

# Long Range Facilities Plan

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School District No. 51  
(Boundary)

Spring 2024





# Land Acknowledgement

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With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Interior Salish people.

We also acknowledge the enduring presence of all First Nations, Inuit and Métis people.


May we always live and care for these lands with respect.

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## Purpose of this meeting

SD 51 is embarking on the development of a Long-Range Facilities Plan (LRFP) process.

*“An LRFP should present a wide-ranging vision for the use of the Board’s current and potential future inventory of capital assets, providing broad strategies for the most effective delivery of educational programs... and a key component of any LRFP is public consultation”*

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# Who Are We?

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- SD 51 serves the communities of Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White
- The District currently enrolls ~1,325 students in one primary school, five elementary schools, one community school (k-9), two secondary schools and an alternate school
- SD 51 supports a diverse student population, including approximately 30% who self-identify as Indigenous





# What is a Long-Range Facilities Plan?

- An LRFP is a framework to guide facilities planning with the goal to ensure District facilities:
  - Are appropriately aligned with student needs,
  - Can support both current and projected enrolment, and
  - Are maintained to deliver and sustain educational programs to our students at the highest possible standard.
- An LRFP is also a tool to support the Board's broader **Strategic Plan**, which defines the District's goals around programs and services for students through our Vision, Mission, Values and Strategic Directions.



# Our Vision

is to nurture curiosity,  
resilience, and joy in all

# Our Mission

is to ensure our students  
are flourishing today so  
they can build a  
confident future  
tomorrow





# We value

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Kindness & compassion

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Indigenous ways of knowing

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Growth mindset

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Honesty & courage

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Connectedness & relationships



# We believe

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Everyone has a role to play in Reconciliation

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Students need a sense of belonging, mastery, independence, and generosity to reach their full potential

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Everyone has something to contribute

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We are stronger together

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Students flourish when they feel safe and are connected to nature and community

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Students who feel a sense of purpose and power over their learning are more engaged

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Mistakes are opportunities to learn







