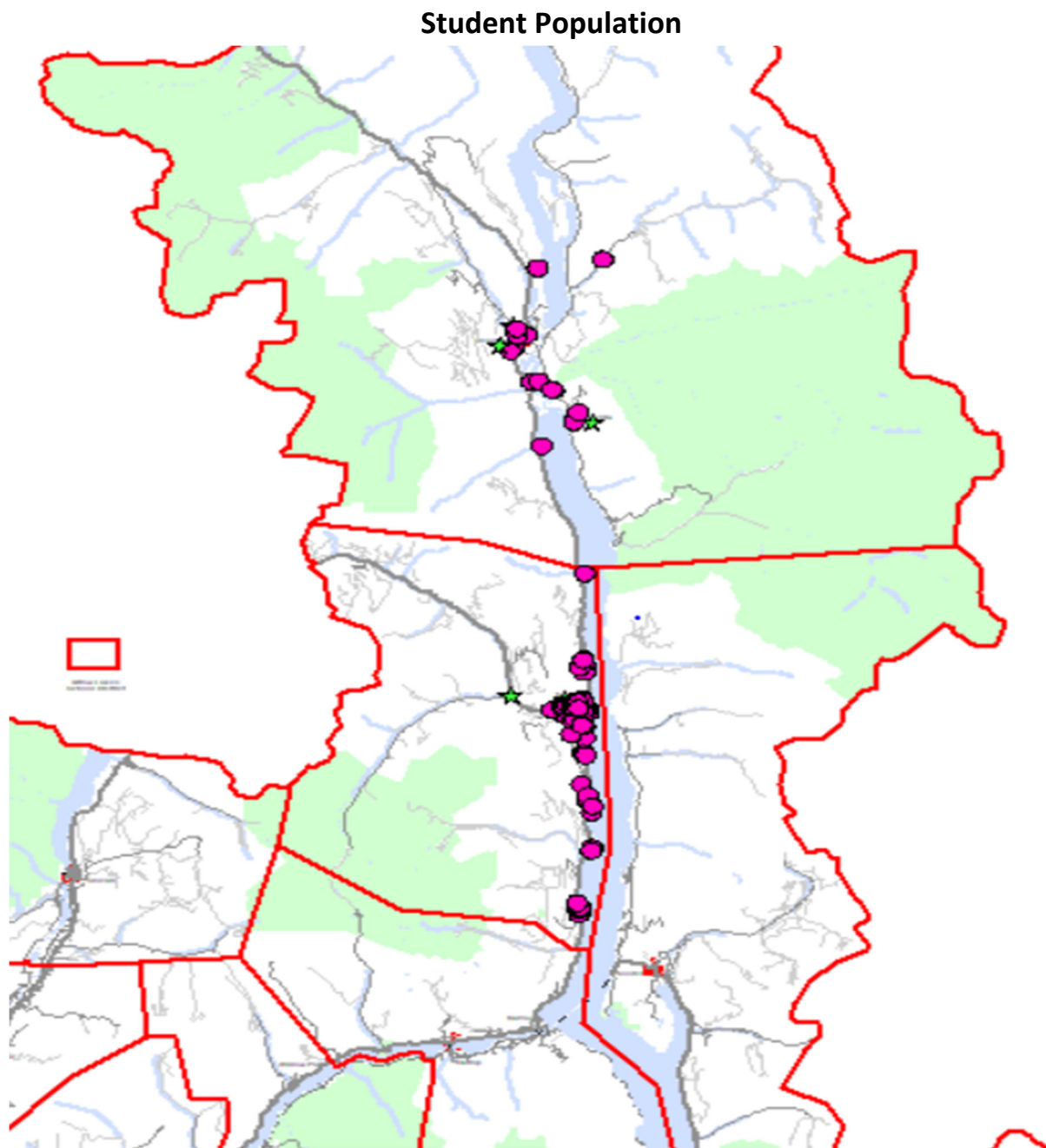
- Built: 1964
- Operating Capacity: 88
- Total Student Enrolment = 10
 - Elementary = 10
- Building Metrics:
 - Capacity Utilization: 11%
 - FCI(Facilities Condition Index): 0.37
 - Deferred Maintenance: \$1.34MM
- Under Consideration for Closure
- REEF Funding = \$92,277 per year
 - Board Resolution to not close school while receiving REEF Funding
- Key Programming: 2019-2020 Started New Outdoor Program

- Transportation: 2019-2020 Single Bus for JVH & Jewett



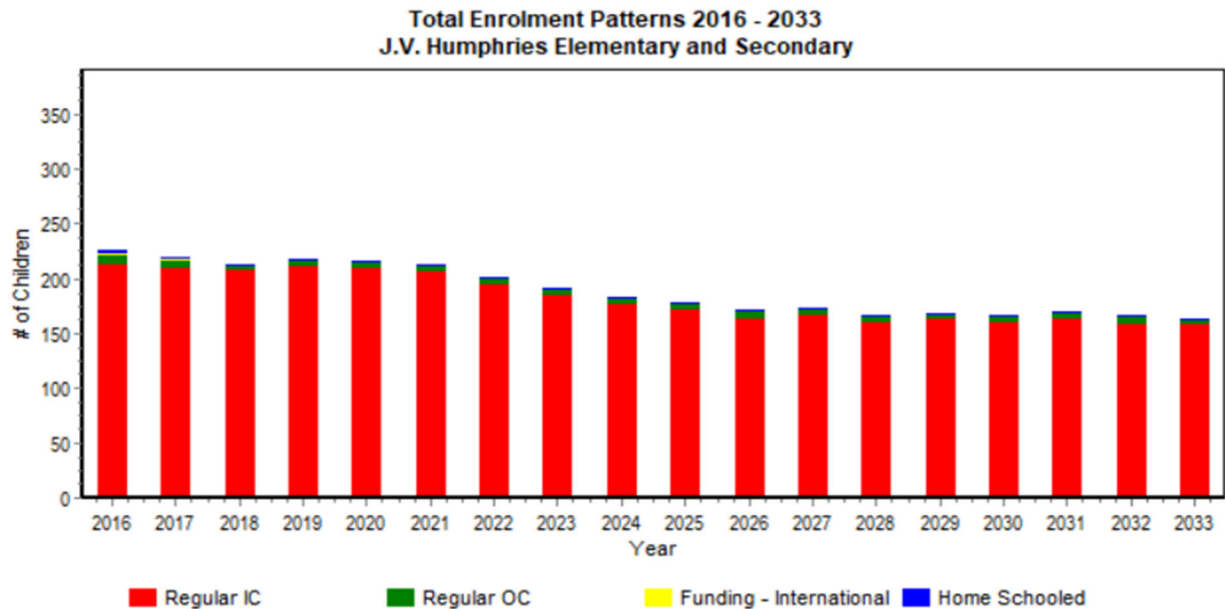
Appendix F.3.4 - Kaslo Family of Schools

Student Population & Enrolment Projections By School

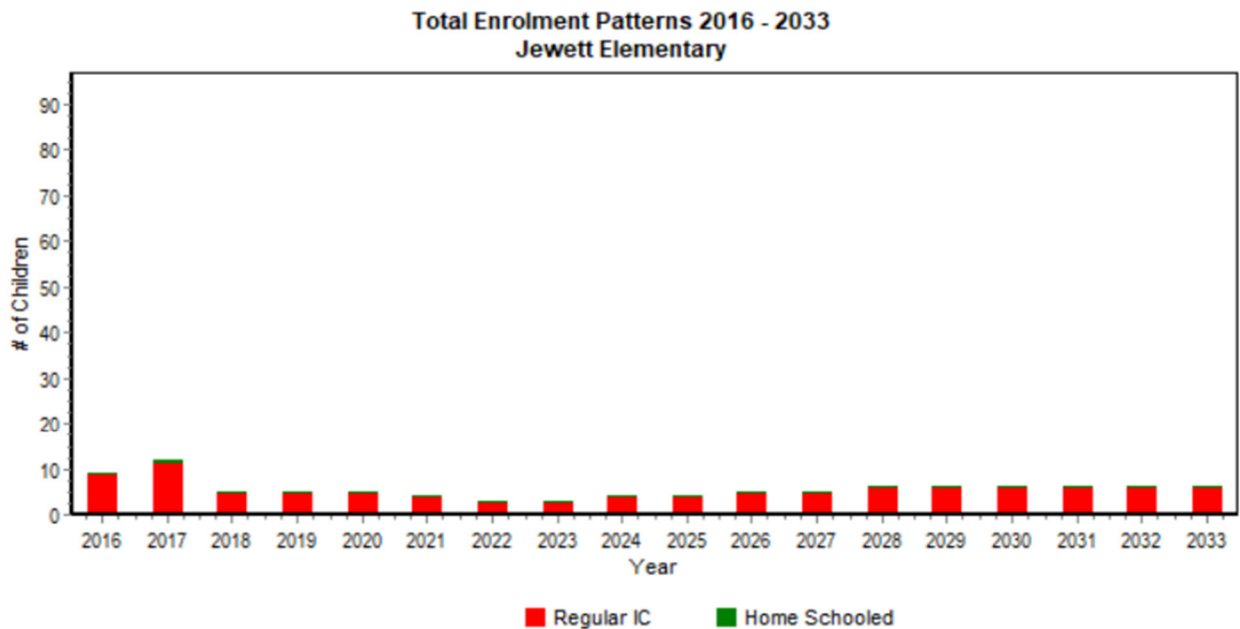


There are no out-of-catchment students in Kaslo Family of schools. The catchments are indicative for this Family of schools; many students from Family go to JVH, irrespective of catchment, particularly at secondary level.

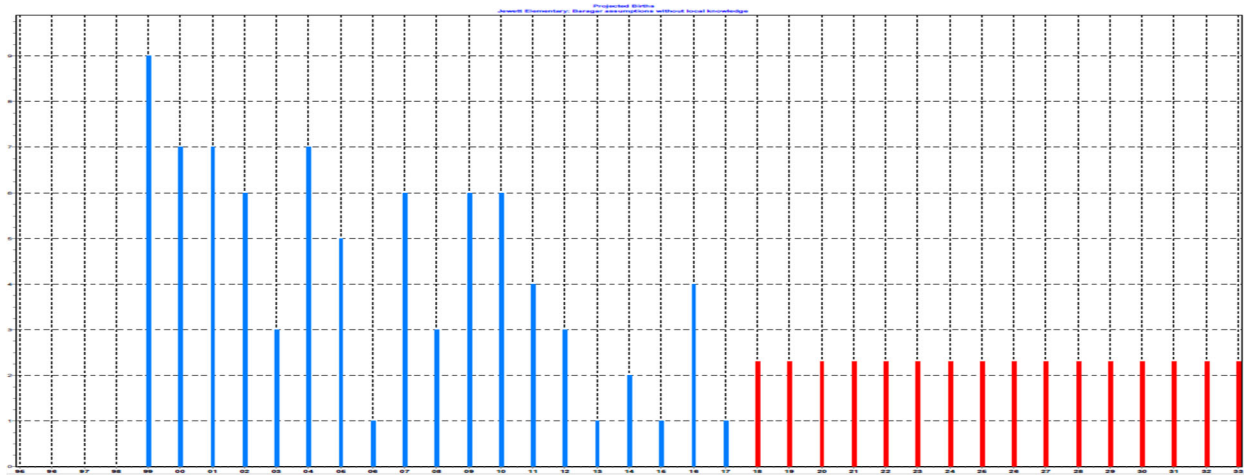
JV Humphries Elementary & Secondary - Enrolment Projections by Program



Jewett Elementary - Enrolment Projection

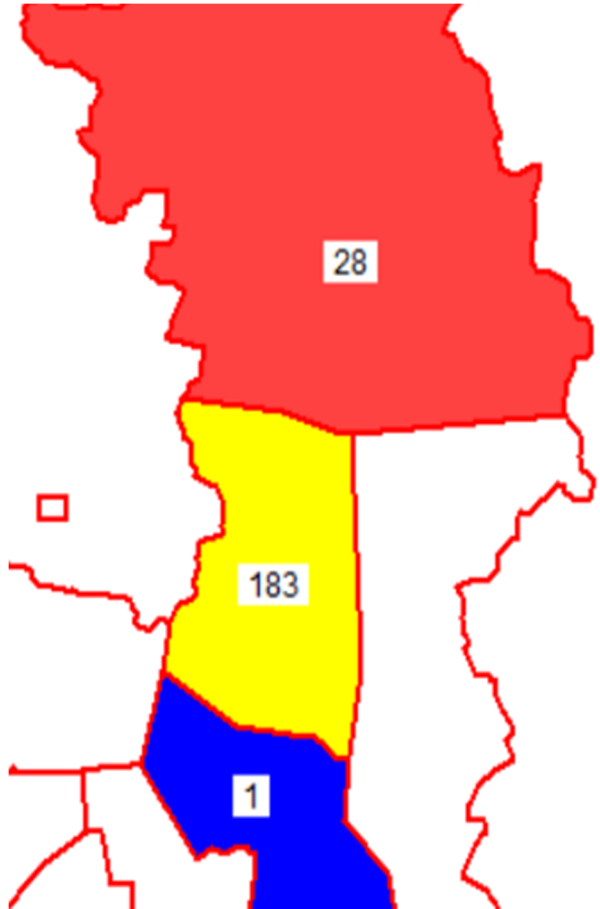


Jewett Elementary - Births - Historical (Blue) & Projected (Red)



Appendix F.3.5 - Kaslo Family of Schools Enrolment by Catchment

JV Humphries Elementary & Secondary - Out-of-catchment enrolment



Appendix F.3.6 - Kaslo Family of Schools Survey & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Early learning - partnering with organizations offering programming to families with children from birth to 6 years of age (ex. NKLCSS), early years center open at least 2 days, a week, Strong Start program.
- Good community resource - building is being used for a variety of programs, inclusive plans with community members and students
- School and programs open and available in a remote area
- Education is reasonable
- Good, reactive, caring staff. Teaching staff makes an effort to engage in the community.
- Local employment
- School attracts new families
- Momentum for solutions to retain Jewett School
- Student to teacher ratio
- Great field trips

What could you let go of?

- Reduced week for regular school programming
- The cost to run Jewett School
- The notion that Jewett School should be shut down
- Sell part of the property
- Eliminate capital costs
- A large bus – use smaller bus from Lardeau valley to Kaslo
- No bussing for Jewett only for JVH
- High maintenance costs – use local skilled people when possible
- Wildflower school model
- Introduction of some fresh, inspired teaching would benefit enrollment at Jewett vs. other options (e.g. homeschool, JVH)

What are your DREAMS?

- Keep the school running, become a thriving school in Lardeau Valley that feels good to send our children to
- Space for Homelinks to operate 1-day/week at Jewett, home school and public school combination
- Homeschooled children return to Jewett
- Continued partnership with strong start at Jewett
- Varied programs for all users of the school system

- Support center for students doing online studies
- A student body that is directly interested in their own learning and involved with the community
- All Jewett school age students and families work within the public system so to boost the enrollment
- New businesses and industry for young families - population growth
- More parent support
- Video conferencing in the whole school
- 5-10 year lease by the community to run the school with option to purchase
- Create a Center for Excellence e.g. Emergency management training center federally funded – the area needs a training space so we can respond to fires/floods/etc in the area
- Become a stronger, secure hub for community services - counselling and an extended food hub system, family programming and community programs stay in Lardeau Valley, childcare facility within the schoolBus supervision, no empty school busses (multi-purpose)

What resources would be needed for your DREAMS?

- Partnerships with distance education programs
- Reduced regular school days and leave space to alternative programs
- Finding more uses for the facility
- Have the teacher drive to Jewett to meet Homelinks students rather than students go into Kaslo
- Higher enrollment
- Meeting with homeschooling parents to inquire about why they homeschool rather than send their children to Jewett
- Seniors community housing
- Updated learning equipment
- More staff and programming
- Community purchasing the school
- School to stay running
- Local accountability from families for helping make these decisions – community driven decisions
- More reasonable assessment costs for upgrades and repairs
- More funding
- A vision and a champion to lead the vision in the community
- Working partnership with the school district
- Technology

Appendix F.4 - Nelson Family of Schools Facilities

Appendix F.4.1 Nelson Family of Schools Facilities, Student Enrolment and School Capacities Summaries

Nelson Family of Schools - Facilities

Fifteen Sites / Eighteen Buildings / Eight School Buildings

Schools

- Blewett Elementary School
- Central Elementary School
 - Wildflower School
 - REACH
- Hume Elementary School
- L.V. Rogers Secondary School
- L.V. Rogers Portable
- Redfish Elementary School
- Rosemont Elementary School
- South Nelson Elementary School
- Trafalgar Middle School

Admin & Maintenance

- Board Office (Central)
- Old Board Office (570 Johnstone)
- Maintenance Office Nelson
- Storage Building
- District Bus Garage
- Refish Pump House

Leases

- A.I. Collinson Elementary School
- Gordon Sargent Elementary School
- L.V. Rogers Day Care
- L.V. Rogers Modular

Headcount & Operating Capacity

Total Headcount Enrolment (As at September 30, 2019)

- 151 = Blewett Elementary School
- 197 = Hume Elementary School
- 698 = L.V. Rogers Secondary School
- 16 = REACH
- 106 = Redfish Elementary School
- 132 = Rosemont Elementary School
- 223 = South Nelson Elementary School
- 413 = Trafalgar Middle School
- 152 = Wildflower Nelson
- **2,088 = Full-time Student Headcount**
- 37 = Homelinks Nelson
- **2,125 = Grand Total Student Headcount**

Operating Capacity in Nelson Family of Schools

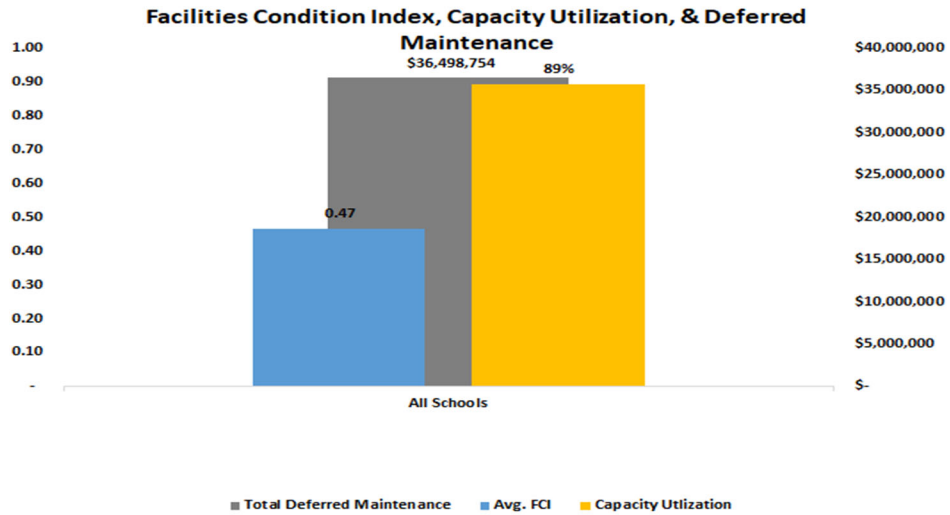
- 109 = Blewett Elementary School
- 140 = Central Elementary School
- 245 = Hume Elementary School
- 725 = L.V. Rogers Secondary School
- 132 = Redfish Elementary School
- 154 = Rosemont Elementary School
- 199 = South Nelson Elementary School
- 575 = Trafalgar Middle School
- **2,279 = Total Operating Capacity**

93% Capacity Utilization in Nelson Family of Schools

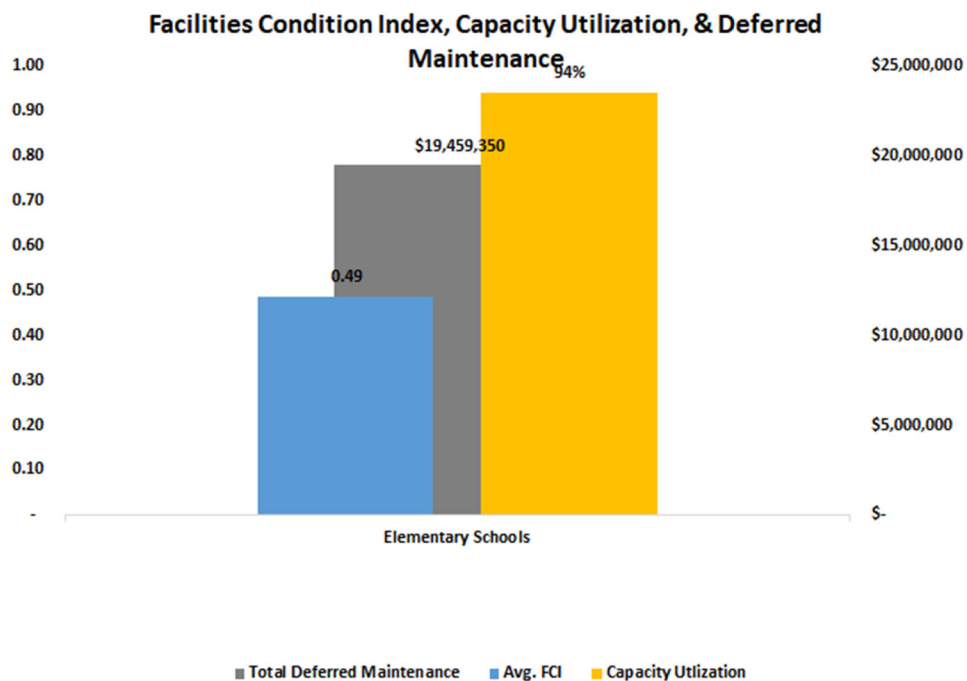
- 2,125 Students / 2,339 Operating Capacity.
- Compares with 76% average capacity in SD8.

