



**Central Okanagan
Public Schools**

Together We Learn

LONG RANGE FACILITIES PLAN

2026 Update



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EXECUTIVE SUMMARY

School District No. 23 (Central Okanagan) serves 25,701 students (Sept. 30, 2025) across 50 school sites and is the fifth largest school district in British Columbia. The District continues to experience significant long-term growth pressures, particularly in Kelowna, West Kelowna, and Lake Country. Additionally, the District is managing aging facilities, increasing accessibility requirements, evolving educational programming, and rising expectations for safe, inclusive, and sustainable learning environments.

The Long Range Facilities Plan (LRFP) provides a 10-year framework to guide decisions related to school capacity, enrolment growth, facility condition, educational programming, transportation, site acquisition, and capital investment. The LRFP aligns with Ministry of Infrastructure requirements and supports annual Five-Year Capital Plan submissions by identifying current and future facility priorities across the Central Okanagan.

Current Context

The District operates at approximately 108% utilization and currently relies on 127 portable classrooms to accommodate enrolment pressures. While enrolment stabilized and began to moderate in some areas during the 2025/2026 school year, significant capacity challenges remain in several schools and communities. Growth patterns continue to be influenced by housing development, demographic shifts, migration, and the increasing urbanization of the Central Okanagan.

The District's planning is guided by the principle that facilities are more than buildings. Schools must support modern learning environments that are safe, inclusive, accessible, flexible, and responsive to the educational needs of current and future students. Facility planning also reflects commitments to Truth and Reconciliation, environmental sustainability, student wellbeing, accessibility, and community partnerships.

Key Planning Considerations

The LRFP identifies several factors that will influence future facility decisions:

- Continued residential growth across the Central Okanagan, particularly in Kelowna, West Kelowna and Lake Country.
- Increasing demand for family-oriented housing and its impact on school enrolment.
- Significant pressures on middle and secondary school capacity in Central Kelowna.
- The need to replace or upgrade aging facilities.
- Increasing requirements to support inclusive education, Indigenous education, childcare, food programs, and student wellbeing initiatives.
- The ongoing need to reduce reliance on portable classrooms through permanent facility solutions.
- Provincial and local commitments to environmental sustainability and climate resilience.

Strategic Facility Priorities

Based on enrolment projections, facility condition assessments, housing growth forecasts, and educational priorities, the District has identified several strategic facility priorities for the next decade.

Capacity Expansion

The highest capital priority remains addressing middle and secondary school overcrowding in Central Kelowna. Enrolment projections indicate that existing facilities will continue to experience significant pressure, requiring additional permanent student spaces to support future growth. The District will continue to advocate for new school construction and major additions to match growth trends and reduce dependence on portable classrooms.

School Replacement and Renewal

Several aging facilities require significant renewal or replacement to ensure they remain safe, functional, and capable of supporting modern educational programs. Facility renewal planning will focus on improving functionality, accessibility, energy efficiency, learning environments, and long-term operational sustainability.

Site Acquisition and Future Schools

The District continues to protect existing school sites, reserve future school locations, and pursue strategic site acquisition opportunities in emerging growth areas. Particular attention will be given to securing sites in high-growth urban neighbourhoods where future school demand may exceed existing capacity.

Educational Considerations

Facility planning must be grounded in a clear educational vision. New schools, additions, renovations, and site decisions should support modern learning environments that are safe, flexible, inclusive, accessible, technology-enabled, and responsive to the developmental needs of students. The LRFP reinforces the District's preferred K-5, 6-8, and 9-12 grade configuration, the importance of middle-years learning communities, and the need to align capital investments with early learning, Indigenous education, French Immersion, diverse program offerings, inclusive education, health-promoting schools, childcare, community partnerships, and student wellbeing. These educational considerations ensure that future facility decisions are not based on capacity alone, but also on the quality, equity, functionality, and long-term adaptability of learning environments.

Inclusive and Accessible Learning Environments

Future capital investments will continue to prioritize inclusive design, accessibility improvements, Indigenous education spaces, childcare facilities, early learning programs, and student support services. These investments help ensure all learners can access welcoming and equitable educational environments.

Environmental Sustainability

The District remains committed to integrating sustainability into capital planning through energy-efficient building systems, climate-resilient infrastructure, reduced greenhouse gas emissions, and environmentally responsible facility design. Future projects will support both educational outcomes and long-term stewardship of public resources.

Community Engagement

Development of the LRFP included consultation with students, families, staff, educational partners, municipalities, and community stakeholders. Feedback consistently identified school capacity, student safety, accessibility, facility condition, and long-term planning as key priorities. Community input reinforced the importance of proactive investment in school infrastructure to support a growing and changing region.

Looking Forward

The Central Okanagan remains one of British Columbia's fastest-growing regions. While growth patterns vary across communities, the District must continue planning for both immediate capacity needs and long-term educational opportunities. Through proactive advocacy, strategic capital investment, strong partnerships, and responsible stewardship, School District No. 23 (Central Okanagan) will continue to provide high-quality learning environments that support student success, wellbeing, and belonging.

This LRFP establishes a roadmap to guide future facility decisions, align capital priorities with community needs, and ensure that students have access to safe, inclusive, and sustainable learning environments now and in the future.

Family of Schools Summary

The District organizes schools into five Families of Schools that reflect established community boundaries, student transition pathways, geographic considerations, and long-term planning needs. Each Family of Schools experiences unique demographic trends, facility pressures, and capital priorities that inform District-wide planning decisions.

1. Central Kelowna Family

The Central Kelowna Family of Schools serves the District's largest concentration of students and faces the District's greatest middle and secondary capacity pressures. Continued growth in Glenmore, Wilden, McKinley Landing, Burtch Road, and the Central Core will require additional student spaces over the long term. The District's preferred strategy is to add middle school capacity through the new Burtch Road Middle School and a future Academy Way Middle School, creating the opportunity to convert École Dr. Knox Middle School to a secondary school and relieve overcrowding at École Kelowna Secondary School. This approach would also support a transition to the District's preferred K-5, 6-8, and 9-12 grade configuration. In addition, École Glenmore Elementary and Raymer Elementary are among the District's highest facility renewal priorities and require significant upgrades or replacement to align with the quality, functionality, accessibility, and learning environments provided in newer schools across the District.

2. Mission Family

The Mission Family of Schools serves established neighbourhoods in south Kelowna, including areas experiencing continued growth through infill and hillside residential development. While enrolment growth is expected to be more moderate than other areas of the District, ongoing monitoring of school capacities and transportation patterns will be required. The Family also contains key district programs including French Immersion pathways and land-based Indigenous learning opportunities at École Okanagan Mission Secondary School.

3. Rutland Family

The Rutland Family of Schools serves one of the District's largest and most diverse communities and continues to experience enrolment pressure driven by residential redevelopment, increasing density, and long-term population growth. Planning priorities focus on accommodating future growth, reducing reliance on portable classrooms, and modernizing aging facilities. Rutland Middle School and Rutland Secondary require renewal and upgrades to address building condition and current code requirements, ensuring these facilities remain safe, functional, and aligned with the quality of learning environments found in newer schools across the District.

4. Lake Country Family

The Lake Country Family of Schools serves one of the fastest-growing municipalities in British Columbia. Significant residential development, population growth, and evolving housing patterns continue to place pressure on existing facilities. Long-term planning within Lake Country focuses on monitoring enrolment growth, protecting future school site opportunities, and ensuring sufficient capacity exists to accommodate continued community expansion over the next decade and beyond.

5. Westside Family

The Westside Family of Schools serves West Kelowna, Peachland, and portions of Westbank First Nation, where strong population growth and significant residential development continue to drive enrolment demand. While recent capital investments have improved capacity, long-term growth will require ongoing monitoring of utilization rates, future site needs, and facility expansion opportunities. The Family also reflects the importance of continued collaboration with Westbank First Nation and municipal partners to support long-term educational and community planning.

District-Wide Outlook

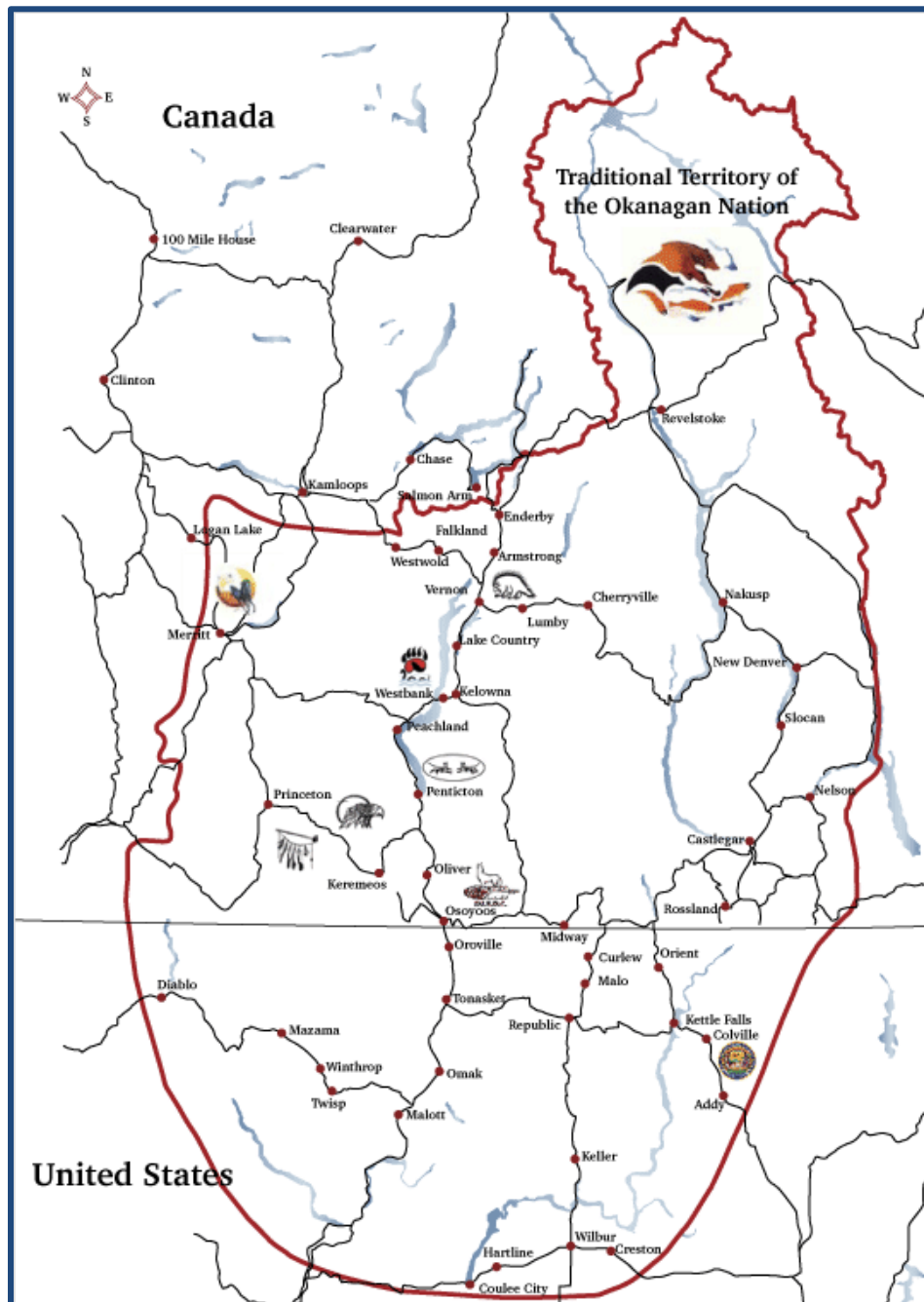
Across all Families of Schools, the District's planning priorities remain focused on balancing enrolment growth with available capacity, renewing aging facilities, reducing reliance on portable classrooms, advancing accessibility and inclusion, supporting student wellbeing, and ensuring school infrastructure aligns with evolving educational and community needs. Together, these priorities will guide capital investment decisions over the next decade and support safe, modern, and sustainable learning environments for all students.

Key Capital Priorities (2026-2036)

- Expand middle and secondary school capacity in Central Kelowna.
- Advance development of a new middle school at the Academy Way site.
- Pursue long-term secondary capacity solutions in the Glenmore area.
- Replace or substantially renew aging school facilities, including École Glenmore Elementary.
- Reduce reliance on portable classrooms through permanent capital investments.
- Secure future school sites in emerging growth areas.
- Continue accessibility, inclusion, Indigenous education, childcare, and sustainability improvements throughout the District.

1. LAND ACKNOWLEDGEMENT

School District No. 23 (Central Okanagan) respectfully acknowledges that our school communities are situated on the ancestral, contemporary and unceded territory of the syilx (Okanagan) people. We honour the rich history, culture, teachings, and nsyilxcen language of the syilx people. We also honour the traditional teachings of our Elders, the brilliance of the Okanagan people, and the wisdom they share through their Indigenous culture.



2. OVERVIEW

2.1 Preamble

The School Act (s. 142(1)) requires Boards of Education to prepare and submit a capital plan to the Minister of Education and Child Care. This planning is supported by two key documents:

- (i) a Long Range Facilities Plan (LRFP); and
- (ii) a Five-Year Capital Plan (FYCP).

Together, these documents identify immediate and long-term facility needs and support capital investment decisions. The LRFP considers enrolment, school capacity, demographic shifts, land use, community growth, facility condition, and educational programming.

The LRFP guides facility decisions, supports annual FYCP submissions, and must be regularly reviewed to remain aligned with Ministry guidelines, district priorities, and changing community needs.

The LRFP informs decisions about:

- New schools, additions, and prefabricated buildings
- School consolidations and grade reconfiguration
- Long-term program placement, including French Immersion pathways
- Facility capacity management
- Maintenance and modernization priorities

As the district's primary long-term facilities planning document, the LRFP provides the business case for capital projects submitted through the annual FYCP and outlines strategies for the next 10 years, with consideration of longer-term future needs.

The LRFP should consider:

- Educational and operational program needs and trends
- Current and projected enrolment, demographics, and community growth
- Facility capacity, utilization, condition, and temporary or rental accommodations
- Current and anticipated land use changes
- Future district and government initiatives
- Student transportation needs.

2.2 District Context

School District No. 23 (Central Okanagan) serves students across the Central Okanagan Regional District, including the City of Kelowna, City of West Kelowna, District of Lake Country, District of Peachland, Westbank First Nation, Okanagan Indian Band and RDCO Electoral Areas. The District spans approximately 60 kilometres along both sides of Okanagan Lake and encompasses a diverse mix of urban, suburban, rural, and Indigenous communities.

The Central Okanagan is one of British Columbia's fastest-growing regions and serves as a major centre for employment, post-secondary education, health care, tourism, and commercial activity. Population growth, residential development, changing housing patterns, and evolving demographic trends continue to influence enrolment and facility planning across the District. Future facility decisions must respond to growth that varies significantly by community and neighbourhood.

As of September 2025, the District served 25,701 students (Sept 25, 2025) in 50 educational facilities, including elementary, middle, secondary, alternate, online learning, and learning centre programs. The District employs approximately 4,500 staff and is one of the largest employers in the Central Okanagan.

Long-range facility planning requires ongoing coordination with local governments, Indigenous rights holders, developers, and community partners to ensure school infrastructure keeps pace with population growth, housing development, transportation networks, and changing educational needs. The District's LRFP provides a framework to guide capital investment decisions that support safe, inclusive, sustainable, and high-quality learning environments for current and future students.

2.3 District Motto, Vision, Mission, Organizational Values, 2031 Goal & Our Promise to Students

District Motto

Together We Learn.

Vision

Each student learns, belongs and thrives.

Mission

Together with students, families, Indigenous communities and community partners, we strive to create safe, inclusive and engaging learning environments where each student builds strong foundational skills, develops confidence and ownership, experiences belonging and prepares for a meaningful future.

Organizational Values

Our work is guided by five shared values: Honesty, Responsibility, Respect, Empathy and Equity.

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies needed to flourish in a global community.

Our 2031 Goal

By 2031, each student will build stronger foundational skills; develop competencies to be ready for the future; experience meaningful and inclusive learning; have agency and growing ownership of learning; and experience belonging, well-being and safety. Differences in results and experiences will narrow for students facing the greatest barriers.

Our Promise to Students

Each student should be increasingly able to say: I am known, valued and safe. I understand what I am learning, why it matters and what comes next. My learning challenges and inspires me, and I receive the support I need. I have agency, and growing responsibility. My identity, family, culture and community are respected. I am building the skills and confidence for a meaningful future.

2.4 Capital Planning Guiding Principles

Capital planning decisions must balance educational priorities, enrolment demands, facility condition, fiscal responsibility, and community needs. The following principles guide the District's long-range facility planning and capital investment decisions.

Student-Centred Learning

Schools will be designed and maintained to support safe, inclusive, flexible, and engaging learning environments that meet the diverse needs of students and reflect evolving educational practices.

Enrolment and Community Growth

Capital investments will be informed by student enrolment projections, demographic trends, housing development, and community growth patterns to ensure facilities are located where they are needed most.

Equity and Accessibility

The District will prioritize equitable access to learning environments and services by reducing barriers and ensuring facilities are accessible, inclusive, and responsive to the needs of all learners.

Sustainability and Climate Responsibility

The District will incorporate environmentally responsible design, energy efficiency, climate resilience, and sustainable operating practices into facility planning and capital projects.

Stewardship of Public Assets

The District will maintain, renew, and replace facilities in a manner that protects public investments, addresses aging infrastructure, and supports the long-term functionality of school facilities.

Fiscal Responsibility

Capital decisions will balance immediate needs with long-term value, ensuring public resources are invested strategically, transparently, and sustainably.

The process of designing a school is informed by the following guiding principles that direct the creation and decision-making of the process:

1. **Student-Centered Learning Environment** - capital projects should focus on creating safe, inclusive, and adaptable spaces that support diverse learning needs and modern educational practices.
2. **Alignment with Student Enrolment and Demographics** - planning must be driven by student enrolment projections, patterns of growth and decline and community demographics to ensure schools are built or expanded where they are most needed.
3. **Equity and Accessibility** - planning should consider the diverse needs of all learners, including students with diverse needs, Indigenous communities, and those facing socio-economic barriers. By prioritizing equitable access, districts create safe and inclusive spaces that provide each learner with the opportunity to thrive academically, socially, and emotionally.
4. **Sustainability and Climate Responsibility** - infrastructure must incorporate energy efficiency, climate resilience and environmentally responsible design in line with provincial sustainability goals.
5. **Long Term Value and Fiscal Responsibility** - capital decisions should not only balance immediate needs but also consider the long-term implications of each investment. By balancing short term priorities with sustainable planning, the district ensures public funds are used efficiently, maximizing value for students, staff and community over time.

3. SCHOOL DISTRICT LONG RANGE FACILITIES PLAN PROCESS

3.1 Planning and Consultation Process

The LRFP was developed through a comprehensive review of enrolment projections, demographic trends, housing development patterns, facility condition assessments, educational programming requirements, municipal growth plans, and stakeholder feedback. This information was used to identify current and future facility priorities throughout the District.

Community engagement is an important component of facility planning. In February 2026, the District invited parents, staff, partner groups, and community members to participate in an online consultation regarding future facility priorities. Feedback was also collected through the District website and reviewed alongside technical planning data.

Consultation results identified three consistent priorities:

- **Growth and Capacity:** Participants supported investments that address overcrowding, reduce reliance on portable classrooms, and provide additional student spaces in growing communities.
- **Safe, Inclusive and Accessible Schools:** Participants emphasized the importance of student safety, accessibility improvements, inclusive learning environments, and modernization of aging facilities.
- **Community Partnerships:** Participants supported schools serving as community hubs that provide opportunities for shared use, family engagement, and community connections.

The priorities identified through consultation directly informed the recommendations and capital priorities contained within this Long Range Facilities Plan.

3.2 Timeline

Development of the 2026 Long Range Facilities Plan followed a structured review process involving data collection, stakeholder engagement, technical analysis, draft plan development, and Board review. A detailed timeline is included in [Appendix F](#).

4. EDUCATIONAL CONSIDERATIONS

4.1 Modern Learning Environments

School facilities are educational infrastructure. They are not neutral containers for programs; their scale, organization, accessibility, acoustics, technology, relationship to the land, and range of spaces can either enable or constrain the learning experiences the District seeks for every student. The District's 2026-2031 Strategic Plan therefore requires future schools, additions, and major renovations to be planned from a clear educational vision before architectural solutions are selected.

For this plan, a modern learning environment includes the physical, social, cultural, digital, and organizational conditions in which learning occurs. It includes classrooms and specialized spaces, but also relationships, schedules, groupings, instructional practices, community partnerships, outdoor places, technology, and the supports that allow every learner to participate with dignity and purpose.

Research Foundation

The Organization for Economic Cooperation and Development (OECD)'s Innovative Learning Environments research places the learner at the centre of a pedagogical core that also includes educators, content, and resources. Learning leadership, formative evidence, and partnerships shape how that core operates. This is an important planning distinction: innovative learning is not created by architecture alone. Facilities should be designed as adaptable platforms for strong pedagogy, relationships, inclusion, and continuous improvement.

The OECD identifies seven integrated principles for powerful learning environments. They should:

- Recognize learners as the core participants, actively engage them, and build their capacity to understand and regulate their own learning;
- Reflect the social nature of learning through purposeful collaboration and well-organized cooperative learning;
- Attend to learners' motivation, identity, relationships, and the central role of emotion in learning;
- Respond to individual differences, including prior knowledge, culture, strengths, interests, and learning needs;
- Provide appropriate challenge for every learner without excessive overload;
- Make expectations visible and use assessment and formative feedback to advance learning; and
- Create strong connections across disciplines and to families, community, the natural world, and wider networks of learning.

These principles call for a range of connected settings rather than a single preferred room type. Flexible design does not mean undifferentiated open space. Learners and educators need purposeful choices among quiet and active zones; individual, small-group, class, and large-group settings; enclosed and open areas; indoor and outdoor places; and specialized and multipurpose spaces. Acoustics, daylight, thermal comfort, visibility, supervision, accessibility, sensory needs, and the ability to create calm and predictable environments are essential educational requirements.

Alignment with the 2026-2031 Strategic Plan

During the 2025/2026 school year, the Board of Education refreshed its Strategic Plan through extensive engagement, including 14 in-person sessions and an online survey. Input from students, families, staff, Indigenous partners, school and District leaders, and community members helped shape a shared vision for the future of learning and public education in Central Okanagan Public Schools.

The Board of Education directed the Superintendent of Schools to develop a revised multi-year Strategic Plan, informed by the 2026 strategic planning engagement findings. The renewed framework will centre on six strategic directions, which will guide future facility and site-design decisions:

- **Strong Foundations and Future Readiness.** Provide effective settings for explicit instruction, literacy and numeracy intervention, inquiry, communication, critical thinking, applied learning, arts, science, technology, career exploration, and practical life skills.
- **Meaningful and Inclusive Learning.** Use universal and accessible design; provide multiple ways to participate and demonstrate learning; include spaces for differentiated support, assistive technology, sensory regulation, hands-on learning, Indigenous learning, outdoor and land-based learning, and community-connected experiences.
- **Student Agency and Voice.** Create visible, welcoming places where students can set goals, reflect, exhibit learning, collaborate, lead, create, and contribute. Students should be meaningfully involved in the design and post-occupancy review of the environments they use.
- **Belonging, Wellbeing, and Safe Learning Communities.** Design for dignity, cultural safety, positive relationships, movement, healthy food, access to trusted adults, counselling and wellness supports, safe supervision, calm routines, and a strong connection to nature.
- **Families and Community as Partners in Learning.** Provide clearly identifiable, accessible, and welcoming spaces for family engagement, Indigenous partners, community services, mentorship, performances, exhibitions, recreation, and shared learning, while maintaining appropriate security and separation of public and instructional zones.
- **Responsive, Sustainable, and Stewardship-Centred Leadership.** Plan adaptable, durable, energy-efficient, low-carbon facilities that steward public resources and the land. Designs should anticipate changing enrolment, programs, technology, climate conditions, and community use over the full life of the asset.
- **Communities of Learning.** Multiple local examples align purpose-built space with an intentional learning model. Learning communities use connected studios, shared commons, folding partitions, glass overhead doors, writable surfaces, and adjacent teacher work areas to shift among focused instruction, small-group collaboration, and larger combined-community learning. Its central lesson is not to replicate one architecture, but to align space with staffing, cohorting, timetable, adult advocacy, and professional practice. Existing schools can advance the same principles through scheduling, team norms, furniture, and strategic adaptations even without major capital renewal.