# STRATEGIC DIRECTIONS

- EQUITY, INCLUSION AND BELONGING
- STUDENT VOICE AND AGENCY
- WELLNESS AND RESILIENCE
- COMMUNITY CONNECTIONS



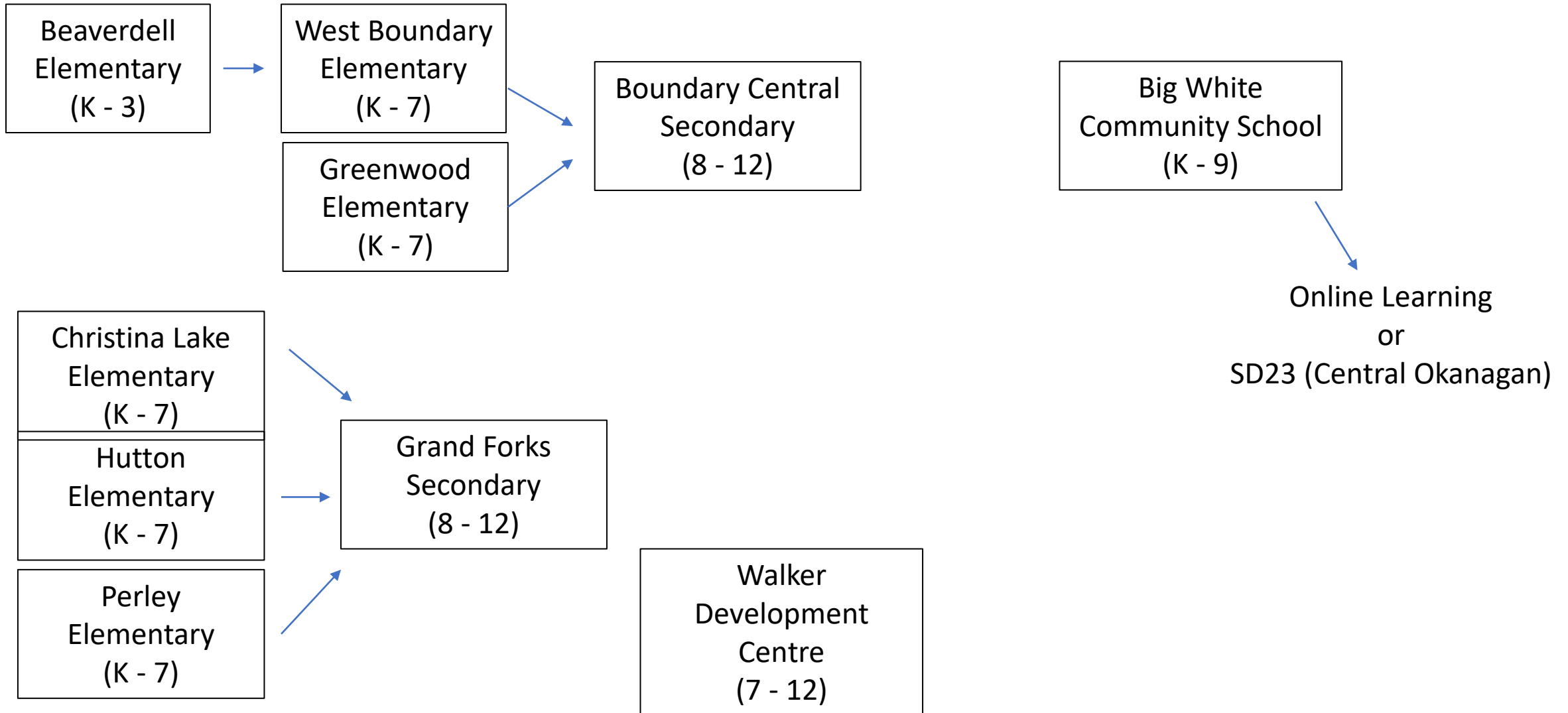
# Core Areas of a Long-Range Facility Plan

To fully understand our current context and identify opportunities to improve or better meet student needs, an LRFP should consider the following:

1. School District Organization
2. Student Enrolment, Past and Future
3. Existing Schools/Building Condition
4. School Capacity
5. Community Use of District Facilities