Nelson Family of Schools All Schools - Avg. FCI, Utilization & Deferred Maintenance

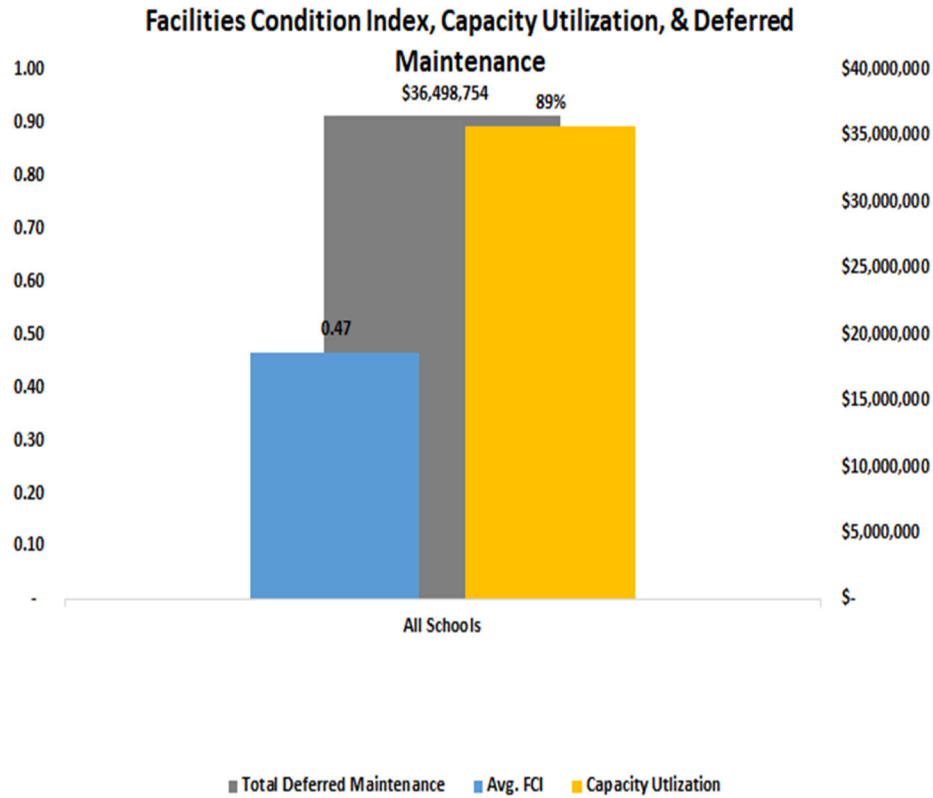
Nelson Family of Schools All Schools - Avg. FCI, Utilization & Deferred Maintenance



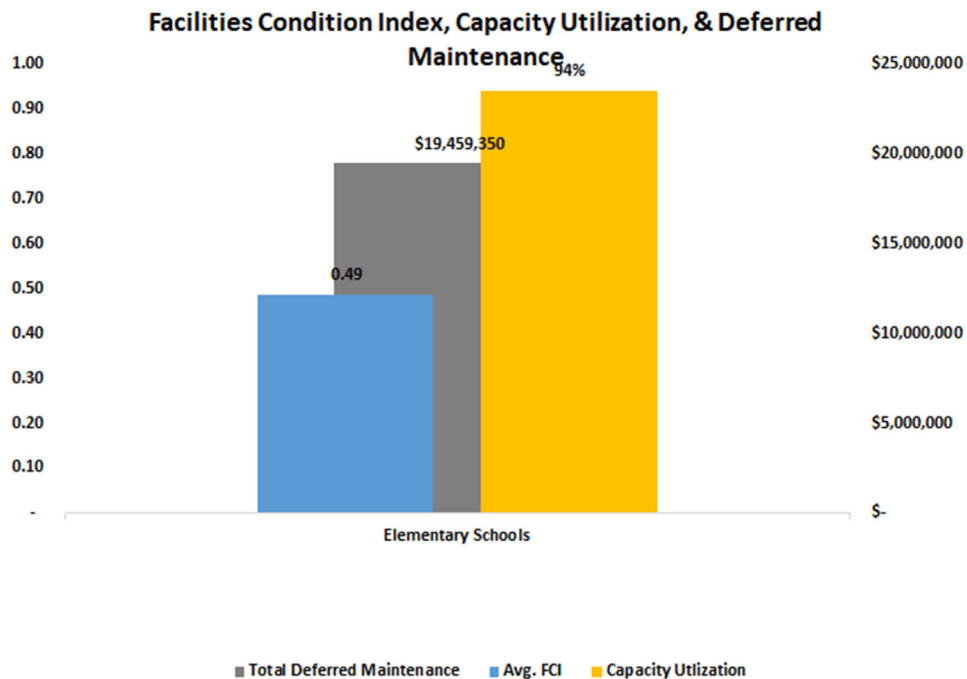
Nelson Family of Schools Elementary Schools - Avg. FCI, Utilization & Deferred Maintenance



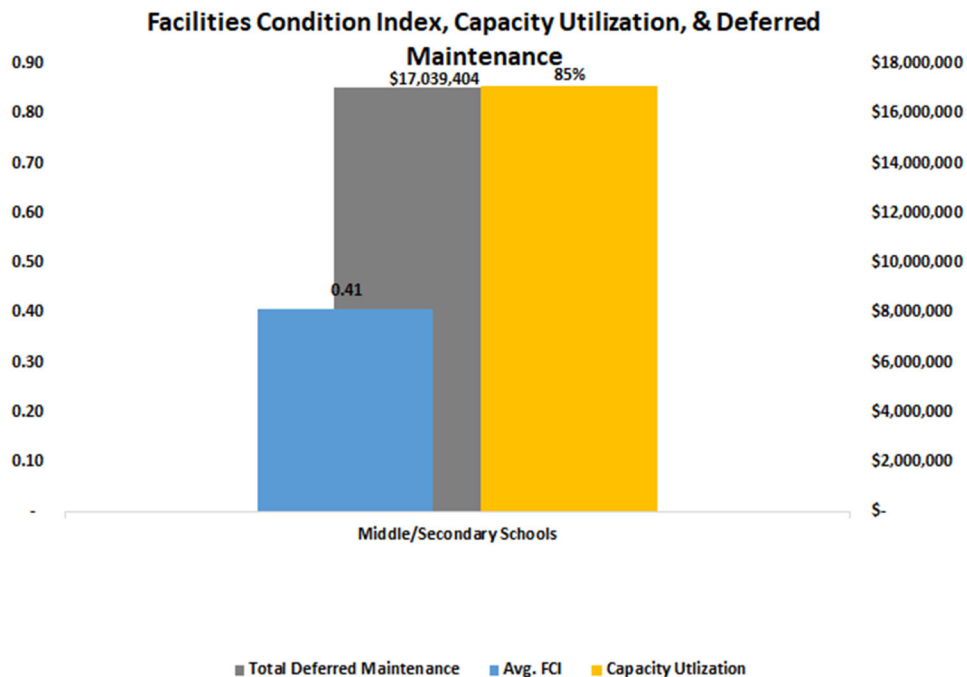
Nelson Family of Schools All Schools Avg. FCI, Utilization & Deferred Maintenance



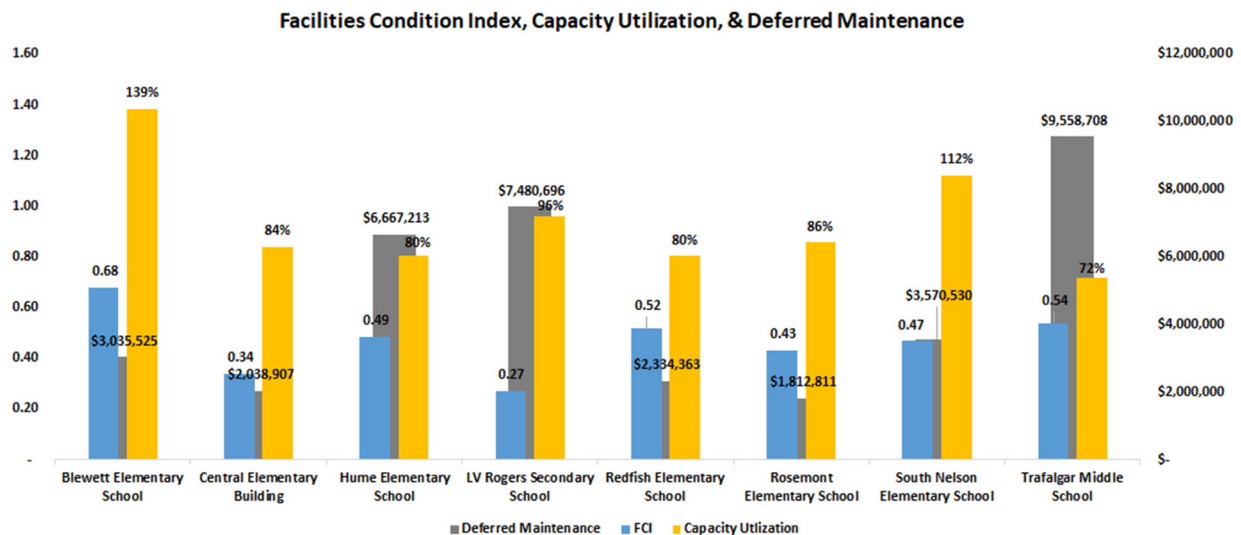
Nelson Family of Schools Elementary Schools Avg. FCI, Utilization & Deferred Maintenance



Nelson Family of Schools Middle/Secondary Schools Avg. FCI, Utilization & Deferred Maintenance



Nelson Family of Schools FCI, Utilization & Deferred Maintenance



Appendix F.4.3 – Nelson Family of Schools Schools Facilities Information Summaries

Blewett Elementary School

- Built: 1962
- Operating Capacity: 109
- Total Student Enrolment = 151
 - Elementary = 151
- Building Metrics:
 - Capacity Utilization: 139%
 - Facilities Condition Index: 0.68
 - Deferred Maintenance: \$3.04 MM
- Pre-approval for possible EXP Funding (\$5.3 million)
- Project Definition Report (PDR) Due Jan, 2020



Central Elementary School Building

- Built: 1908
- Operating Capacity: 200 (factors in Board Office using 3rd level)
- Total Student Enrolment = 168
 - Wildflower
 - Elementary = 124
 - Middle = 28
 - REACH = 16
- Building Metrics:
 - Capacity Utilization: 84%
 - Facilities Condition Index: 0.34
 - Deferred Maintenance: \$2.04 MM



Hume Elementary School

- Built: 1923
- Operating Capacity: 245
- Total Student Enrolment = 197
 - Elementary = 197
- Building Metrics:
 - Capacity Utilization: 80%
 - Facilities Condition Index: 0.49***
 - Deferred Maintenance: \$6.67 MM



Redfish Elementary School

- Built: 1987
- Operating Capacity: 132
- Total Student Enrolment = 106
 - Elementary = 106
- Building Metrics:
 - Capacity Utilization: 80%
 - Facilities Condition Index: 0.52
 - Deferred Maintenance: \$2.33 MM



Rosemont Elementary School

- Built: 1962
- Operating Capacity: 154
- Total Student Enrolment = 132
 - Elementary = 132
- Building Metrics:
 - Capacity Utilization: 86%
 - Facilities Condition Index: 0.43
 - Deferred Maintenance: \$1.81 MM



South Nelson Elementary School

- Built: 1960
- Operating Capacity: 199
- Total Student Enrolment = 223
 - Elementary = 223
- Building Metrics:
 - Capacity Utilization: 112%
 - Facilities Condition Index: 0.47
 - Deferred Maintenance: \$3.57 MM
- May be eligible for REP funding (as under the Existing Facilities Plan to build a new South Nelson on Trafalgar ground). Alternatively, South Nelson, already a great facility in the District, may continue to be used as is used currently.



Trafalgar Middle School

- Built: 1924
- Operating Capacity: 575
- Total Student Enrolment = 413
 - Elementary = 280
 - Secondary = 133
- Building Metrics:
 - Capacity Utilization: 72%
 - Facilities Condition Index: 0.54
 - Deferred Maintenance: \$9.56 MM
- May be eligible for REP funding (replacement of South Nelson as under Existing Facilities Plan) or multiple SEP fundings (to fund a larger renovation).



L.V. Rogers Secondary

- Built: 1956
- Operating Capacity: 725
- Total Student Enrolment = 698
 - Secondary = 698
- Building Metrics:
 - Capacity Utilization: 96%
 - Facilities Condition Index: 0.27
 - Deferred Maintenance: \$7.48 MM



A.I. Collinson Elementary School - Leased to CSF

- Built: 1962
- Building Metrics:
 - Facilities Condition Index: 0.16
 - Deferred Maintenance: \$1.01 MM



Gordon Sargent Elementary School - Leased to School House Day Care

- Built: 1971
- Building Metrics:
 - Facilities Condition Index: 0.42
 - Deferred Maintenance: \$0.38 MM

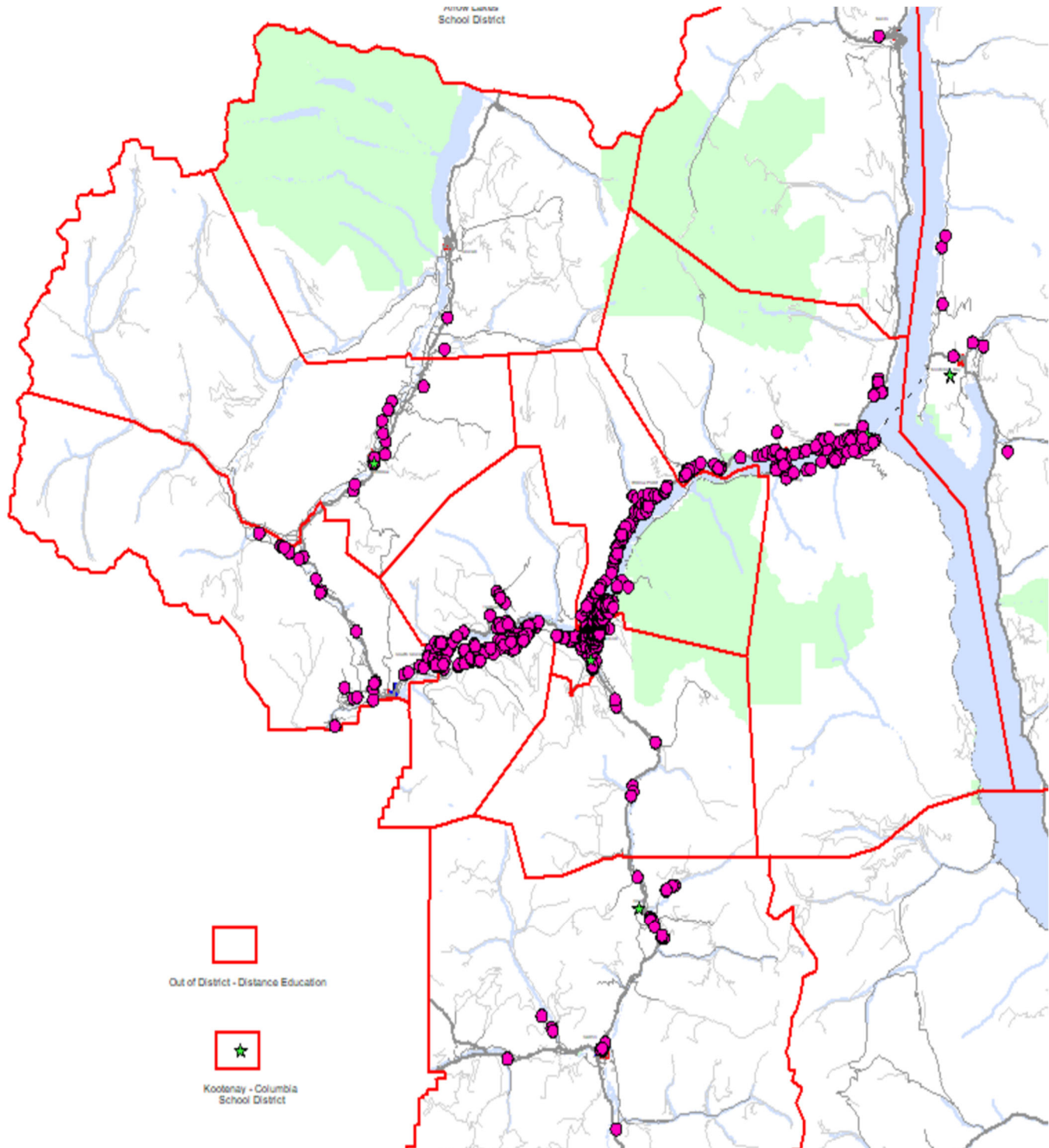


Appendix F.4.4 Nelson Family of Schools

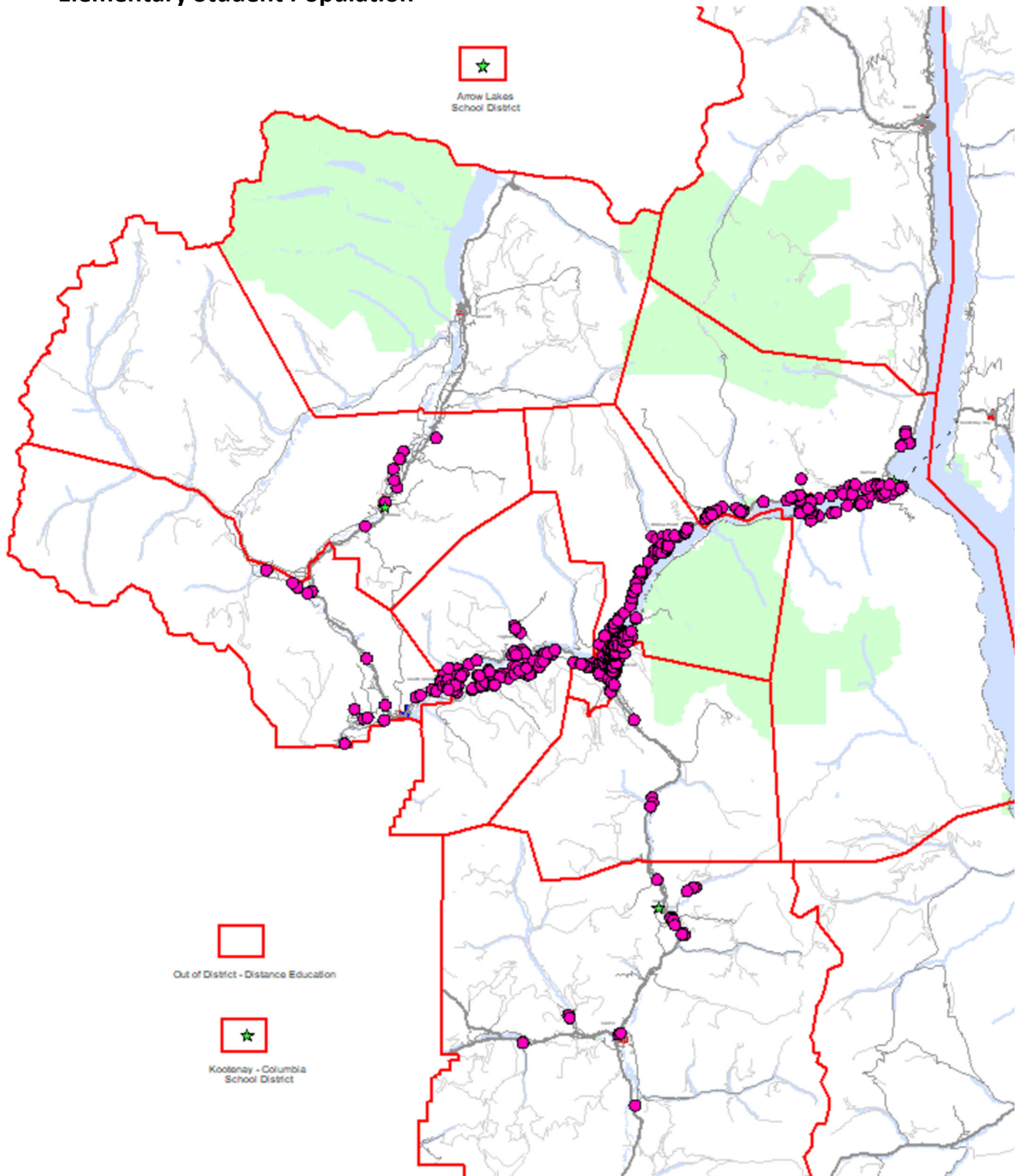
Student Population & Enrolment Projections by School