District Design Expectations

Across grade configurations, educational specifications for new schools, additions, and major renovations should:

- **Organize schools into human-scale learning communities** that strengthen identity, belonging, adult advocacy, collaboration, and manageable transitions within the larger school.
- **Provide a balanced variety of spaces** for direct instruction, seminar, inquiry, project work, performance, making, movement, intervention, quiet concentration, regulation, and informal social connection.
- **Support inclusive education close to the learner** through accessible routes and amenities, flexible group rooms, distributed learning-support spaces, appropriate washrooms and personal-care areas, and environments responsive to sensory and mobility needs.
- **Enable educator collaboration** through shared planning areas, team-teaching opportunities, access to student evidence, and spaces for job-embedded professional learning without removing educators from connection with students.
- **Connect learning to land and community** through outdoor classrooms, gardens, naturalized areas, gathering places, and respectful opportunities for local Syilx knowledge, language, culture, and relationships to inform learning and stewardship.
- **Integrate technology intentionally** with reliable infrastructure and adaptable presentation and creation tools while preserving hands-on, face-to-face, screen-balanced, and technology-free learning options.
- **Build for adaptability and evidence-informed improvement** through movable and reconfigurable elements where educationally appropriate, service systems that permit future change, and post-occupancy evaluation of how spaces affect learning, inclusion, wellbeing, and operations.

Recommendations

1. **THAT:** The District use a learning-first educational design brief for every new school, addition, and major renovation. The brief will align the pedagogical core, the OECD learning principles, the 2026-2031 Strategic Plan, the applicable grade-level philosophy, the intended staffing, cohorting and timetable model, inclusive and accessible design, environmental stewardship, and operational requirements before detailed design begins.
2. **THAT:** Planning and design processes meaningfully involve students, educators, support staff, families, Indigenous partners, and community partners, with engagement scaled to the project and undertaken within provincial space, funding, safety, and schedule requirements.
3. **THAT:** The District establish common educational specifications and post-occupancy review criteria for flexible learning communities, specialized and inclusive supports, staff collaboration, family and community use, indoor-outdoor learning, technology, safety, wellbeing, accessibility, sustainability, and long-term adaptability.

4.2 Grade Configurations

Grade configuration is an important structural decision because it influences developmental continuity, the number and timing of school transitions, access to specialized programs, staffing and collaboration, family-of-schools pathways, transportation, and the design and use of facilities. Research does not support the conclusion that grade span alone determines student success. The quality of relationships, instruction, assessment, student support, leadership, and developmentally responsive organization is more consequential. Configuration should therefore be treated as an enabling condition for a strong educational program, not as the program itself.

Central Okanagan Public Schools' common configuration is Kindergarten to Grade 5 elementary schools, Grades 6 to 8 middle schools, and Grades 9 to 12 secondary schools. This three-tier model provides a coherent K-12 pathway and creates a clear educational mandate for each stage of learning. It is the District standard for long-range capital planning, site acquisition, school design, catchment planning, and major renovation decisions.

Educational Rationale for the Common Configuration

- **Developmental coherence.** Each school type can be organized around the learning, relationship, wellbeing, and transition needs of a defined developmental stage rather than operating as a smaller version of the next level.
- **Program coherence and equity.** A common configuration supports more consistent expectations, staffing models, specialized spaces, exploratory opportunities, course access, and student support across families of schools.
- **Managed transitions.** Students experience two planned school transitions, into Grade 6 and Grade 9. These transitions can be supported through aligned feeder relationships, shared information, orientation, family engagement, and continuity of learning and support plans.
- **Responsible stewardship.** A stable standard improves enrolment forecasting, capacity analysis, transportation planning, educational specifications, capital priorities, and public understanding of long-term facility decisions.

Middle Learner Philosophy

Young adolescence is a distinct period of rapid physical, cognitive, social, emotional, and identity development. Grades 6 to 8 should therefore be designed and organized as a purposeful middle level, not simply as an administrative grade span. The Association for Middle Level Education's (AMLE) The Successful Middle School: This We Believe identifies five essential attributes of an education for young adolescents:

- **Responsive** - decisions begin with the distinctive nature and identities of young adolescents;
- **Challenging** - every member of the school community is supported by high expectations and meaningful intellectual challenge;

- **Empowering** - students develop responsibility for their learning and contribute positively to the world around them;
- **Equitable** - every student has access to socially just learning opportunities, supports, and environments; and
- **Engaging** - learning is relevant, participatory, exploratory, and motivating.

AMLE further describes successful middle schools through 18 characteristics across culture and community; curriculum, instruction, and assessment; and leadership and organization. These include respect for young adolescents; welcoming, inclusive, and affirming environments; an adult advocate for every student; proactive and just approaches to safety; comprehensive counselling and support; authentic family and community partnership; interdisciplinary and exploratory curriculum; active and purposeful instruction; varied assessment; collaborative leadership; relevant job-embedded professional learning; and organizational structures that foster purposeful learning and meaningful relationships.

Middle School Learning-Community Model. Each community brings together four to five teachers and a mixed cohort of Grades 6, 7, and 8 students for the three-year middle-school cycle, deepening belonging, trust, peer learning, assessment, support, and adult advocacy. Adjacent team workspaces and two uninterrupted 100-minute weekly planning blocks support joint planning and co-teaching. Students see adults modelling inquiry, respectful disagreement, iteration, and collective responsibility. The model demonstrates that facilities and protected organizational conditions must work together so middle school becomes a developmental community of belonging, identity, contribution, and becoming - not merely a bridge to secondary school.

Facility Implications for Middle Schools

To enable this philosophy, Grades 6 to 8 facilities should:

- **Create team-based learning communities** with identifiable home bases, nearby shared project and small-group spaces, and layouts that support interdisciplinary teams, advisory structures, mixed-grade or multi-year cohorts where intended, adult advocacy, and a strong sense of belonging.
- **Balance stability with exploration** by giving students a secure relational home while providing equitable access to arts, music, physical and health education, science, technology, applied design, skills and technologies, and other exploratory learning.
- **Support active, integrated learning** through spaces for inquiry, discussion, making, performance, project-based learning, outdoor and land-based learning, and exhibitions of student work.
- **Make inclusion and wellbeing visible and accessible** through distributed support rooms, counselling and wellness spaces, sensory and regulation options, accessible amenities, healthy food and movement spaces, and welcoming environments that affirm diverse identities and cultures.

- **Provide safe opportunities for agency and social connection** through student commons, leadership and service spaces, age-appropriate independence, clear sightlines, and a balance between supervision, privacy, and dignity.
- **Strengthen family, community, and staff partnership** through welcoming meeting and gathering areas, community-connected learning, shared staff planning spaces, and settings for sustained, job-embedded professional learning focused on young adolescents.

Configuration-Specific Facility Implications

Kindergarten to Grade 5 Elementary Schools

Elementary schools should provide a welcoming, secure, and comprehensible environment that builds strong foundations in literacy, numeracy, communication, self-regulation, curiosity, and belonging. Design should support classroom community, explicit instruction, play and inquiry, small-group intervention, inclusive support, movement, arts, making, direct access to outdoor learning, and strong family connection. Where included in the project mandate, early learning, childcare, and community services should be accessible without compromising the safety or coherence of the school day.

Grades 6 to 8 Middle Schools

Middle schools should fully express the District's middle learner philosophy. Their organization should support interdisciplinary teaming, advisory and adult advocacy, exploratory programming, active and integrated learning, equitable access to specialized spaces, student voice, and comprehensive social-emotional and counselling supports. The physical environment should feel relational and age-appropriate: neither an enlarged elementary school nor a reduced secondary school.

Grades 9 to 12 Secondary Schools

Secondary schools should support a coherent four-year experience in which Grade 9 provides a supported entry to the school community before students undertake the Grades 10 to 12 Graduation Program. Facilities should enable a broad range of academic, arts, athletics, career, trades, technology, applied, and community-connected pathways; flexible grouping and scheduling; counselling and career development; inclusive supports; student leadership; and partnerships with post-secondary institutions, employers, and community organizations.

Transitions and Exceptional Configurations

Enrolment growth, geographic constraints, facility limitations, or the timing of capital investment may occasionally require a temporary departure from the common configuration. Any exception should be evaluated first through an educational and equity lens and should protect access to developmentally appropriate programming. A middle-school-within-a-school model may be considered only when a stand-alone Grades 6 to 8 configuration is not feasible. It should have a distinct middle-level identity; dedicated leadership and staff teaming; an advisory or adult-advocacy structure; designated learning and gathering

spaces; access to exploratory programs and specialized facilities; and explicit transition supports. Exceptions should be reviewed through the long-range facilities planning cycle and not become permanent by default.

Every configuration change should be accompanied by a transition plan developed with affected students, families, staff, Indigenous partners, and school communities. Planning should address continuity of learning and supports, staffing and professional learning, school identity and belonging, student records and individual plans, transportation, orientation, family communication, and monitoring of student experience and outcomes.

Recommendations

1. **THAT:** The District affirm Kindergarten to Grade 5 elementary schools, Grades 6 to 8 middle schools, and Grades 9 to 12 secondary schools as the common grade configuration for long-range facility, capital, catchment, and program planning.
2. **THAT:** Educational specifications for each school type reflect its developmental mandate, with all Grades 6 to 8 projects explicitly demonstrating alignment with the AMLE essential attributes and characteristics of successful middle schools and identifying the intended learning-community structure, teacher teaming, cohorting, adult-advocacy approach, collaborative planning requirements, and relationship-continuity model.
3. **THAT:** Any proposed grade-configuration or catchment change be assessed against student learning, belonging and wellbeing, developmental appropriateness, equity of access to programs and supports, transition impacts, enrolment and capacity, transportation, facility feasibility, financial stewardship, and community input.
4. **THAT:** Where the common configuration cannot be achieved, the District may consider a developmentally coherent school-within-a-school or other transitional model following consultation, provided that program integrity, leadership, staffing, identity, designated space, exploratory access, adult advocacy, and student supports are protected and the exception is periodically reviewed.
5. **THAT:** Configuration changes include a funded implementation and transition plan, relevant professional learning, clear communication, and monitoring of disaggregated learning, wellbeing, belonging, attendance, transition, and student and family experience evidence.

4.3 Early Learning

The British Columbia Early Learning Framework (2019) provides the provincial pedagogical direction for children from birth to eight years of age and explicitly connects early childhood settings with kindergarten to Grade 3. Its vision is respectfully living and learning together. It moves beyond a narrow school-readiness model and begins with an image of every child as strong, capable in their uniqueness, full of potential, and able to contribute knowledge, ideas, culture, and experience to a learning community.

The framework understands learning as holistic, relational, experiential, and situated in relationships with people, materials, land, place, culture, and history. It is not a prescribed program or checklist. It invites locally responsive practice, a pedagogy of listening, critical reflection, collaborative dialogue, and pedagogical narration that makes children's learning and educators' choices visible to children, families, colleagues, and community.

The current provincial direction emphasizes:

- Continuity from birth to Grade 3. Early care, learning, school, and community services should form a coherent continuum rather than separate systems connected only at kindergarten entry.
- Families as essential partners. Families are children's first teachers, primary caregivers, and knowledge holders; early learning environments should welcome their participation, cultures, languages, and perspectives.
- Truth and Reconciliation and local place. Practice should resist colonizing and marginalizing assumptions, honour Indigenous authorities and perspectives, and be grounded in respectful relationships with local Nations, Elders, Knowledge Keepers, land, histories, and community.
- Inclusive learning and care. Children of all abilities and needs should participate alongside peers with equitable access, individualized supports, and environments that enable meaningful engagement, learning, and contribution.
- Educators as researchers and collaborators. Early childhood educators, primary educators, families, and other professionals need time and places to observe, document, reflect, plan, and learn together.

Living Inquiries

The framework organizes learning through four interconnected living inquiries. These are ongoing invitations for exploration rather than linear outcomes:

- Well-being and belonging;
- Engagement with others, materials, and the world;
- Communication and literacies; and
- Identities, social responsibility, and diversity.

Facilities should allow these inquiries to overlap naturally. Children need environments where they can build relationships, move, rest, communicate in multiple modes, investigate materials, make theories visible, encounter difference, care for shared places, and connect learning to family, community, and the natural world.

Implications for the Long-Range Facilities Plan

New schools, additions, renovations, and repurposed spaces that include early learning should:

- Treat the environment as part of pedagogy. Create rich, joyful, welcoming, and non-institutional settings with varied scales for active play, quiet retreat, individual and group inquiry, storytelling, music, movement, construction, and imaginative exploration.
- Provide inclusive and dignified access. Apply universal and accessible design and include appropriate sensory and regulation options, personal-care and accessible washroom facilities, spaces for individualized support, and safe participation alongside peers.
- Enable inquiry with materials. Provide flexible indoor and outdoor project areas, wet and messy learning zones, durable work surfaces, natural and open-ended materials, accessible storage, and places to display children's theories, creations, and pedagogical narrations.
- Connect children to land and place. Provide direct access to secure outdoor environments, gardens, naturalized areas, weather-protected learning, and opportunities developed with syilx Okanagan partners to learn through local land, language, culture, seasons, and ecological relationships.
- Welcome families and community. Include visible and accessible entrances, gathering and meeting areas, places for confidential conversations, and opportunities for families, Elders, Knowledge Keepers, community partners, and service providers to participate without compromising school safety.
- Support continuity and a seamless day. Where programs are included, locate early learning, StrongStart, childcare, and before- and after-school services to strengthen relationships with kindergarten to Grade 3 while providing appropriate identity, security, drop-off, storage, food, rest, washroom, and outdoor access.
- Enable professional collaboration and reflection. Provide shared planning and documentation areas where early childhood educators, primary teachers, inclusive education staff, and community partners can engage in pedagogical narration, collaborative dialogue, transition planning, and job-embedded professional learning.
- Plan for long-term adaptability and stewardship. Use durable, healthy, acoustically supportive, well-ventilated, daylit, flexible spaces that can respond to changing community needs while protecting K-5 instructional capacity and remaining sustainable to staff, operate, and maintain.

Recommendations

1. **THAT:** The District use the British Columbia Early Learning Framework as the pedagogical foundation for educational specifications governing early learning, StrongStart, childcare, and before and after-school spaces in new schools, additions, renovations, and repurposing projects.
2. **THAT:** Early learning investments be planned through a regional equity and sustainability lens using disaggregated child-development and participation evidence, community need, family and Indigenous partner voice, childcare supply, geography, transportation, available capacity, operating requirements, and long-term capital and staffing implications.
3. **THAT:** Early learning facilities be co-designed with children where appropriate, families, early childhood educators, primary teachers, inclusive education staff, Indigenous partners, community agencies, and program operators, with clear requirements for accessibility, outdoor learning, family participation, cultural safety, professional collaboration, and secure community access.
4. **THAT:** Before and after-school care and seamless-day opportunities be supported in elementary schools where need, suitable space, sustainable funding, qualified operators, staffing, licensing, transportation, and protection of K-5 instructional capacity can be demonstrated.
5. **THAT:** Post-occupancy reviews examine how early learning spaces support inclusion, belonging, family participation, relationships, play and inquiry, connection to land and place, educator collaboration, transitions into kindergarten and the primary years, utilization, and operational sustainability.

4.4 French Immersion

The Board of Education recognizes the importance of the French Immersion Program and the value it brings to students, families, communities and partner groups. French Immersion continues to be a program of choice for students interested in developing their intercultural and linguistic competencies in the District. In addition to students gaining second language competencies, the opportunity to graduate with a “Dual Dogwood,” meeting French and English language requirements has additional post-secondary and employment benefits.

Over recent years, the Board of Education has expanded the program to additional schools, and projections indicate a modest increase in overall French Immersion enrolment. However, several schools are expected to have low French Immersion enrolment, which will not generate sufficient funding to fully cover staffing costs. When this occurs, the District faces staffing inefficiencies and increased financial pressure to subsidize costs. This creates a significant cost challenge in the District's Operating Budget.

Given the ongoing financial pressures the District is experiencing and the need to maintain a balanced budget, the Board of Education, together with its partner groups, will need to thoughtfully review the current configuration of the French Immersion Program. This review will be approached with sensitivity to the program's significance and the interests of all stakeholders. The goal is to ensure that the French Immersion Program remains sustainable and that enrolment levels can support the cost of delivery, thereby avoiding ongoing budgetary challenges for the District. The Board of Education is committed to engaging with the community and partner groups to explore solutions that preserve the integrity and accessibility of French Immersion while addressing fiscal realities.

Recommendation

THAT: To conduct a comprehensive review of the French Immersion Program across the District to assess its long-term sustainability, accessibility, enrolment trends, staffing efficiencies, and financial implications.

4.5 Diverse Program Offerings

School District No. 23 (Central Okanagan) remains committed to serving the diverse educational needs of students while focusing on student achievement. Over the years, the Board of Education has approved 118 Board/Authority Authorized (BAA) courses, 25 Specialty Academies, and 20 Dual Credit Programs. These specialized educational programs have encouraged students to stay in school and pursue their educational interests resulting in more students graduating from School District No. 23 (Central Okanagan).

As the District continues to provide opportunities to personalize the learning for all students (as described in the BC Ed Plan), new BAA courses, Distinct Schools, Unique Programs, and Specialty Academies may be added. Additional facility space may be required to accommodate these specialized programs.

Recommendation

THAT: To serve the diverse educational needs of students, distinct schools, unique programs and specialty academies be supported, provided that the specific program is approved by the Board, the program operates within the parameters of the School Act, there is available space, qualified staff and evidence of student demand, and the program is financially feasible and sustainable.

4.6 Indigenous Education Program

The Indigenous Education Program currently operates in two locations, with Gathering Room spaces in each school. A review of those sites and their future needs are described below.

- **The Learning Centre** – Indigenous Education Program Administrative, clerical, and non-school based staff have office and meeting space at The Learning Centre. This space is sufficient for its purpose.

- **École Okanagan Mission Secondary** – The Land Based Learning program has a classroom space, primarily used in winter months, to host students from each middle school. The space is used to engage students in culturally connected learning, often arts, crafts, and building. Additional outdoor classroom space, including seating would support access to outdoor learning spaces.
- **Gathering Rooms** – Each school has an Indigenous Gathering Room. The primary focus of the school Gathering Room is to provide space for Indigenous students to connect to culture and receive individualized and culturally appropriate support. The support can take on different forms depending on school context and individual student needs. Some Gathering Room spaces are full classrooms; others are shared spaces or small offices. In most schools, the Gathering Room space is sufficient for its purpose. Ensuring that the size of the space meets the needs of the Indigenous student enrolment at each school is critical. This is not the case at all locations. Additionally, ensuring that each Gathering Room has a sink, room for a refrigerator, and reasonable access to the outside support the intention of creating these spaces in each school.

The Indigenous Education Program regularly accesses community resources and community outdoor spaces to facilitate decolonized approaches to teaching and learning, and to meet the commitments communicated through the District Equity in Action Agreement for Truth and Reconciliation. Further, we are bound by the British Columbia Ministry of Education and Child Care curriculum, which directs a focus on Indigenous knowledge and perspectives, and we strive to align with the Truth and Reconciliation Calls to Action. Specifically, to build student capacity for intercultural understanding, empathy, and mutual respect. These considerations inform the following recommendations.

Recommendations

1. THAT: The District consider expanding access to Land Based Learning by ensuring that each zone, or Family of School, has access to a designated Land Based Learning classroom and outdoor space.
2. THAT: Given the potential of a new school or new schools being built, appropriate spaces for learning about, and engaging in, traditional Indigenous protocols such as Smudging and gathering in circle are included. Ventilation and access to outdoor space need to be considered in the design of new construction.
3. THAT: Given the potential of a new school or new schools being built, appropriate Gathering Room spaces be considered in the design of new builds.

4.7 Alternate Education Programs

The Alternate Education Programs operated through Central Programs and Services are currently housed in five sites. A review of those sites and their future needs are described below.

- **Central Alternate School** - The primary focus of the Central School Program is alternative education for middle and secondary students. The program includes direct instruction and the option of electives. For the programs to keep pace with the needs of the student population, more hands-on lab and/or shop type facilities would be required. Thus, upgrades are needed to

enhance the educational opportunities of students enrolled at Central School. As this is a heritage facility, additions and alterations would be subject to various approvals.

- **Rutland Learning Centre** - A secondary school alternate program exists in a leased space in downtown Rutland.
- **Take a Hike** - This program offers students the opportunity to improve their mental health and well-being, build healthy relationships and fulfill academic requirements alongside a small cohort of peers. This space is leased from the City of West Kelowna.
- **Westside Learning Centre** - A secondary school alternate program already exists within the City of West Kelowna. This space is leased in the City of West Kelowna
- **Wheels Transition to Employment** - The aim of this program is to provide youth and young adults with disabilities and diverse abilities with opportunities to learn skills and gain experiences that will help them make successful transitions to adulthood and to directly aid them in making those transitions. This program exists in a leased space in Kelowna.

4.8 Inclusive Education Services

Over the past decade, School District No. 23 (Central Okanagan) has had a continuous increase in the number of low incidence high-cost students (i.e. Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder) and a reduction in the number of high incidence low cost students (i.e. Mild Intellectual Disability, Learning Disability, Moderate Behaviour Support/Mental Illness).

Inclusive Education Services currently operates out of three sites in the District: Dehart Support Services, The Learning Centre, and Westside Support Services. These three sites are utilized to full capacity and there is limited ability to expand these spaces any further.

With a District mandate of inclusive education for students with diverse and complex learning needs and a wide range of community services available to families in the Central Okanagan, the District has become a “District of Choice” for many families with children requiring inclusive education services. As designated student enrolment continues to grow, the District will ensure additional facility space is provided and upgrades are implemented to meet the diverse and complex learning needs of students.

Recommendations

1. THAT: Given the potential of a new school or new schools being built, appropriate spaces for Inclusive Education Services staff and students need to be considered in the planning stages.
2. THAT: There is an ongoing need to upgrade existing building sites to accommodate students with unique needs. These upgrades include such items as power door openers, call bells and washroom renovations. These renovations include such things as installing ceiling tracking and lifts, installing hand showers and expanding washroom sizes to accommodate specialized equipment. Changes such as the upgrades have, in the past, been completed on an as needed basis by the Operations Department.

4.9 Health Promoting Schools and Food Programs

School District No. 23 (Central Okanagan) is committed to supporting the health and well-being of children and youth through a Health Promoting Schools (HPS) approach that recognizes the strong connection between physical health, mental well-being, social belonging, and learning.

Why This Work Matters

Data from students, families, and provincial sources show that 25% of children and youth arrive at school not ready to learn due to hunger and limited access to nutritious food. When students are well nourished, they are better able to focus, learn, and feel connected to their school communities. Creating healthy, respectful and inclusive school eating environments is therefore a priority within the District Health Plan.

Investing in School Food Programs

Through Provincial Feeding Futures Funding, the National School Food Program Funding, and community partnerships and grants, the District invests approximately \$3.6 million each year to provide food to children and youth.

These investments support a range of school food programs:

Universal Programs (available to all students)

- **Breakfast Programs:** About 2,000 students access breakfast each school day.
- **Snack Programs:** Schools provide snacks throughout the day.
- **Sliding-Scale Lunch Programs:** Offered at various schools, allowing students to pay what they can, with full subsidies for families experiencing food insecurity.

Targeted Supports (for families living with greater food insecurity)

- **Brown Bag Lunch Program:** More than 1,300 lunches are delivered daily across District schools.
- **Weekly Grocery Backpacks:** Approximately 600 families receive groceries each week to support food security outside the school day.

Supporting Equity and Inclusion

Targeted funding is provided to the Indigenous Education Department and the Welcome Centre to support culturally responsive and inclusive approaches to food access. These teams work closely with families to reduce barriers and provide support in ways that are respectful, flexible, and responsive to family needs.

Building Capacity for Success

Successful school food programs require more than food alone. The District also provides:

- Additional school support staff hours to help run food programs;
- Kitchen and equipment upgrades through provincial and national funding; and
- Professional learning for school teams focused on respectful, inclusive language and healthy relationships with food, supported by Interior Health Authority.

A Healthy Foundation for Learning

Through strong partnerships, evidence-informed planning, and a focus on equity, School District No. 23 (Central Okanagan) is creating school environments where students are nourished, supported, and ready to learn. Addressing food security as part of a comprehensive Health Promoting Schools approach helps build healthier school communities and supports long-term success for children and youth.

4.10 The Welcome Centre

Over the past four years, there has been a steady flow of new immigrants into the Central Okanagan, with District schools continuing to welcome students from abroad. The Welcome Centre plays an important role in supporting this transition by helping students and families feel welcomed, informed, and connected as they enter the school system and broader community. Its services provide a strong foundation for successful settlement, school integration, and ongoing student success.