# School District Organization - Schools





# School District Organization – Administrative Facilities

School Board Office  
1020 Central Ave – Grand Forks

IT Building  
1190 Central Ave

Admin Office  
525 5<sup>th</sup> Avenue

Glanville  
1200 Central Ave

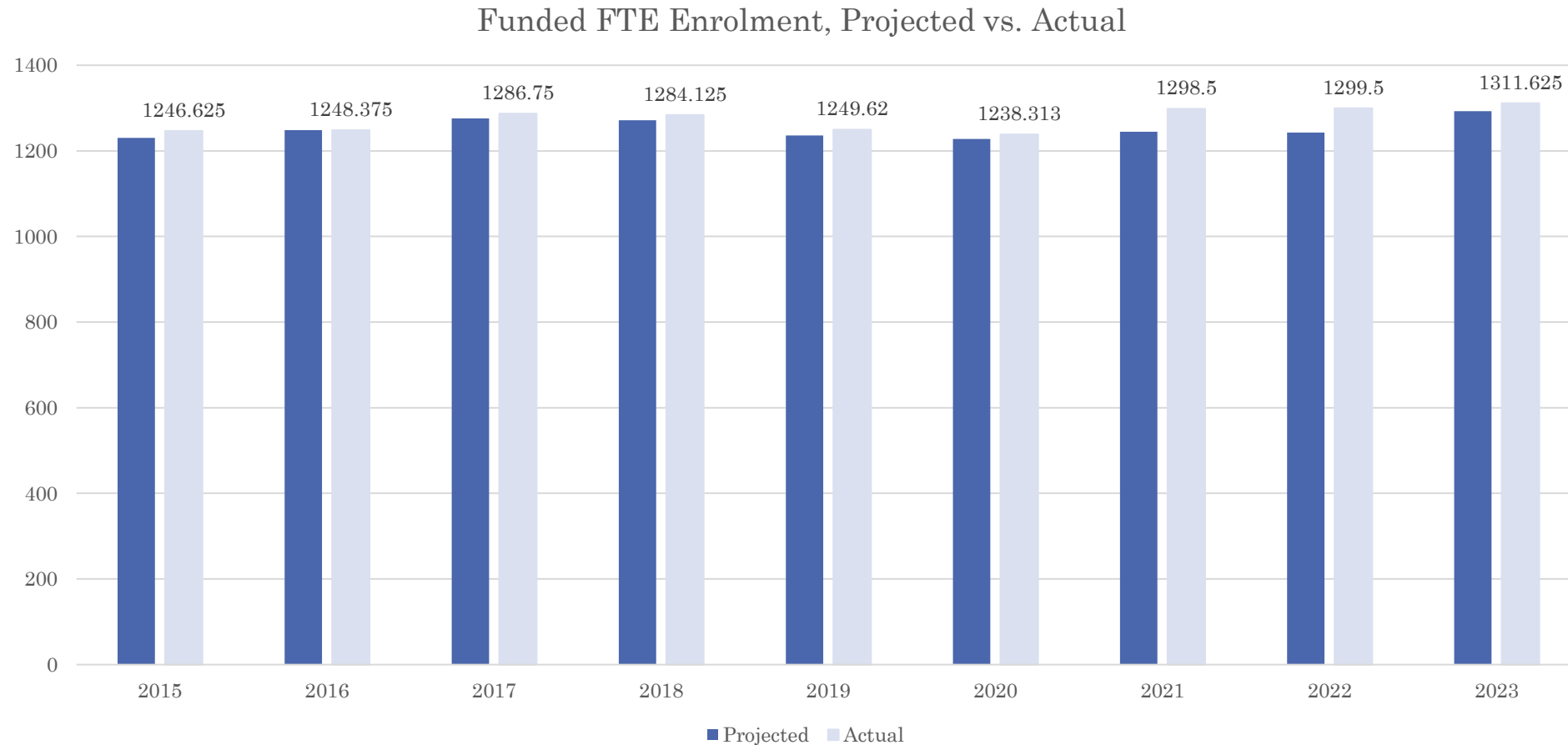
Bus Garage/East  
Sagamore

Boundary Learning Centre  
Midway

Bus Garage/West  
Midway

Midway Elementary  
Midway

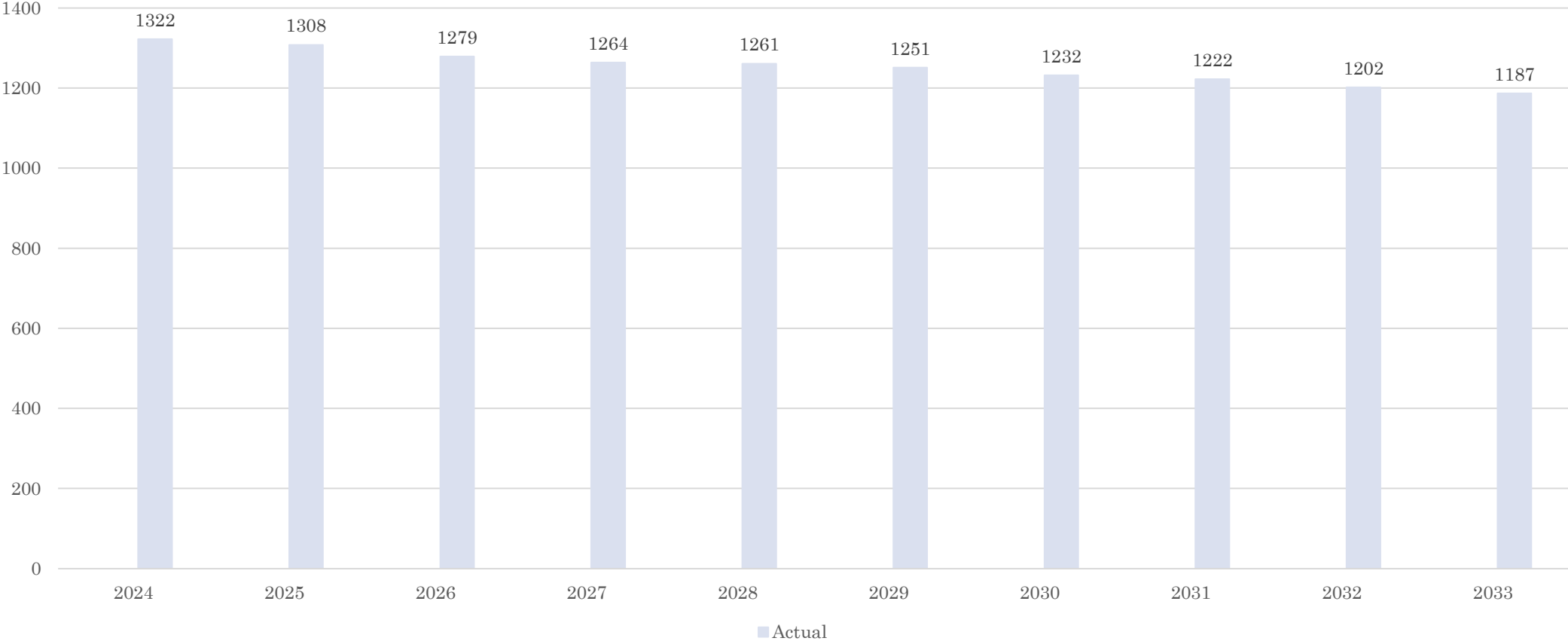
# Student Enrolment - Historical



# Student Enrolment - Projected



Projected HEADCOUNT





# Operating Funding

- 95% of our operating funding is from the Ministry of Education & Child Care through the Operating Grant
- The funding allocation for the Operating Grant is a per-pupil model based on number of students enrolled at September 30<sup>th</sup> each year
- Funding received is a “block”
  - No provision for specific costs (i.e. salaries, transportation, heating, lighting etc.)
- In 2023/24, operating grant = \$20,326,253 or average of \$15,497/full-time equivalent student
- Overall, stable enrolment gives general indication of stable operations/service levels going forward

## Interim Operating Grants Overview - 2023/24 School Year (Following the September 2023 Enrolment Count)

September 2023 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,286.6250	\$8,625	\$11,097,141	
Continuing Education	0.0000	\$8,625	\$0	
Alternate Schools	25.0000	\$8,625	\$215,625	
Online Learning	0.0000	\$6,960	\$0	
Home Schooling	16	\$250	\$4,000	
Course Challenges	1	\$270	\$270	
