

## Community Consultation – Questions and Answers – Part One

(Published November 28, 2025)

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### SUMMARY OF QUESTIONS AI GENERATED

#### 1. Process, Transparency, and Consultation

How were schools chosen or ruled out for closure?

- The District considered a number of factors: nominal capacity (how full the schools are), deferred maintenance costs, location, safety concerns, risk of flooding, condition of the buildings, and maintenance work order requests.
- Nicola-Canford is our newest building, and closing this location would increase transportation costs.
- Diamond Vale has fewer maintenance work orders than Central, and the maintenance is generally less costly to complete, as most potential projects are above ground. There are also fewer deferred maintenance costs than Central.
- Bench's modernization request is a top priority in our capital plan. If we address our excess nominal capacity issue, we will move up the queue at the Ministry. Bench is also the only elementary school on that side of Merritt.
- Central was chosen due to deferred maintenance costs, risk of flooding, complexity and cost of ongoing maintenance repairs (often requires excavation) and age of building.
- Collettville was chosen due to a decline in program enrollment; the program can be moved into another school building as a whole (Central or Diamond Vale), and the school community safety concerns around the lack of sidewalks in the area.

Were all schools and scenarios truly considered?

- Yes. The Board originally named Central Elementary in May 2025, as we must name a school for the potential School Closure process. It was chosen due to the cost of deferred maintenance, the number of work order requests, and flooding risk. During our Committee of the Whole meeting, the Board explored naming one or more of the other four elementary schools as well, and Collettville was then named as well.

Why were only certain schools (e.g., CV, MC) reviewed and not others (e.g., DV, Bench)?

- See above. There are also specific legislative and policy requirements for a potential school closure. Collettville and Central were named as the schools for potential closure as a result.

Will the public get summaries or minutes from meetings?

- The summaries of the meetings held to date have been published on our website. You will find the summaries on the Potential School Closure webpage. We will continue to publish as we complete the meetings.

[Potential School Closure Process | Nicola-Similkameen School District](#)

Can the District share clearer, more transparent data and visuals (e.g., readable pie charts, catchment maps, detailed cost breakdowns)?

- Yes. We have shared paper copies of the PowerPoint presentation at the meetings. We will post the PowerPoint to our website after our last community consultation meeting in December. We are currently pulling more data for additional visuals and charts. See below.

What were the other options explored before proposing closure?

- We had to cut \$1.5 million from our Budget for 2025-2026. We looked at 32 budget mitigation strategies. School Closure was brought up by both Rightsholders and Parents in our Budget Consultation Meetings. As staffing is 84% of our total budget, our projected deficit of \$477,000 for 2026-2027 will have to come out of staffing if we do not consider a school closure.

What is the long-term vision and plan for facilities?

- We have too much nominal capacity (excess space in schools), currently about 25% as a District. With declining enrollment, we need to look at consolidation to reduce costs. Almost 15 cents of every dollar is going towards operations and maintenance, and this number will continue to increase if nothing changes. A modernization of Bench Elementary is our top capital request. Until we deal with our nominal space, it will not be considered seriously by the Ministry of Infrastructure.
- We are in the process of selling two surplus properties in Brookmere.
- We currently lease out Kengard and portions of CMS, which generates revenue.
- We would look to lease out a school if it were to close to offset costs (utilities, maintenance).
- Special permission is required from the Ministry to sell surplus properties. It can take years to get the approval. The Brookmere sales took 4 years to get Ministry approval.
- The long-term vision is set out in the long-range 10-year facility plan that was developed in 2019-2029. The plan needs to be updated soon with the changing enrollment and requirements of the District.

What is the cost of the consultation process itself?

- Total direct cost of the consultation process is just under \$16,000. This includes travel expenses, meals for First Nations Consultation sessions, and consultant fees.

Will future engagement allow more time for public questions and feedback?

- The table discussions are to allow all voices to provide feedback from as many parents, families and stakeholders as possible. At one meeting, even with a small group, one of the parents was not comfortable speaking in front of a larger group and was given the option to share their thoughts in another classroom.
- There is an open invitation to submit questions and comments directly through our website.
- More time will be provided for public questions and to provide feedback.