There is a need to continue to provide resources and support to students and families to help with their settlement into the community and schools. This includes assessments on arrival and the provision of English Language Learners (ELL) support. For the long-term, there is a need to provide teachers with the training and resources to be able to support an increase in the number of English Language Learners throughout the District. The International Education Program has provided the necessary critical mass for schools to be able to offer the specialized support required to new immigrant students. This leveraging of resources has been an effective short-term strategy. In the long term, there may be a need to change the delivery of services which would include the hiring of additional ELL specialist teachers in School District No. 23 (Central Okanagan).

4.11 International Education Program

The District will continue to offer short-term and long-term programs for international students with numbers totaling 350 student FTE for the foreseeable future. These numbers are not expected to put stress on schools or facilities, as they are placed where there is available space, but this does translate into a need for approximately 350 spaces in the District at any given time. Secondary school students account for about 85% of the enrolment of long-term international students with 50-100 students at each of the District's five secondary schools. It would be ideal for the middle schools to reserve space for five long-term students and for a few schools to maintain space for ten short-term students at any given time

throughout the year. At the elementary level, the District remains interested in dedicating a few spaces for long-term student placements in each zone throughout the District.

Recommendation

THAT: The Long Range Facilities Plan will accommodate short-term and long-term programs for 350 FTE International students each year, space permitting, always ensuring that School District No. 23 (Central Okanagan) students have first priority.

4.12 Neighbourhood Learning Centres

The Ministry of Education and Child Care's vision of Neighbourhood Learning Centres (NLC) is to create a vibrant community where assets are integrated, and children and families can access a broad scope of educational and social services within their community neighbourhood.

Neighbourhood Learning Centres Guiding Principles

The District has developed the following guiding principles to direct the development of Neighbourhood Learning Centres programs. All NLCs must:

1. Meet the Ministry of Education and Child Care's vision for Neighbourhood Learning Centres.
2. Be consistent with the District's purpose, vision and cultural values.
3. Improve the quality of life of residents, specifically families in the general area of the school.
4. Enhance programs and services to children, youth and families, creating a community hub.
5. Fill a community need or gap and have identified goals.
6. Be suitable for co-location in a school setting and suit the specific school location.
7. Be able to operate independently outside instructional hours.
8. Be self-sustainable with proven business success and be able to fund incremental operating costs.
9. Encourage partnership involvement, be good neighbours, and able to function in a shared use space.
10. Observe and operate under BC and Canadian laws; and
11. Be approved by the Board of Education and the Municipality or Partner.

Neighbourhood Learning Centres have the potential to support and enhance the core instructional program of the school, provide improved quality of life and enrichment through educational, recreational, and cultural opportunities for children, youth, and families, and provide ongoing opportunities for residents to actively participate and develop a sense of community and belonging.

Recommendation

THAT: The District is committed to the development of Neighbourhood Learning Centres in the District, where possible. In conjunction with new Capital Building Projects, application will be made to the Ministry of Education and Child Care for additional funding to support the development of these centres.

Context

Neighbourhood Learning Centres support the use of schools as community hubs where students, families, and residents may access educational, cultural, recreational, health, childcare, and social services. These uses can strengthen community connections and increase the public value of school facilities.

The Ministry of Education and Child Care's vision for Neighbourhood Learning Centres is to integrate community services and programs within school facilities where they complement educational objectives and respond to identified community needs. Neighbourhood Learning Centre space may be considered as part of a new school, addition, replacement, or major renovation when a viable service need, partnership, operating model, and funding source have been established.

Facilities Planning Considerations

Neighbourhood Learning Centres can enhance the use of school facilities, but community uses must be planned so that they do not compromise student safety, school operations, or current and future instructional capacity.

When evaluating a proposed Neighbourhood Learning Centre or other shared-use opportunity, the District should consider:

- alignment with the District's vision, purpose, strategic priorities, and educational objectives;
- evidence of an identified community need or service gap;
- benefits for students, families, and the surrounding community;
- suitability of the proposed use within a school setting;
- compatibility with current and projected enrolment and instructional-space requirements;
- accessibility, inclusion, cultural responsiveness, and community access;
- location, circulation, security, supervision, and separation of community and instructional areas;
- opportunities for independent access outside instructional hours;
- capital, operating, maintenance, custodial, utility, and lifecycle costs;
- the financial and operational capacity of the proposed partner;
- roles, responsibilities, insurance, risk management, and governance arrangements;
- flexibility to adapt the space if educational or community needs change; and
- compliance with applicable legislation, regulations, District policies, and funding requirements.

These considerations should be addressed early in project planning so that space, access, building systems, security, and operating responsibilities are incorporated into the project scope.

Partnerships and Operational Sustainability

Neighbourhood Learning Centres depend on effective partnerships among the District, local governments, Indigenous partners, community organizations, service agencies, and program operators. Proposed partnerships should have clearly defined objectives, responsibilities, funding commitments, operating requirements, and performance expectations.

Community partners should be able to operate within a shared school environment, fund incremental costs attributable to their use, and maintain services without adversely affecting the District's educational mandate or operating budget. Formal agreements should address matters such as:

- permitted use and operating hours;
- access, security, and supervision;
- maintenance, custodial, utility, and renewal costs;
- insurance and risk management;
- scheduling and shared-space arrangements;
- responsibility for equipment and improvements;
- performance monitoring; and
- amendment, renewal, and termination provisions.

Where community services occupy space that could otherwise support student enrolment, the District should periodically review the arrangement against current and projected instructional requirements.

Future Planning Direction

The District will evaluate Neighbourhood Learning Centre opportunities as part of planning for new schools, additions, replacements, major renovations, and significant changes in facility use. The scale and nature of each opportunity should reflect the needs of the school community, available site and building capacity, partner readiness, capital funding, and long-term operating sustainability.

Where a proposed Neighbourhood Learning Centre aligns with District priorities and meets the required planning criteria, the District may seek additional provincial funding and partner contributions. Approval of a concept should remain subject to a viable business case, appropriate agreements, confirmation of capital and operating funding, and Board approval where required.

The District will continue to review existing community-use arrangements and explore shared-use partnerships involving childcare services, recreation programs, youth organizations, and municipal activities as enrolment, facility capacity, program requirements, and community needs change. These arrangements should support educational objectives, protect instructional capacity, and provide appropriate, sustainable community access to public facilities.

Expected Outcomes

A well-planned Neighbourhood Learning Centre may:

- improve access to services for students, families, and community members;
- strengthen partnerships among schools, families, Indigenous partners, local governments, and community organizations;
- support childcare, recreation, health, cultural, and social-service opportunities;
- increase the use and community value of school facilities outside instructional hours;
- create welcoming and accessible spaces for family and community engagement; and
- support coordinated public investment in community infrastructure.

Planning Direction

The District will evaluate opportunities for Neighbourhood Learning Centres and other shared community uses where they support educational objectives, respond to demonstrated community needs, protect current and future instructional capacity, and have sustainable capital, operating, governance, and partnership arrangements.

4.13 Technology and Strategic Learning Alignment

School District No. 23 (Central Okanagan) leverages technology to enhance learning, strengthen communication, and improve system-wide efficiency. This vision aligns directly with the Board of Education's refreshed strategic directions.

Building on our District's focus on student agency, the District views technology not only as infrastructure, but as a tool that elevates voice, choice, and ownership. Digital tools and platforms help foster inclusive learning environments, allowing students and staff to contribute insights that inform continuous improvement.

Key Shifts in Learning Environments**Transition to Mobile, Flexible, Student-Centered Learning**

In alignment with the District's emphasis on intentional design of learning, the District continues to transition away from desktop computer labs toward mobile learning, except in specialty computer lab environments. This supports:

- Student agency and personalized pathways, fostering environments where students have authentic decision-making power in how they learn.
- Collaborative learning supported by flexible and adaptable environments.
- Redesigned Learning Commons that foster inquiry, curiosity, and shared learning.

These shifts reinforce the belief that learners thrive when their identities, experiences, and perspectives are honored and reflected in the tools and spaces they use.

Guiding Infrastructure Requirements Connected to Strategic Goals

While these needs may not expand footprint requirements, they directly impact how spaces must be upgraded to support modern learning.

Building Capacity for Mobile-First Learning

To support the District's commitment to equity, access, and evidence informed learning environments, schools require:

- Additional electrical plugs and charging stations.
- Increased Wi-Fi density and coverage to support robust device use.
- Increased wide-area network bandwidth.
- Secure cabinetry for storage and management of mobile devices.

Sustained teacher and student laptop refresh cycles to support equitable access.

These infrastructure enhancements mirror the Board of Education's refreshed Strategic Plan that emphasizes building supportive, culturally relevant, inclusive learning environments—while also enabling staff agency by providing educators with reliable, modern tools that support innovative teaching practices.

Classroom & Instructional Display Technology

The District's technology approach aligns with the strategic commitment to transformative leadership and intentional design of learning:

- Classrooms prioritize large HDTV monitors (TVs) instead of projectors for clearer visuals, lower maintenance, and better longevity.
- Displays (i.e. projectors, scoreboards) and sound systems are installed in gymnasiums and common areas to support assemblies, performances, and large gatherings.
- TVs may also be used in these larger spaces depending on instructional needs.
- Classrooms also need to intentionally incorporate assistive and accessibility technologies to support diverse learner needs and ensure equitable access to learning.

These decisions strengthen instructional quality and support both student and staff agency, enabling learners and educators to design and share learning in ways that reflect their voices and goals.

Safety, Communication, and System Coherence

Aligned with the District's commitment to system wellbeing, the team continues to modernize safety and communication systems:

- Upgraded PA, phone, and printing systems to support reliable communication and daily school operations.
- Expanded security camera systems to support safe, caring schools.
- Wiring and infrastructure to support digital signage, video surveillance, monitoring, and access control and security.
- Internet of Things (IoT) enabled systems to support connected building operations, monitoring, and responsive learning environments.
- Planning for privacy, data protection, and cybersecurity requirements, including associated infrastructure, licensing, and ongoing operational costs.

These systems reinforce the District's focus on belonging, safety, relationships, and community, enabling all members—students, staff, and families—to feel seen, heard, and supported.

Technology Supporting the District's Learning Priorities

Alignment With Strategic Directions

Technology enables and strengthens multiple elements of the Board of Education's Strategic Plan, while reflecting student and staff agency:

- **Inclusive Learning Cultures**: Tools that create accessible, culturally relevant, and flexible learning environments responsive to the lived experiences of students and staff.
- **Intentional Design of Learning**: Technology supports inquiry, student agency, and deep learning aligned with First Peoples Principles of Learning and OECD Learning Principles.
- **Collaborative Professionalism**: Digital platforms empower educators with agency, supporting co-planning, co-teaching, and continuous professional inquiry.
- **Transformative Leadership**: Technology builds coherence and alignment across the District, ensuring that the voices of students and staff inform decision-making.

District-Wide Alignment & Continuous Improvement

Through technology-enabled systems, including digital workflows, assessment tools, and refreshed hardware, the District supports:

- Strong alignment with the Enhancing Student Learning Report.
- Improved evidence collection and analysis that foregrounds student and staff experiences.
- District-wide coherence in school learning plans and strategic initiatives.

Summary

Technology is a foundational enabler of the District’s strategic vision for powerful learning environments. A proactive, aligned Long Range Facilities Plan ensures that technology, infrastructure, pedagogy, and targeted project funding are intentionally planned together, allowing investments to directly support evolving learning needs, amplify student and staff agency, and create the conditions for all learners to thrive as capable, connected, curious global citizens.

4.14 Student Health, Safety and Wellbeing

The Board of Education confirms that student health, safety, and wellbeing are foundational to student success and will be embedded in all long-range facilities planning decisions. The District is committed to ensuring that all learning environments are safe, inclusive, equitable, and supportive of every student’s physical, mental, and cultural wellbeing.

Key Priorities

Safe & Healthy Environments. Promote digital wellbeing, including online safety, responsible social media use, and healthy engagement with technology.

Mental Health & Wellbeing. Strengthen partnerships with families, Indigenous communities, and external agencies to provide wraparound supports.

Anti-Racism & Cultural Responsiveness. Advance restorative and educational practices to address harm, reduce systemic inequities, and support culturally responsive approaches to accountability and reconciliation.

Safe & Respectful School Communities. Promote safe, confidential mechanisms for students to report concerns (e.g., erase Report It Tool).

These priorities support the District’s equity goals by removing systemic barriers, improving access to support, and ensuring all students—regardless of background, identity, or ability—can fully participate, feel valued, and succeed.

5. DISTRICT FACILITIES

5.1 District Facilities Overview

School District No. 23 (Central Okanagan) maintains a diverse portfolio of educational facilities serving 25,701 (Sept 30, 2025) students across a large and geographically diverse region. The District operates a combination of elementary, middle, secondary, alternate, online learning, and learning centre programs that support students throughout the Central Okanagan.

District Facility Inventory

Facility Type	Number
Elementary Schools	32
Middle Schools	8
Secondary Schools	5
Alternate School	1
Learning Centres	3
Online Learning School	1
Total Educational Sites	50

The District currently operates at approximately 108% utilization and relies on 127 portable classrooms to accommodate enrolment pressures. While recent capital investments have added capacity in several areas, additional permanent student spaces will be required to address continued growth and reduce reliance on temporary accommodations.

Most capital investment over the next decade will focus on accommodating enrolment growth, reducing portable classrooms, renewing aging facilities, improving accessibility, and supporting modern learning environments.

5.2 Facility Planning Priorities

The District faces several facility planning challenges that will influence capital investment decisions over the next ten years:

- Accommodating enrolment growth in high-demand communities.
- Reducing reliance on portable classrooms.
- Renewing and replacing aging facilities.
- Modernizing schools to current building, accessibility, and educational standards.
- Expanding capacity to support the District's affirmed K-5, 6-8, and 9-12 grade configuration.
- Protecting and acquiring future school sites.
- Improving sustainability, energy efficiency, and climate resilience.

These priorities form the foundation of the District's LRFP and annual capital planning submissions.

5.3 School Capacity

The primary objective of the LRFP is to ensure sufficient student capacity is available to meet current and future enrolment demands.

The Ministry of Education and Child Care establishes nominal capacities for all schools based on provincial space standards. The District also uses operating capacities to reflect actual grade structures, class sizes, and program delivery requirements when evaluating utilization and future needs.

As of 2026, the District's operating capacity is approximately 22,675 student spaces. Current enrolment exceeds available operating capacity, resulting in the use of portable classrooms in many schools throughout the District. [Appendix C](#) provides detailed school-by-school capacity information.

5.4 Facility Renewal and Modernization

While accommodating enrolment growth remains a significant priority, the District must also address the renewal and modernization of aging facilities.

Several schools require major investment to address building condition, accessibility, functionality, energy performance, and evolving educational requirements. Future capital planning will focus on balancing growth-related projects with facility renewal priorities to ensure learning environments remain safe, functional, and aligned with current educational practices.

Outlined capital priorities reflect differing facility needs. Some projects are focused primarily on replacement or major renewal of aging facilities, while others combine capacity expansion with renovation and modernization of existing buildings.

Facility condition information and Facility Condition Indices are provided in [Appendix D](#).

5.5 Future School Sites

The District has strategically preserved and acquired sites to support future educational needs.

District-Owned Future School Sites

Site	Status
525 Academy Way	Future School Site
Wilden Property	Future School Site
Crawford Estates Property	Future School Site
Smith Creek Property	Future School Site

The District also owns properties that may be considered for future disposal where they no longer support long-term educational needs. The preservation and acquisition of school sites remains an important strategy to accommodate future growth and maintain flexibility in long-range planning. Detailed site information is contained in [Appendix E](#).

5.6 Leased Facilities

The District currently leases facilities to accommodate a number of alternate and specialized educational programs. These locations provide important services to students; however, several operate in facilities that limit program growth and long-term flexibility. Where appropriate, opportunities will be explored to relocate programs into larger and more suitable facilities that support improved program delivery and partnership opportunities. Detailed site information is contained in [Appendix E](#).

5.7 Transportation

Student transportation is an important consideration in long-range facility planning due to the District's large geographic area, varied topography, and dispersed residential development patterns.

The District currently transports more than 5,000 students through a combination of regular and inclusive education routes. School locations, catchment boundaries, and future capital investments must consider transportation efficiency, student travel times, operational costs, and environmental impacts. Transportation considerations also influence enrolment planning and the location of future school facilities throughout the Central Okanagan. Detailed information is contained in [Appendix G](#).

5.8 Facility Planning Outlook

The District maintains its facilities across the Central Okanagan; however, increasing enrolment pressures, reliance on portable classrooms, aging facilities, and evolving educational requirements will continue to drive capital investment decisions over the next decade. The District's priority will be to provide sufficient capacity, modernize aging schools, maintain flexibility for future growth, and ensure all students have access to safe, accessible, sustainable, and high-quality learning environments.

6. DEMOGRAPHICS

6.1 Overview of School District

The Central Okanagan remains one of British Columbia's fastest-growing regions and has experienced significant population growth over the last decade. While School District No. 23 (Central Okanagan) experienced sustained enrolment increases during much of this period, enrolment moderated during the 2025/2026 school year and is projected to remain relatively stable over the short term.

Despite this recent stabilization, growth is not occurring evenly across the District. Residential development, housing affordability, migration patterns, and changing demographics continue to influence where students live and where future educational infrastructure will be required.

Long-range facility planning must respond not only to overall enrolment trends, but also to the location of growth, the type of housing being developed, and changing community demographics. The District will continue to monitor planning initiatives with government partners to inform LRFP updates, as these factors will influence capacity requirements, site acquisition strategies, school utilization, and future capital investment decisions.

The detailed enrolment projections are provided in [Appendix B](#).

6.2 Demographic Trends

For demographic planning purposes, School District No. 23 (Central Okanagan) generally aligns with the Kelowna Census Metropolitan Area (CMA), which includes Kelowna, West Kelowna, Lake Country, Peachland, and portions of the Regional District of Central Okanagan. While Census boundaries and school district boundaries are not identical, Census information provides valuable insight into the population and housing trends affecting long-range educational planning.

Population Growth

Between 2016 and 2021, the Central Okanagan experienced population growth of approximately 14%, significantly exceeding both provincial and national growth rates. Growth was particularly strong in West Kelowna, Lake Country, and on Westbank First Nation lands.

This continued population growth has contributed to increased demand for educational services and has been a primary factor influencing the District's long-term capacity planning requirements.

Housing and Development Patterns

Housing development remains one of the most significant drivers of future enrolment growth. Residential construction throughout the Central Okanagan is increasingly shifting toward higher-density forms of housing, including apartments, townhouses, mixed-use developments, and infill projects within established neighbourhoods.

While the overall number of housing units is important, the type of housing being constructed is equally significant from a school planning perspective. Family-oriented housing, including single-detached homes, townhouses, and larger multi-family units, typically generates more school-aged children than smaller apartment units.

As communities continue to densify, the District must closely monitor both the location and form of residential development to accurately forecast future enrolment demands.

Migration and Mobility

The Central Okanagan continues to attract new residents from elsewhere in British Columbia, across Canada, and internationally. Migration remains a key contributor to population growth and plays an important role in shaping community demographics and enrolment patterns.

The region also experiences a relatively high degree of residential mobility, requiring the District to continuously monitor neighbourhood-level demographic changes and enrolment patterns.

Family Composition and Student Generation

Although household composition continues to evolve across the region, families with children remain an important component of community growth. The availability of affordable and family-oriented housing continues to influence where families choose to live and, consequently, where student enrolment growth occurs.

Future enrolment trends will increasingly depend on the availability of housing that is suitable and attainable for families with school-aged children. Understanding these relationships allows the District to better anticipate future enrolment pressures and align capital investments with community growth.

Implications for Long-Range Facilities Planning

Population growth, housing development, migration, and demographic change will continue to shape educational infrastructure needs throughout the Central Okanagan. While overall population growth remains an important indicator, the location, affordability, and type of housing being developed are increasingly important factors in determining future student enrolment patterns.

The District will continue to monitor these trends and incorporate them into enrolment forecasting, capacity planning, catchment reviews, transportation planning, site acquisition strategies, and future capital project requests.

The following section provides a detailed review of housing development trends and growth projections within the communities served by School District No. 23 (Central Okanagan) and their implications for future enrolment and facility planning.

6.3 Housing Comparison in the Region

Population growth and housing development remain among the most significant factors influencing future enrolment and facility planning within School District No. 23 (Central Okanagan). While the number of new housing units is important, the type, location, affordability, and occupancy of those units increasingly influence student generation and future school capacity requirements.

As communities across the Central Okanagan continue to evolve, the District must consider not only where growth is occurring, but also how housing form influences enrolment patterns. Family-oriented housing, including single detached homes, townhouses, duplexes, and larger multi-family units, typically generates more school-aged children than smaller apartment units. Understanding these relationships is essential to effectively planning future school capacity, transportation systems, school sites, and capital investments.

Regional Housing Growth Summary

Community	Growth Outlook	Housing Trend	LRFP Implications
Kelowna	Very High	Urban intensification, apartments, mixed-use development	Additional capacity, site acquisition, catchment reviews
West Kelowna	High	Family-oriented growth, infill and townhouse development	Capacity monitoring and future expansion planning
Lake Country	High	Rapid residential growth and diversification of housing stock	Future school capacity and site planning
Peachland	Moderate	Limited growth, aging population, modest diversification	Monitor enrolment stability and demographic shifts
Westbank First Nation	High	Continued residential and community development	Ongoing partnership planning and enrolment monitoring

Regional Housing Themes

Municipal Housing Needs Reports throughout the Central Okanagan identify several common trends:

- Continued population growth across the region.
- A growing need for family-oriented housing options.
- Increasing housing density and urban intensification.
- Affordability challenges for families with children.

- Expansion of rental housing and multi-family development.
- Greater integration between housing, transportation, and community infrastructure planning.

These trends will directly influence future enrolment patterns, school utilization, transportation requirements, and capital investment priorities.

Kelowna

Growth and Housing Trends

Kelowna is expected to accommodate the largest share of future housing growth within the Central Okanagan. Growth is increasingly concentrated in higher-density residential developments, mixed-use projects, apartment buildings, and urban redevelopment areas. While this growth will increase overall population, student generation rates will vary considerably depending on housing type and location.

Planning Implications

Kelowna will continue to be the District's highest growth area and will require ongoing capacity planning, future school site acquisition, facility expansion, and catchment boundary reviews. Based on consultation with the City of Kelowna, the strongest near and medium-term residential growth is anticipated within the Central Core, Pandosy Urban Centre, Glenmore/Wilden, and Rutland. Growth in the Upper Mission is expected to moderate relative to previous years. There has been discussion of development within the North Glenmore Sector Study Area, this is not currently expected to generate the need for a new school within the LRFP planning horizon.

West Kelowna

Growth and Housing Trends

West Kelowna continues to be one of the fastest-growing communities within the region. While the community is experiencing greater housing diversity, much of its growth remains family-oriented, resulting in comparatively strong student-generation rates.

Planning Implications

Continued residential growth is expected to place increasing pressure on school facilities throughout the Westside Family of Schools. The District will continue to monitor enrolment growth, school utilization, transportation requirements, and future site needs as development continues.

Lake Country

Growth and Housing Trends

Lake Country has experienced significant population growth and continues to attract families due to its location, quality of life, and housing opportunities. Residential development is expected to continue at a

pace above many other communities within the region.

Planning Implications

Lake Country remains one of the District's key growth areas. Long-range planning will focus on ensuring sufficient capacity exists to accommodate future enrolment growth while protecting opportunities for future school expansion and site acquisition where necessary.

Peachland

Growth and Housing Trends

Peachland is expected to experience moderate residential growth over the long term. Future development is anticipated to focus on a broader mix of housing types rather than large-scale expansion. Community demographics and housing affordability will continue to influence local student generation rates.

Planning Implications

While significant enrolment growth is not anticipated, ongoing monitoring of demographic trends, housing development, and student enrolment remains important to maintain balanced facility utilization and long-term service levels.

A recently approved residential and childcare developments is adjacent to Peachland Elementary School. The District will monitor this development, including projects scheduled for completion during the planning horizon, to assess potential impacts on enrolment and space utilization.

Westbank First Nation

Growth and Housing Trends

Westbank First Nation continues to experience residential, commercial, and community development and remains an important contributor to regional growth. Housing initiatives focus on supporting both community needs and broader residential development opportunities.

Planning Implications

Ongoing collaboration between the District and Westbank First Nation will remain important to support enrolment forecasting, transportation planning, culturally responsive educational programming, and future facility planning. Continued development on First Nation lands may influence future student distribution and capacity requirements within the Westside Family of Schools.

Student Generation and Housing Form

While population growth remains an important indicator for facility planning, housing form is increasingly influencing where and how student enrolment growth occurs. Family-oriented housing generally

produces higher student yields than smaller apartment units and often generates enrolment growth more quickly following occupancy.

