



Section Six: School District Facilities

“Together We Learn”

605 – EDUCATIONAL FACILITY PLANNING

Introduction

The Board of Education believes that the planning of district schools should be guided by the following principles.

- the best interests of students, including student safety;
- educational effectiveness;
- the needs of each individual and unique community within School District No. 23;
- the importance of community input into any proposed changes;
- the best use of existing buildings;
- financial considerations.

Policy

To implement these principles and to provide an organizational structure for the planning of new facilities:

1. Wherever appropriate, it is desirable that schools be organized into the following grade configurations:

Elementary Schools	Kindergarten to Grade 5
Middle Schools	Grade 6 to Grade 8
Senior Secondary Schools	Grade 9 to Grade 12

The Board may vary the school organizational structure based on the above listed guiding principles.

2. When planning for construction of new schools, where appropriate, the enrolment capacities fall within the following sizes:
 - Elementary schools – 350 to 500 students (optimum 400 students)
 - Middle schools – 500 to 800 students (optimum 650 students)
 - Secondary schools – 1,200 to 2,000 students (optimum 1,500 students)
3. Depending on student enrolment, French Immersion programs should be provided at an adequate number of regionally located dual-track elementary schools that direct students to regionally designated dual-track middle schools in several areas of the district and dual-track senior secondary schools.



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4. New school facilities should be designed for maximum use by the educational community and the public in accordance with Ministry of Education directives, including:
 - initiatives for community purposes;
 - collaboration with post-secondary institution programs;
 - compatibility with programs provided by other Provincial ministries.
5. Support Early Learning Programs at regionally located schools and other locations where there is an identified need and space available. The location and form of any Early Learning Program must be sustainable in terms of enrolment, location, form and cost.
6. Support before school and after school care programs in schools where there is an identified need and space available.
7. Serve the diverse educational needs of students; distinct schools, unique programs and specialty academies are supported by the Board, subject to operation within the parameters of the School Act, availability of space, economic factors, ability to provide qualified staff and evidence of student demand.

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