## 2. Financial Information & Cost Analysis

What are the true financial savings of closing a school (administration, maintenance, utilities, etc.)?

	<b>Central</b>	<b>Collettville</b>
Staffing (mainly Admin & Secretary)	\$ 428,842	\$420,349
School Budgets	20,984	20,984
Maintenance/ Custodial	23,240	11,886
Utilities	43,087	41,639
<b>Total</b>	<b>\$ 516,153</b>	<b>\$494,856</b>

Savings allow us to sustain the equivalent to 4.5 FTE teaching positions or close to 11 EA positions

In contrast, doing nothing will bring about deficits of \$477,000 and \$879,000 over the next two years respectively.

The bulk of savings comes from eliminating the principal, school secretary and custodial positions.

What are the infrastructure, maintenance, and repair costs for each school?

- We put these together as deferred maintenance costs. These costs are for items like HVAC, Roofing, Flooring, Electrical, and Structural/Non-Structural Repairs within the next 10 years.

School	Cost
Merritt Central Elementary	\$2.3 million
Collettville Elementary	\$1.1 million
Bench Elementary	\$577,000
Nicola Canford Elementary	\$630,500
Diamond Vale Elementary	\$695,000
Merritt Secondary School	\$2.1 million
John Allison Elementary School	\$870,000
Vermillion Forks Elementary School	\$689,000
Princeton Secondary School	\$591,000

*These numbers are from HVAC inventory report, January 2025, Introba Consulting Engineers. Other costs are from the known aging infrastructure at today's replacement. Costs will likely continue to increase as inflation remains a factor.*

### How much do programs like SCIDES, CLC, SBO, and CMS cost to operate?

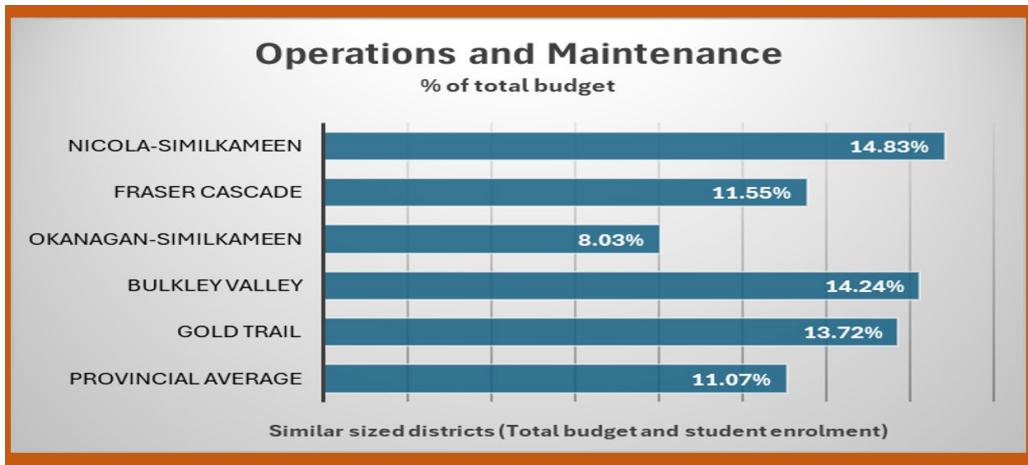
- SCIDES was \$2.45 million in 2024/25
- CLC was \$243,000
- SBO houses district administration as well as maintenance staff and some educational programs. Total administration costs in 2024/25 were \$1.01 million.
- CMS is a building that houses SCIDES and CLC, as well as some rentals. Total utilities and custodial costs in 2024/25 were \$116,000.