Nelson Family of Schools

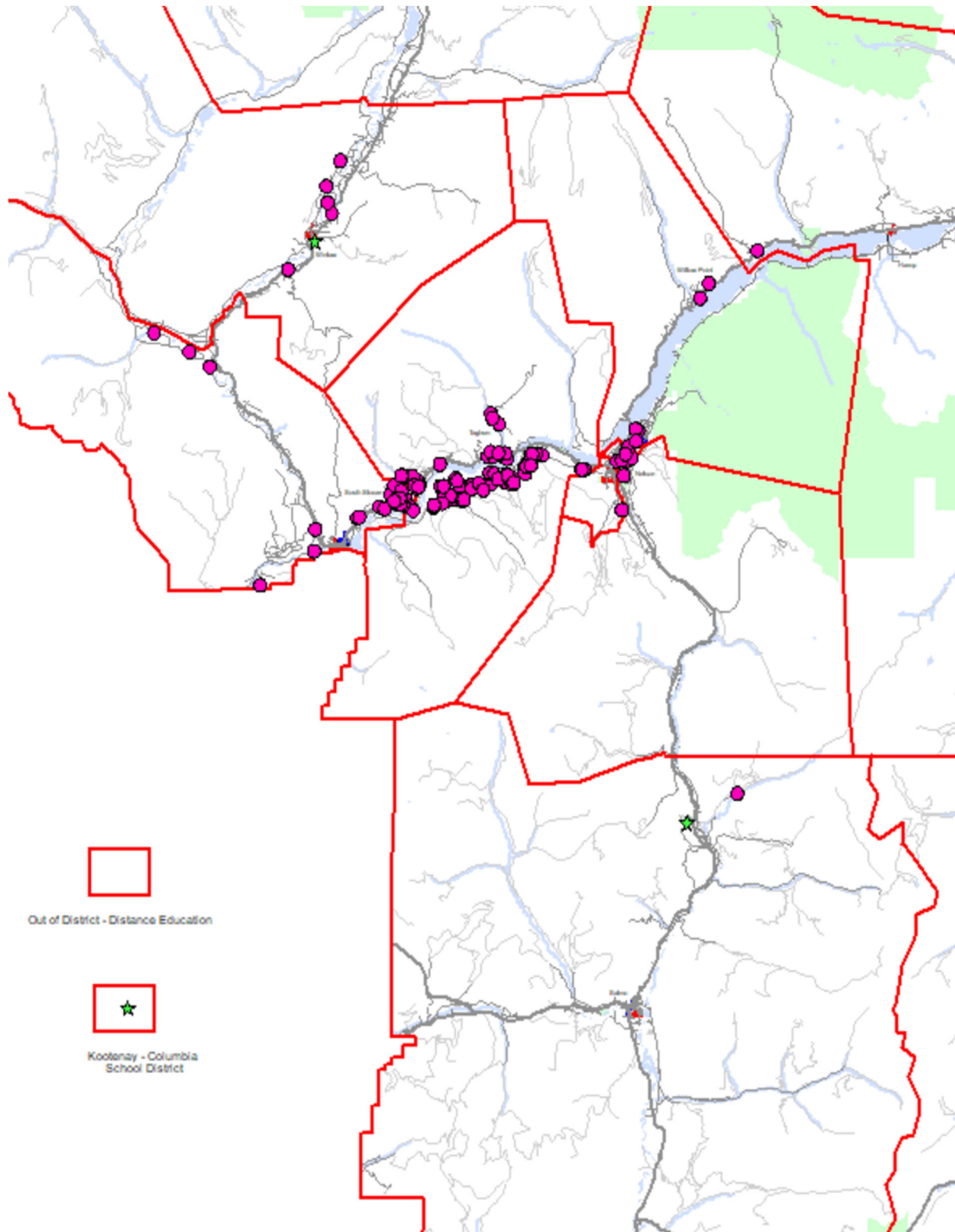
All Students



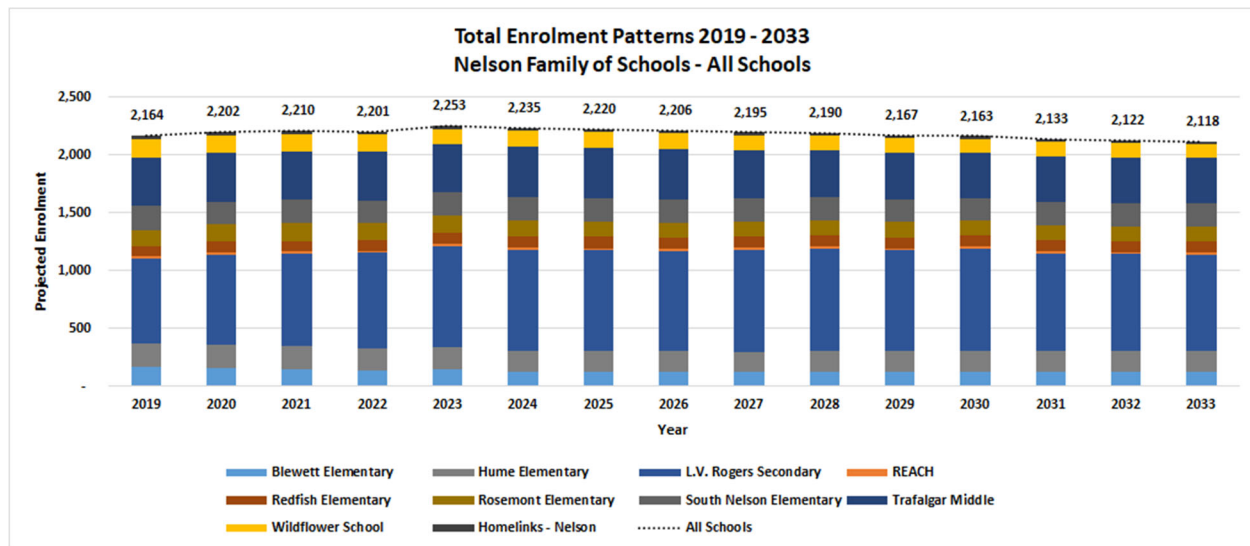
Nelson Family of Schools Elementary Student Population



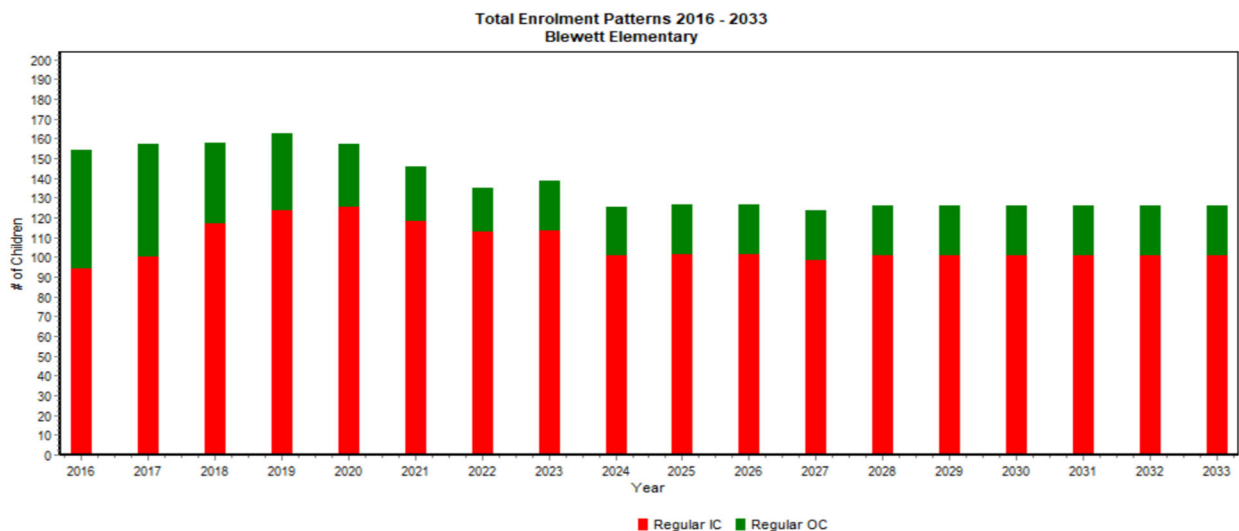
Nelson Family of Schools - Homelinks Student Population



Nelson Family of Schools - Enrolment Projection

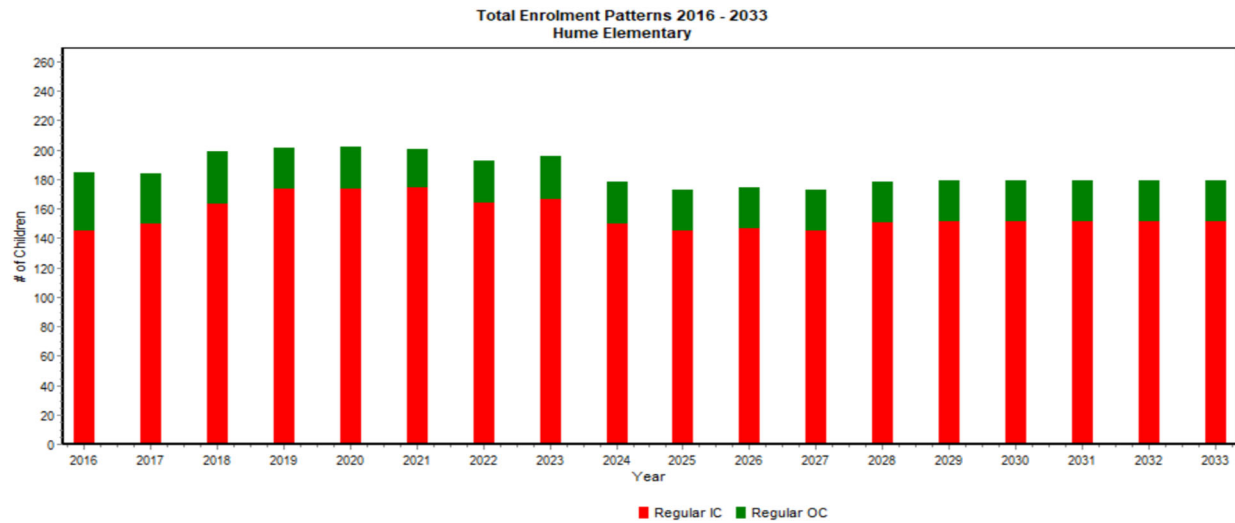


Blewett Elementary School - Enrolment Projection



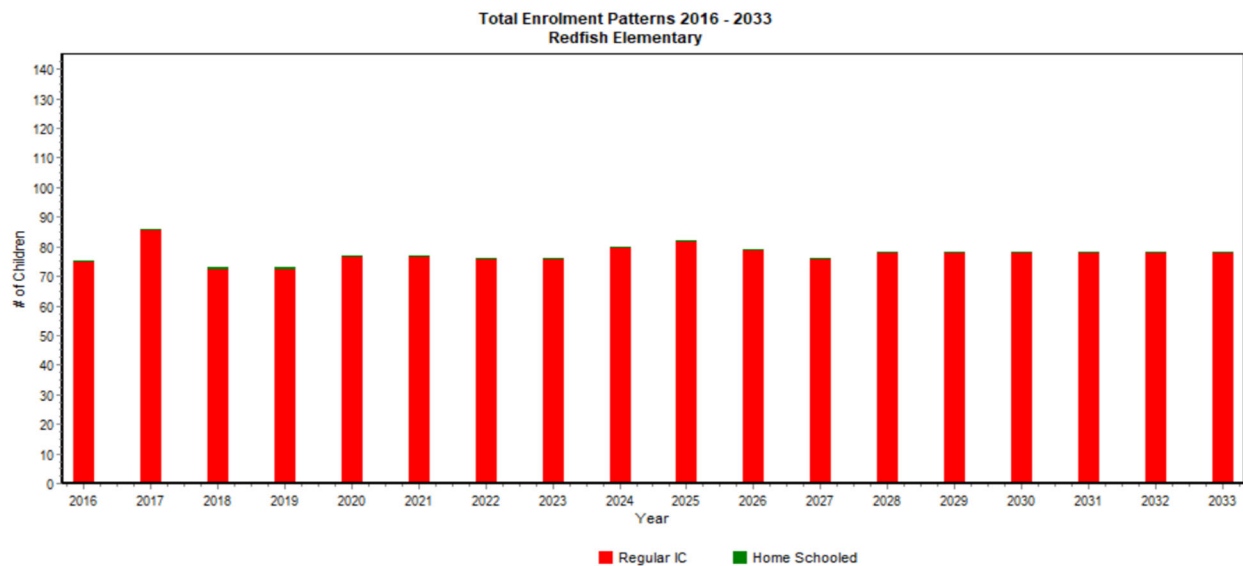
The Out of Catchment enrolments in the lower grades of this school are much smaller than in the upper grades. Over the next few years, the higher cohorts will begin to exit the school and the smaller cohorts will replace them. The overall result of this projection is that Out of Catchment enrolment will decrease significantly.

Hume Elementary School - Enrolment Projection

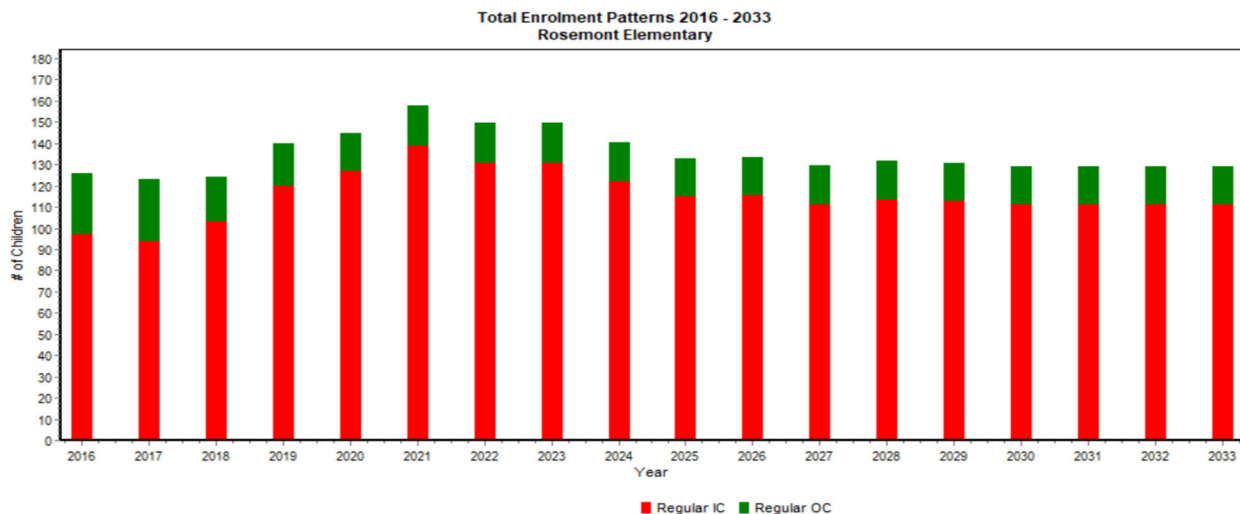


There was a significant decrease in Births this year that may or may not repeat itself in the future. Given that the children born this year will not enter kindergarten for 5 years, there will be time for an adjustment, if warranted, in the near future.

Redfish Elementary School - Enrolment Projection

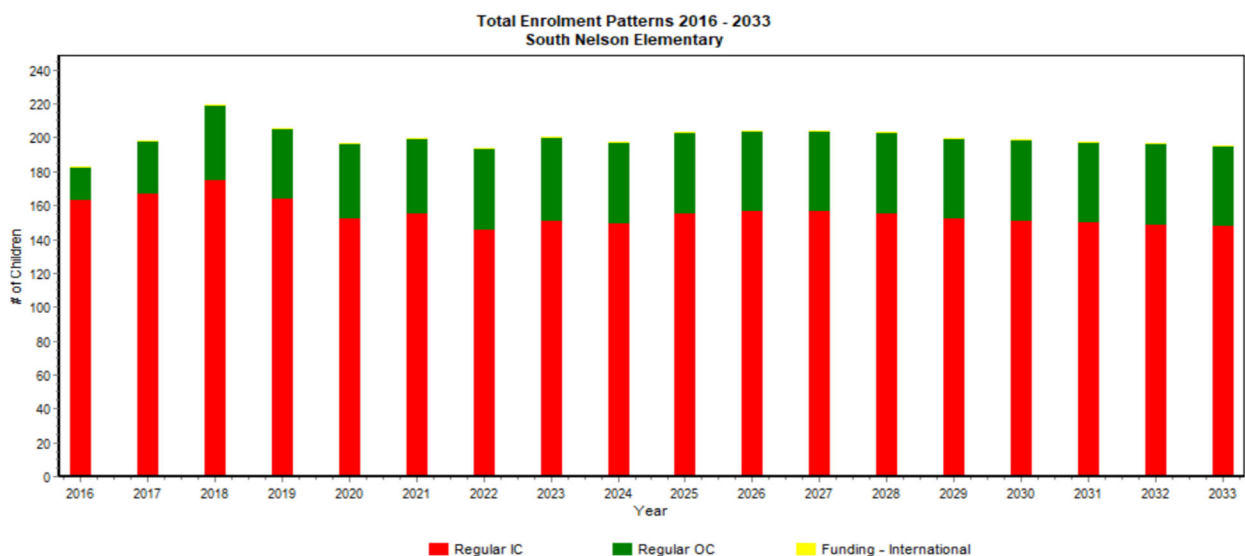


Rosemont Elementary School - Enrolment Projection



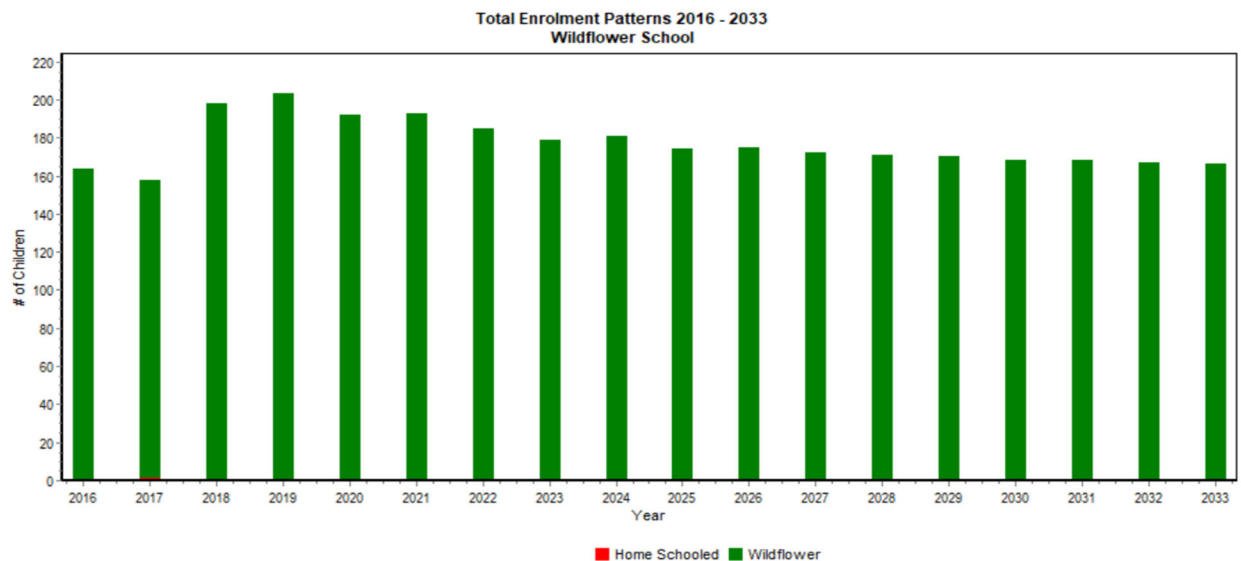
The kindergarten Participation rate has been volatile in recent years, causing difficulty in making an assumption about the future. Additionally, there was a significant increase in the grade 2 Participation rate this year, which may or may not be repeated in the future. Alternative assumptions should be explored in order to determine a range of future enrolment possibilities.