As housing patterns continue to evolve across the Central Okanagan, the District will continue to monitor student-generation rates and the relationship between housing development and enrolment growth to ensure future capacity planning remains responsive to community needs.

Implications for School District No. 23 (Central Okanagan)

Housing and population trends across the Central Okanagan indicate that:

- Population growth is expected to continue across the region.
- Growth will occur unevenly between communities and neighbourhoods.
- Kelowna, West Kelowna, Lake Country, and Westbank First Nation are expected to experience the strongest development pressures.
- Housing form will increasingly influence student-generation rates and enrolment growth.
- Additional school capacity, facility renewal, site acquisition, and catchment reviews will be required in key growth areas.
- Long-range facility planning must continue to align with municipal housing strategies, transportation planning, and community growth projections.

These trends form an important foundation for the Family of Schools analysis and future capital priorities identified throughout this LRFP.

7. FAMILIES OF SCHOOLS

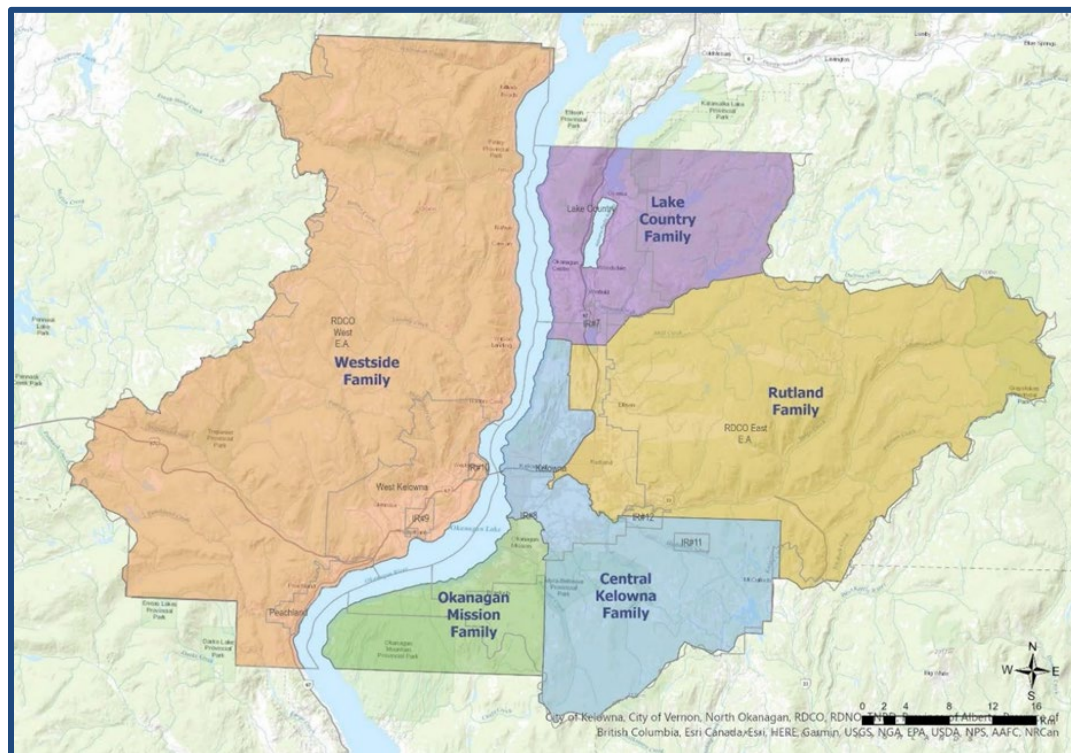
7.1 District, Community Zones and Geography

School District No. 23 (Central Okanagan) serves a geographically diverse region spanning both the east and west sides of Okanagan Lake. The District's geography plays an important role in enrolment patterns, transportation requirements, school catchment design, and long-range facility planning decisions.

Natural features, transportation corridors, and land-use patterns create significant barriers between many communities, including lakes, rivers, mountains, highways, agricultural lands, and industrial areas. While two schools may appear close on a map, they may be separated by considerable travel distances or physical barriers that limit student access and transportation options.

As a result, surplus capacity in one area of the District cannot always be used to address overcrowding in another. Geographic conditions, transportation connections, and community boundaries must be considered when evaluating enrolment pressures, school utilization, catchment areas, and future capital investment priorities.

To support long-range planning, the District is organized into five Families of Schools. These planning areas reflect geographic realities, community identity, student transition pathways, and catchment boundaries. The Family of Schools framework supports localized analysis of enrolment trends, facility needs, and capital priorities while maintaining a district-wide planning perspective.



7.2 Central Kelowna Family of Schools

7.2.1 Overview

The Central Kelowna Family of Schools serves the District's largest concentration of students and faces the most significant middle and secondary school capacity pressures in School District No. 23 (Central Okanagan). The family encompasses established neighbourhoods and rapidly growing areas including Glenmore, Wilden, McKinley Landing, and the Central Core. Continued residential development, urban intensification, and population growth are expected to increase enrolment demand throughout the planning horizon.

The Family is organized into two planning areas, North Central Kelowna and South Central Kelowna, generally divided by Highway 97. Students transition through established elementary, middle, and secondary feeder pathways, with both École Dr. Knox Middle School and École KLO Middle School feeding into École Kelowna Secondary School.

The Central Kelowna Family represents the District's highest facility planning priority due to ongoing capacity pressures, aging facilities, and the need to support future growth while transitioning toward the District's preferred K-5, 6-8, and 9-12 grade configuration.

7.2.2 Family at a Glance

Key Challenges

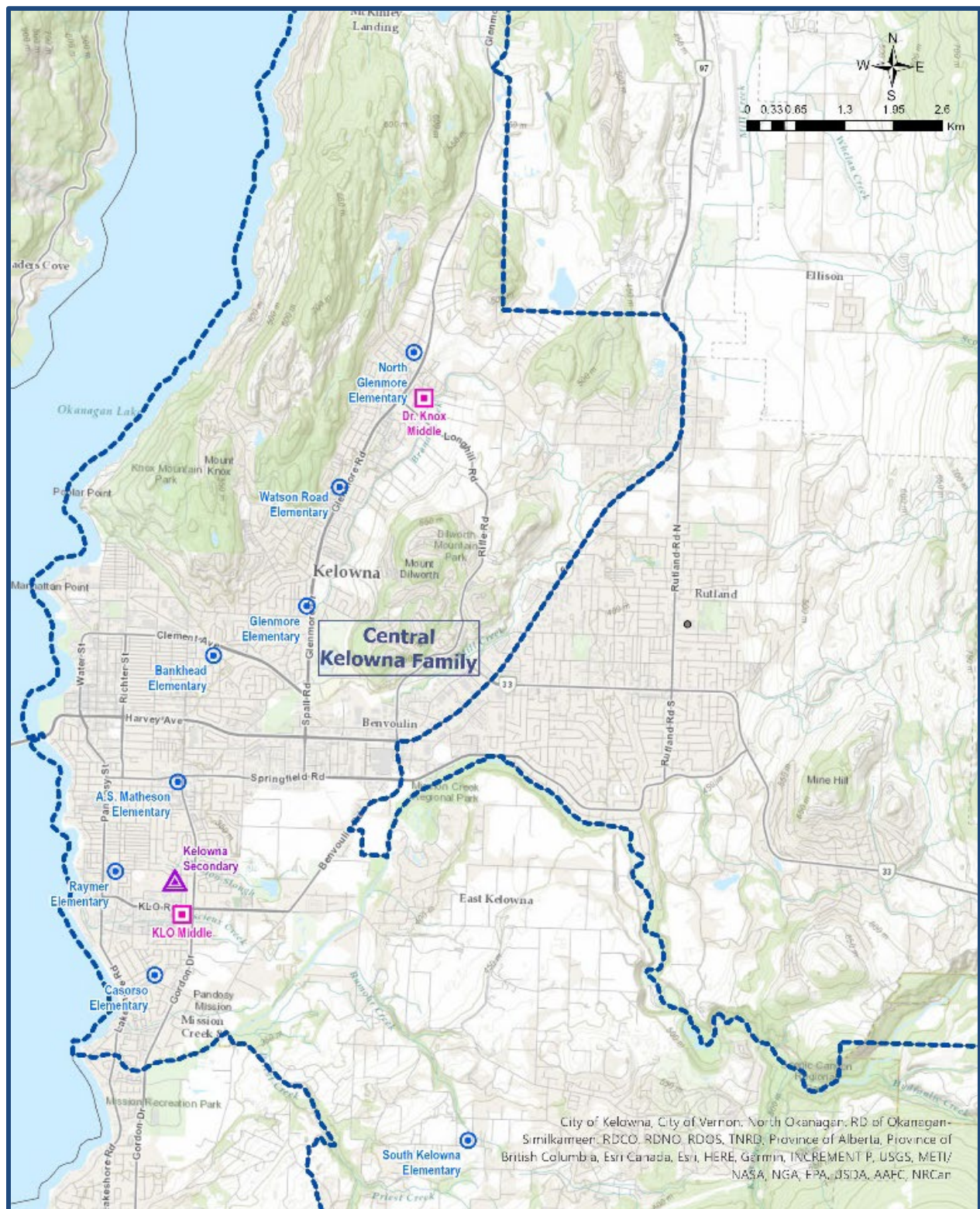
- Overcrowding at École Kelowna Secondary School.
- Increasing enrolment pressure at École Dr. Knox Middle School notwithstanding the addition.
- Continued growth in Glenmore, Wilden, McKinley Landing, and Downtown area.
- Reliance on portable classrooms to accommodate enrolment demand.
- Aging facilities at École Glenmore Elementary and Raymer Elementary.
- Long-term need for elementary school capacity within the downtown core.

Key Priorities

- New middle school capacity through the Burtch Road and Academy Way school sites.
- Conversion and expansion of École Dr. Knox Middle School to a secondary school.
- Establish a long-term strategy for École Glenmore Elementary replacement or renewal.
- Establish a long-term strategy for Raymer Elementary replacement or renewal.
- Acquisition of a future elementary school site within Central Kelowna.

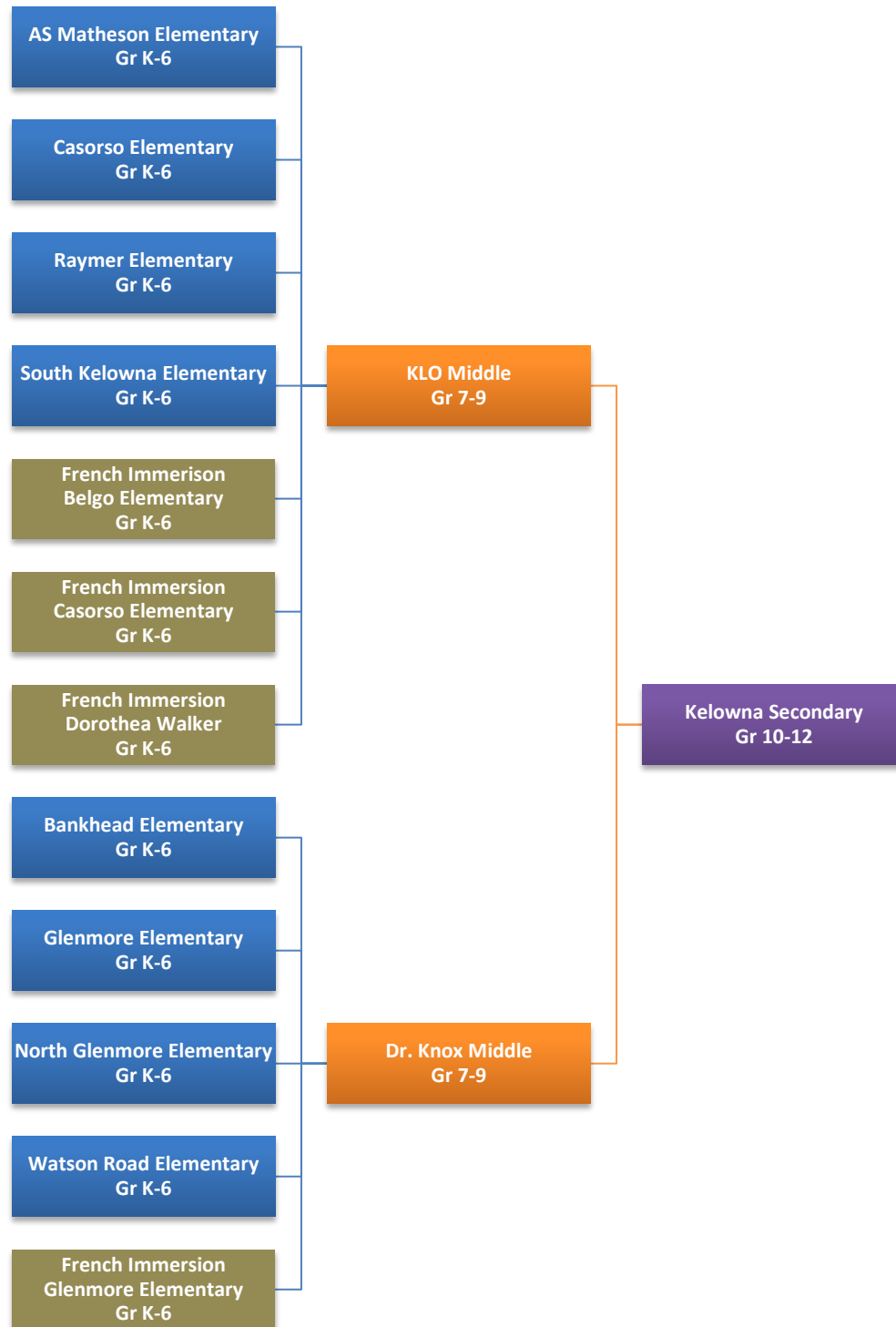


7.2.3 Central Kelowna Family Map





7.2.4 Central Kelowna Family Feeders



7.2.5 Demographic and Enrolment Trends

Recent demographic data indicates continued growth in the school-aged population within Central Kelowna. Birth data has increased compared to previous years and youth population projections indicate continued growth over the next decade. While growth rates are expected to moderate relative to previous years, the number of school-aged children is projected to continue increasing throughout the planning period.

Enrolment projections indicate sustained pressure across the Family, particularly at the middle and secondary levels. Existing facilities in Glenmore and Central Kelowna are expected to remain highly utilized, requiring a combination of capital investment, catchment management, and facility renewal strategies.

7.2.6 Facility Planning Priorities

Middle and Secondary Capacity

The most significant facility challenge within the Central Kelowna Family is the shortage of middle and secondary school capacity. Enrolment projections indicate that both École Dr. Knox Middle School and École Kelowna Secondary School will remain above operating capacity throughout the planning horizon.

The District's preferred long-term strategy is to increase middle school capacity through the development of the Burtch Road Middle School and a future middle school at the Academy Way site. Additional middle school capacity would create the opportunity to convert École Dr. Knox Middle School to a secondary school, providing significant secondary capacity relief for École Kelowna Secondary and supporting the District's preferred grade configuration model.

École Glenmore Elementary Replacement or Renewal

École Glenmore Elementary continues to operate well beyond its intended capacity and is one of the oldest elementary school facilities in the District that no longer reflects the educational, accessibility, and functional standards found in newer schools throughout the District. The school requires replacement or a major long-term renewal strategy to address capacity pressures, improve accessibility, modernize learning environments, and support future growth within Glenmore and surrounding neighbourhoods.

Raymer Elementary Replacement or Renewal

Raymer Elementary is an aging facility that no longer reflects the educational, accessibility, and functional standards found in newer schools throughout the District. While enrolment remains relatively stable, the facility requires replacement or a major long-term renewal strategy to address building condition, accessibility requirements, and modern learning environment standards.

Downtown Elementary School Site

The City of Kelowna's long-term growth strategy directs a significant portion of future residential development toward the urban core. Continued intensification within downtown and surrounding

neighbourhoods will place increasing pressure on nearby schools, including A.S. Matheson Elementary, Raymer Elementary, and Bankhead Elementary.

To support future growth and maintain access to neighbourhood schools, the District will continue to work with the City of Kelowna and the Province to identify and acquire a future elementary school site within the downtown core.

7.2.7 Capacity and Utilization Outlook

The Central Kelowna Family is expected to remain one of the most highly utilized areas within the District over the next ten years. Continued growth, combined with aging infrastructure and limited available space within existing facilities, will require significant capital investment to maintain appropriate learning environments and support future enrolment demand.

Addressing middle and secondary school overcrowding, reducing reliance on portable classrooms, and renewing aging facilities will remain the primary focus of planning efforts within the Family.

7.2.8 Recommendations

Priority	Recommendation	Timeline
1	Development of the Academy Way Middle School	Current Capital Plan Request
2	Convert and expand École Dr. Knox Middle School to a secondary school	Future Capital Request
3	Replacement or Renewal of École Glenmore Elementary	Current Capital Plan Request
4	Replacement or Renewal of Raymer Elementary	Current Capital Plan Request
5	Acquisition of downtown school sites for future schools	Current Capital Plan Request
6	Review elementary and middle school catchments and feeder patterns as new capacity is added	When New Project is Approved

7.2.9 Planning Outlook

The Central Kelowna Family is the District's highest capital planning priority area. Over the next decade, facility planning efforts will focus on expanding middle and secondary school capacity, reducing reliance on portable classrooms, renewing aging facilities, supporting enrolment growth, and securing future school sites. Successful implementation of these priorities will position the District to meet future educational needs while advancing its long-term vision for modern, accessible, and sustainable learning environments.

7.3 Mission Family of Schools

7.3.1 Overview

The Mission Family of Schools serves South Kelowna, including the Mission and Upper Mission communities. The Family is characterized by relatively modern facilities, stable enrolment patterns, and moderate long-term growth. While significant capacity challenges are not anticipated, continued residential development within the Upper Mission and surrounding neighbourhoods will require ongoing monitoring of enrolment and facility utilization.

Students transition through established elementary and middle school feeder pathways to École Okanagan Mission Secondary School. The Family also contains one of the District's French Immersion pathways and supports district-wide educational opportunities including Indigenous and land-based learning programs.

The Mission Family is generally well-positioned to accommodate future growth, with planning efforts focused on maintaining balanced utilization, supporting specialized programming, and preserving flexibility to respond to changing enrolment patterns.

7.3.2 Family at a Glance

Key Challenges

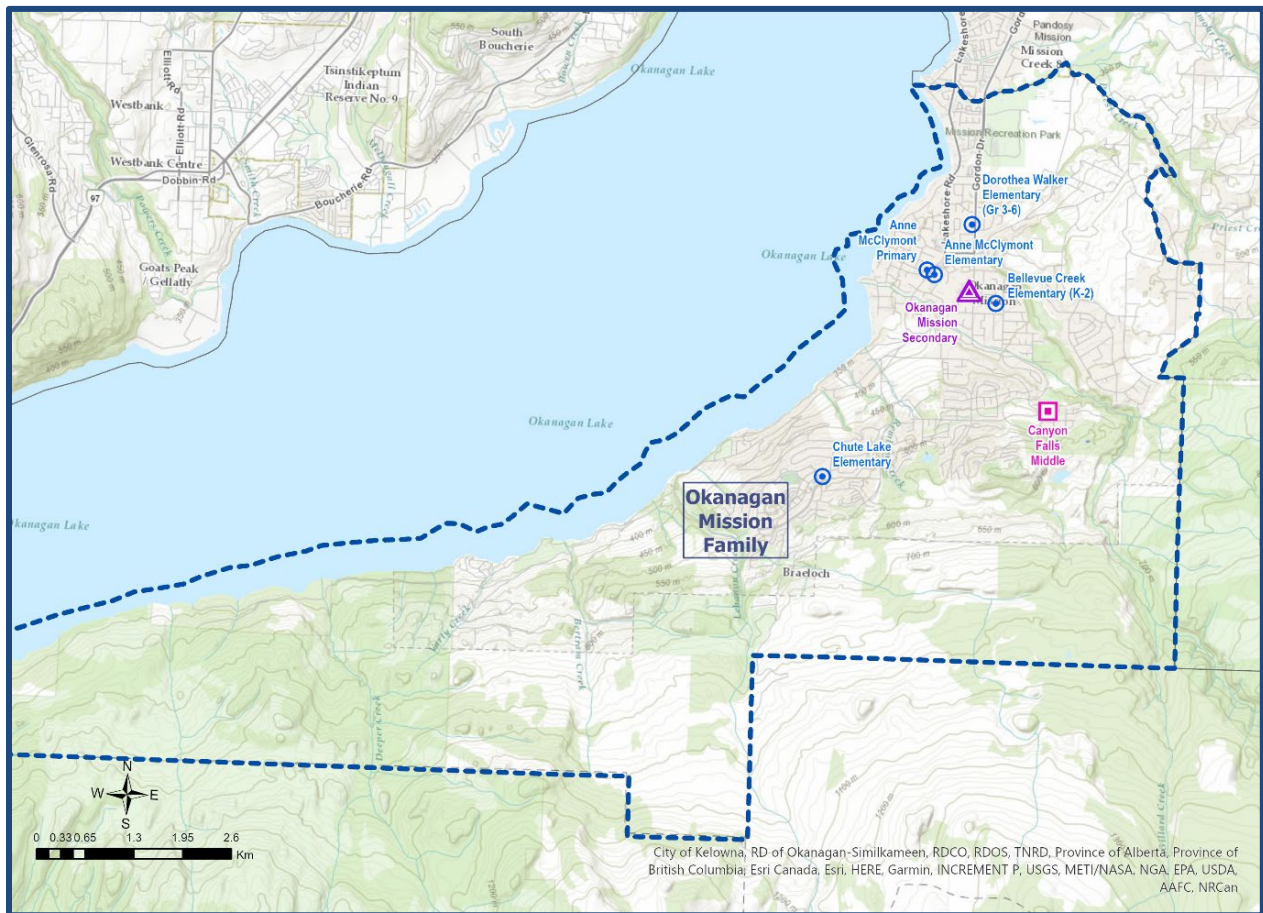
- Continued residential growth in the Upper Mission.
- Localized enrolment pressures in developing neighbourhoods.
- Transportation and student travel patterns associated with hillside development.
- Maintaining balanced utilization across schools.

Key Priorities

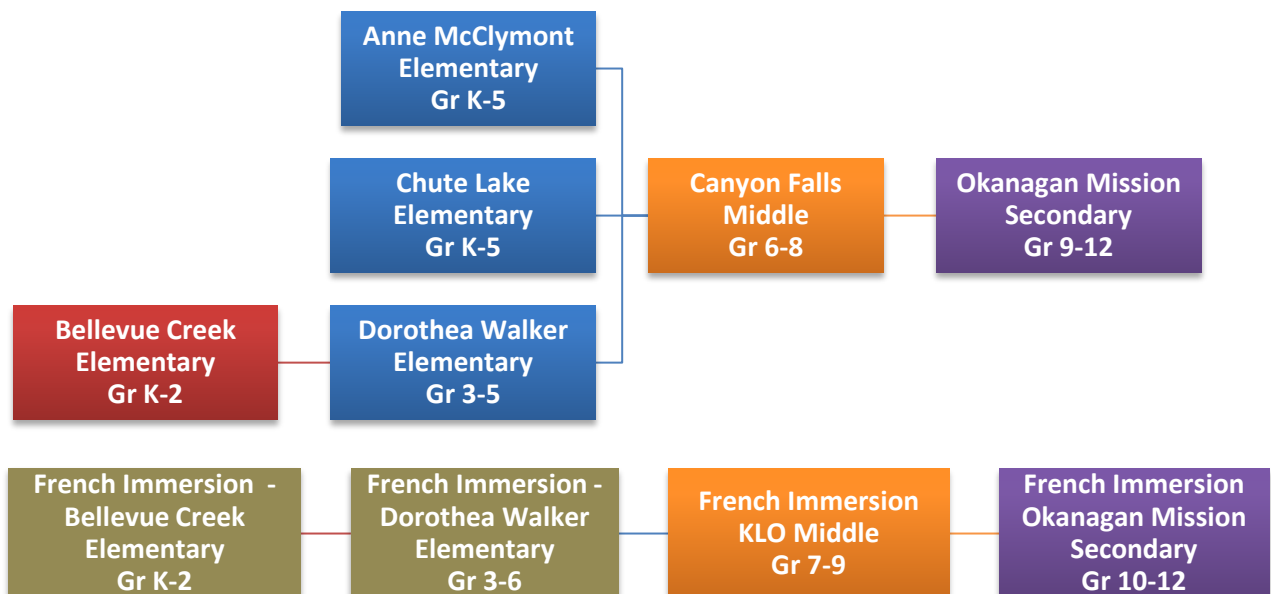
- Monitor enrolment growth and facility utilization.
- Maintain capacity to accommodate future development.
- Support district-wide French Immersion programming pathways.
- Preserve flexibility to respond to changing enrolment patterns.