### How are admin and leadership costs changing (e.g., Superintendent, Assistant Superintendent)?

- Administration costs have decreased since 2024-2025, as we have eliminated a Vice-Principal position at Central (mid-year), a District Vice-Principal position at District Office (2025-2026) and changed the Director of Instructor: Indigenous Education Position to a District Principal role (January 2025). This is an ongoing savings of approximately \$268,000, not including the 23% in benefits, which is another approximate \$62,000 in savings.
- We have also cut an administrative assistant position for our District Office for another savings of approximately \$80,000 with benefits.
- The work is not reduced, so those remaining District Office staff pick up the work of those whose positions were eliminated.
- BCSPEA sets salary ranges for exempt positions. Like all other costs, the ranges increase each year due to inflation. Depending on when you accept and negotiate your contract, the range would be higher than in the past. However, once you enter the position, raises are merit-based. It is not uncommon for Senior Admin to change Districts to get a wage increase over a shorter period of time.
- Currently, there is a pause on exempt compensation increases. This is tied to ongoing bargaining with the teacher and support staff unions. It remains to be seen if the pause will be lifted.
- All of our Senior Admin positions (Superintendent, Assistant Superintendent, Secretary Treasurer, Director of Instruction – Inclusive Education (picked up Early Learning and Childcare as part of the new portfolio), and District Principal of Indigenous Education) have turned over in the last two years due to retirements, resignations, and current staff applying for and accepting new positions.
- The Superintendent did not get an 11% raise.

### How does the District's spending compare to other BC Districts?

- We are currently spending more on maintenance and operations for similarly sized districts. See the chart below:



- We are spending over 3% more than the provincial average. This number will continue to increase if we retain the same number of schools with continued declining enrollment.
- At this time, for every \$1 of funding, 15 cents is going towards maintenance and operations.

What would be done with any money saved—where would it go?

- We would retain both teachers and support staff. In addition, the savings would allow the District to continue to fund counsellors at a higher ratio than our Collective Agreement requires, as well as support numeracy and literacy coaching positions.

Could selling or leasing buildings generate revenue?

- If there are profits from selling a building, they can only go towards capital projects or costs, not operations. Leasing buildings does bring in some revenue, but it is subject to market conditions. As others have learned from other entities in our communities, raising rental costs too much often results in fewer rentals overall. This is not a sustainable solution for long-term declining enrollment.

Are there provincial grants or special FIM (French Immersion) funds available to offset costs?

- OLEP (Official Languages in Education Program) Funding is approximately \$81,000. The majority goes to Collettville. French as a Second Language receives a component of the funding as well. As education is a provincial responsibility, this funding flows through the provincial government. None comes directly from the Federal Government.

How has per-student funding changed from the province?

- We get approximately \$11,500 per student once all enrollment and grants are factored in. There have been small increases that have not kept up with inflation, especially during COVID. However, the real challenge is coming from the increased demand for mental health supports, as well as a drastic increase in students with designations (diverse learning needs).

# The needs of our Students have changed over time.

*Growth in SPED Designations since 2019.*

Designations	2019	2025
Level 1 (Physically Dependent, Deaf and Blind)	(masked)	(masked) # the same
Level 2 (Autism, Deaf or Hard of Hearing, Physical Disability, Visual Impairments, Chronic Health Impairments, Moderate to Profound Intellectual Disabilities)	94	147
Level 3 Intensive Behaviour or Serious Mental Health	(masked)	(masked) reduced by 2
ELL	0	53
High Incidence (LD, mild intellectual disability, moderate behaviour, etc.)	178	196
Total	285	407

Increase of 56% in Level 2 (mostly Autism)    Increase of 43% overall designations

## What is the cost of running under-capacity schools versus consolidating?

- If we make no changes, our projected deficit for next year (2026-2027) is estimated to be \$477,000 and \$879,000 for (2026-2027; 2027-2028). We no longer have reserves to offset deficit budgets, and the Board is required to pass a balanced budget.