South Nelson Elementary School - Enrolment Projection



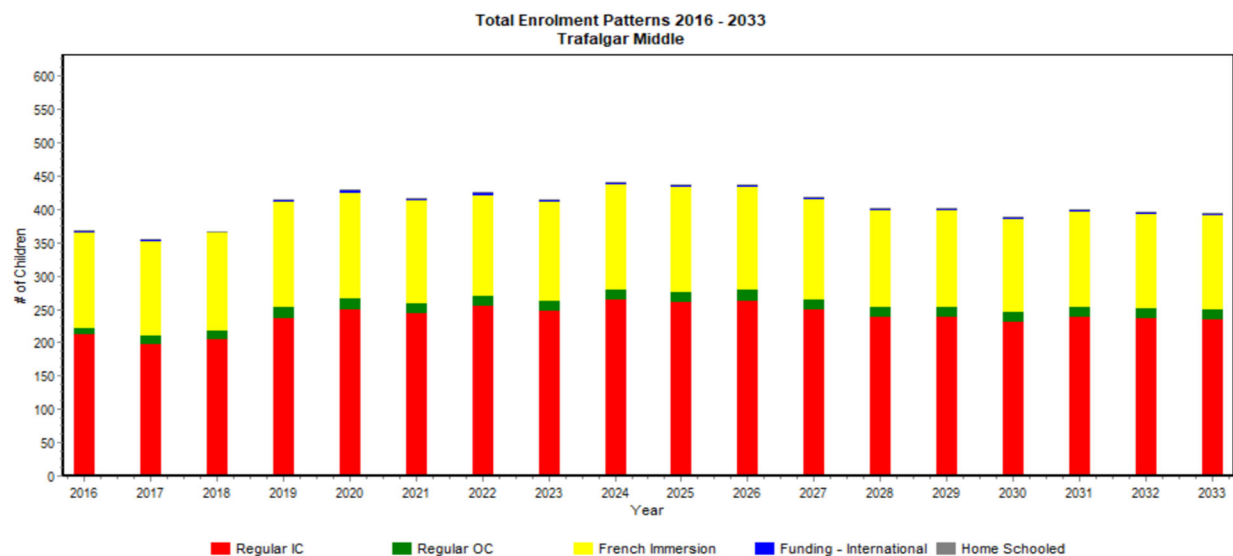
The total Out of Catchment enrolment has increased significantly over the last 2 years, and may continue to do so.

Wildflower School - Enrolment Projection

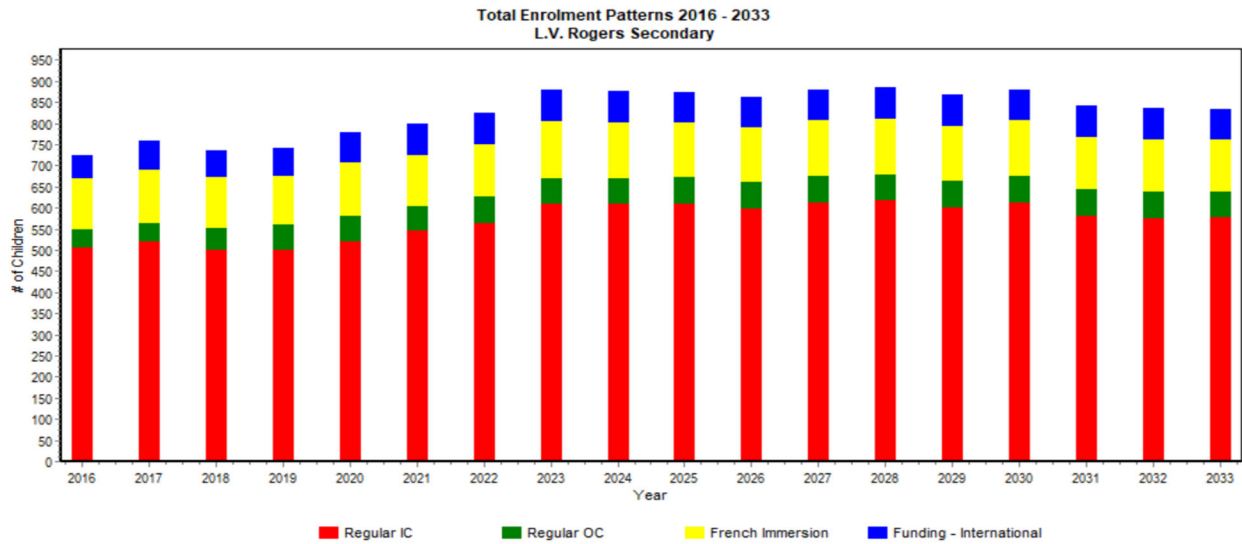


The Wildflower program enrolment increased significantly in grade 7 this year, due to the program being offered in Creston for the first time, at PCSS. The assumption used in this projection is for smaller future increases.

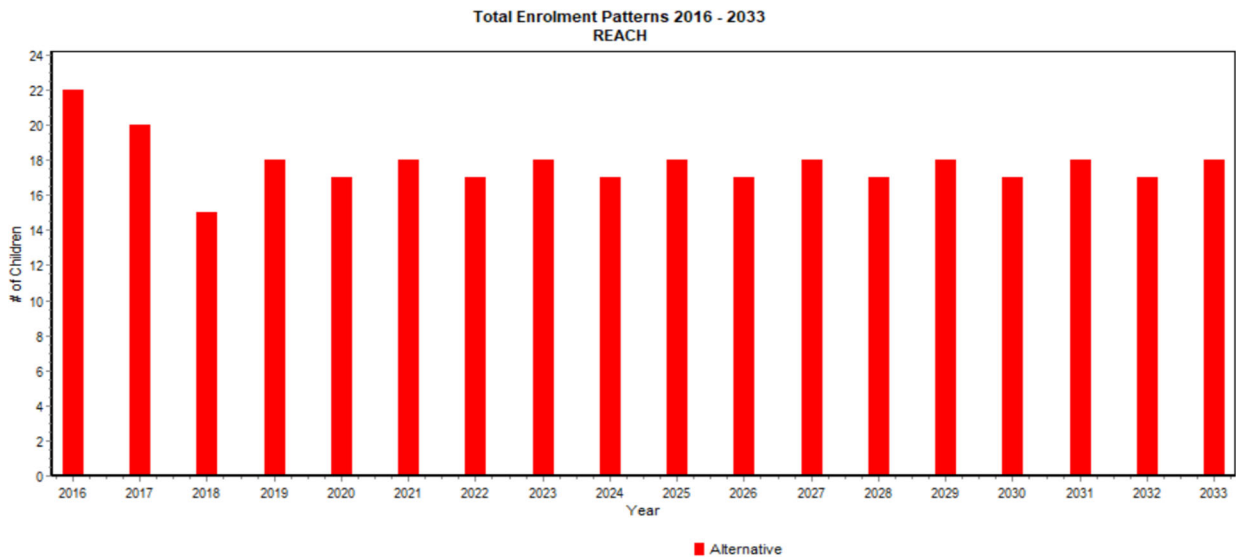
Trafalgar Middle - Enrolment Projection



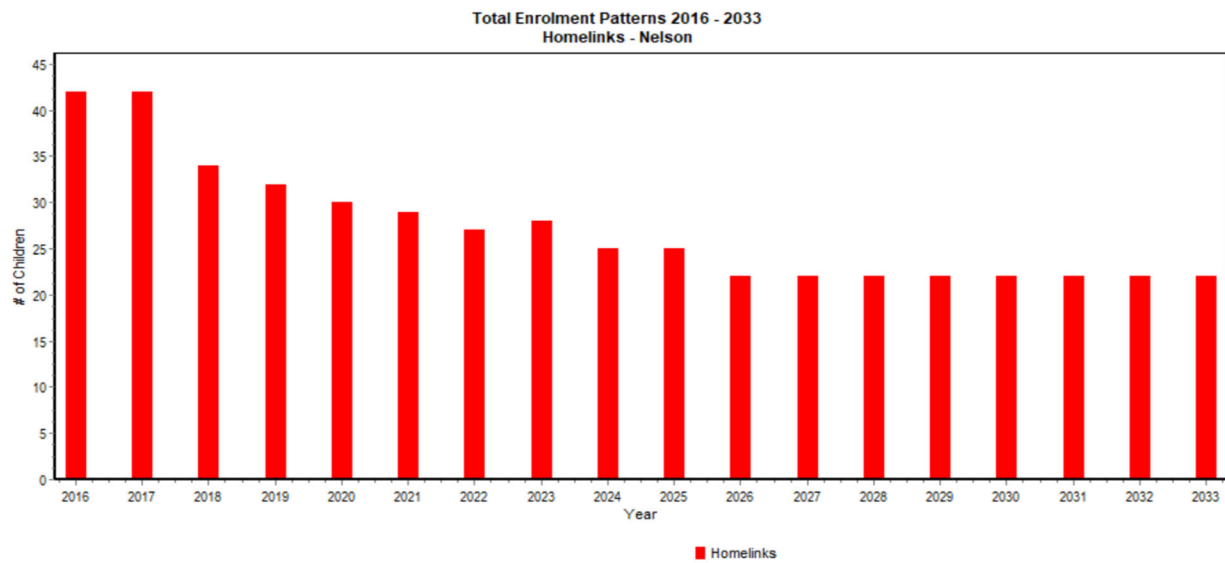
L.V. Rogers Secondary School - Enrolment Projection



REACH - Enrolment Projection



Homelinks Nelson - Enrolment Projection



Appendix F.4.6 – Nelson Family of Schools

Enrolment by Catchment for Each School

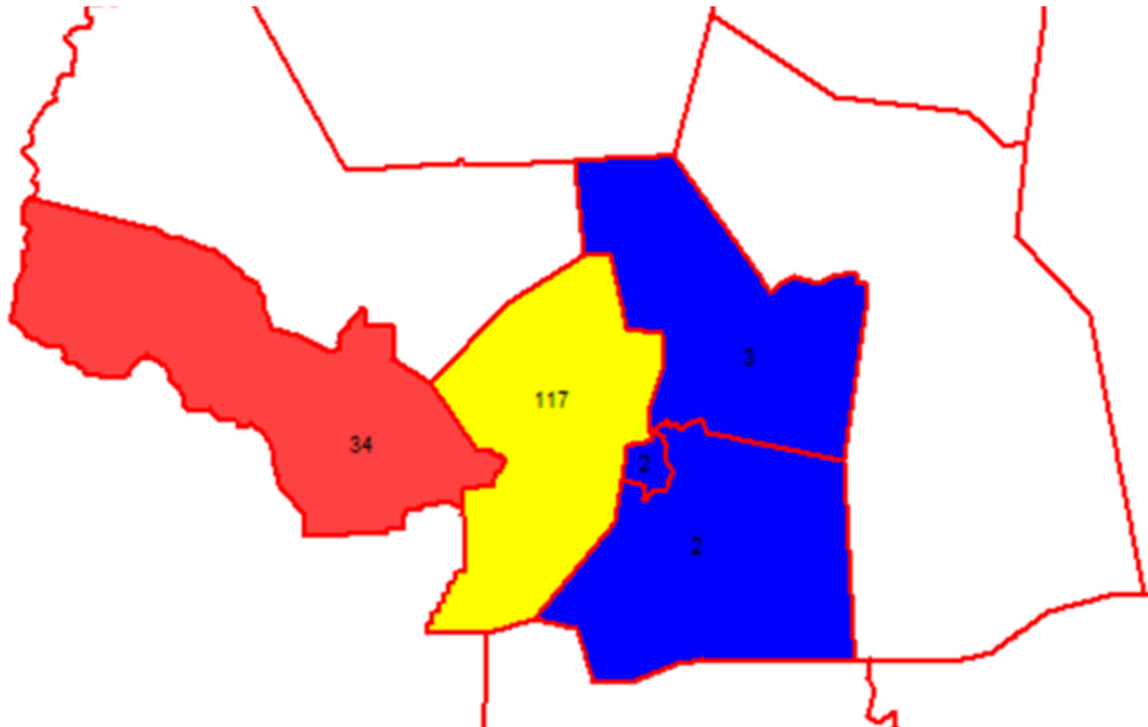
Nelson Family Elementary Schools Students by Catchment
Summary Table

Attendance Patterns - Grades K-5 Catchments														
Program/Identifier: All Program/Identifiers Grades: K, ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN														
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM"														
School of Attendance														
Catchment of Residence	Blewett Elementary	Brent Kennedy Elementary	Hume Elementary	Redfish Elementary	Rosemont Elementary	South Nelson Elementary	Homelinks - Nelson	Trafalgar Middle	Wildflower School	Catchment Total	Attend In-Catchment (#)	Attend In-Catchment (%)	Attend Elsewhere (#)	Attend Elsewhere (%)
Blewett Elementary	117	5	7		6	1	1	35	10	184	117	63.59%	67	36.41%
Brent Kennedy Elementary	34	149	2			5	4	19	4	247	149	60.32%	98	39.68%
Hume Elementary	3		163	15	2	21	7	66	27	306	163	53.27%	143	46.73%
Redfish Elementary			5	73		3	1	33	3	118	73	61.86%	45	38.14%
Rosemont Elementary	2		2		103	9		48	8	174	103	59.20%	71	40.80%
Salmo Elementary					1	5	1	2	27	243	175	72.02%	68	27.98%
South Nelson Elementary	2	1	20	2	12	175	3	71	55	342	175	51.17%	167	48.83%
W.E. Graham Community School		1								55	38	69.09%	17	30.91%
Winlaw Elementary		9					7	1	2	113	82	72.57%	31	27.43%
Out of District - Arrow Lakes							1			1	0	0.00%	1	100.00%
Out of District - Kootenay - Columbia	1	62	1				1	2	1	85	0	0.00%	85	100.00%
Total Enrolment	159	227	200	90	124	219	26	277	137	2860				
Attend from Catchment(#)	117	149	163	73	103	175	0	0	0		1725			
Attend from Catchment(%)	73.58 %	65.64 %	81.50 %	81.11 %	83.06 %	79.91 %	0.00 %	0.00 %	0.00 %			60.31 %		
Attend Cross Boundary(#)	42	78	37	17	21	44	n/a	n/a	137				1135	
Attend Cross Boundary(%)	26.42 %	34.36 %	18.50 %	18.89 %	16.94 %	20.09 %	n/a	n/a	100.00 %					39.69 %

Blewett Elementary School - Students by Catchment

As at February 28, 2019:

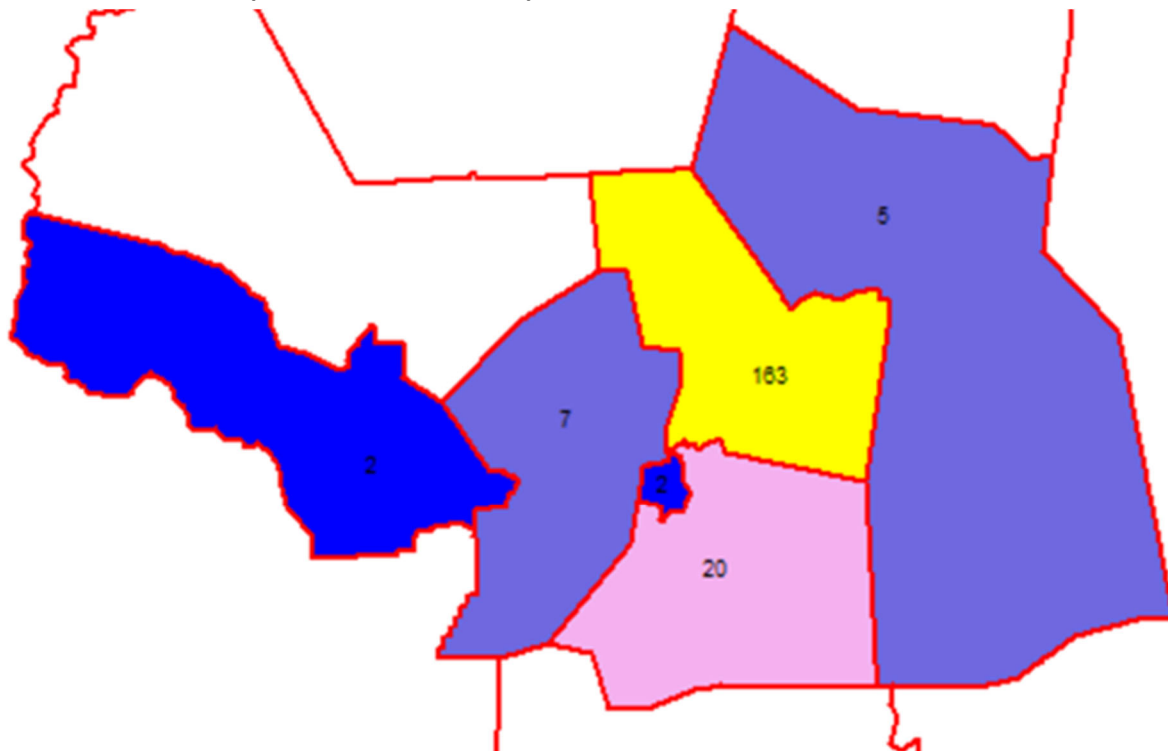
- 117 in-catchment
- 34 from Brent Kennedy
- 2 from Rosemont
- 2 from South Nelson
- 3 from Hume
- **159 TOTAL (42 out of catchment)**



Hume Elementary School - Students by Catchment

As at February 28, 2019:

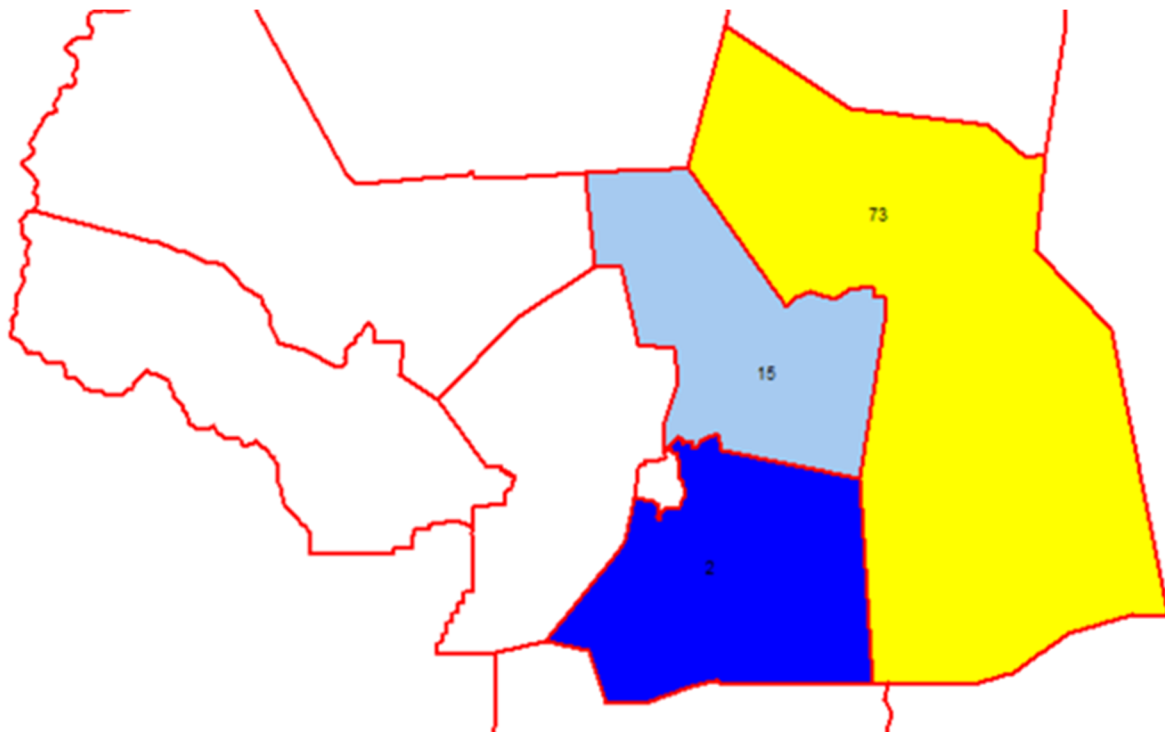
- 163 in-catchment
- 5 from Redfish
- 2 from Rosemont
- 20 from South Nelson
- 7 from Blewett
- 2 from Brent Kennedy
- **200 TOTAL (37 out of catchment)**