7.3.3 Mission Family Map



7.3.4 Mission Family Feeders



7.3.5 Demographic and Enrolment Trends

The Mission Family is expected to experience moderate enrolment growth over the planning horizon. While growth is projected to be lower than other areas of the District, continued residential development and population movement within the Upper Mission will contribute to ongoing enrolment demand.

The Family benefits from a relatively stable housing base and several newer school facilities, providing flexibility to accommodate projected growth while maintaining balanced utilization levels.

In addition to neighbourhood enrolment, facilities within the Family support students participating in District-wide French Immersion programming, requiring ongoing consideration of both local and program-based enrolment patterns.

7.3.6 Facility Planning Priorities

Capacity Monitoring

Existing school facilities are generally expected to accommodate projected enrolment growth throughout the planning period. The District will continue to monitor growth and utilization patterns to identify and respond to localized enrolment pressures as they emerge.

French Immersion Pathway

The Mission Family supports one of the District's French Immersion pathways, including programs at École Bellevue Creek Elementary, École Dorothea Walker Elementary, École KLO Middle School, and École Okanagan Mission Secondary School. Future facility planning will ensure sufficient capacity remains available to support both neighbourhood and program enrolment demands.

Educational Program Support

Schools within the Family support a variety of educational opportunities, including Indigenous learning initiatives and specialized programming. Facility planning will continue to support flexible learning environments that align with evolving educational needs.

7.3.7 Capacity and Utilization Outlook

The Mission Family is expected to maintain relatively stable utilization levels over the next decade. Existing facilities provide sufficient flexibility to accommodate projected growth while supporting continued program delivery.

While localized growth may create short-term enrolment pressures in specific schools, significant capital expansion projects are not anticipated at this time. Ongoing monitoring will ensure the Family remains responsive to changing community demographics and development patterns.

7.3.8 Recommendations

Priority	Recommendation	Timeline
1	Monitor enrolment growth and utilization across the Family	Ongoing
2	Maintain capacity to support French Immersion pathways	Ongoing
3	Review catchment boundaries if localized growth creates capacity pressures	As Required
4	Ensure facilities continue to support evolving educational programming	Ongoing
5	Monitor transportation and student access impacts associated with future development	Ongoing

7.3.9 Planning Outlook

The Mission Family of Schools is well-positioned to accommodate future enrolment growth and educational programming needs. Long-range planning will focus on monitoring residential development, maintaining balanced utilization, supporting District-wide French Immersion programming, and preserving flexibility to respond to changing enrolment patterns. Through continued stewardship and proactive planning, the Family will continue to provide high-quality learning environments that support student success and wellbeing.

7.4 Rutland Family of Schools

7.4.1 Overview

The Rutland Family of Schools serves an established and growing area of Kelowna through eight elementary schools, two middle schools, and one secondary school. Residential development, neighbourhood intensification, and changing demographics continue to generate enrolment demand across the Family.

Capacity pressures are concentrated at the middle and secondary levels. Rutland Middle School and Springvalley Middle School operate above their intended capacities and collectively rely on 17 portable classrooms. Rutland Secondary School also operates beyond its design capacity and is projected to continue growing.

Elementary schools in Rutland have generally operated within their building capacity, with the exception of Black Mountain Elementary. This school has been operating at over 120% of the Ministry's operating capacity. As of June 2026, the District has received capital funding to construct an eight prefabricated classroom addition at Black Mountain Elementary. The investment provides additional student spaces and support the District's ongoing efforts to respond to enrolment growth and improve learning conditions where capacity challenges exist.

The primary planning priorities are to increase permanent capacity, reduce reliance on portable classrooms, and renew Rutland Middle School and Rutland Secondary School to address building condition, current code and accessibility requirements, and evolving educational needs. The approved prefabricated classroom addition at Black Mountain Elementary School will provide additional student spaces in an area experiencing sustained enrolment pressure.

7.4.2 Family at a Glance

Key Challenges

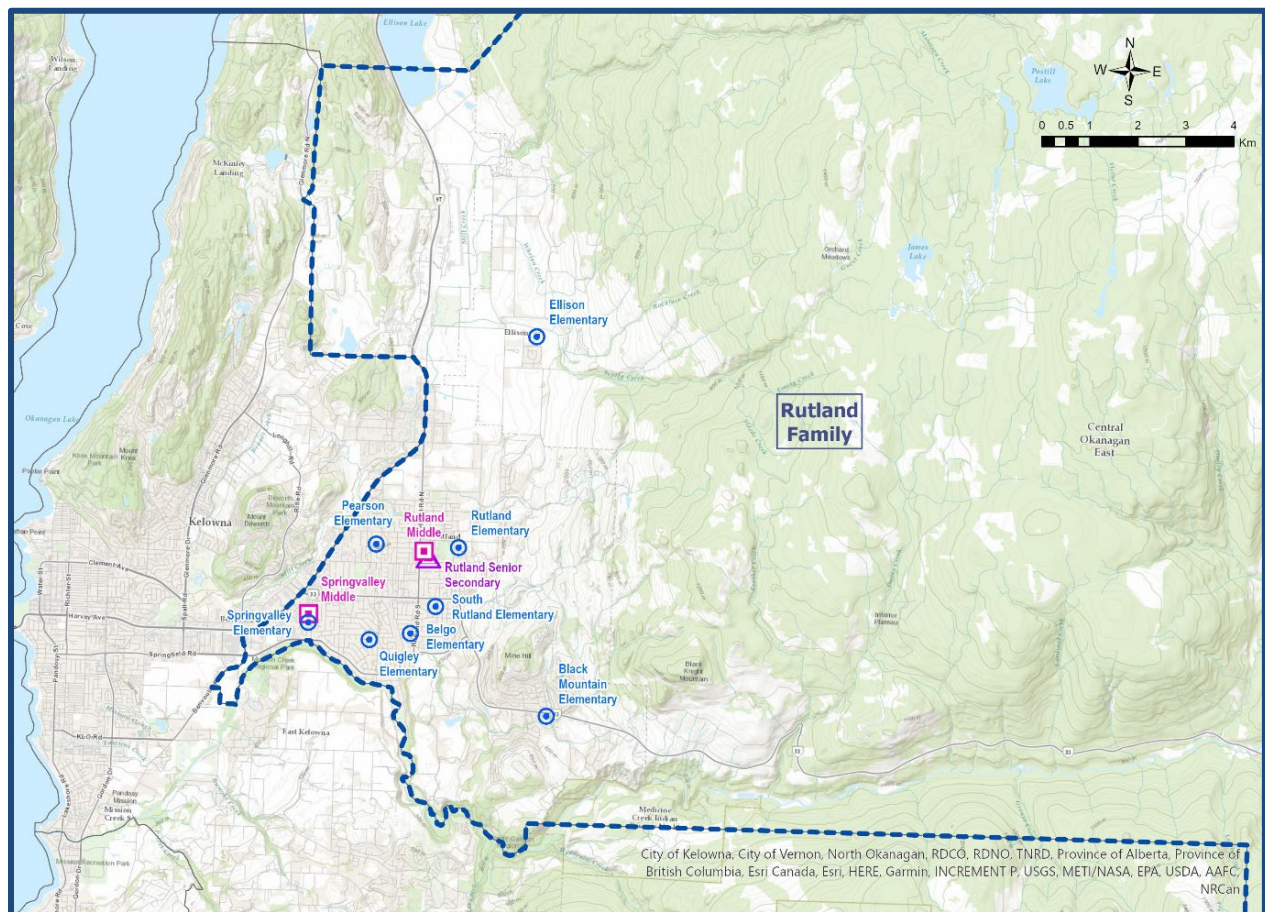
- Middle and secondary schools operating above capacity
- Seventeen portable classrooms across the two middle school sites
- Continued enrolment growth at Rutland Secondary School
- Aging facilities and current code, accessibility, and functional requirements
- Sustained pressure at Black Mountain Elementary School (recently addressed with the approval of the prefabricated classroom addition)
- Continued residential development and intensification

Key Priorities

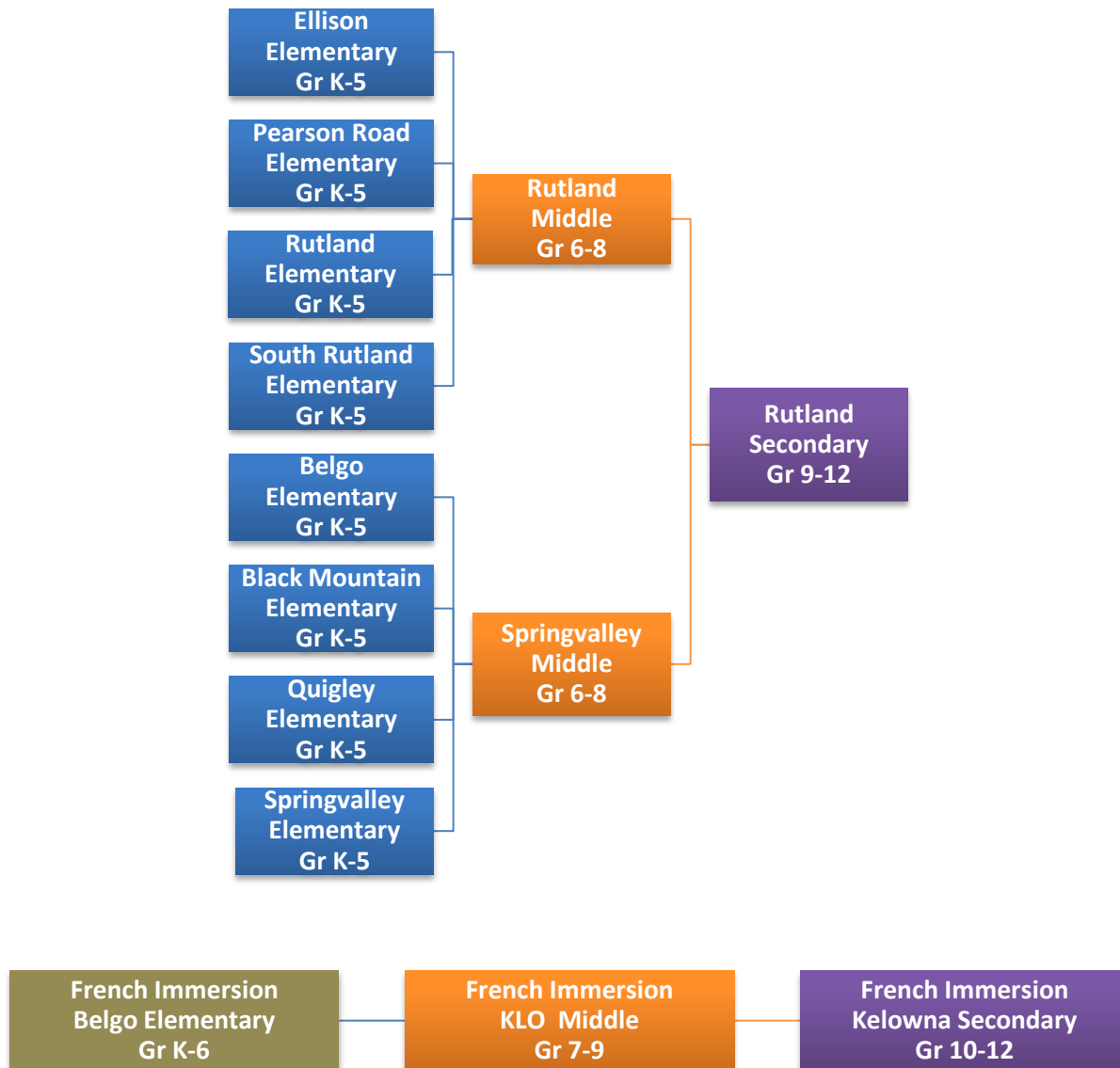
- Addition and renovation at Rutland Middle School

- Reduce reliance on portable classrooms
- Addition and modernization at Rutland Secondary School
- Significant renewal of Rutland Middle School and Rutland Secondary School
- Complete the approved prefabricated classroom addition
- Monitor growth and plan permanent capacity accordingly

7.4.3 Rutland Family Map



7.4.4 Rutland Family Feeders



7.4.5 Demographic and Enrolment Trends

Rutland has experienced sustained enrolment growth, increasingly concentrated at the middle and secondary levels. Overall enrolment increased by an annual average of 2.8% between 2022 and 2025. During that period, Rutland Secondary School recorded the largest average annual numerical increase, while Springvalley Elementary School and Pearson Road Elementary School recorded the highest percentage growth rates.

The recent three-year average number of births increased by 5.0% compared with the previous three-year period. The youth population grew by an average of 1.5% annually over the previous five years and

is projected to remain relatively stable over the next five years.

Elementary enrolment is generally more balanced across the Family, although localized pressures remain at Black Mountain Elementary School, Rutland Elementary School, and Springvalley Elementary School. Advancing elementary cohorts and continued residential development are expected to sustain demand at the middle and secondary levels.

7.4.6 Facility Planning Priorities

Middle School Capacity and Renewal

Rutland Middle School and Springvalley Middle School require additional permanent capacity; however, Rutland Middle School is the District's highest priority under the Addition Capital Program due to the combined urgency of enrolment pressure, aging infrastructure, accessibility limitations, current code requirements, educational functionality, and continued reliance on converted non-classroom space. Together, the two schools have a combined building capacity of 975 students and currently rely on 17 portable classrooms. Projected growth indicates that total middle school capacity may need to increase to between 1,200 and 1,300 student spaces.

The preferred short-term approach is an addition and renovation at Rutland Middle School to increase permanent capacity and address significant facility deficiencies at the existing site. This approach is particularly important because acquiring additional school land in Rutland is extremely challenging due to the limited availability of suitable parcels, established urban development patterns, and the District's lack of existing land holdings in the Rutland area. As a result, reinvestment in the existing Rutland Middle School site represents the most practical and timely strategy to respond to immediate middle-school capacity and facility needs in Rutland. The District will continue to monitor enrolment at Springvalley Middle School and assess the timing and scope of a future addition and renovation to increase permanent capacity and reduce reliance on portable classrooms.

Secondary School Capacity and Modernization

Rutland Secondary School operates beyond its design capacity of 1,550 students, with enrolment projected to exceed 1,700. Additional permanent capacity is required to accommodate continued growth and reduce pressure on instructional and student-support spaces.

The District will continue to advocate for an addition and renovation that increases capacity to approximately 1,700 students. The project should also address building condition, current code and accessibility requirements, functional limitations, and the need for contemporary learning and student-support environments.

Elementary School Capacity

Most elementary schools in the Rutland Family operate within their building capacities, although pressures vary by neighbourhood. Black Mountain Elementary School has operated above 120% of Ministry operating capacity. In June 2026, the District received capital funding for an eight-classroom

prefabricated addition to provide permanent student spaces and improve learning conditions. Following completion of the addition, the District will continue to monitor enrolment, residential development, and catchment conditions in the Black Mountain area. Localized pressures at other elementary schools will also be monitored as residential intensification continues.

Portable Classroom Reduction

Portable classrooms provide necessary short-term accommodation but limit site flexibility and do not resolve the Family's long-term capacity and renewal needs. Capital planning will prioritize permanent additions and facility modernization to progressively reduce reliance on portable classrooms, particularly at the middle school level.

7.4.7 Capacity and Utilization Outlook

The Rutland Family is expected to remain highly utilized throughout the planning horizon. Elementary enrolment is relatively stable overall, but localized pressures will continue in areas experiencing residential growth. Middle and secondary enrolment pressures are expected to persist as advancing cohorts move through the school system.

Without additional permanent capacity, Rutland Middle School, Springvalley Middle School, and Rutland Secondary School will continue to rely on temporary accommodations and constrained instructional spaces. Long-range planning must therefore balance capacity expansion with substantial renewal and modernization of the Family's aging facilities.

7.4.8 Recommendations

Priority	Recommendation	Timeline
1	Advocate for an addition and renovation at Rutland Middle School to increase permanent capacity, modernize the facility, and reduce portable reliance	Current Capital Plan
2	Advocate for an addition and renovation at Rutland Secondary School to increase capacity and address modernization needs	Current Capital Plan
3	Complete the approved eight-classroom prefabricated addition at Black Mountain Elementary School	Approved Project
4	Monitor enrolment and prepare options for an addition and renovation at Springvalley Middle School	Mid to Long-Term
5	Develop coordinated renewal strategies for Rutland Middle School and Rutland Secondary School that address building condition, code, accessibility, and educational functionality	Ongoing
6	Monitor residential development, enrolment, utilization, and elementary catchments across the Family	Ongoing
7	Reduce reliance on portable classrooms through permanent capital investment	Ongoing

7.4.9 Planning Outlook

The Rutland Family of Schools is a major capacity and facility renewal priority for the District. Sustained enrolment growth, overcrowding at the middle and secondary levels, aging infrastructure, and extensive portable use require a coordinated program of additions, renovations, and modernization.

Priority investment in Rutland Middle School and Rutland Secondary School, completion of the approved addition at Black Mountain Elementary School, and future capacity planning for Springvalley Middle School will help accommodate growth, reduce dependence on temporary classrooms, and provide safe, accessible, and contemporary learning environments.

7.5 Lake Country Family of Schools

7.5.1 Overview

The Lake Country Family of Schools serves one of the fastest-growing communities in the Central Okanagan. Continued residential development, population growth, and increasing housing diversity are expected to influence long-term enrolment demand, particularly in the Woodsdale neighbourhood, Town Centre area, Lake Country Business Park, Lakestone, Copper Hills, and Lakes neighbourhoods. While existing schools are expected to accommodate projected enrolment in the near term, proactive planning will be required to ensure sufficient capacity and future school site opportunities remain available.

Unlike areas of the District facing immediate capacity or facility renewal pressures, Lake Country's primary planning focus is long-term growth readiness. Planning efforts will centre on monitoring enrolment trends, protecting future school site opportunities, and ensuring educational infrastructure keeps pace with community development.

7.5.2 Family at a Glance

Key Challenges

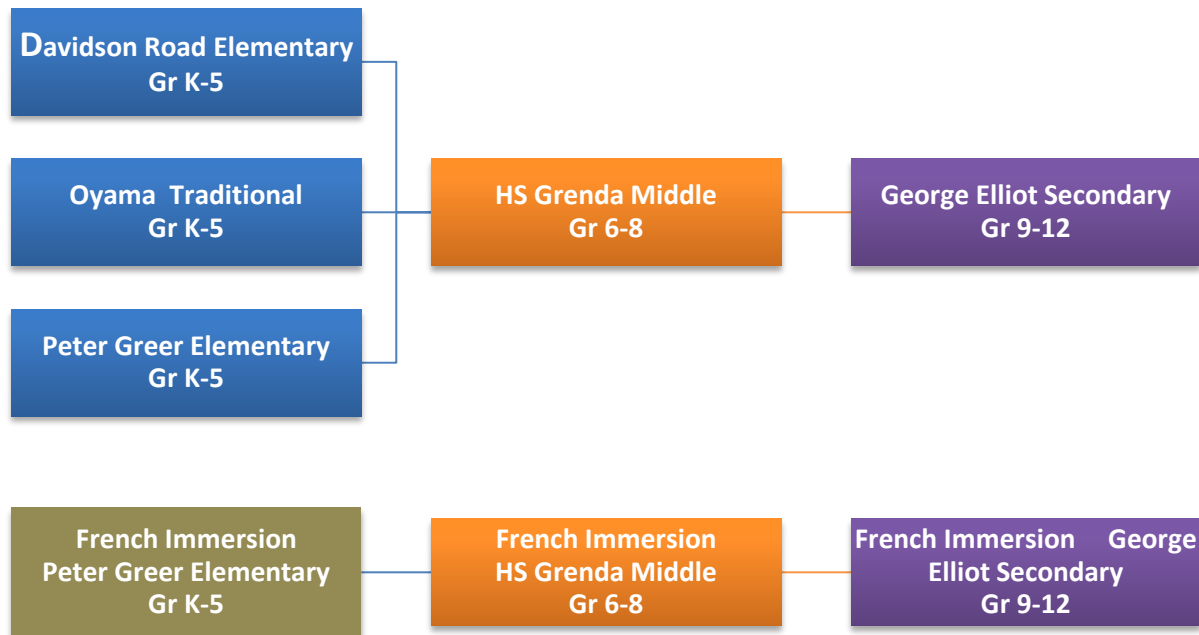
- Continued residential growth and development
- Long-term enrolment uncertainty
- Limited inventory of future school lands
- Rising land acquisition costs
- Future capacity demands associated with development

Key Priorities

- Future school site acquisition
- Protection of future school opportunities
- Capacity monitoring and planning
- Long-range growth management
- Coordination with municipal planning

Map of Lake Country Family showing school locations. The map includes a dashed blue line for the school district boundary. Key locations marked include Oryana Elementary, Davidson Road Elementary, George Elliot Secondary, HS Granda Middle, Peter Greer Elementary, and Wood Lake. A scale bar and north arrow are in the bottom right corner.

7.5.4 Lake Country Family Feeders



7.5.5 Demographic and Enrolment Trends

Lake Country continues to experience strong residential growth and remains an attractive community for families. Population growth and housing development are expected to continue throughout the planning horizon and will remain important drivers of future enrolment demand.

While enrolment projections suggest relatively stable growth in the short term, ongoing residential development may accelerate demand for student spaces over the longer term. As identified throughout this LRFP, the type and location of housing development will continue to influence student generation rates and future capacity needs.

The District will continue to monitor demographic change, housing development activity, and enrolment trends to ensure educational infrastructure remains aligned with future community growth.

7.5.6 Facility Planning Priorities

Future School Site Acquisition

Securing future school sites remains the most important long-term planning priority within the Lake Country Family. As development continues and land availability decreases, early identification and acquisition of future school properties will be essential to maintaining the District's ability to respond to long-term growth.

The District will continue discussions with the District of Lake Country, developers, and community partners to identify opportunities for future school sites and preserve options for future educational facilities.

Capacity Planning

Existing facilities currently provide sufficient capacity to accommodate projected enrolment. However, continued growth may require future capacity expansion through additions, site expansion opportunities, or future school development.

Long-range planning will focus on ensuring capacity remains available where growth occurs and supporting balanced utilization across the Family.

Community Growth Coordination

Future facility planning will continue to align with municipal growth strategies, housing development plans, transportation infrastructure, and population forecasts. Ongoing collaboration with local government will support timely planning for future educational infrastructure needs.

7.5.7 Capacity and Utilization Outlook

Lake Country is expected to remain one of the District's primary growth areas over the next decade. Existing facilities are expected to accommodate projected enrolment in the short term; however, continued residential growth may require additional capacity and future school sites over the longer term.

The greatest long-term risk is the loss of opportunities to secure future school lands before development occurs. Protecting and acquiring future school sites remains critical to preserving flexibility and ensuring the District can respond effectively to future growth pressures.

7.5.8 Recommendations

Priority	Recommendation	Timeline
1	Continue discussions with the District of Lake Country and development community regarding future school sites	Ongoing
2	Pursue acquisition of future school property to support long-term growth	Current Capital Plan Request
3	Monitor enrolment growth, utilization, and housing development trends	Ongoing
4	Assess future capacity requirements and expansion opportunities as growth occurs	Ongoing
5	Coordinate facility planning with municipal growth and infrastructure planning initiatives	Ongoing

7.5.9 Planning Outlook

The Lake Country Family of Schools represents one of the District's most important long-term growth areas. While current facilities are expected to accommodate enrolment in the near term, continued residential development and population growth will require proactive planning and investment. Protecting and acquiring future school sites, monitoring enrolment trends, and maintaining flexibility for future expansion will be essential to ensuring educational infrastructure remains aligned with community growth over the next decade and beyond.

7.6 Westside Family of Schools

7.6.1 Overview

The Westside Family of Schools serves students residing in the City of West Kelowna, the District of Peachland, Westbank First Nation, and surrounding communities west of Okanagan Lake. The Family continues to experience strong population growth, residential development, and increasing housing diversity, making it one of the District's most significant long-term growth areas.

Okanagan Lake creates a natural geographic barrier between the Westside and the remainder of the District, limiting student movement across the lake and reinforcing the need for sufficient school capacity within the Westside itself. As a result, facility planning must ensure that educational infrastructure keeps pace with growth and remains capable of serving students within the community.

Recent capital investments have added capacity and improved learning environments throughout the Family. Future planning efforts will focus on managing continued growth, maintaining appropriate utilization levels, and strengthening partnerships with Westbank First Nation, the City of West Kelowna, and the District of Peachland.