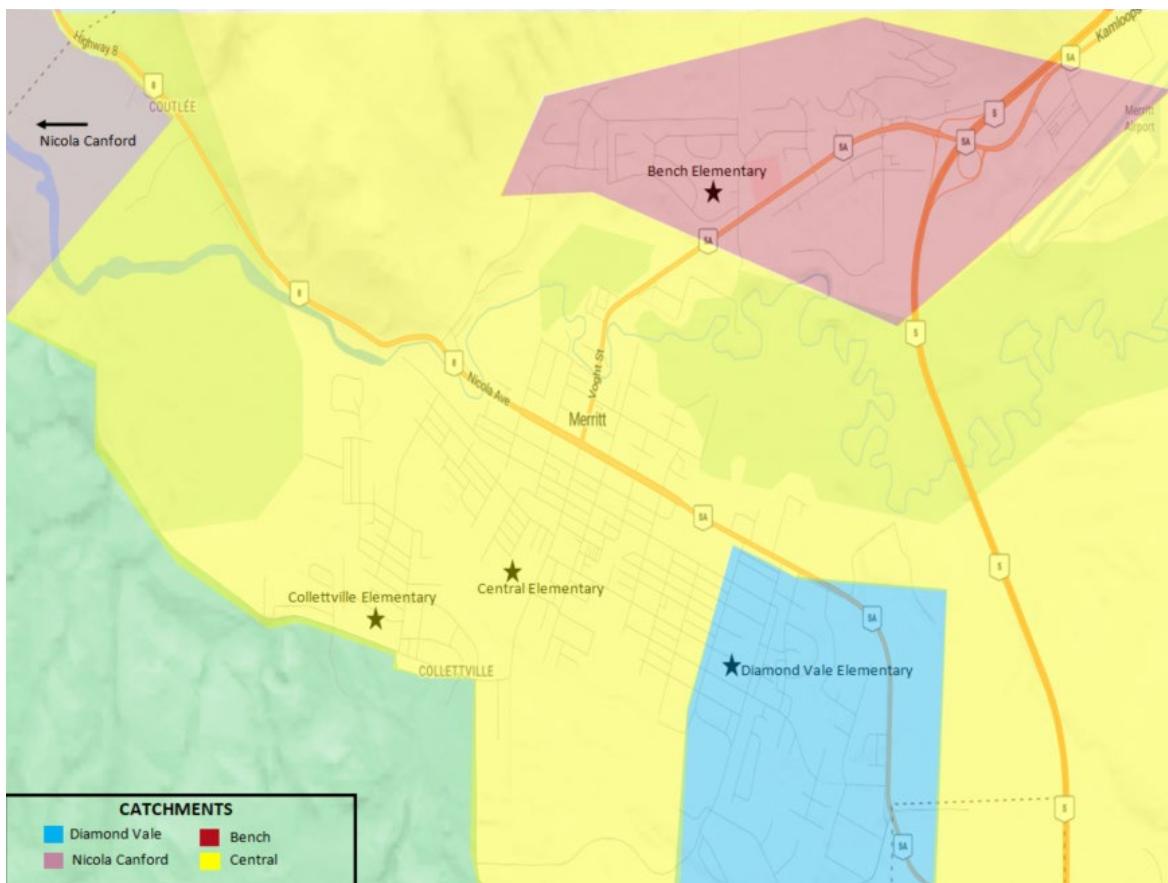
## Are leased properties contributing to the deficit?

- No, leased properties generate rental income. Due to economic conditions, we cannot charge more to increase revenue.