Redfish Elementary School - Students by Catchment

As at February 28, 2019:

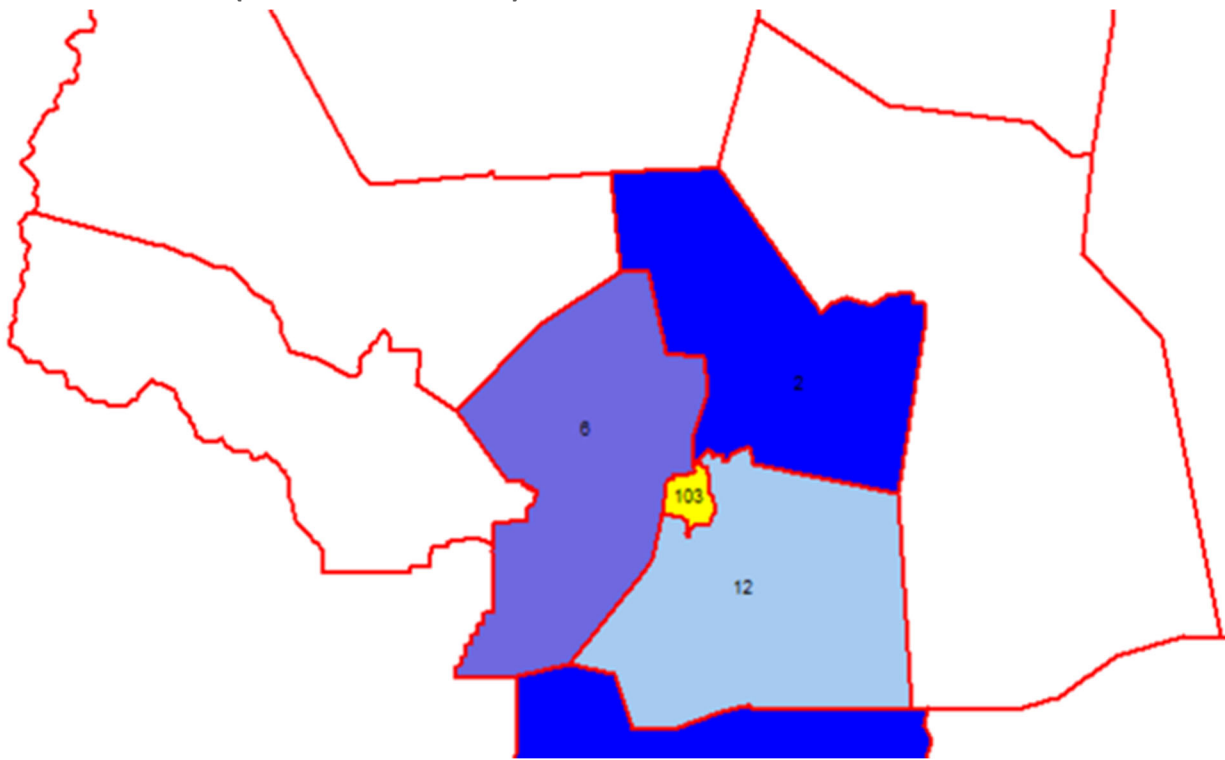
- 73 in-catchment
- 15 from Hume
- 2 from South Nelson
- **90 TOTAL (17 out of catchment)**



Rosemont Elementary School - Students by Catchment

As at February 28, 2019:

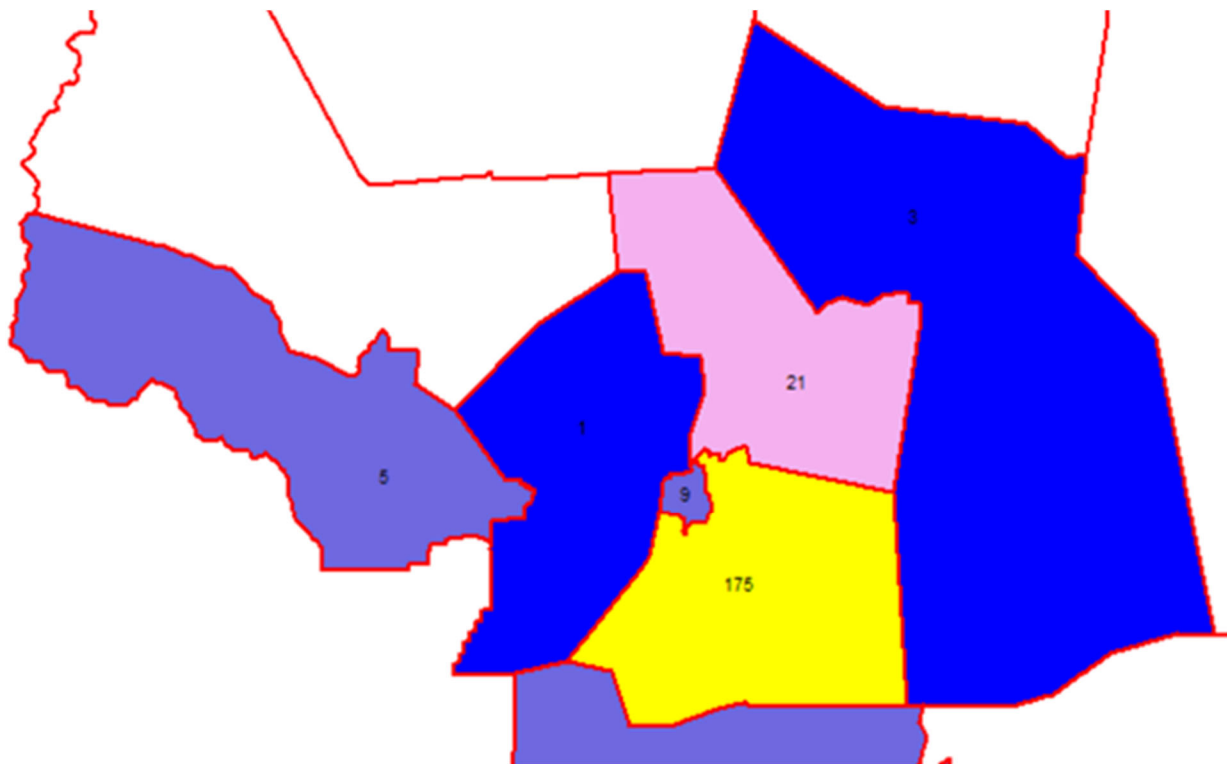
- 175 in-catchment
- 5 from Salmo
- 3 from Redfish
- 21 from Hume
- 9 from Rosemont
- 1 from Blewett
- 5 from Brent Kennedy
- **219 TOTAL (44 out of catchment)**



South Nelson Elementary School - Students by Catchment

As at February 28, 2019:

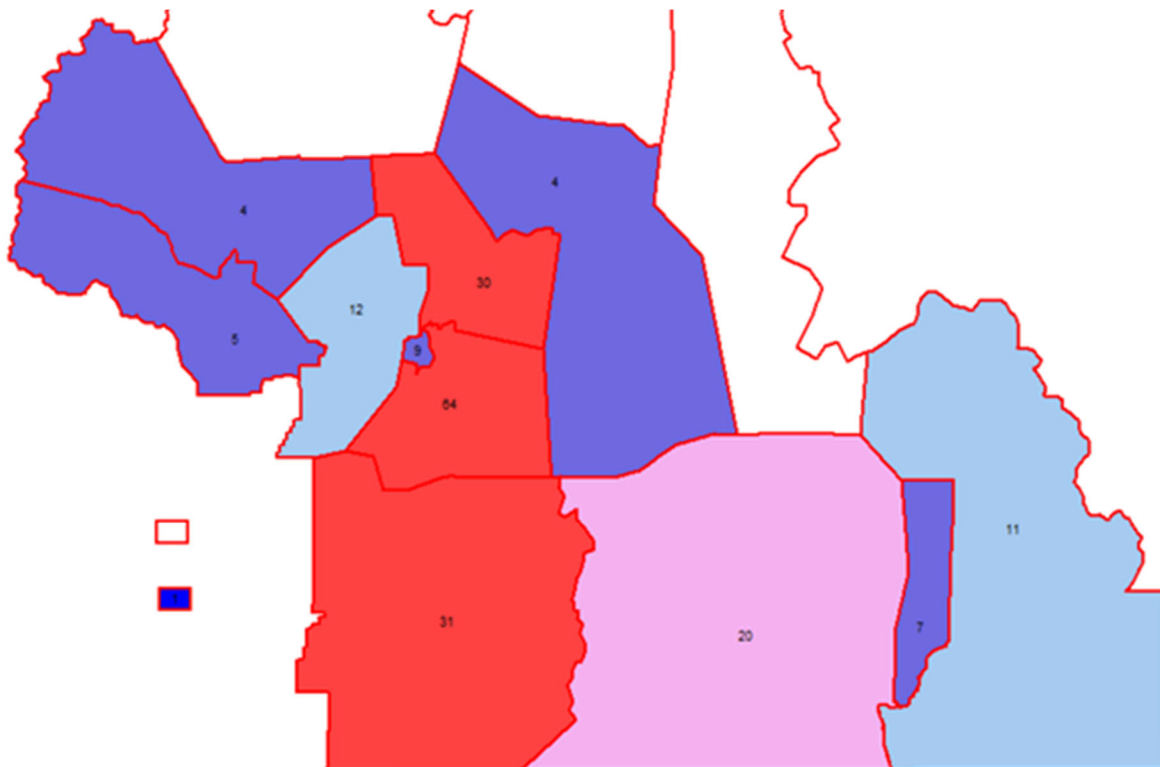
- 175 in-catchment
- 5 from Salmo
- 3 from Redfish
- 21 from Hume
- 9 from Rosemont
- 1 from Blewett
- 5 from Brent Kennedy
- **219 TOTAL (44 out of catchment)**



Wildflower School (attending in Nelson and Creston) - Enrolment by Catchment

As at February 28, 2019:

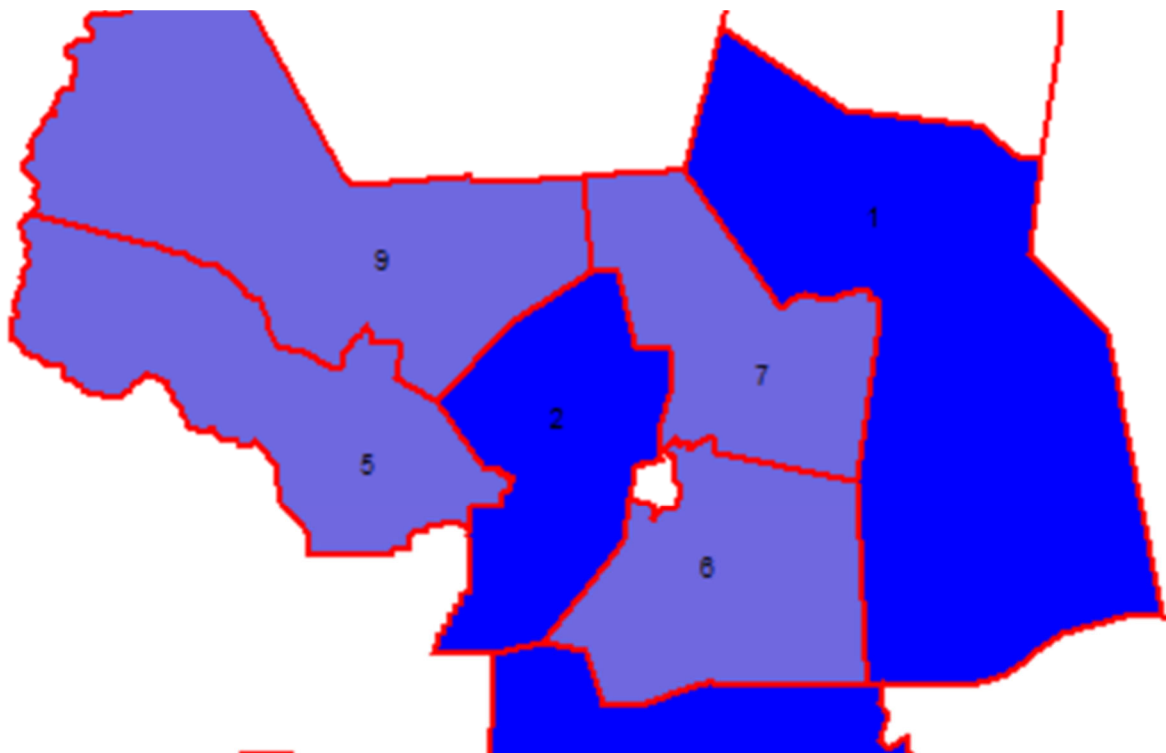
- 20 Adam Robertson
- 7 Erickson
- 11 Canyon Lister
- 31 Salmo
- 64 South Nelson
- 9 Rosemont
- 30 Hume
- 4 Redfish
- 12 Blewett
- 4 Winlaw
- 5 Brent Kennedy
- 1 SD20 (out-of-district)
- **198 TOTAL**



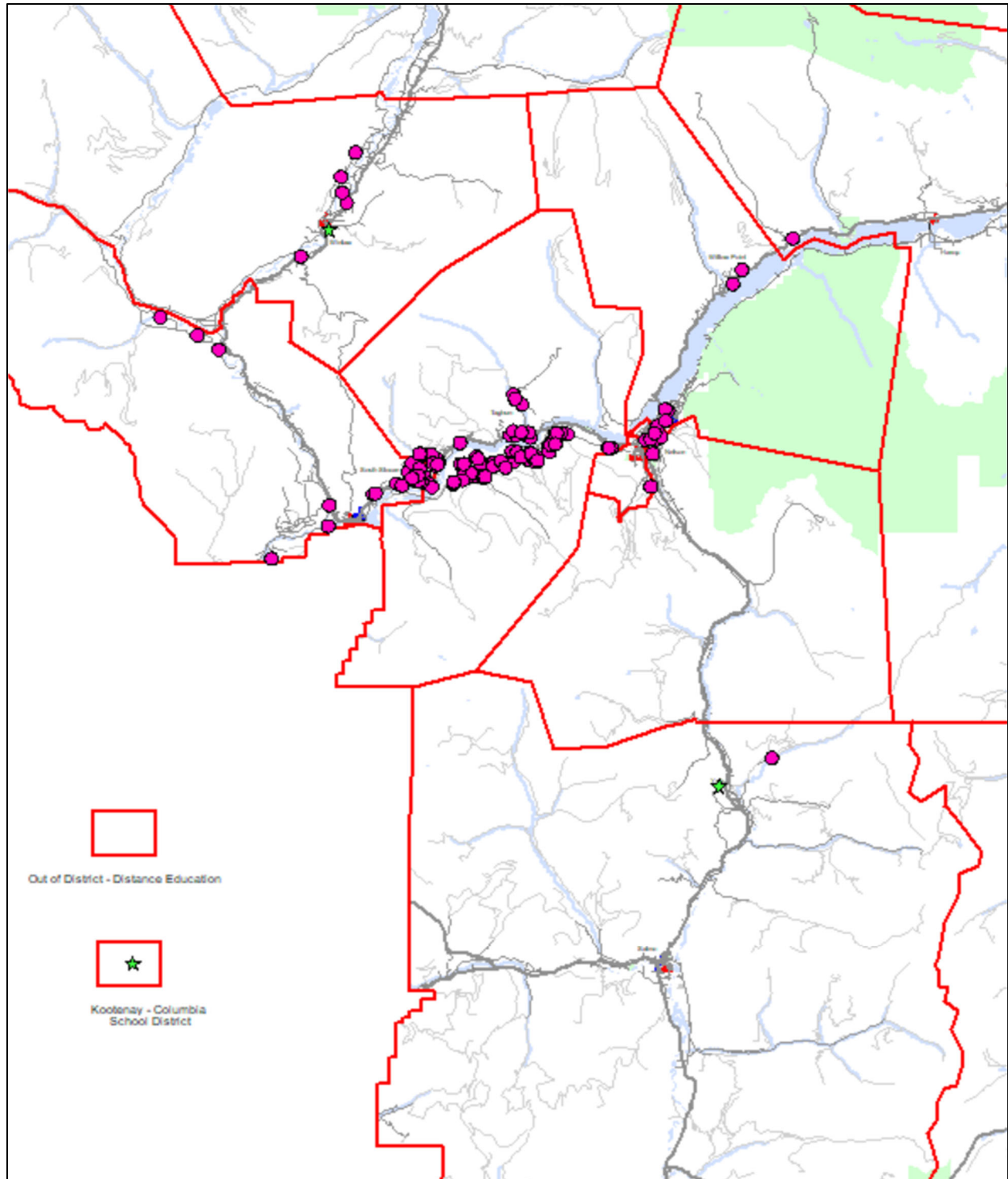
Nelson Homelinks - Enrolment by Elementary Catchment

As at February 28, 2019:

- 9 from Winlaw
- 5 from Brent Kennedy
- 2 from Blewett
- 7 from Hume
- 1 from Redfish
- 6 from South Nelson
- 2 from Salmo
- 1 from SD20
- **34 TOTAL OF WHICH:**
 - 30 Grades K - 8
 - 4 Grades 9-11
 - 0 Grade 12



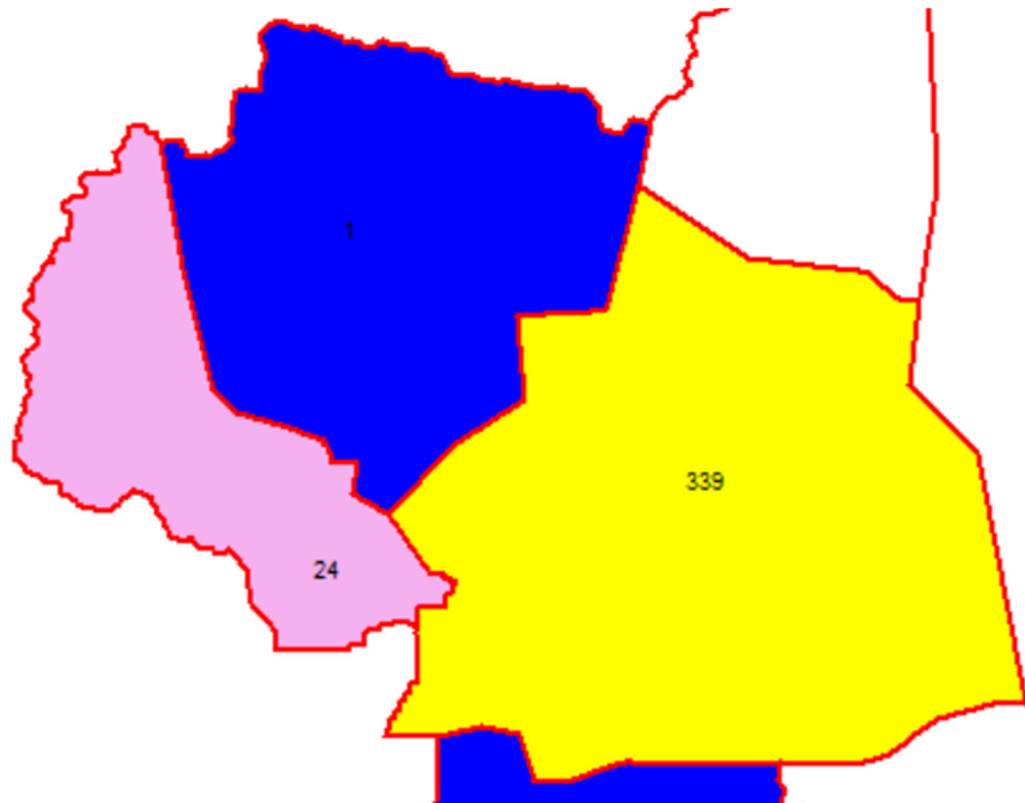
Homelinks Student Population



Trafalgar Middle School - Grade 6-8 Students by Catchment

As at February 28, 2019:

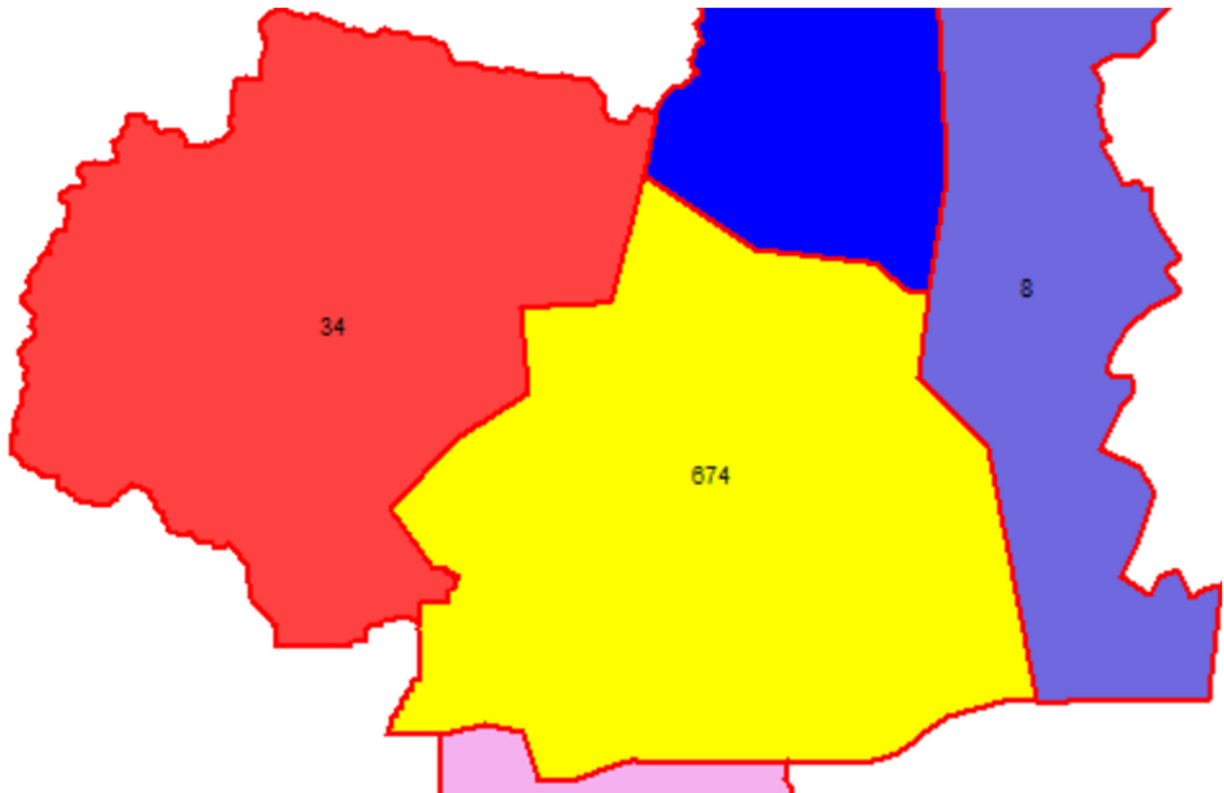
- 339 in-catchment
- 24 from Mount Sentinel
- 1 from WE Graham
- 2 from Salmo
- 5 from SD20
- **371 TOTAL (32 out of catchment)**



L.V. Rogers Secondary School - Students by Catchment

As at February 28, 2019:

- 674 in-catchment
- 34 from Mount Sentinel
- 18 from Salmo
- 8 from Crawford Bay
- 1 from JV Humphries
- **746 TOTAL (72 out of catchment)**



Appendix F.4.7 – Nelson Family of Schools Surveys & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Tech hub: entrepreneurship, student learning, cross pollination with industry, university model
- Multi-age & self-directed model at Wildflower
- Size & location of buildings, proximity to nature
- Playgrounds
- Every school has their own library
- More outdoor components, more time in nature
- Great teachers & staff, cooperate and address parent concerns
- Strong community support
- Diversity & choice of Elementary schools
- Flexibility (Redfish going to Gr. 7)
- Out of Catchment system
- Trafalgar's shop, music program, foods
- South Nelson's music program
- Collaboration & sharing

What could you let go of?

- Keep 6/7 splits at rural schools from Trafalgar breaks funding models
- Properties the Board is considering disposing seem to make sense
- Let go of strict focus on academics and focus on overall well being of children
- School spaces used in daytime by only one demographic of the community
- Poorly maintained spaced in marginal locations
- Open multi-use class spaces, instead of actual classrooms
- Traditional, stale interior architecture
- Every building not utilized by the District
- Leaking Trafalgar gym, creates a bog in outdoor fields
- Trafalgar's past negative reputation, do a turnaround
- Properties not used for education
- Competition for students
- Middle school
- Let go of new build for Trafalgar, use existing building
- Too many different programs, choice is great but can cause us to fund too many pots

What are your DREAMS?

- Parent support
- Optimize the facilities we have, renovate existing landmarks

- Be flexible with configuration within the District
- Facility supports inclusion - wheelchair, elevators
- Partnerships - soccer, basketball, City of Nelson gym, family place, seniors groups
- Community facilities attached to schools - community hub, multipurpose facility, kitchen, running track, theatre, seniors drop in center, child care center, sports clubs,
- Solar farm on roof to generate power for the community
- CORE options - applied skill, fine arts
- More outdoor/nature time built into curriculum - wilderness trips, right of passage program, outdoor ed, less time in indoor/urban environments
- Learning spaces - open, bright spaces, playgrounds, airy interiors, integrate natural spaces, outdoor covered learning areas, flex space, quiet multi-purpose rooms, better outdoor playground at Central
- Soccer field
- Interactive whiteboards, better access to technology, lab school with UBC - WKTEP
- Daycare in school
- Spacious parking lots in front of every school
- No ice, snow, winter problems
- Expand french immersion program
- Smaller class sizes
- LVR rebuild on Trafalgar land. Gr. 8-12. Elementary K-7.

What resources would be needed for your DREAMS?

- Lots of outdoor learning, access the great outdoors
- Build open spaces, design to illicit creative expression from the greater community
- Playground space at central, use natural materials (wood, sand, logs), running track
- Better integration with existing city facilities and resources (squash, soccer, swimming pool, civic theatre, library)
- Electrical upgrade at most schools for technology
- Heating system upgrades
- Washrooms updated at Trafalgar
- Double door system to prevent heat loss
- Concerned Central School priority admin/Board function, parking issue, school should be allocated same outdoor space as schools of similar size
- Money, imagination, ideas from existing successful models (i.e. Sweden)
- Community involvement, public partnerships, publicity/awareness in media that Schools are open to corporate partnerships
- Commitment from the Board
- Well resourced & supported
- Better classroom accommodations at LVR

Appendix F.5 - Salmo Family of Schools Facilities

Appendix F.5.1 – Salmo Family of Schools

Facilities, Student Enrolment and School Capacity Summaries

Three Sites / Two Buildings / Two Schools

- Salmo Elementary School
- Salmo Secondary School
- Tennis Court & Pool Land

Headcount & Operating Capacity

Total Headcount Enrolment in Salmo Family of Schools

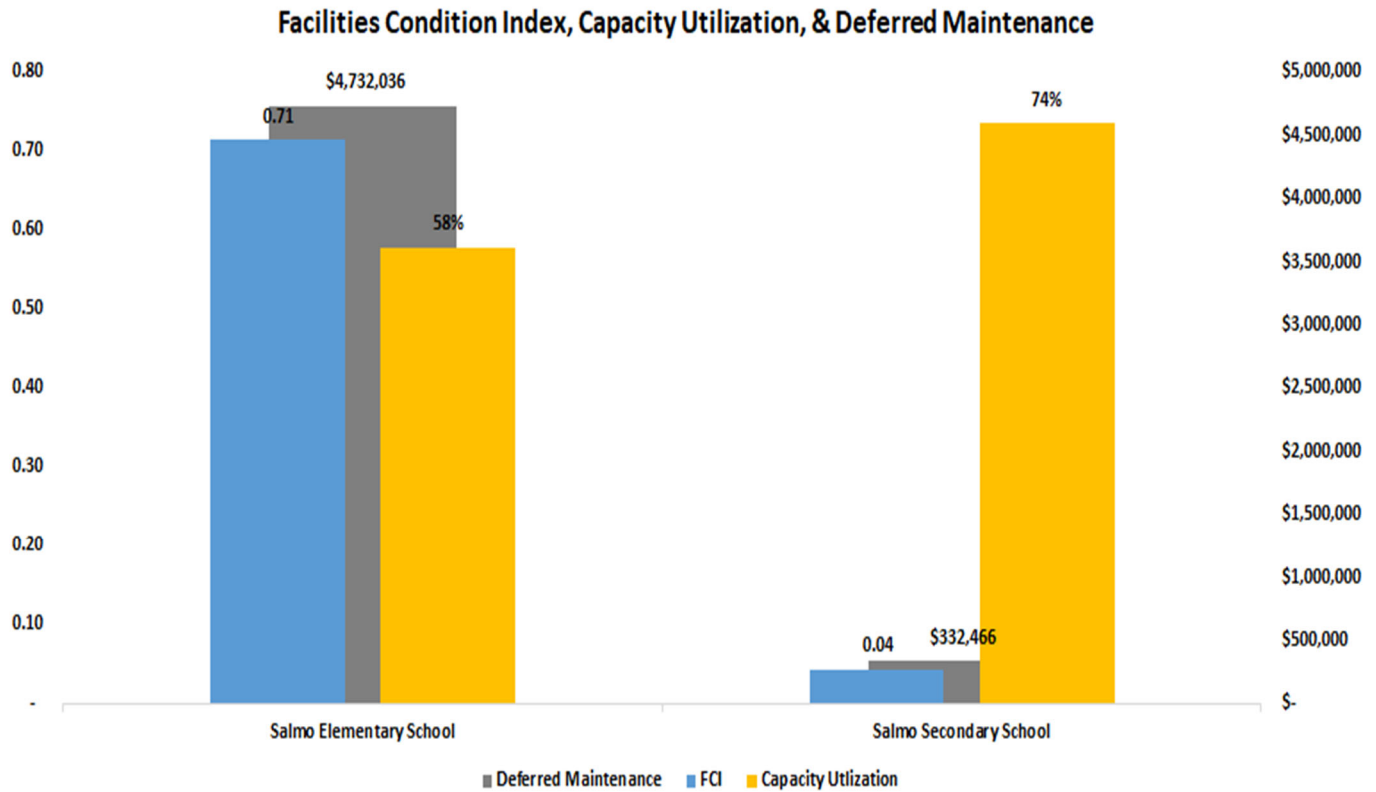
- 144 = Salmo Elementary
- 147 = Salmo Secondary
- **291 = Total Student Headcount**

Operating Capacity in Salmo Family of Schools

- 249 = Salmo Elementary
- 200 = Salmo Secondary
- **449 = Total Operating Capacity**

65% Capacity Utilization in Salmo Family of School

Appendix F.5.2 - Salmo Family of Schools FCI, Utilization & Deferred Maintenance



Appendix F.5.3 - Salmo Family of Schools

Schools Facilities Information Summaries

Salmo Secondary School

- Built: 2004
- Operating Capacity: 200
- Grades: 7-12
- Total Student Enrolment = 147
 - Elementary = 35
 - Secondary = 112
- Building Metrics:
 - Capacity Utilization: 74%
 - Facilities Condition Index*: 0.04
 - Deferred Maintenance**: \$0.33 MM



Salmo Elementary School

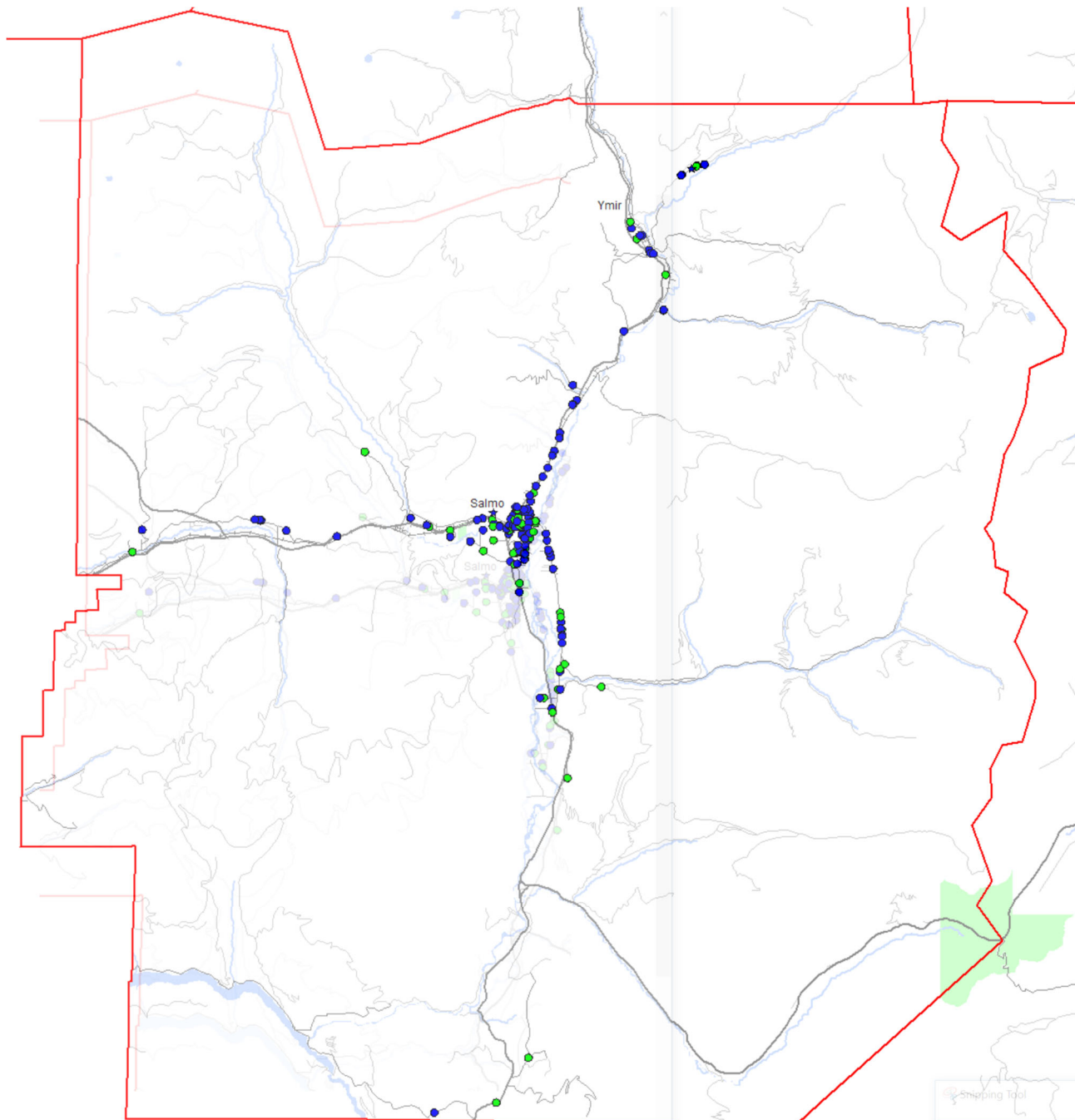
- Built: 1953
- Operating Capacity: 249
- Grades: K-6
- Total Student Enrolment = 144
 - Elementary = 144
- Building Metrics:
 - Capacity Utilization: 58%
 - Facilities Condition Index*: 0.71
 - Deferred Maintenance**: \$4.73 MM



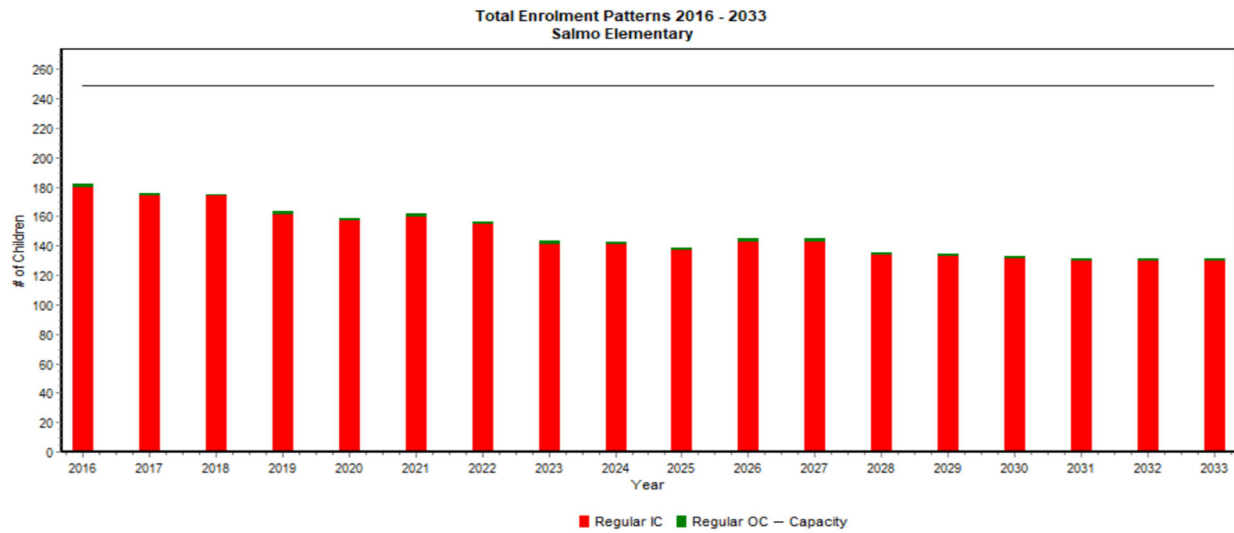
Appendix F.5.4 - Salmo Family of Schools

Student Population & Enrolment Projections By School

Salmo Family of Schools - Student Population



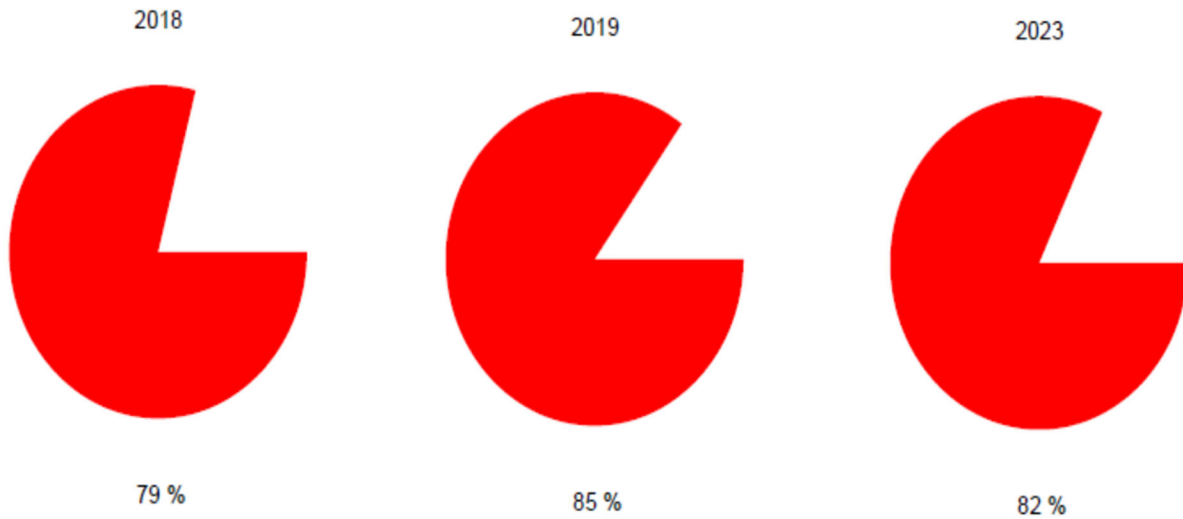
Salmo Elementary School - Enrolment Projection