7.6.4 Family at a Glance

Key Challenges

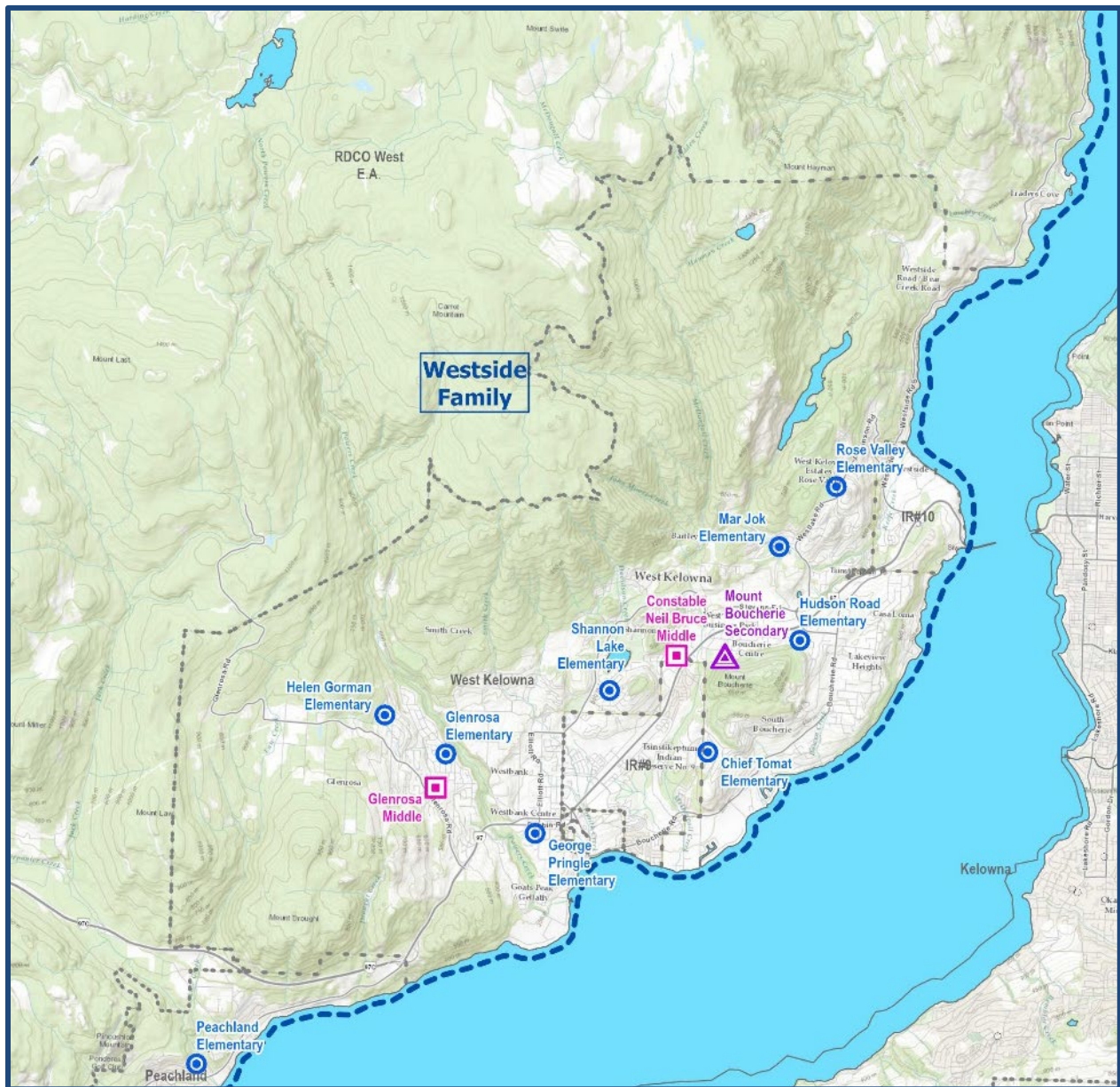
- Continued population growth and residential development
- Maintaining sufficient capacity west of Okanagan Lake
- Long-term enrolment pressures in high-growth areas
- Evolving community and housing patterns
- Future educational infrastructure needs

Key Priorities

- Monitor enrolment growth and utilization
- Identify future capacity expansion opportunities
- Maintain self-contained capacity within the Westside
- Coordinate planning with local governments
- Continue to strengthen partnerships with Westbank First Nation

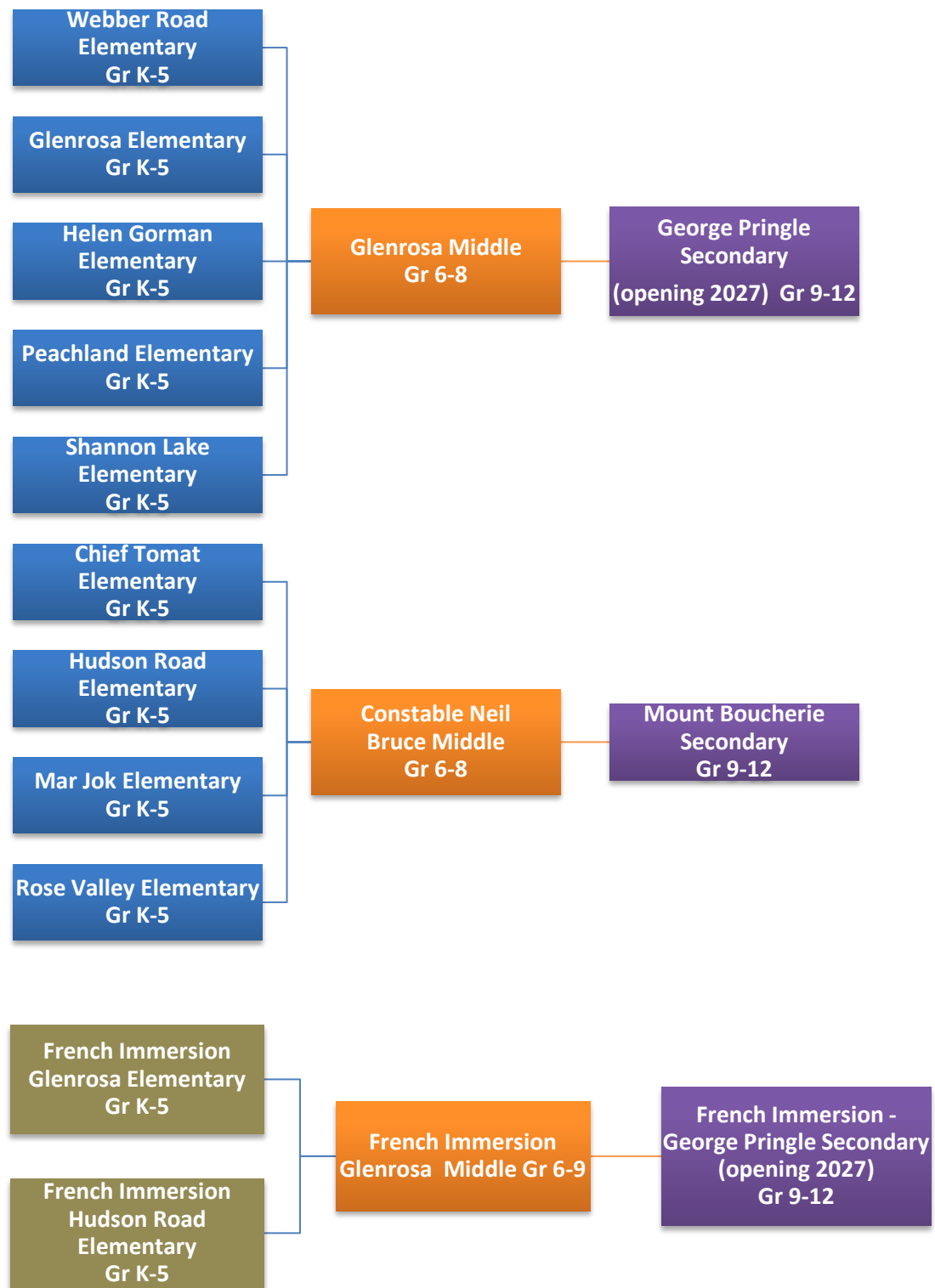


7.6.2 Westside Family Map





7.6.3 Westside Family Feeders



7.6.5 Demographic and Enrolment Trends

The Westside continues to experience strong population growth driven by residential development, migration, and housing construction. New neighbourhood development within West Kelowna and continued growth on Westbank First Nation lands are expected to contribute to future enrolment demand throughout the planning horizon.

As identified throughout this LRFP, the location and type of housing development play an important role in determining future student generation rates. Continued growth is expected to sustain demand for educational facilities and services throughout the Family.

The District will continue to monitor demographic trends, housing development activity, and enrolment projections to ensure facilities remain aligned with future community growth and educational needs.

7.6.6 Facility Planning Priorities

Capacity Management

Recent capital investments have improved capacity throughout the Westside Family; however, continued growth may require future additions, school expansions, or other capacity solutions to maintain balanced utilization and responsive educational services.

The District will continue to monitor enrolment growth and utilization rates to identify emerging capacity pressures and prioritize future investments where they are needed most.

Indigenous and Community Partnerships

Strong relationships with Westbank First Nation, the City of West Kelowna, and the District of Peachland are essential to successful long-range facility planning. Continued collaboration supports enrolment forecasting, community growth planning, transportation considerations, land-use discussions, and future educational infrastructure planning.

As development continues throughout the region, these partnerships will play an increasingly important role in ensuring that educational infrastructure remains aligned with community needs.

Long-Term Growth Planning

Long-range planning within the Westside Family will focus on ensuring sufficient capacity remains available as residential development continues. This includes monitoring enrolment trends, reviewing utilization patterns, evaluating future expansion opportunities, and identifying long-term infrastructure needs before significant capacity pressures emerge.

Future School Site Acquisition

Securing future school sites remains an important long-term planning priority for the Westside Family. As development continues and land availability decreases, early identification and acquisition of future school properties will be essential to maintaining the District's ability to respond to long-term growth.

7.6.7 Capacity and Utilization Outlook

Existing facilities are expected to accommodate projected enrolment growth in the near term; however, continued development throughout West Kelowna and Westbank First Nation may require additional investments to maintain appropriate utilization levels and preserve educational opportunities within the Family.

Given the geographic separation created by Okanagan Lake, maintaining sufficient capacity on the Westside remains a critical planning consideration. Future facility decisions will focus on preserving flexibility and ensuring educational infrastructure can respond effectively to changing community needs.

7.6.8 Recommendations

Priority	Recommendation	Timeline
1	Monitor enrolment growth and utilization throughout the Westside Family	Ongoing
2	Pursue acquisition of future school property to support long-term growth	Current Capital Plan Request
3	Continue collaboration with Westbank First Nation on long-range planning initiatives	Ongoing
4	Coordinate facility planning with the City of West Kelowna and District of Peachland growth strategies	Ongoing
5	Evaluate future school site and infrastructure opportunities as development progresses	Ongoing

7.6.9 Planning Outlook

The Westside Family of Schools will continue population growth, residential development, and evolving community needs will require proactive capacity planning and ongoing collaboration with municipal and Indigenous partners. By monitoring growth trends and maintaining sufficient local capacity, the District will ensure educational infrastructure remains responsive, sustainable, and aligned with the needs of students and families throughout the Westside community.

8. FACILITY CONDITION

8.1 Facility Condition Overview

School District No. 23 (Central Okanagan) maintains a diverse portfolio of educational facilities with varying ages, conditions, and renewal requirements. While recent capital investments have improved several facilities, many schools require ongoing renewal, modernization, or replacement to address aging infrastructure, accessibility, building systems, energy performance, and evolving educational requirements.

Facility condition is an important consideration in long-range planning and annual capital plan development. Condition information helps the District identify building deficiencies, assess renewal requirements, establish investment priorities, and determine whether facilities should be maintained, modernized, expanded, or replaced.

Facility renewal is not solely an infrastructure issue. Safe, accessible, functional, and adaptable facilities are essential to supporting contemporary educational programs, inclusive learning, student wellbeing, operational reliability, and responsible stewardship of public assets.

Key Facility Condition Themes

- The District manages a large and aging portfolio of educational facilities.
- Several facilities require significant renewal, modernization, or replacement.
- Accessibility and inclusion improvements remain an ongoing District priority.
- Aging building systems increase maintenance demands and the risk of service disruption.
- Renewal investments must be balanced with the need for additional capacity in growing communities.
- Provincial capital funding is essential to addressing major renewal requirements and limiting further deferred maintenance.

8.2 Capital Asset Management System and Facility Condition Index

The provincial Capital Asset Management System (CAMS) provides standardized information on the age and condition of school facilities. Facility condition assessments examine major building and site components, including structural, architectural, mechanical, electrical, plumbing, fire protection, life-safety, equipment, and site systems. The assessments identify deficiencies, recommended corrective actions, anticipated timing, and estimated costs.

The Capital Asset Management System also produces a Requirement Index that identifies deficiencies, corrective actions, estimated costs, and the timeframes in which work should be addressed. Together, the FCI and Requirement Index provide important evidence for annual maintenance planning, minor capital submissions, major capital requests, and long-term asset management. A more detailed information for the Capital Asset Management System is found in [Appendix E](#).

8.3 District Facility Condition Profile

As of October 2024, the District's buildings had an average FCI of 0.43, classified as Fair under the provincial rating framework. The draft Capital Asset Management System data identifies approximately \$323.2 million in outstanding repair, renewal, and upgrade requirements and an estimated replacement value of approximately \$749.8 million for 51 District buildings, including modular learning centres.

The average age of the District's buildings is approximately 39 years. The reported average age is 39.7 years for elementary schools and 39.8 years for middle and secondary schools. Detailed facility ages and condition indices are provided in [Appendix E](#).

These portfolio-level indicators demonstrate the need to balance investment in new capacity with sustained renewal of existing schools. The FCI is one planning measure and should be considered alongside facility functionality, accessibility, enrolment, utilization, educational suitability, operating performance, project feasibility, and long-term community needs.

8.4 Facility Renewal and Modernization Priorities

The District's renewal strategy will prioritize facilities and building systems presenting the greatest combination of condition, safety, accessibility, operational, educational, and service-continuity needs.

Key priorities include:

- Renew or replace major building systems approaching or exceeding their expected service lives.
- Modernize aging schools to support contemporary teaching, learning, and student-support requirements.
- Improve accessibility and remove physical barriers.
- Address health, safety, fire-protection, and code-related requirements.
- Improve heating, ventilation, cooling, electrical, plumbing, envelope, and life-safety systems.
- Increase energy efficiency and climate resilience.
- Coordinate renewal work with additions, renovations, and other capital projects to maximize long-term value.

Major priorities identified elsewhere in this LRFP include replacement or significant renewal of École Glenmore Elementary and Raymer Elementary, and additions, renovations, and modernization at Rutland

Middle School and Rutland Secondary School. These priorities should be supported by current facility condition, educational suitability, accessibility, capacity, and project-specific assessments.

8.5 Accessibility and Inclusive Learning Environments

Accessibility improvements are an integral component of facility renewal. The District continues to identify upgrades required to support students, staff, and community members with diverse mobility, sensory, health, and personal-care needs.

Potential improvements include accessible entrances and routes, power door operators, call systems, accessible washrooms, ceiling tracks and lifts, hand showers, expanded personal-care spaces, and sufficient room for specialized equipment. The District currently completes many of these improvements as individual needs arise. Long-range planning should increasingly coordinate accessibility work with broader renewal, renovation, and capital projects to create more consistently inclusive environments across the District.

8.6 Facility Condition Outlook

Over the next decade, the District will need to balance two significant capital demands:

Growth-Related Investment	Renewal-Related Investment
New schools and additions	Replacement or major renewal of aging schools
Permanent capacity to reduce portable use	Building-system and lifecycle renewal
Future school site development	Accessibility and inclusion improvements
Capacity in growing communities	Energy efficiency and climate resilience
Grade-configuration implementation	Modernization of learning and support spaces

Facility condition information will continue to inform annual maintenance programs, minor capital submissions, major project requests, and long-term investment decisions. Priorities will be reviewed as assessments, project costs, facility conditions, enrolment forecasts, and educational requirements change.

Continued investment in renewal and modernization will be essential to maintaining safe, accessible, functional, efficient, and sustainable learning environments across School District No. 23 (Central Okanagan).

9. CATCHMENT BOUNDARIES

9.1 Purpose of Catchment Boundaries

School catchment boundaries are established to assign students to schools based on their place of residence and available school capacity. Catchment boundaries help balance enrolment across facilities, support efficient transportation systems, maintain neighbourhood school access, and maximize the effective use of District resources.

While catchment boundaries help guide student placement, they are also an important long-range planning tool. As communities grow and enrolment patterns change, boundary reviews may be required to ensure educational infrastructure remains aligned with student needs and available capacity.

While the geographic area of School District No. 23 (Central Okanagan) is static, many factors within the District are constantly changing. Student enrolment, geographic distribution and demographic characteristics are all factors that must be considered in the formation or revision of school catchment areas. The 2026 District Catchment Area Maps can be found in [Appendix G](#).

9.2 Guiding Principles

The District recognizes that catchment boundary decisions can significantly impact students, families, and school communities. Any future review of attendance boundaries should be informed by a consistent set of planning principles and supported by community engagement.

When evaluating potential catchment boundary changes, consideration may be given to:

- School capacity and utilization.
- Current and projected enrolment.
- Student safety and travel times.
- Transportation efficiency and service requirements.
- Family of Schools feeder pathways.
- Neighbourhood identity and community connections.
- Access to educational programs and services.
- Future residential development and growth projections.
- Equity and consistency across the District.

No single factor determines a catchment boundary decision. Rather, decisions should balance educational, operational, demographic, and community considerations to support the long-term interests of students and families.

9.3 Relationship to Facility Planning

Catchment boundaries are closely linked to long-range facilities planning. As enrolment growth occurs unevenly across the Central Okanagan, some schools experience increasing enrolment pressures while others maintain available capacity. Strategic boundary adjustments can help optimize the use of existing facilities and support enrolment management objectives.

Catchment boundary reviews may be considered in response to:

- New school construction or school additions.
- Grade reconfiguration initiatives.
- Significant residential development.
- Changes in school utilization levels.
- Long-term enrolment growth or decline.
- Transportation and accessibility considerations.
- The implementation of approved capital projects.

While boundary adjustments can improve the use of existing space, they do not replace the need for capital investment in communities experiencing sustained growth. New schools, additions, and facility expansions remain the primary long-term solutions where enrolment exceeds available capacity

9.4 Future Boundary Reviews

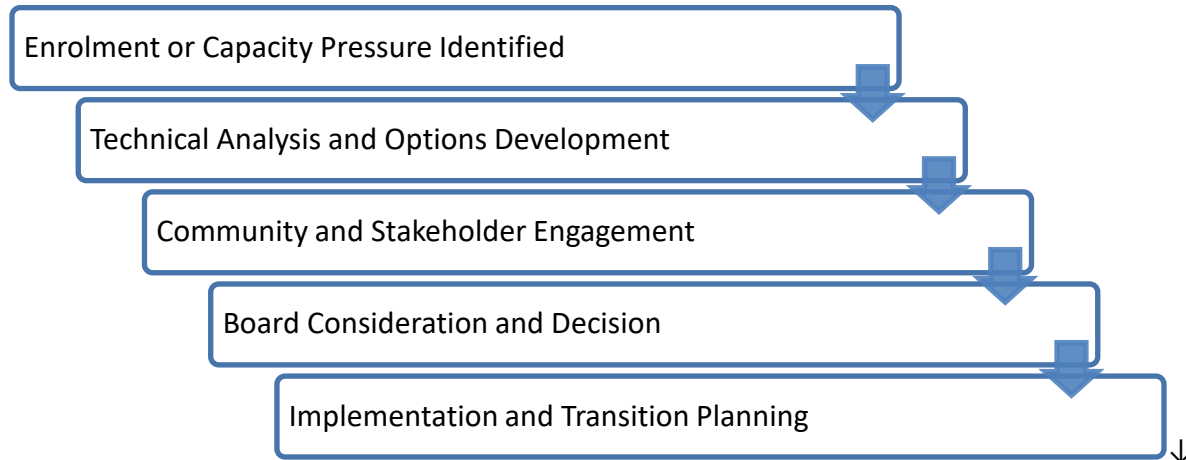
The District anticipates that future enrolment growth, housing development, and capital planning initiatives may create circumstances where attendance boundaries require review. Potential future reviews may be associated with:

- Additional middle and secondary school capacity in Central Kelowna.
- New school development in emerging growth areas.
- Future school site acquisitions.
- Significant changes in utilization within a Family of Schools.
- Implementation of the District's affirmed K-5, 6-8, and 9-12 grade configuration.
- Ongoing growth in Kelowna, West Kelowna, Lake Country, and other developing communities.

Future reviews will be guided by enrolment projections, facility capacity, demographic information, transportation considerations, and community input. Boundary reviews will be undertaken only when supported by a clear planning rationale and a demonstrated need to improve the alignment between enrolment and available capacity.

9.5 Catchment Review Process

To ensure transparency and consistency, future catchment reviews should generally follow a structured planning process:



This process allows the District to evaluate alternatives, understand community impacts, and ensure decisions are informed by data and stakeholder feedback.

9.6 Catchment Boundary Outlook

The District will continue to monitor enrolment trends, housing development, utilization rates, transportation requirements, and capital planning priorities to determine whether future catchment boundary reviews are required. As growth patterns evolve throughout the Central Okanagan, catchment boundaries may need to be adjusted to support balanced school utilization, effective transportation services, and equitable access to educational opportunities.

Any future boundary changes will be guided by the District's commitment to student success, community engagement, operational efficiency, and responsible stewardship of public resources. Catchment boundaries will remain an important planning tool that complements long-range capital investment and helps ensure school facilities continue to serve communities effectively over the coming decades.

10. ENVIRONMENTAL SUSTAINABILITY

10.1 Overview

Environmental sustainability is an important consideration in the planning, renewal, operation, and construction of school facilities. School District No. 23 (Central Okanagan) is committed to providing safe, healthy, efficient, and environmentally responsible learning environments that support student wellbeing while reducing energy consumption, greenhouse gas emissions, and long-term operating costs. Sustainability is incorporated into facility planning, capital investment decisions, asset renewal strategies, and day-to-day operations.

Sustainability is also closely connected to educational outcomes. High-performing school facilities can improve indoor air quality, thermal comfort, lighting quality, and overall learning conditions while supporting environmental stewardship and responsible resource management. As the District plans for future growth, facility renewal and modernization projects present opportunities to improve building performance and reduce environmental impacts.

For School District No. 23 (Central Okanagan), buildings remain the largest source of energy use and greenhouse gas (GHG) emissions. Reducing the environmental footprint of our facilities through sustainable design and operation is therefore a major priority. The District recognizes that our educational facilities can lead by example in climate action while also creating healthier, high-performance learning environments for students and staff.

10.2 Sustainability Priorities

The District's environmental sustainability priorities include:

Priority	Objective
Energy Efficiency	Reduce energy consumption and operating costs
Carbon Reduction	Lower greenhouse gas emissions
Facility Modernization	Upgrade aging systems with more efficient technologies
Climate Resilience	Improve facility performance under changing environmental conditions
Sustainable Design	Integrate sustainability into new construction and major renovations
Resource Stewardship	Promote responsible use of energy, water, and materials
Educational Leadership	Support environmental awareness and sustainability learning opportunities

These priorities support the District's long-term commitment to responsible stewardship of public resources while ensuring facilities remain safe, functional, and responsive to future needs.

10.3 Climate Commitments and Targets

British Columbia has set ambitious climate targets and mandates that guide our long-term facilities planning. Under the Carbon Neutral Government Regulation, all public sector organizations (including school districts) have been required to achieve carbon-neutral operations since 2010. The Province's updated GHG reduction targets call for a 40% reduction below 2007 emission levels by 2030 (rising to a 60% reduction by 2040 and 80% by 2050), reflecting BC's commitment to reach net-zero emissions by mid-century. The CleanBC Roadmap to 2030 is the provincial climate strategy outlining how these goals will be met, with major initiatives in buildings, transportation, and clean energy.

CleanBC and Zero-Carbon Requirements for School Buildings

Under the CleanBC Roadmap, reducing emissions from buildings is a provincial priority, with direct implications for public school facilities. The Province is working toward a future where new buildings produce no operational greenhouse gas emissions, and this includes all new K–12 school construction.

To support this objective, the BC Building Code was updated in 2023 to introduce the Zero Carbon Step Code, establishing a clear and phased pathway for eliminating operational carbon emissions from new school buildings.