<b>Total Enrolment-Based Funding (September)</b>	<b>1,311.6250</b>			<b>\$11,317,036</b>
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	12.1250	\$4,313	\$0	
4%+ Enrolment Decline		\$6,469	\$0	
Significant Cumulative Decline (7%+)	58.8750	\$4,313	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	1	\$49,070	\$49,070	
Level 2 Special Needs	97	\$23,280	\$2,258,160	
Level 3 Special Needs	14	\$11,760	\$164,640	
English Language Learning	0	\$1,735	\$0	
Indigenous Education	357	\$1,710	\$610,470	
Adult Education	0.0000	\$5,505	\$0	
Equity of Opportunity Supplement			\$76,087	
<b>Supplement for Unique Student Needs</b>				<b>\$3,158,427</b>
			Funding	
Variance from Provincial Average			-\$1,012	
Estimated Number of Educators	72.868		-\$73,742	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	1,311.6250	\$180.33	\$236,525	
<b>Supplement for Salary Differential</b>				<b>\$162,783</b>
<b>Supplement for Unique Geographic Factors</b>				<b>\$5,676,311</b>
<b>Funding Protection</b>				<b>\$0</b>
<b>Curriculum and Learning Support Fund</b>				<b>\$11,696</b>
<b>September 2023 Enrolment Count, Total</b>				<b>\$20,326,253</b>

\***Note:** Highlighted sections are estimated and will be updated following the February and May enrolment counts

# Facility Condition Index (FCI) Defined

- FCI is a ratio from 0 to 1 of the total cost of needed building repairs and renewal, divided by the current cost of replacing the building. For practical purpose, the Ministry of Education & Child Care has defined the ratings as:

## **0.00 to 0.05 – Excellent**

Near new condition. Meets present and foreseeable future requirements.