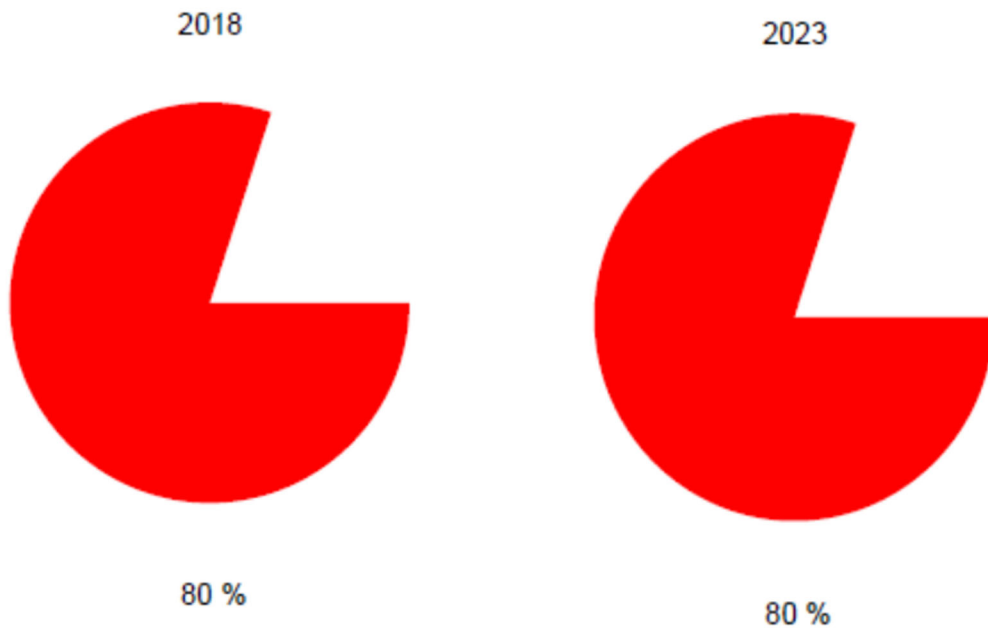
Appendix F.5.4 - Salmo Family of Schools

Participation Rates

Salmo Secondary School - Participation Rates

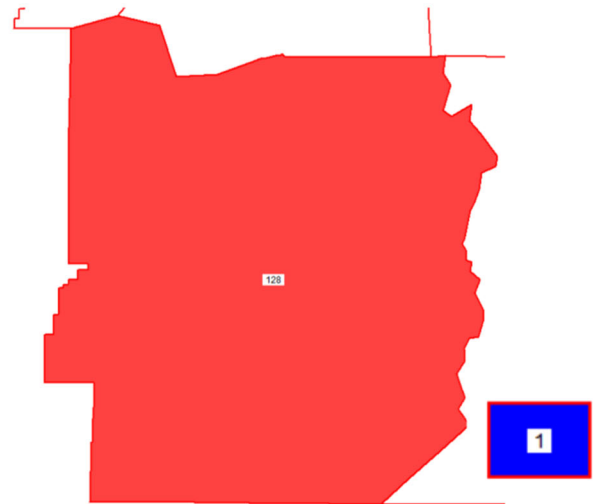
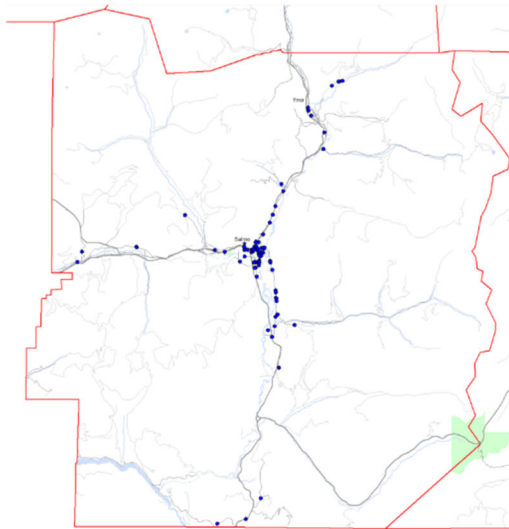


Salmo Elementary School - Participation Rates

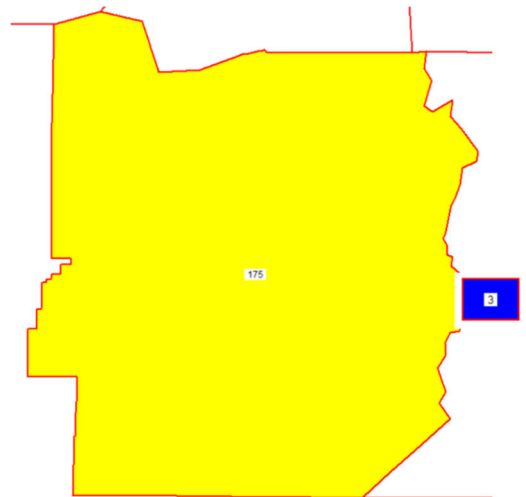
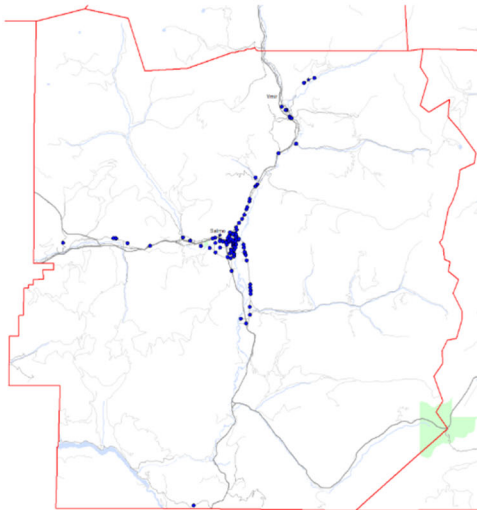


Appendix F.5.6 - Salmo Family of Schools Students by Catchment

Salmo Elementary School - Students by Catchment



Salmo Secondary School - Students by Catchment



Appendix F.6.7 - Salmo Family of Schools

Surveys & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Lunch program
- Community involvement & partnerships
- PAC parents
- Dedicated, collaborative & caring staff
- Lots of courses offered
- Elementary outdoor space
- Secondary school space
- Students educated locally (not bussed to other communities)
- Preschool on site

What could you let go of?

- Elementary school building - sewer gas, air quality, mice/wasps, lack of heat, asbestos, aging resources
- Operating costs
- Shared administration

What are your DREAMS?

- K-12 school for all
- Childcare centre moves with Elementary expansion
- Community hub
- Teachers live in the community
- Kids increase connection and integration with the natural environment
- Comfortable spaces, clean, warm, healthy environment, updated bathrooms
- All education needs met in Salmo
- Remote into classes at other schools, if course not offered in Salmo
- Cross curricular subject
- Adult education programs
- Employment training opportunities
- Outdoor/learning garden/greenhouse
- Keep smaller classes to accommodate higher needs
- Fitness centre / dance centre / tennis courts / pool upgrade
- Community theatre
- Makerspace lab

What resources would be needed for your DREAMS?

- Expansion project
- Coordinate planning with community organizations
- Funding: Ministry funding for addition of SES to SSS. Advocate for other funding groups (e.g. CBT) to help fill the gaps.
- Advocate for rural communities compared to urban school districts
- Adult to student ratio is lower
- Technology labs (K-12)
- Hub option with separate kitchen / bathroom
- Community & education about the benefits of a joint K-12 campus
- Books
- Teachers
- Flexible seating
- Sports - perhaps District rather than school-based
- Communication between schools & community
- Keep land for daycare purpose & more outdoor space

Appendix F.6 - Slocan Valley Family of Schools Facilities

Appendix F.6.1 - Slocan Valley Family of Schools Facilities, Student Enrolment and School Capacities Summary

Five Sites / Nine Buildings / Four Schools:

Schools

- Brent Kennedy Elementary School
- Mount Sentinel Secondary School
- Mount Sentinel Portable
- W.E. Graham Elementary Secondary School
- Winlaw Elementary School

Admin & Maintenance

- Brent Kennedy Pumphouse
- Bus Garage Slocan

Leases

- Brent Kennedy Modular Buildings

Headcount & Operating Capacity

Headcount Enrolment in Slocan Valley Family of Schools

- 225 = Brent Kennedy Elementary School
- 261 = Mount Sentinel Secondary School
- 79 = W.E. Graham Elementary Secondary School
- 103 = Winlaw Elementary School
- **668 = Total Student Headcount**

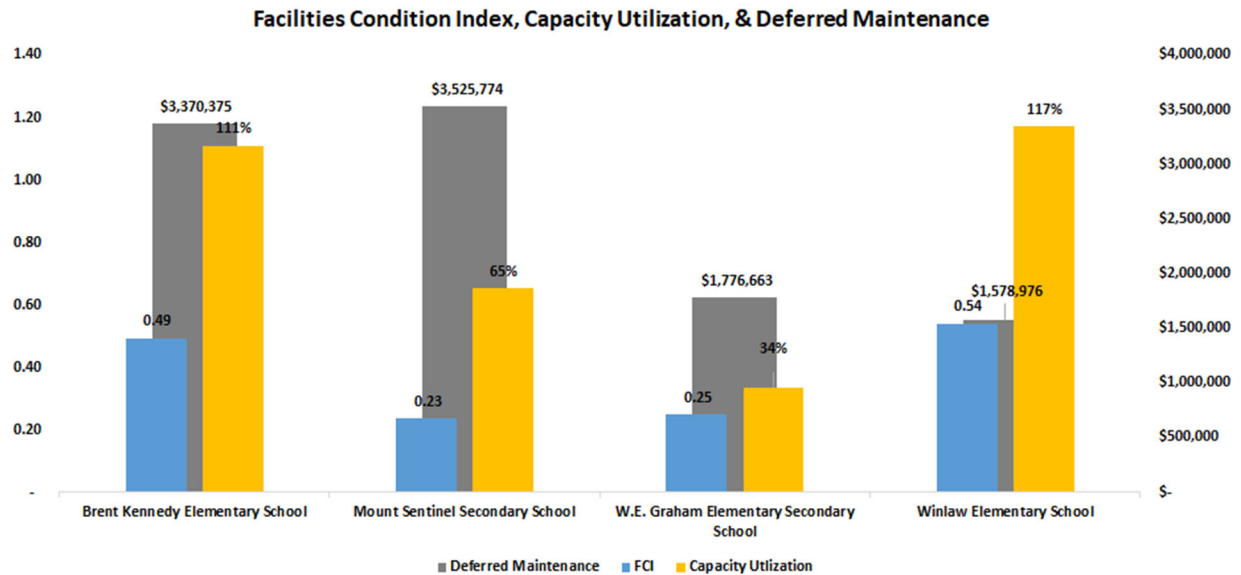
Operating Capacity in Slocan Valley Family of Schools

- 203 = Brent Kennedy Elementary School
- 400 = Mount Sentinel Secondary School
- 235 = W.E. Graham Elementary Secondary School
- 88 = Winlaw Elementary School
- **926 = Total Operating Capacity**

72% Capacity Utilization in Slocan Valley Family of Schools

Appendix F.6.2 - Slocan Valley Family of Schools Family of Schools FCI, Utilization & Deferred Maintenance Charts

Slocan Valley Family of Schools - Avg. FCI, Utilization & Deferred Maintenance



Appendix F.6.3 - Slocan Valley Family of Schools

Schools Facilities Information Summaries

Mount Sentinel Secondary School

- Built: 1950
- Operating Capacity: 400
- Grades: 7-12
- Total Student Enrolment = 261
 - Elementary = 43
 - Secondary = 218
- Building Metrics:
 - Capacity Utilization: 65%
 - Facilities Condition Index*: 0.23
 - Deferred Maintenance**: \$3.53 MM



W.E. Graham Elementary Secondary School

- Built: 1950
- Operating Capacity: 235
- Grades: K-10
- Total Student Enrolment = 79
 - Elementary = 50
 - Secondary = 29
- Building Metrics:
 - Capacity Utilization: 34%
 - Facilities Condition Index*: 0.25
 - Deferred Maintenance**: \$1.78 MM



Winlaw Elementary School

- Built: 1978
- Operating Capacity: 88
- Grades: K-6
- Total Student Enrolment = 103
 - Elementary = 103
- Building Metrics:
 - Capacity Utilization: 117%
 - Facilities Condition Index*: 0.54
 - Deferred Maintenance**: \$1.58 MM



Brent Kennedy Elementary School

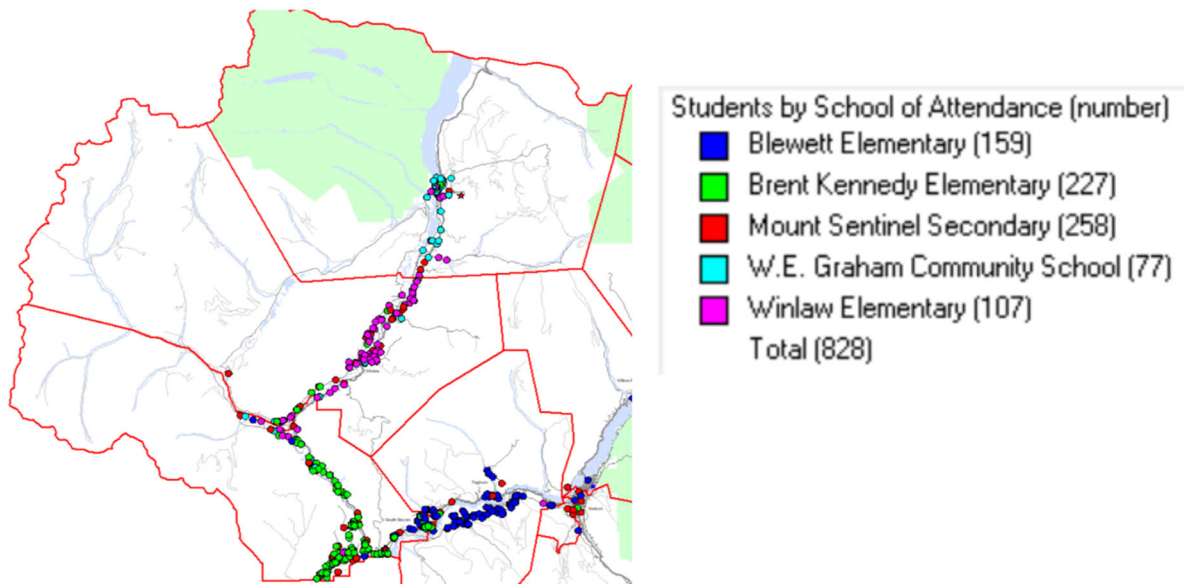
- Built: 1977
- Operating Capacity: 203
- Grades: K-6
- Total Student Enrolment = 225
 - Elementary = 225
- Building Metrics:
 - Capacity Utilization: 111%
 - Facilities Condition Index*: 0.49

○ Deferred Maintenance**: \$3.37 MM

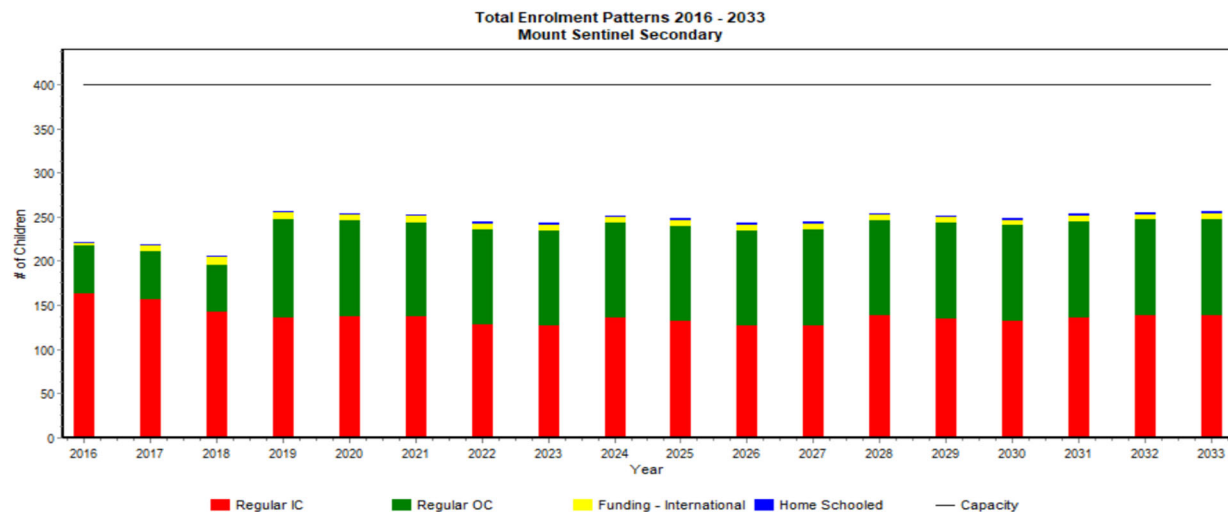


Appendix F.6.4 – Slocan Valley Family of Schools Student Population & Enrolment Projections By School

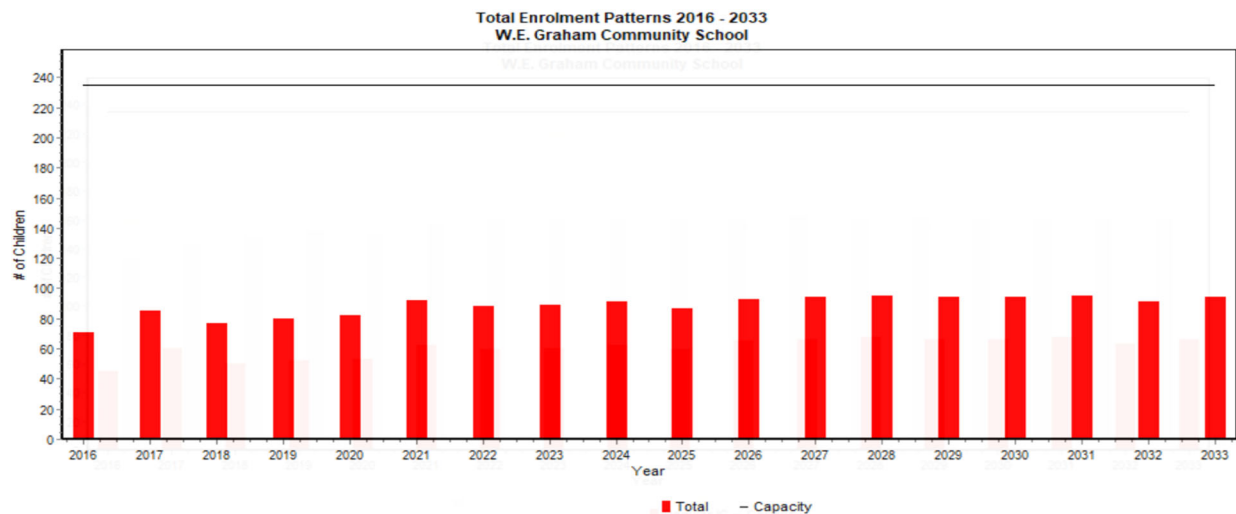
Slocan Valley Family of Schools Student Population



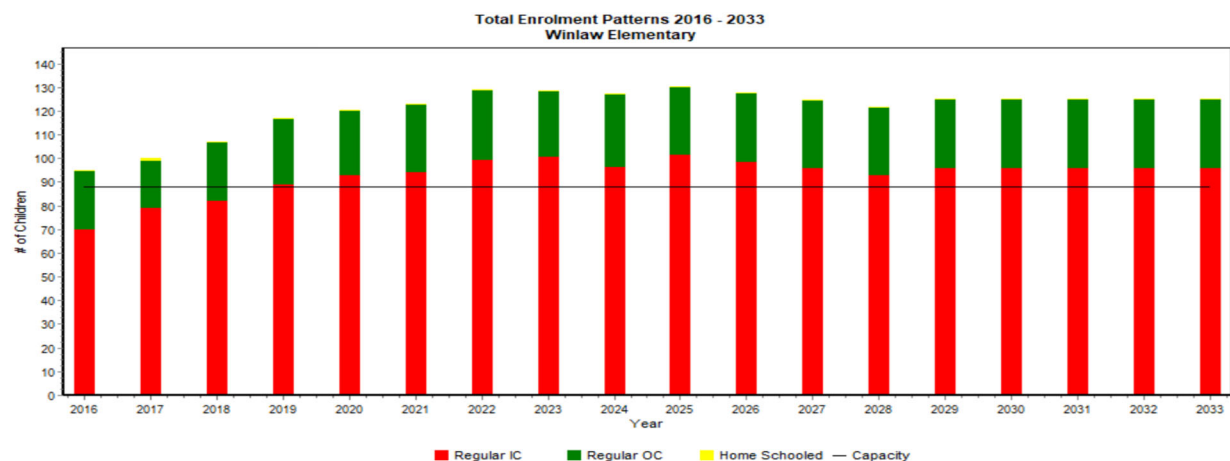
Mount Sentinel Secondary School - Enrolment Projections by Program