## 3. Catchment Areas & Enrollment

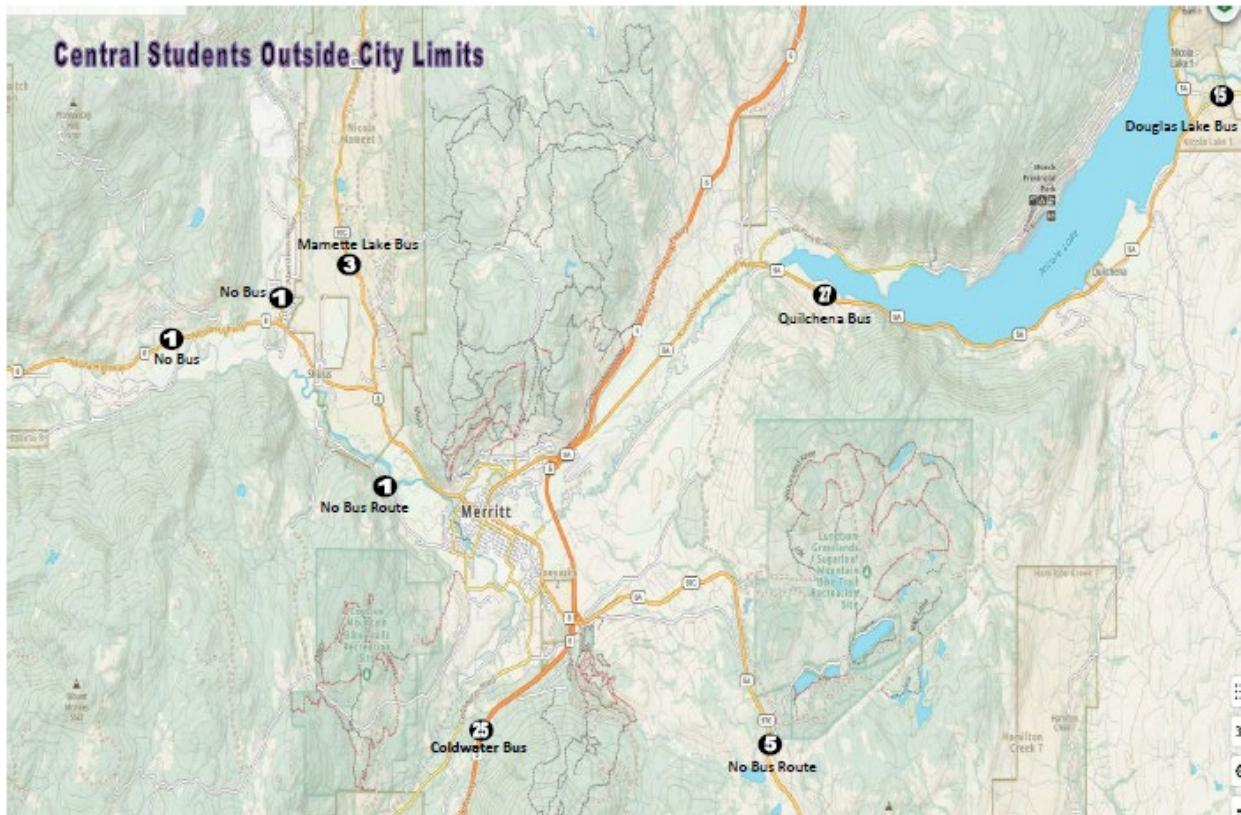
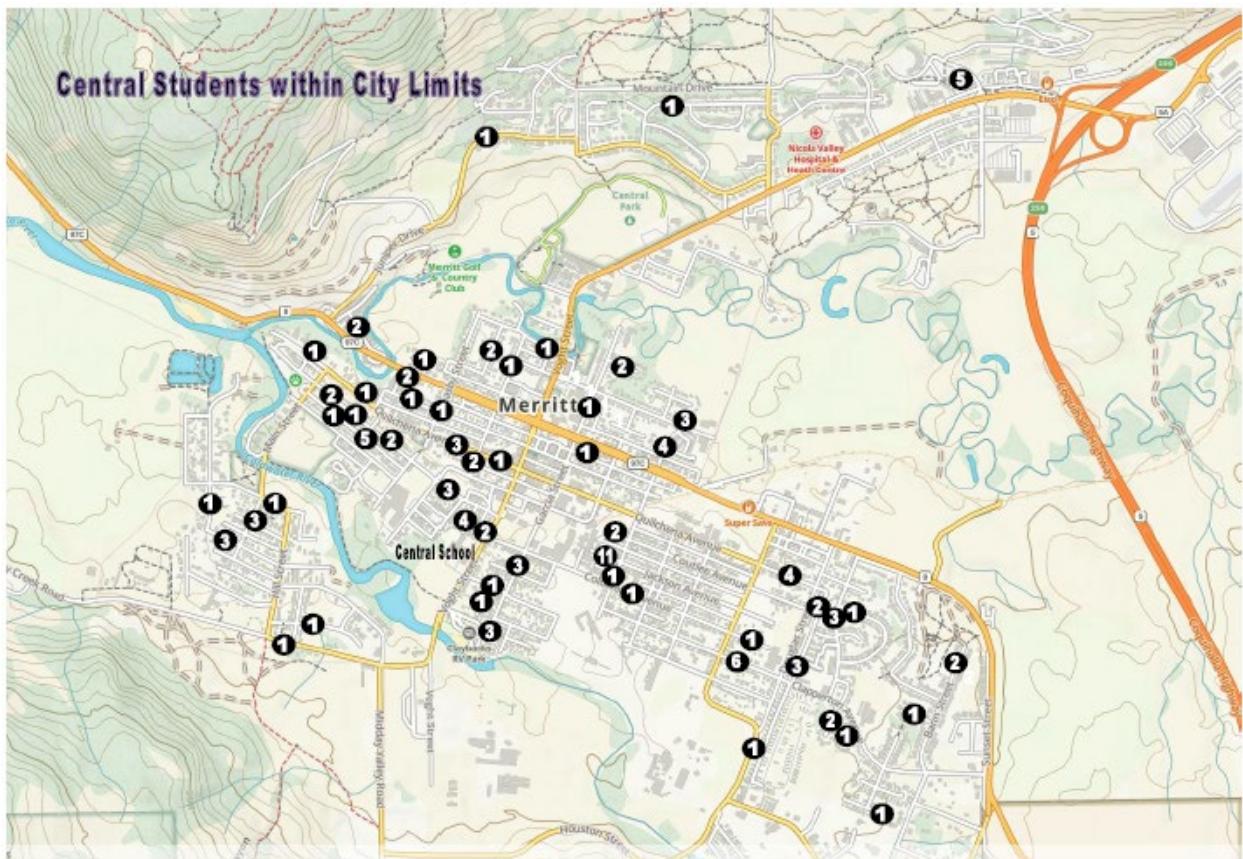
### How would catchments be redrawn?