## **0.05 to 0.15 – Good**

Good condition. Meets all present requirements.

## **0.15 to 0.30 – Average**

Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal life cycle.

## **0.30 to 0.60 – Poor**

Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

## **0.60 and above – Very Poor**

Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

# Facility Condition Index (FCI) in SD51

School	Year Constructed	FCI at June 30/2023
GFSS	1950	0.22
Perley	1972	0.27
Hutton	1964	0.15
CLES	1961	0.12
Walker Development Centre	1977	0.14
BCSS	1969	0.27
Greenwood	1989	0.12
West Boundary	1994	0.11
Beaverdell	1946	0.38
Big White	2005	0.03

Admin Facility	Year Constructed	FCI at June 30/2023
Bus garage – West	1987	0.24
Boundary Learning Centre	1976	0.58
Midway Elementary	1948	0.18
School Board Office	1976	0.20
IT Building	1947	0.36
Admin at 525	1977	0.14
Glanville	1920	n/a
Bus garage – East	1976	0.23



# School Capacity Defined

## Nominal Capacity

Also known as “Design Capacity”, nominal capacity is used in the planning and development phase of a new school to determine space allocation. It only approximates the number of students in an instructional setting.

## Operating Capacity

Reflects the number of students a school may accommodate based on the class size limits in our district and the current configurations of a particular school. Operating capacity is used to calculate *capacity utilization*, a factor to indicate how efficiently a building is being used.

# School Capacity in SD51

District Capacity Utilization = 60.5%

\*\*Ministry guidelines aim for 95% capacity utilization!

School	Nominal Capacity	Operating Capacity	2023/24 Enrolment	Capacity Utilization
Beaverdell Elementary	70	61	12	19.7%
Greenwood Elementary	145	112	72	64.3%
West Boundary Elementary	195	182	101	55.5%
Boundary Secondary School	450	450	111	24.7%
Big White Community School	70	66	36	54.5%
Christina Lake Elementary	145	135	78	57.8%
Hutton Elementary	270	229	222	96.9%
Perley Elementary	370	341	246	72.1%
Grand Forks Secondary School	650	650	430	66.2%
Walker Development Centre	30	30	28	93.3%

# Community Use

## Current agreements:

Glanville Centre  
Leased to Boundary Family Services

Boundary Learning Centre  
Portion leased to Interior Health

Brown Creek School Site  
Leased to Brown Creek School Society

Grand Forks Secondary  
Portion of land leased to Circle of  
Indigenous Nations Society (COINS) for  
Aboriginal HeadStart Program

## Opportunities:

Consideration of alternative use of educational space for community uses, especially in situations where there may be surplus capacity.

# Summary

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- 18 District facilities available, including 10 schools and 8 administrative/ office spaces
- Stable enrolment for past 10 years, with 4-5% provincial in-migration in past 3 years
- Predicting stable enrolment over next 10 years as no indication of significant population growth of school-age children in district boundaries (City of Grand Forks, City of Greenwood, Village of Midway and Areas C, D and E of Regional District of Kootenay Boundary)
- Facilities are aging, but in overall good condition
- All schools have room for growth with average capacity utilization at 60.5%
- Currently have minimal community use of existing facilities



# LRFP Guiding Principles

Rather than alternate school configurations, the focus of this LRFP process is:

- Accessibility
- Improved learning environment for students (K-12 and early learning)
- Improved workplace for employees
- Reduced cost of ownership
- Stable and sustainable operations
- Improved efficiency (reduced energy consumption; reduced Greenhouse Gas emissions)
- Cooperative opportunities (Community partners, child care facilities) and
- Asset management