W.E. Graham Elementary Secondary School - Enrolment Projections by Program

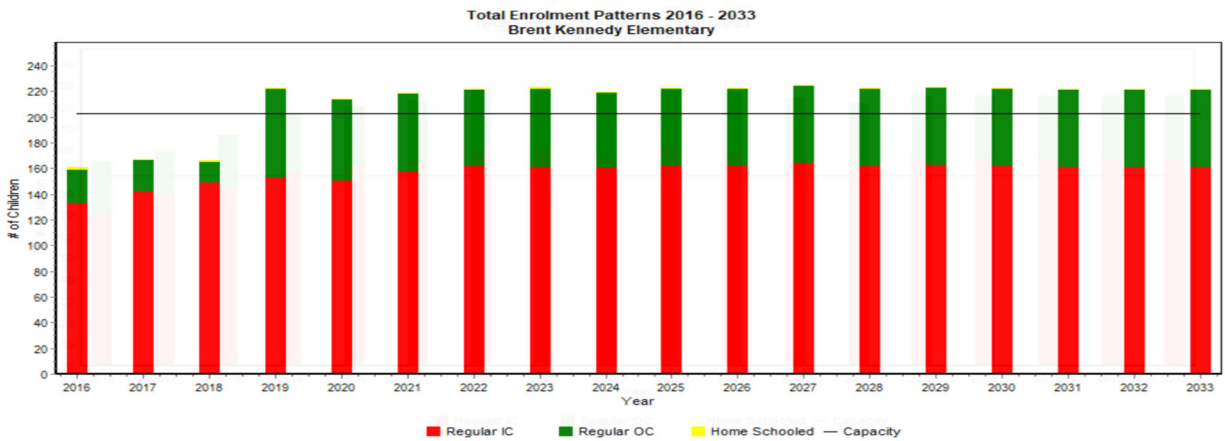


Winlaw Elementary School - Enrolment Projections by Program



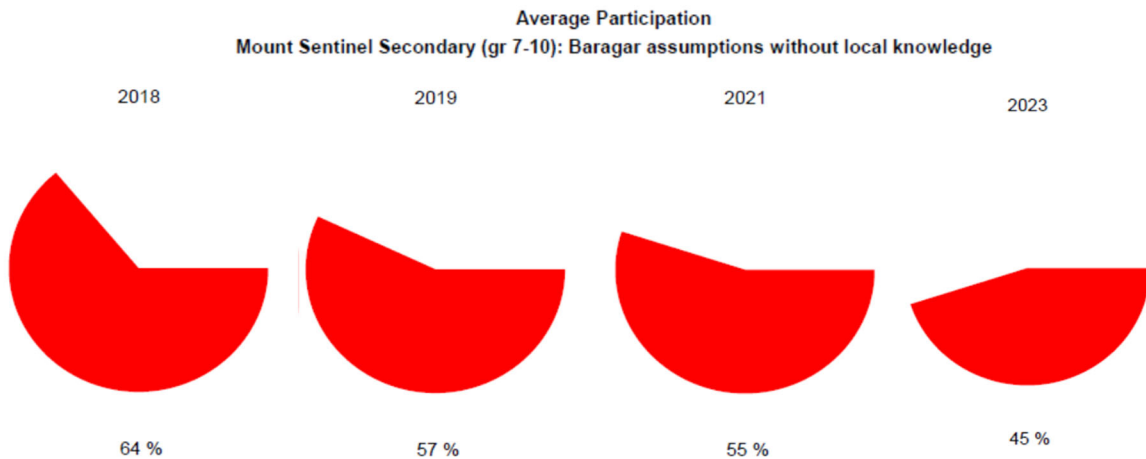
Note: The kindergarten enrolment at this school has been projected to increase significantly next year (2020-2021) due to a projected increase in the number of 5 year olds residing within the school catchment area. A review of pre-registrations could assist with adjusting this projection.

Brent Kennedy Elementary School - Enrolment Projections by Program



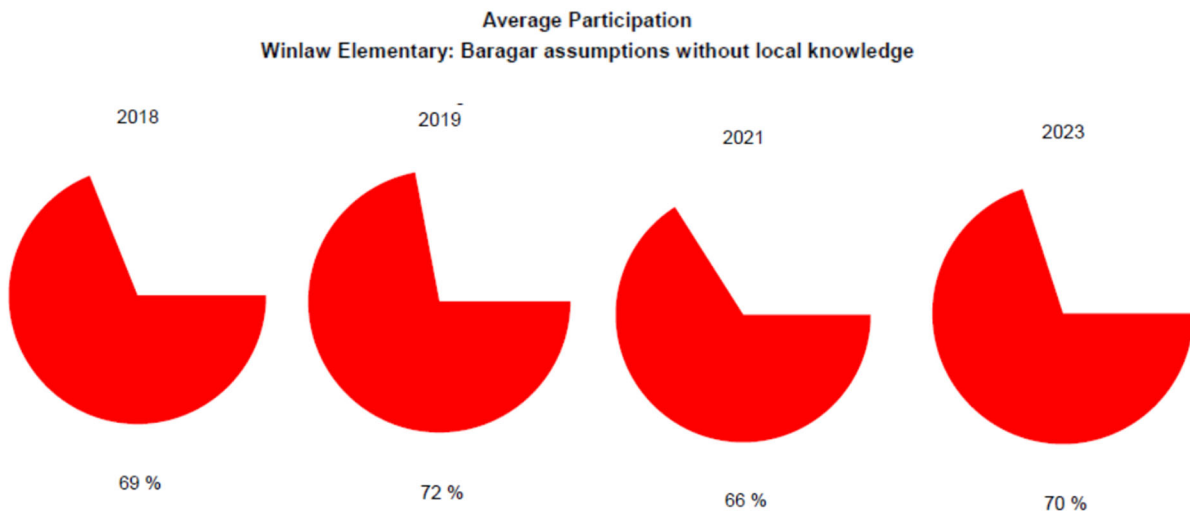
Appendix F.6.5 – Slocan Valley Family of Schools Participation Rates

Mount Sentinel Secondary School - Participation Rates

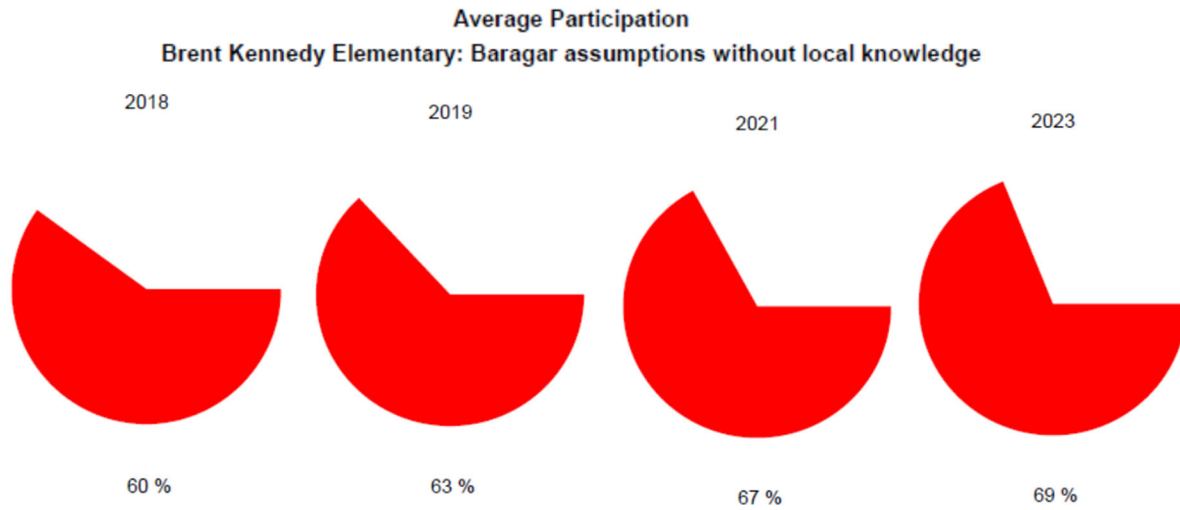


Note: Forecast decline in participation rate due to feeder flow participation rates at feeding elementary schools (44 students typically go to other schools, including 10 to Sequoia).

Winlaw Elementary School - Participation Rates



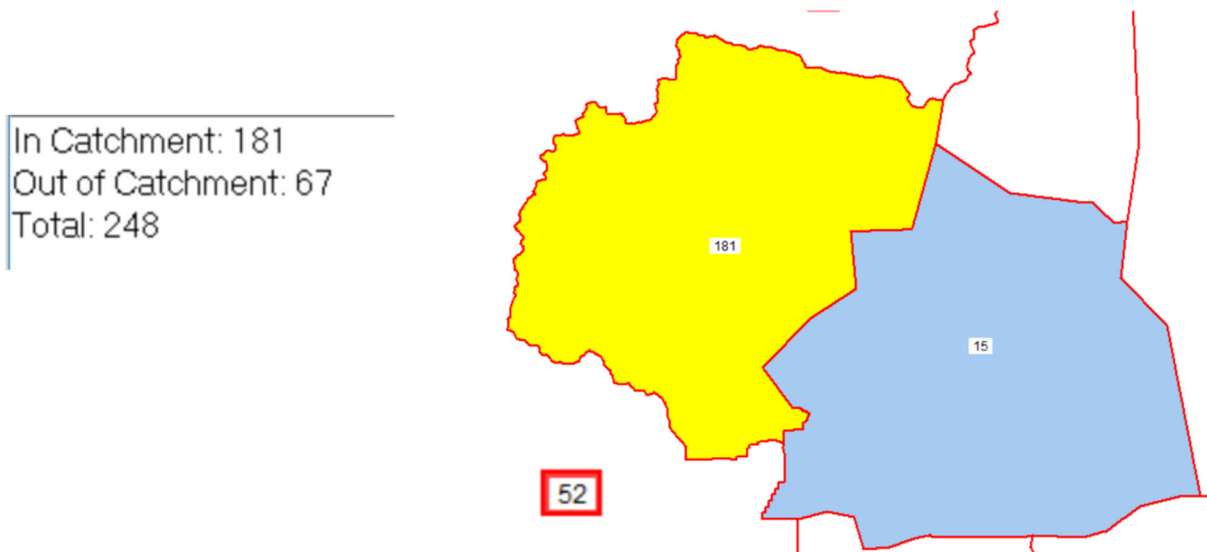
Brent Kennedy Elementary School - Participation Rates



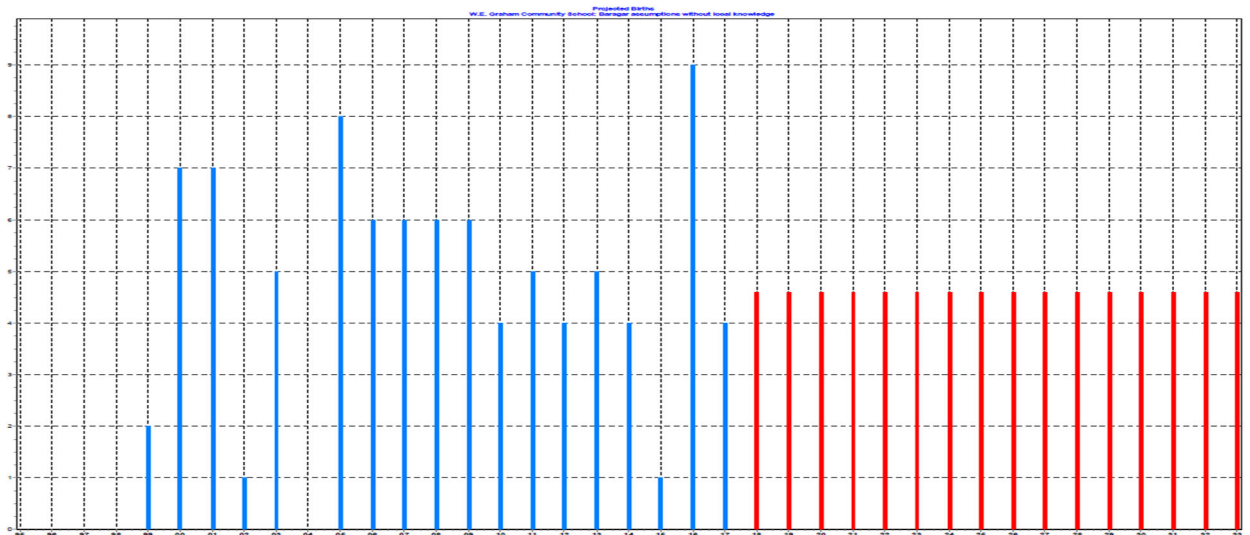
WE Graham - Participation Rates are N/A

Appendix F.6.6 – Slocan Valley Family of Schools Enrolment by Catchment for Each School

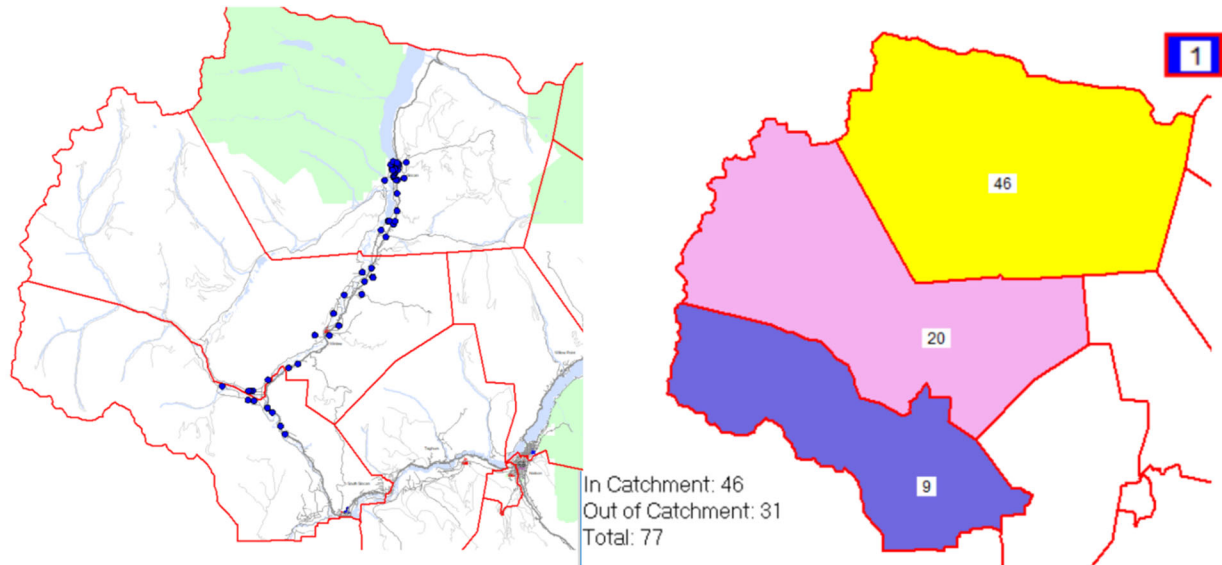
Mount Sentinel Secondary School - Out-of-catchment enrolment



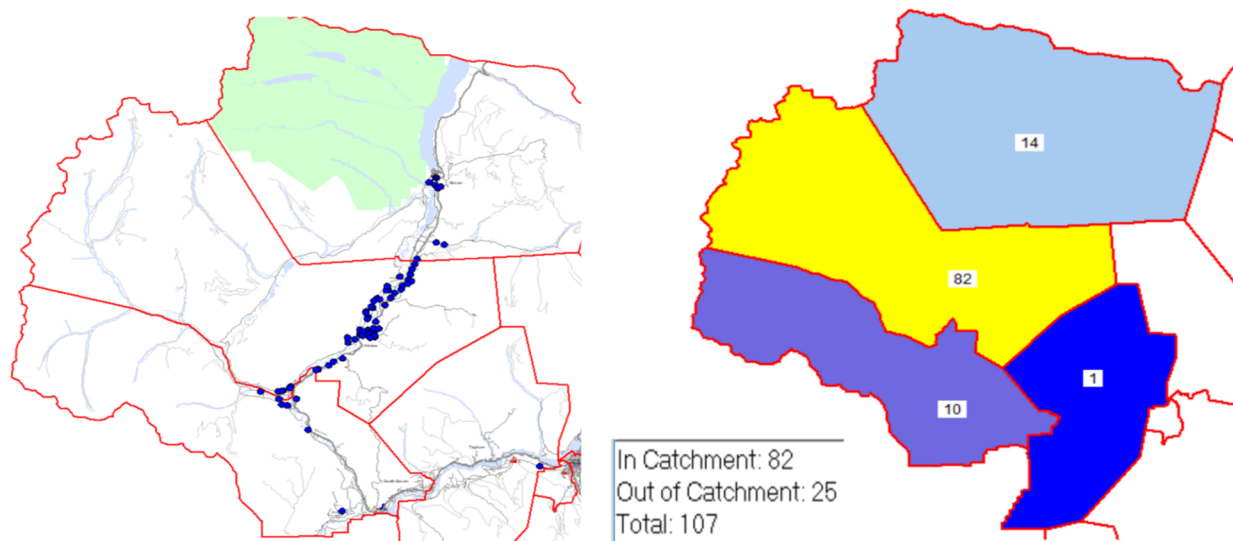
W.E. Graham Elementary Secondary School - Births in Catchment



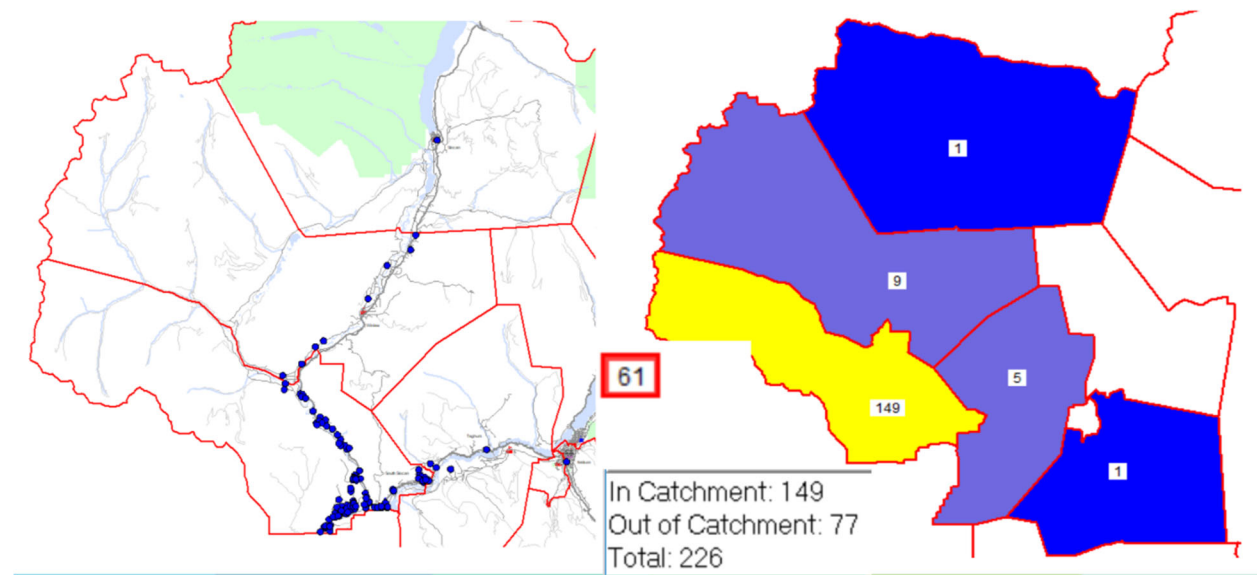
W.E. Graham Elementary Secondary School - Enrolment by Catchment



Winlaw Elementary School - Enrolment by Catchment



Brent Kennedy Elementary School - Enrolment by Catchment



Appendix F.6.7 – Slocan Valley Family of Schools Surveys & Feedback

Survey Responses at Spring Consultation Meeting 2019

What is working well?

- Outdoor Ed (VWP, OELP)
- Grade 7-12 Configuration at Mount Sentinel
- Focus on Outdoor Education in all of our schools
- Wide variety of programs in the valley
- Smaller classrooms at WEG
- Mixed grades

What could you let go of?

- Current grade configurations
- Change to Winlaw K-4 5/6 to WEG (K-10) Maybe
- If all kids come to WEG would there be another 9/10 program
- Small classrooms

What are your DREAMS?

- Alignment that provides for the best service delivery
- All students in the valley attend public schools
- Language Immersion Program (French, Russian, Spanish)
- Outdoor Ed Programs Expanded
- More LEC/International
- Low Rent Housing
- Robotics Academy
- Other companies use school
- Winlaw K-4, WEG 5-10 seems to make sense
- Star Teachers
- More parent participation, Community in School
- Building culture

What resources would be needed for your DREAMS?

- There must be willingness to make unpopular decisions that are in the best interest of students.
- Resources to support smaller classes.
- Be able to offer a wide range of classes.
- Funding model needs to address rural needs.