Beginning in March 2025, all newly constructed schools will be required to measure and report their operational greenhouse gas emissions (Zero Carbon Step Code – Level EL-1). These reporting requirements create transparency and inform future design and system decisions.

Over time, progressively more stringent carbon performance requirements will be mandated, culminating in all new school buildings achieving Zero Carbon performance by 2030 (Level EL-4). The Zero Carbon Step Code works in parallel with the existing BC Energy Step Code, ensuring that future schools are designed to be both highly energy efficient and free of operational carbon emissions. Together, these requirements guide the District toward delivering low-energy, low-carbon, and climate-resilient learning environments aligned with provincial policy and long-term sustainability objectives.

10.4 Sustainable Facility Planning

The District recognizes that sustainability objectives should be integrated into all major capital projects, including new schools, additions, replacements, and significant renovations. As facilities are renewed or expanded, opportunities should be considered to improve energy efficiency, reduce operating costs, enhance building performance, and support long-term environmental goals.

Future projects should consider:

- High-performance building envelopes.
- Energy-efficient heating, ventilation, and air conditioning systems.
- Efficient lighting and controls.

- Water conservation measures.
- Sustainable and durable building materials.
- Improved indoor environmental quality.
- Reduced lifecycle operating costs.
- Design features that support adaptable and resilient learning environments.

The District will continue to evaluate opportunities to incorporate sustainable design principles where practical and financially feasible.

10.5 Energy Efficiency and Carbon Reduction

The District continues to pursue energy efficiency and carbon reduction initiatives through facility renewal programs and provincial capital funding opportunities. Projects completed under facility renewal programs often include upgrades to heating, ventilation, electrical systems, building envelopes, roofing systems, lighting, and other infrastructure that improve overall facility performance while reducing energy consumption.

The Carbon Neutral Capital Program provides funding opportunities that support projects designed to lower greenhouse gas emissions and improve building efficiency. These projects may contribute to reduced operating costs, improved equipment performance, and a lower environmental footprint while supporting broader provincial climate objectives.

The District will continue to align energy efficiency investments with facility renewal priorities to maximize operational, financial, and environmental benefits.

10.6 Climate Resilience

Long-range facility planning must consider how changing climate conditions may affect school operations, learning environments, and physical infrastructure. Climate resilience refers to the District's ability to anticipate, prepare for, respond to, and recover from climate-related impacts while maintaining safe, healthy, and effective learning environments. Considerations include extreme heat events, wildfire smoke, water conservation, energy reliability, and the long-term performance of school facilities.

Future planning considerations include:

- Extreme heat events.
- Wildfire smoke and air quality impacts.
- Water conservation and drought conditions.
- Increased demands on mechanical systems.
- Energy reliability and system resilience.
- Site design and landscape management.

Incorporating climate resilience into facility planning will help ensure schools remain safe, healthy, and

functional learning environments under changing environmental conditions.

10.7 Environmental Sustainability and Capital Planning

Environmental sustainability and facility renewal are closely linked. Many of the District's planned capital investments, including school replacements, additions, modernization projects, and major building system upgrades, provide opportunities to improve environmental performance while supporting modern learning environments.

Sustainability considerations should therefore be evaluated alongside:

- Facility condition.
- Accessibility and inclusion.
- Capacity requirements.
- Educational functionality.
- Operational efficiency.
- Lifecycle costs.
- Student and staff wellbeing.

This integrated approach helps ensure that capital investments support both educational outcomes and long-term environmental stewardship.

10.8 Sustainability Outlook

Environmental sustainability will remain an important component of facility planning and capital investment decisions over the next decade. Through ongoing facility renewal, modernization, energy efficiency improvements, sustainable building practices, and climate resilience planning, the District will continue to reduce environmental impacts while providing safe, healthy, accessible, and efficient learning environments.

Future investments in school facilities represent opportunities to improve building performance, reduce operating costs, support climate objectives, and create learning environments that reflect the District's commitment to responsible stewardship and long-term sustainability.

Environmental sustainability is not a standalone initiative. It is integrated into facility renewal, capital planning, asset management, and the creation of modern learning environments that support student success, wellbeing, and responsible stewardship of public resources.

11. SCHOOL SITE ACQUISITION STATUTES AMENDMENT ACT

Where eligible, the Province expects municipalities and school districts in growth areas to apply the School Site Acquisition Statutes Amendment Act.

The School Sites Acquisition Charge (SSAC) is a charge per new dwelling unit to be paid by residential developers throughout school districts where the charge is justified by an Eligible School Sites Proposal. The funds collected are used to help pay for new school sites needed due to growth. The charge per unit will vary depending on the density of the proposed residential development.

Under the Local Government Act, the School Act and the School Site Acquisition Statutes Amendment Act, the SSAC is collected by local government and transferred to school districts. The charge covers 35% of future school site acquisition costs, while the Province funds the remaining 65% and all facility development costs.

The future sites are identified in the Eligible School Sites Proposal, have been reaffirmed through the Long Range Facilities Plan, and have been included in the District's Capital Plan.

See [Appendix H](#) - School Site Acquisition Charge – Board Bylaw No. 15

12. SCHOOL DISTRICT ADMINISTRATION FACILITIES

School District No. 23 (Central Okanagan) currently operates two main administration facilities: the Learning Centre and Operations.

12.1 The Learning Centre

The Learning Centre includes the Administration Office, Career Life Programs, eSch23 Online Education, Health & Safety, Inclusive Education, Indigenous Education, International Education, Learning & Innovation, Technology & Software Support and the Welcome Centre. It is located at 1040 Hollywood Road South in Kelowna, BC.

12.2 Operations

Operations includes the Operations Office, Bus Garage, Custodial Services, Central Stores, District Storage and Maintenance shops, including the millwork, paint, plumbing, electrical, grounds and welding shops.

13. LOOKING AHEAD: IMPLEMENTING THE LONG RANGE FACILITY PLAN

The District's Long Range Facilities Plan provides a clear and practical framework to guide facility, capital, and land-use decisions over the next decade. It confirms the need to respond proactively to enrolment growth, aging infrastructure, evolving educational programs, accessibility requirements, and the long-term sustainability of school facilities.

While priorities vary across each Family of Schools, the District-wide direction is consistent: provide safe, inclusive, modern, and sustainable learning environments that support student success and community wellbeing. Continued collaboration with the Ministry, local governments, Indigenous partners, families, staff, and community stakeholders will be essential to advancing these priorities.

Through disciplined planning, strategic investment, and responsible stewardship, School District No. 23 (Central Okanagan) will be well-positioned to meet current needs while preparing for future generations of learners.

Long Range Facilities Plan

2026 Update

APPENDIX A: ACTIVE FACILITIES

Facility	Facility Code	Year Opened	Floor Area	Grade Config.	Operating Capacity	Land Area	Family
Elementary Schools							
A.S. Matheson Elementary	2323031	1-Sep-1964	3222	K-6	272	2.22	Central Kelowna
Anne McClymont Elementary	2323070	1-Sep-1994	2706	K-5	348	2.42	Mission
Anne McClymont Primary	2323021	1-Sep-1950	1130	K-5	97	1.21	Mission
<i>Childcare</i>		1-Sep-2024					
Bankhead Elementary	2323034	1-Sep-1964	3717	K-6	383	2.42	Central Kelowna
École Belgo Elementary	2323043	1-Sep-1971	2936	K-6	309	2.10	Rutland
École Bellevue Creek Elementary	2323055	1-Sep-1976	2431	K-2	229	2.14	Mission
Black Mountain Elementary	2323056	1-Sep-1976	3323	K-5	354	3.74	Rutland
<i>Childcare</i>		1-Sep-2024					
Casorso Elementary	2323046	1-Sep-1973	3384	K-6	425	2.61	Central Kelowna
<i>Modular Building</i>		1-Sep-2011	114				
Chief Tomat Elementary	2323073	1-Sep-1996	2939	K-5	268	2.83	Westside
Chute Lake Elementary	2323078	1-Sep-2009	3090	K-5	392	2.43	Mission
<i>Modular Building</i>		1-Sep-2011	228				
Davidson Road Elementary	2323066	4-Sep-1984	3366	K-5	377	2.83	Lake Country
École Dorothea Walker Elementary	2323030	1-Sep-1961	3103	3-6	384	2.92	Mission
<i>Modular Building</i>		1-Sep-2011	114				
Ellison Elementary	2323072	1-Sep-1996	2722	K-5	245	2.83	Rutland
<i>Childcare</i>		1-Sep-2025					
École Glenmore/Mountainview Elem.	2323018	1-Sep-1950	2718	K-5	475	3.48	Central Kelowna
École Glenrosa Elementary	2323049	1-Sep-1974	2920	K-5	328	2.59	Westside
<i>Modular Building</i>		1-Sep-2011	114				
Helen Gorman Elementary	2323058	1-Sep-1990	3033	K-5	268	2.22	Westside
École Hudson Road Elementary	2323052	1-Sep-1974	3102	K-5	241	7.90	Westside
<i>Childcare</i>		1-Sep-2025					
Mar Jok Elementary	2323079	1-Sep-2013	3985	K-5	419	2.40	Westside
North Glenmore Elementary	2323032	1-Sep-1964	3947	K-6	467	3.46	Central Kelowna
<i>Modular Building</i>		1-Sep-2011	228				
<i>Childcare</i>		1-Sep-2024					
Oyama Traditional	2323008	1-Sep-1975	1354	K-5	132	3.18	Lake Country
Peachland Elementary	2323042	1-Sep-1970	2789	K-5	241	2.19	Westside
<i>Modular Building</i>		1-Sep-2011	114				
Pearson Elementary	2323048	1-Sep-1973	3812	K-5	419	3.26	Rutland
<i>Modular Building</i>		1-Sep-2011	114				
École Peter Greer Elementary	2323061	1-Sep-1992	3804	K-5	328	2.80	Lake Country

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Facility	Facility Code	Year Opened	Floor Area	Grade Config.	Operating Capacity	Land Area	Family
<i>Modular Building</i>		<i>1-Sep-2011</i>	<i>114</i>				
Quigley Elementary	2323060	1-Sep-2003	5101	K-5	445	4.78	Rutland
Raymer Elementary	2323014	1-Sep-1948	3504	K-6	333	1.86	Central Kelowna
<i>Modular Building</i>		<i>1-Sep-2011</i>	<i>114</i>				
Rose Valley Elementary	2323065	1-Sep-1983	2996	K-5	313	2.42	Westside
Rutland Elementary	2323077	1-Sep-2003	3000	K-5	354	2.75	Rutland
Shannon Lake Elementary	2323067	1-Sep-1993	3530	K-5	370	2.95	Westside
South Kelowna Elementary	2323022	1-Sep-1950	3065	K-6	272	3.00	Central Kelowna
South Rutland Elementary	2323033	1-Sep-1964	2909	K-5	245	2.66	Rutland
Springvalley Elementary	2323050	1-Sep-1973	3038	K-5	313	6.06	Rutland
Watson Road Elementary	2323074	1-Mar-2000	3555	K-6	490	2.43	Central Kelowna
<i>Modular Building</i>		<i>1-Sep-2011</i>	<i>228</i>				
Webber Road Elementary	2323063	1-Sep-1978	1345	K-5	128	5.66	Westside
<i>Modular Building</i>		<i>1-Sep-2011</i>	<i>228</i>				
Middle Schools							
Middle School – Burtch Road Site		Sept 1, 2029			800	6.0	Central Kelowna
Canyon Falls Middle	2323084	1-Sep-2019	8249	6-8	750	2.70	Mission
Constable Neil Bruce Middle	2323075	1-Sep-2000	7861	6-8	750	6.86	Westside
École Dr. Knox Middle	2323029	1-Sep-2008	6923	7-9	1100	4.82	Central Kelowna
École Glenrosa Middle	2323071	1-Sep-1996	8398	6-9	750	3.92	Westside
École H.S. Grenda Middle	2323085	1-Sep-2021	6650	6-8	600	1.50	Lake Country
École KLO Middle	2323038	1-Sep-1969	7060	7-9	700	5.86	Central Kelowna
Rutland Middle	2323015	1-Sep-1948	6375	6-8	425	7.92	Rutland
Springvalley Middle	2323047	1-Sep-1974	6425	6-8	550	6.06	Rutland
Secondary Schools							
École George Elliot Secondary	2323028	1-Sep-1959	8257	9-12	700	3.91	Lake Country
<i>Childcare</i>		<i>1-Sep-2025</i>	<i>640</i>				
École George Pringle Secondary	2323016	1-Sep-2027	7766	9-12	1600	5.20	Westside
École Kelowna Secondary	2323076	1-Jan-2002	14077	10-12	1600	6.47	Central Kelowna
<i>Young Parent Childcare</i>		<i>1-Sep-1996</i>	<i>365</i>				
Mount Boucherie Secondary	2323051	1-Sep-1976	13733	9-12	1325	5.67	Westside
École Okanagan Mission Secondary	2323059	1-Sep-1976	11002	9-12	1050	4.04	Mission
<i>Childcare</i>		<i>1-Sep-2024</i>	<i>620</i>				
Rutland Secondary	2323044	1-Sep-1972	14857	9-12	1550	7.92	Rutland
Other District Facilities							
Learning Centre	2323503	1-Sep-1970	3040			3.28	
Central School	2323005	1-Sep-1914	2917			1.19	
Operations	2323502	1-Sep-1992	4162			2.46	
DeHart (Student Support Services)	2323009	1-Sep-1930	536			0.41	

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Facility	Facility Code	Year Opened	Floor Area	Grade Config.	Operating Capacity	Land Area	Family
Leased Facilities							
Central Programs and Services (Highway 33 West, Kelowna)							
Central Programs and Services (Old Okanagan Highway, West Kelowna)							
Inclusive Education (Leckie Road, Kelowna) WHEELS Transition to Employment Program							
Take a Hike Program - located at 3717 Elliott Road, West Kelowna, BC.							
Alternative Suspension Program - located at the West Kelowna Youth Center, 2466 Main Street, West Kelowna, BC							
Vacant Land							
Academy Way						3.26	
Aspen Grove (Playfields)	2323028					7.40	
Crawford Estates Future Elem.						2.85	
Crawford Estates Future Elem.						2.42	
Dilworth Area Site #1						2.69	
Dilworth Mountain Site #2 (Playfields)						2.42	
Hall Road Site						2.46	
Smith Creek Area Site						2.83	
University Site						6.2	
Wilden Site						2.45	

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APPENDIX B: SCHOOL ENROLMENT PROJECTIONS

School	Grade	Actual Enrolment					Projected Enrolment									
		2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
Westside Area																
Chief Tomat Elementary	K-5	306	304	296	293	294	296	297	299	300	302	303	305	306	308	
École Glenrosa Elementary	K-5	319	321	296	262	263	265	266	267	269	270	271	273	274	275	
Helen Gorman Elementary	K-5	250	254	248	240	241	242	244	245	246	247	249	250	251	252	
École Hudson Road Elementary	K-5	352	362	366	355	357	359	360	362	364	366	368	369	371	373	
Mar Jok Elementary	K-5	453	443	432	424	426	428	430	433	435	437	439	441	443	446	
Peachland Elementary	K-5	168	182	172	168	169	170	171	171	172	173	174	175	176	177	
Rose Valley Elementary	K-5	316	302	288	261	262	264	265	266	268	269	270	272	273	274	
Shannon Lake Elementary	K-5	422	431	425	420	422	424	426	428	431	433	435	437	439	441	
Webber Road Elementary	K-5	169	196	206	216	217	218	219	220	221	223	224	225	226	227	
Constable Neil Bruce Middle	6-8	843	872	882	927	932	936	866	871	875	880	885	890	895	899	
École Glenrosa Middle	6-9	686	683	711	751	755	759	837	841	845	849	853	857	860	864	
École George Pringle Secondary	9-12	0	0	0	0	0	0	647	867	958	921	926	930	935	940	
Mount Boucherie Secondary	9-12	1,788	1,824	1,822	1,788	1,797	1,806	1,168	957	875	921	926	930	935	940	
Westside Total		6,072	6,174	6,144	6,105	6,136	6,166	6,197	6,228	6,259	6,290	6,322	6,354	6,385	6,417	
Mission Area																
Anne McClymont Elementary	K-5	452	445	431	413	413	414	414	415	415	415	416	416	417	417	
École Bellevue Creek Elementary	K-2	155	253	255	231	231	231	232	232	232	232	233	233	233	233	
Chute Lake Elementary	K-5	468	425	399	376	376	377	377	378	378	378	379	379	379	380	
École Dorothea Walker Elementary	3-6	348	385	307	315	315	316	316	316	317	317	317	318	318	318	
Canyon Falls Middle	6-8	758	730	735	696	697	697	698	699	699	700	701	702	702	703	
École Okanagan Mission Secondary	9-12	1263	1361	1378	1409	1410	1412	1413	1415	1416	1417	1419	1420	1422	1423	
Mission Total		3,444	3,599	3,505	3,440	3,443	3,447	3,450	3,454	3,457	3,461	3,464	3,468	3,471	3,475	



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Lake Country Area															
Davidson Road Elementary	K-5	403	426	437	434	434	435	435	436	436	437	437	437	438	438
Oyama Traditional	K-5	168	174	186	180	180	180	181	181	181	181	181	181	182	182
École Peter Greer Elementary	K-5	370	381	386	369	369	370	370	370	371	371	372	372	372	373
École H.S. Grenda Middle	6-8	569	539	498	494	494	495	495	496	496	497	497	498	498	499
École George Elliot Secondary	9-12	746	812	870	900	901	902	903	904	905	905	906	907	908	909
Lake Country Total		2,256	2,332	2,377	2,377	2,379	2,382	2,384	2,387	2,389	2,391	2,394	2,396	2,398	2,401
Central Kelowna Area															
A.S. Matheson Elementary	K-6	290	305	292	300	302	303	305	306	308	309	311	312	314	315
Bankhead Elementary	K-6	371	394	406	395	397	399	401	403	405	407	409	411	413	415
École Casorso Elementary	K-6	508	486	490	502	505	507	510	512	515	517	520	522	525	528
École Glenmore Elementary	K-6	643	641	661	658	661	665	668	671	675	678	681	685	688	692
North Glenmore Elementary	K-6	626	631	651	635	638	641	645	648	651	654	658	661	664	667
Raymer Elementary	K-6	273	292	286	312	314	315	317	318	320	321	323	325	326	328
South Kelowna Elementary	K-6	252	267	267	251	252	254	255	256	257	259	260	261	263	264
Watson Road Elementary	K-6	628	619	615	603	606	609	612	615	618	621	624	628	631	634
École Dr. Knox Middle	7-9	958	1,016	1,004	1,063	1,068	1,074	1,079	1,084	1,090	1,095	1,101	1,106	1,112	1,117
École KLO Middle	7-9	753	793	765	803	807	811	815	819	823	827	832	836	840	844
École Kelowna Secondary	10-12	1,826	1,831	1,874	1,916	1,926	1,935	1,945	1,955	1,964	1,974	1,984	1,994	2,004	2,014
Central Kelowna Total		7,128	7,275	7,311	7,438	7,475	7,513	7,550	7,588	7,626	7,664	7,702	7,741	7,779	7,818
Rutland Area															
École Belgo Elementary	K-6	299	291	301	287	289	292	294	296	299	301	303	306	308	311
Black Mountain Elementary	K-5	439	438	439	445	449	452	456	459	463	467	471	474	478	482
Ellison Elementary	K-5	216	217	197	183	184	186	187	189	190	192	193	195	197	198
Pearson Road Elementary	K-5	242	274	274	290	292	295	297	299	302	304	307	309	312	314
Quigley Elementary	K-5	236	253	274	266	268	270	272	275	277	279	281	284	286	288
Rutland Elementary	K-5	414	441	449	434	437	441	444	448	452	455	459	463	466	470
South Rutland Elementary	K-5	202	222	227	204	206	207	209	211	212	214	216	217	219	221
Springvalley Elementary	K-5	272	296	292	325	328	330	333	336	338	341	344	346	349	352
Rutland Middle	6-8	558	556	600	622	627	632	637	642	647	652	658	663	668	674
Springvalley Middle	6-8	584	568	579	560	564	569	574	578	583	587	592	597	602	606
Rutland Secondary	9-12	1,618	1,788	1,916	1,890	1,905	1,920	1,936	1,951	1,967	1,983	1,998	2,014	2,031	2,047
Rutland Total		5,080	5,344	5,548	5,506	5,550	5,594	5,639	5,684	5,730	5,776	5,822	5,868	5,915	5,963
TOTAL		23,980	24,724	24,885	24,866	24,983	25,102	25,220	25,341	25,461	25,582	25,704	25,827	25,948	26,074

As of Sept 30, 2025 - September Enrolment Numbers

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APPENDIX C: SCHOOL CAPACITIES AND CLASSROOMS

ELEMENTARY SCHOOLS		GRADE		FIXED CAPACITY							CLASSROOMS			
				NOMINAL CAPACITY			OPERATING CAPACITY			Fixed Clsrms	Modular Clsrms	Portable Clsrms	Strong starts	Preschool /Daycare
				K	ELEM	TOTAL	K	ELEM	TOTAL					
Westside Area														
Chief Tomat Elementary	K-5	60	400	460	57	362	419	19	0	0	0	1		
École Glenrosa Elementary	K-5	60	300	360	57	271	328	14	1	0	0	1		
Helen Gorman Elementary	K-5	20	275	295	19	249	268	12	0	0	0	1		
École Hudson Elementary	K-5	40	225	265	38	203	241	12	0	4	1	0		
Mar Jok Elementary	K-5	60	400	460	57	362	419	19	0	0	0	0		
Peachland Elementary	K-5	40	225	265	38	203	241	11	1	0	1	1		
Rose Valley Elementary	K-5	20	325	345	19	294	313	14	0	1	0	1		
Shannon Lake Elementary	K-5	80	325	405	76	294	370	17	0	3	0	0		
Webber Road Elementary	K-5	40	100	140	38	90	128	5	2	4	1	0		
Westside Total		420	2,575	2,995	399	2,328	2,727	123	4	12	3	5		
OK Mission Area														
Anne McClymont Elementary	K-5	100	275	375	95	249	344	16	0	2	0	0		
Bellevue Creek Elementary	K-2	20	250	270	19	210	229	11	0	2	0	0		
Chute Lake Elementary	K-5	80	350	430	76	316	392	16	2	1	0	0		
École Dorothea Walker Elementary	3-6	0	400	400	0	384	384	15	1	0	0	0		
OK Mission Total		200	1,275	1,475	190	1,159	1,349	58	3	5	0	0		
Lake Country Area														
Davidson Road Elementary	K-5	40	375	415	38	339	377	17	0	0	0	0		
Oyama Traditional School	K-5	20	125	145	19	113	132	6	0	2	0	0		
École Peter Greer Elementary	K-5	60	325	385	57	271	328	16	1	1	1	1		
Lake Country Total		120	825	945	114	723	837	39	1	3	1	1		

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ELEMENTARY SCHOOLS		FIXED CAPACITY							CLASSROOMS			
		NOMINAL CAPACITY			OPERATING CAPACITY			Fixed Clsrms	Modular Clsrms	Portable Clsrms	Strong starts	Preschool /Daycare
		K	ELEM	TOTAL	K	ELEM	TOTAL					
Central Kelowna Area												
A.S. Matheson Elementary	K-6	20	275	295	19	253	272	13	0	0	1	1
Bankhead Elementary	K-6	40	375	415	38	345	383	17	0	1	0	1
École Casorso Elementary	K-6	60	400	460	57	368	425	18	1	5	0	0
École Glenmore Elementary	K-6	40	475	515	38	437	475	21	0	6	0	0
North Glenmore Elementary	K-6	100	525	625	95	483	578	24	2	8	0	1
Raymer Elementary	K-6	60	300	360	57	276	333	15	1	0	1	2
South Kelowna Elementary	K-6	20	275	295	19	253	272	12	0	0	0	0
Watson Road Elementary	K-6	80	450	530	76	414	490	20	2	2	0	1
Central Kelowna Total		420	3,075	3,495	399	2,829	3,228	140	6	22	2	6
Rutland Area												
École Belgo Elementary	K-5	40	300	340	38	271	309	14	0	0	0	1
Black Mountain Elementary	K-5	40	350	390	38	316	354	16	0	2	0	1
Ellison Elementary	K-5	20	250	270	19	226	245	11	0	0	0	1
Pearson Road Elementary	K-5	60	400	460	57	362	419	19	1	0	1	1
Quigley Elementary	K-5	40	450	490	38	407	445	20	0	0	0	3
Rutland Elementary	K-5	40	350	390	38	316	354	16	0	2	0	0
South Rutland Elementary	K-5	20	250	270	19	226	245	12	0	0	1	1
Springvalley Elementary	K-5	20	325	345	19	294	313	14	0	0	0	1
Rutland Total		280	2,675	2,955	266	2,418	2,684	122	1	4	2	9
ELEMENTARY TOTAL		1,440	10,425	11,865	1,368	9,457	10,825	482	15	46	8	21

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ELEMENTARY SCHOOLS		FIXED CAPACITY						Fixed Clsrms	CLASSROOMS				
		NOMINAL CAPACITY			OPERATING CAPACITY				Modular Clsrms	Portable Clsrms	Strong starts	Preschool /Daycare	
		K	ELEM	TOTAL	K	ELEM	TOTAL						
MIDDLE SCHOOLS													
Constable Neil Bruce Middle	6-8	500	250	750	500	250	750	30	0	7	0	0	
École Glenrosa Middle	6-9	500	250	750	500	250	750	30	0	0	0	0	
Canyon Falls Middle	6-8	500	250	750	250	500	750	30	0	0	0	0	
École H.S. Grenda Middle	6-8	450	150	600	450	150	600	24	0	0	1	0	
École Dr. Knox Middle	7-9	425	675	1,100	425	675	1,100	44	0	11	0	0	
École KLO Middle	7-9	250	450	700	250	450	700	28	0	6	0	0	
Rutland Middle	6-8	275	150	425	275	150	425	17	0	11	0	0	
Springvalley Middle	6-8	350	200	550	350	200	550	22	0	6	0	0	
Middle Total		3,250	2,375	5,625	3,250	2,375	5,625	225	0	41	1	0	
SECONDARY SCHOOLS													
Mount Boucherie Secondary	9-12		1,325	1,325	0	1,325	1,325	53	0	16	0	0	
École Okanagan Mission Secondary	9-12		1,050	1,050	0	1,050	1,050	42	0	12	0	0	
École George Elliott Secondary	9-12		700	700	0	700	700	28	0	3	0	0	
École Kelowna Secondary	10-12		1,600	1,600	0	1,600	1,600	64	0	7	0	0	
Rutland Senior Secondary	9-12		1,550	1,550	0	1,550	1,550	62	0	0	0	0	
Secondary Total		0	6,225	6,225	0	6,225	6,225	249	0	38	0	0	
Total Middle & Secondary		3,250	8,600	11,850	3,250	8,600	11,850	474	0	79	1	0	

APPENDIX D: CAPITAL ASSET MANAGEMENT

Capital Asset Management System Facility Rating Index

The Ministry of Education and Child Care introduced a Capital Asset Management System (CAMS) for all schools several years ago, which is now under the umbrella of the Ministry of Infrastructure. Facility condition audits were completed by VFA Inc. utilizing the same criteria and rating factors for each school in the province. The purpose of the facility condition audits is to determine the age and condition of each school building including structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings, site conditions, and life safety to determine what resources will be required over the coming years to maintain or replace these aging facilities.

Each school in the province is given a score called the Facility Condition Index (FCI). The Ministry is then able to rank the maintenance condition of a school against all others by this comparative indicator. The FCI is expressed as a percentage of the cost to remediate maintenance deficiencies divided by the current replacement value.

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

The FCI is a significant factor the Ministry of Infrastructure uses to determine funding priorities for replacement or rejuvenation projects. There are numerous schools in the province that are in very poor condition and rate 0.60 or higher. Generally, a school will not be considered for replacement unless it falls close to or above this range.

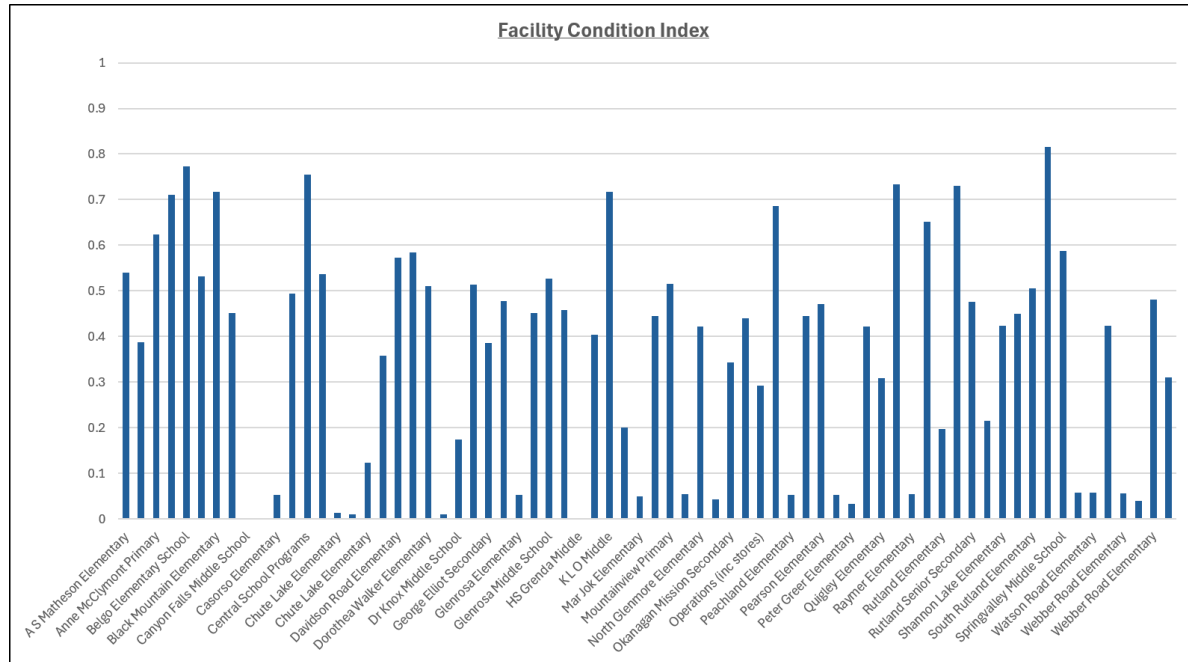
The CAMS data also produces a Requirement Index (RI) which identifies deficiencies or needs, the corrective actions required, the timeframe in which they should be addressed and the estimated costs to address the problem. The RI is expressed as a percentage of the requirement cost divided by the current replacement value.

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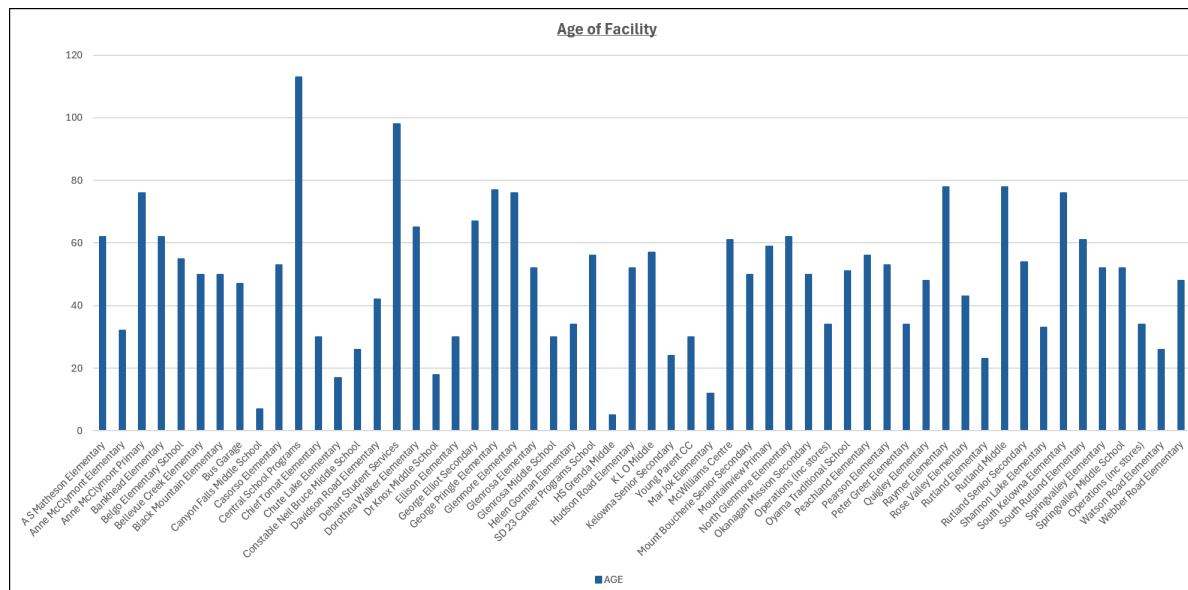
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The total replacement cost for the District's 51 buildings (including modular learning centres) is \$749.8 Million.

The average Facility Condition Index (FCI) of all District buildings as of October 2024 is 0.43 (Fair) and the total value of needed or outstanding repairs, renewal or upgrade requirements is \$323.2 Million.



The average age of the District's buildings is 41 years, with the average age of elementary schools at 39.7 years and the average age of middle/secondary schools at 39.8 years.



Provincial Funding For Capital Improvements

Annual Facility Grant

The Annual Facility Grant (AFG), funded by the Ministry of Infrastructure, supports school districts with renewal and replacement of critical facility components beyond regular maintenance.

The AFG funding a district receives is calculated by the Ministry of Infrastructure using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors. A District may spend its AFG for the purpose of:

- upgrading or replacing existing building components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy. section is accurate.

The District is also responsible for managing its AFG funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

In recent years, the Ministry of Infrastructure has allocated a total of over \$110 Million per annum for the AFG for all school districts in the province. In 2026, the District received an allocation of 5.4M (net of the amount withheld for the Capital Asset Management System), which funds its annual maintenance projects.

Without adequate funding, maintenance and minor renovations are “deferred”. “Deferred Maintenance” results in the postponement of repairs or maintenance on a facility asset, which results in a decline of facility value and condition. Over time, this will create a backlog of facility maintenance, repair, and the ability of the facility building components and systems to perform adequately. Ultimately, it leads to major building and systems failures, and more expensive major project costs, which could have been avoided with adequate annual maintenance and minor renovation projects. Health and safety issues in the facility can increase if “Deferred Maintenance” continues over time.

It is vital that the Ministry of Infrastructure maintains the AFG funding to the District to avoid deferral of critical maintenance and minor capital projects on District facilities, leading to poorer facility conditions. It is hoped that the Facility Condition Assessments gathered by the Ministry will provide accurate data needed to increase the District's AFG funding levels in future years.

The Operations Department will continue to review the District priorities within the department and with the school stakeholders to ensure critical failures, and preventive projects, identified in the yearly capital plan submission, are in alignment with the priorities identified from the deferred maintenance

information and facility condition assessments. All projects for minor capital must be completed for the Ministry fiscal year end, March 31st.

School Enhancement Program

The School Enhancement Program [SEP] provides capital funding to school districts for projects that improve the safety, operational efficiency, and functionality of existing schools-to improve facilities and extend the building life.

SEP project proposals that are eligible for funding are roofing upgrades (replacement or repair), exterior wall systems upgrade (cladding, insulations, windows, building envelope), interior construction upgrades (interior accessibility, flooring, wall partitions), HVAC upgrades (heating and air conditioning), electrical upgrades (power supplies, distribution systems, fire protection systems) and plumbing upgrades (washrooms, water fountains, re-piping) exceeding \$100,000 and not exceeding \$2M. Projects over \$2M must be divided into phases over multiple years and one submission must be under \$500,000. Any projects under \$100,000 must be funded through AFG.

Carbon Neutral Capital Program

The Carbon Neutral Capital Program [CNCP] is a \$5M annual Provincial program that provides capital funding specifically for energy efficiency projects that lower a school district's carbon emissions. Available funds are based on the bank of carbon offsets collected annually by the Province from the District. Funding is not a guaranteed allocation, as the Ministry reviews and prioritizes submissions from across the Province, within the available annual capital budget. Once the Provincial budget is approved, successful projects are identified in the Districts' Capital Budget Next Steps letter.

When selecting priorities for CNCP funding, a school district should consider the measurable short-term and long-term emission reductions, improved energy efficiencies, equipment condition and operational cost savings. CNCP projects should also be coordinated with other capital program needs in the District.

Five-Year Capital Plan

As per Ministry policy, the District is required to submit a "rolling" Five-Year Capital Plan annually, with Years 1 and 2 of the Plan (the upcoming fiscal year and the next) containing projects already considered by the Ministry in prior years and Years 3, 4 and 5 containing projects not as yet supported. Long range enrolment projections, facility utilization analyses, project request forms (including brief scope of work and order-of-magnitude costing), detailed Project Identification Reports and the District LRFP comprise the annual plan submission.

The Capital Plan includes intake of the following types of projects:

- Seismic Mitigation Program [SMP]
- School Expansion Program [EXP]
- School Replacement Program [REP]
- School Food Infrastructure Program [FIP]

- Building Envelope Program [BEP]
- School Enhancement Program [SEP]
- Carbon Neutral Capital Program [CNCP]
- Bus Replacement Program [BUS]
- Playground Equipment Program [PEP]

Previously, major renewal projects over \$1.5M in value were considered under the criterion of facility age and building condition. This category has been effectively replaced by AFG, SEP and CNCP, with the major project to be broken down into smaller projects applied for individually.

The current Five-Year Capital Plan is available for viewing here: <https://www.sd23.bc.ca/capital-plan>

APPENDIX E: FACILITY CONDITION INDICES

Facility	Facility Code	Floor Area	Age	FCI	Family
Elementary Schools					
A.S. Matheson Elementary	2323031	3222	62	0.63	Central Kelowna
Anne McClymont Elementary	2323070	2706	32	0.39	Mission
Anne McClymont Primary	2323021	1130	76	0.62	Mission
Childcare		640	1	0.00	
Bankhead Elementary	2323034	3717	62	0.71	Central Kelowna
École Belgo Elementary	2323043	2936	55	0.92	Rutland
École Bellevue Creek Elementary	2323055	2431	50	0.70	Mission
Black Mountain Elementary	2323056	3323	50	0.72	Rutland
Childcare		620	1	0.00	
École Casorso Elementary	2323046	3384	53	0.49	Central Kelowna
Modular Building		114	14	0.05	
Chief Tomat Elementary	2323073	2939	30	0.54	Westside
Chute Lake Elementary	2323078	3090	17	0.27	Mission
Modular Buildings		228	14	0.07	
Davidson Road Elementary	2323066	3366	42	0.71	Lake Country
École Dorothea Walker Elementary	2323030	3103	65	0.70	Mission
Modular Building		114	14	0.07	
Ellison Elementary	2323072	2722	30	0.51	Rutland
Childcare		566	0	0.00	
École Glenmore/Mountainview Elementary	2323018	4254	70	0.49	Central Kelowna
École Glenrosa Elementary	2323049	2920	52	0.45	Westside
Modular Building		114	14	0.05	
Helen Gorman Elementary	2323058	3033	34	0.46	Westside
École Hudson Road Elementary	2323052	3102	52	0.64	Westside
Childcare		640	0	0.00	
Mar Jok Elementary	2323079	3985	12	0.06	Westside
North Glenmore Elementary	2323032	3947	62	0.42	Central Kelowna
Modular Buildings		228	14	0.05	
Childcare		640	1	0.00	
Oyama Traditional	2323008	1354	51	0.78	Lake Country
Peachland Elementary	2323042	2789	56	0.44	Westside
Modular Building		114	14	0.05	
Pearson Elementary	2323048	3812	53	0.47	Rutland
Modular Building		114	14	0.05	
École Peter Greer Elementary	2323061	3804	34	0.77	Lake Country
Modular Building		114	14	0.09	
Quigley Elementary	2323060	5101	48	0.30	Rutland
Raymer Elementary	2323014	3504	78	0.73	Central Kelowna
Modular Building		114	14	0.05	
Rose Valley Elementary	2323065	2996	43	0.78	Westside
Rutland Elementary	2323077	3000	23	0.40	Rutland
Shannon Lake Elementary	2323067	3530	33	0.42	Westside
South Kelowna Elementary	2323022	3065	76	0.48	Central Kelowna

Long Range Facilities Plan

2026 Update

Facility	Facility Code	Floor Area	Age	FCI	Family
South Rutland Elementary	2323033	2909	61	0.63	Rutland
Springvalley Elementary	2323050	3038	52	0.88	Rutland
Watson Road Elementary	2323074	3555	26	0.42	Central Kelowna
<i>Modular Buildings</i>		228	14	0.06	
Webber Road Elementary	2323063	1345	48	0.48	Westside
<i>Modular Buildings</i>		228	14	0.05	
Middle Schools					
Middle School – Burtch Road site (open 2029)			0	0	Central Kelowna
Canyon Falls Middle	2323084	8249	7	0.00	OK Mission
Constable Neil Bruce Middle	2323075	7861	26	0.64	Westside
École Dr. Knox Middle	2323029	6923	18	0.33	Central Kelowna
École Glenrosa Middle	2323071	8398	30	0.53	Westside
École H.S. Grenda Middle	2323085	6650	5	0.05	Lake Country
École KLO Middle	2323038	7060	57	0.77	Central Kelowna
Rutland Middle	2323015	6375	78	0.73	Rutland
Springvalley Middle	2323047	6425	52	0.73	Rutland
Secondary Schools					
École George Elliot Secondary	2323028	8257	67	0.67	Lake Country
<i>Childcare</i>		640	0	0.00	
École George Pringle Secondary (open in 2027)					Westside
École Kelowna Secondary	2323076	14077	24	0.07	Central Kelowna
<i>Young Parent Childcare</i>		365	30	0.31	
Mount Boucherie Secondary	2323051	13733	50	0.52	Westside
École Okanagan Mission Secondary	2323059	11002	50	0.61	Mission
<i>Childcare</i>		620	1	0.00	
Rutland Secondary	2323044	14857	54	0.28	Rutland
Other District Facilities					
Learning Centre	2323503	3040	56	0.73	
Central School	2323005	2917	113	0.83	
Operations	2323502	4162	37	0.34	
DeHart (Student Support Services)	2323009	536	98	0.59	
Leased Facilities					
Central Programs and Services (Kelowna)					
Central Programs and Services (West Kelowna)					
Inclusive Education (Leckie Road, Kelowna)					
Vacant Land					
Academy Way					
Aspen Grove (Playfields)	2323028				
Crawford Estates Future Elementary					
Crawford Estates Future Elementary					
Dilworth Area Site #1					
Dilworth Mountain Site #2 (Playfields)					
Hall Road Site					
Smith Creek Area Site					
University Site					
Wilden Site					

APPENDIX F: TIMELINE

Date	Action
December 11, 2025	Engagement of Consultant for the LRFP
December 16, 2025	Long Range Facilities Plan Steering Committee • Present Long Range Facilities Plan Requirements, Overview and Purpose • Confirm Roles and Responsibilities
January 13, 2026	Long Range Facilities Plan Steering Committee • Confirm LRFP Timeline
January 28, 2026	Presented LRFP Review and Timeline to the Board of Education
February 11, 2026	Long Range Facilities Plan Steering Committee • District Staff to Review LRFP Sections • Discuss community engagement and online survey
February 19, 2026	Long Range Facilities Plan Steering Committee • Confirm the online survey and webpage
February 24, 2026	Long Range Facilities Plan Steering Committee • LRFP online survey available for community until March 13, 2026
March 23, 2026	Long Range Facilities Plan Steering Committee • Review online survey results and discuss next steps
May 15, 2026	Long Range Facilities Plan Steering Committee • Review LRFP draft report and provide feedback
June 10, 2026	Send draft report for stakeholder review and feedback
July 14, 2026	Long Range Facilities Plan Steering Committee • Review LRFP final edits
September 9, 2026	Present Draft LRFP to the Board of Education as information for consideration and feedback
September 23, 2026	Present to the Board of Education for approval

APPENDIX G: TRANSPORTATION INFORMATION

The District currently operates 61 regular school bus routes transporting 5,203 students, 4,271 are eligible riders and 985 are courtesy riders. Eligibility for school bus transportation is determined by the distance a student resides from their English catchment school.

- Elementary Schools - 3.0 kms or further
- Middle School - 4.0 kms or further
- Secondary Schools - 4.8 kms or further

The District does not provide transportation for students who reside less than 2 kms from their catchment school or those who are attending a school of choice.

Courtesy riders are those students who do not meet the distance requirements to be eligible. Courtesy applications are processed once all eligible students who applied before May 31 are assigned to a route. If there are seats available, courtesy riders will be assigned to the bus route. If the bus route is at full capacity, the student's transportation application will be placed on a waitlist. Transportation applications are prioritized based on distance and grade, those who reside farthest from the school and attending an elementary or middle school will be offered a seat first.

The District currently operates 15 inclusive education bus routes. Students who are approved by Inclusive Education Services are considered eligible and school bus transportation will be provided on one of the District's Inclusive Education bus routes.

The District employs 76 regular school bus drivers and 28 casual drivers.

Although not mandated by the School Act, the Board of Education supports the operations of a student transportation system for students of School District No. 23 (Central Okanagan). As part of its support for transportation, the Board of Education each year must heavily subsidize the Transportation Department with approximately \$3.5 million in operating funds that could be directed to classroom support and operations. Each year, the Board of Education reviews the fee that it charges for all students that receive this service.

For the 2026/2027 school year, the Board of Education approved a 15-minute adjustment to secondary start and dismissal times. This change will create a more streamlined and cost-effective transportation system, reduce environmental impact and optimize the number of routes operated by the District.

The school bus fleet currently consists of:

SCHOOL BUS FLEET SUMMARY

BUS FLEET	Number of Buses	Natural Gas	Diesel	Propane	Electric
TOTAL UNITS	91	24	60	1	6
Regular Routes	61	20	35	0	6
Inclusive Ed Routes	15	1	12	0	2
Spare Units	13	1	11	1	0
<i>50 Pass or Less</i>	<i>14</i>	<i>1</i>	<i>12</i>	<i>1</i>	
<i>66-72 Passenger</i>	<i>6</i>		<i>4</i>		<i>2</i>
<i>76-77 Passenger</i>	<i>46</i>	<i>6</i>	<i>36</i>		<i>4</i>
<i>84 Passenger</i>	<i>23</i>	<i>17</i>	<i>8</i>		

School buses are considered capital assets and any new or replacement buses are funded as part of the Board of Education's annual Capital Plan submission.

APPENDIX H: SCHOOL SITE ACQUISITION CHARGE – BOARD BYLAW NO. 15



BOARD OF EDUCATION SCHOOL DISTRICT No. 23 (CENTRAL OKANAGAN)

BYLAW No. 15, School Site Acquisition Charge

A bylaw to provide for the collection of school site acquisition charges.

PREAMBLE:

Whereas Section 142 of the *School Act* requires that a School Board submit a capital plan to the Minister of Education; and

Whereas ~~Municipal Act~~ Section 937.4 requires that before a school board submits the capital plan required under *School Act* Section 142, it consult with each local government in the school district and, that the school board and local government make all reasonable efforts to reach agreement on the following:

1. A projection of the number of eligible development units to be authorized over the 10 year period that has been specified by the Minister of Education;
2. The projection of the number of school age children (as defined in the *School Act*) that will be added to the school district as the result of the eligible development units;
3. The approximate size and number of school sites required to accommodate the number of school age children projected as a result of the addition of eligible development units;
4. The approximate location and value of the school sites; and

Whereas the School District No. 23 (Central Okanagan) Board of Education has consulted with The City of Kelowna, The District of West Kelowna, The District of Lake Country, The Corporation of the District of Peachland, and The Regional District of Central Okanagan;



Long Range Facilities Plan

2026 Update

Prescribed Category of Eligible Development (BC regulation 17/00)	Factor set by BC Regulation 17/00	Charge rate per unit	Maximum charge rate per unit
Low Density (>21 units/ha.)	1.250	\$756	\$1,000
Medium Low (21-50 units/ha.)	1.125	\$681	\$900
Medium (51-125 units / ha.)	1.000	\$605	\$800
Medium High (126-200 units / ha.)	0.875	\$529	\$700
High Density (>200 units / ha.)	0.750	\$454	\$600
Base Rate		\$605	

TITLE:

This Bylaw may be cited as:

"School District No. 23 (Central Okanagan) Bylaw No. 15, School Site Acquisition Charge".

READ A FIRST TIME THE 26TH DAY OF SEPTEMBER, 2012.

READ A SECOND TIME THE 26TH DAY OF SEPTEMBER, 2012.

READ A THIRD TIME, PASSED AND ADOPTED THE 26TH DAY OF SEPTEMBER, 2012.

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 23 (Central Okanagan) Board Bylaw No. 15, School Site Acquisition Charge, adopted by the Board the 26th day of September, 2012.

Secretary-Treasurer



APPENDIX I: SCHOOL CATCHMENT MAPS

[Catchment Area Maps - Central Okanagan Public Schools](#)

<https://www.sd23.bc.ca/catchment>