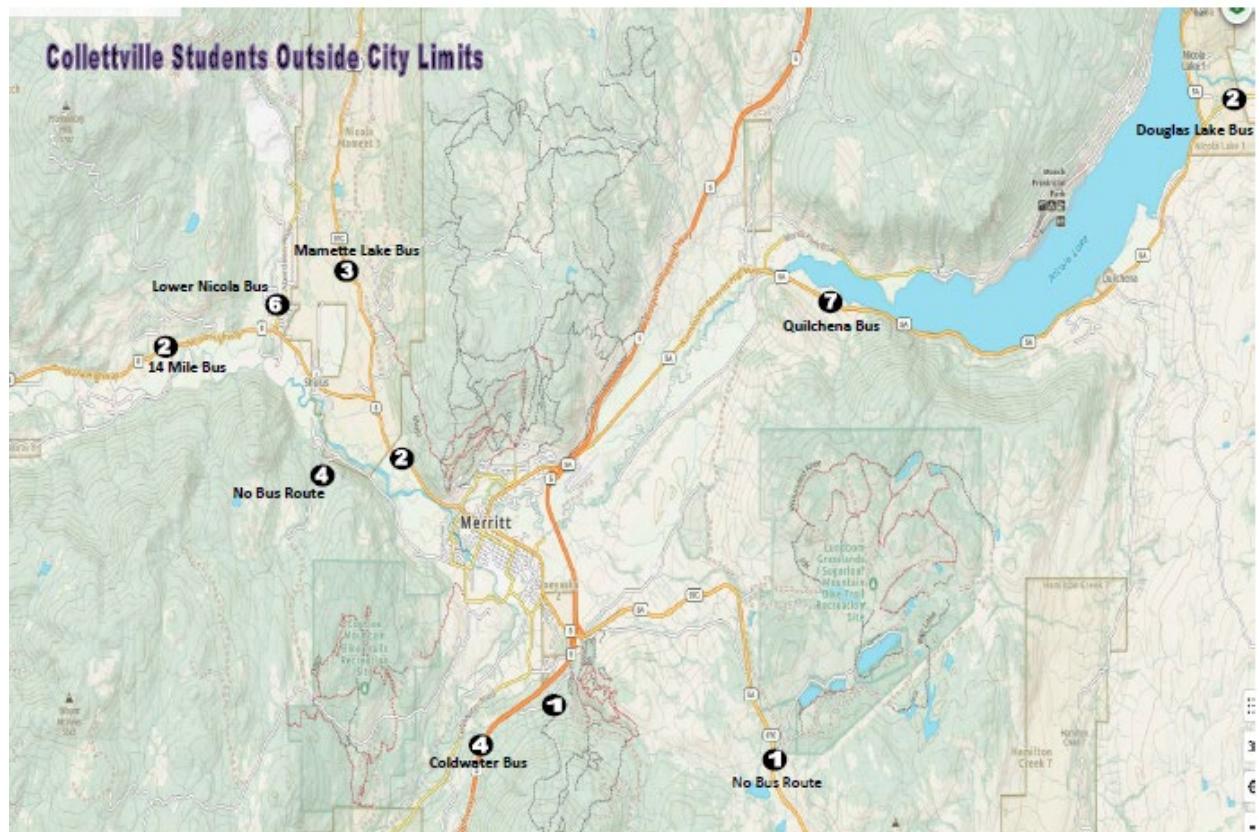
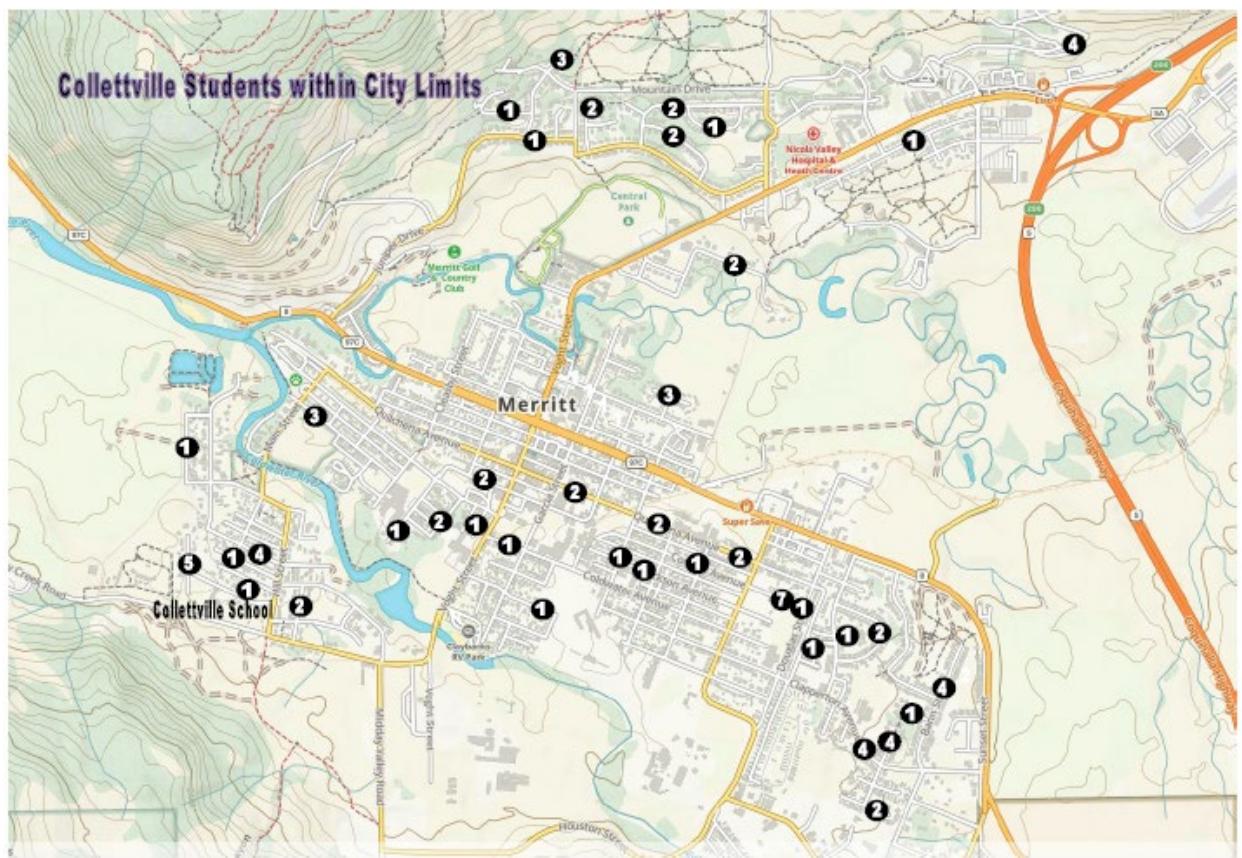
- It depends on which school potentially closes. Collettville does not have a catchment as it is a program of choice. The map below is one scenario for catchment changes:

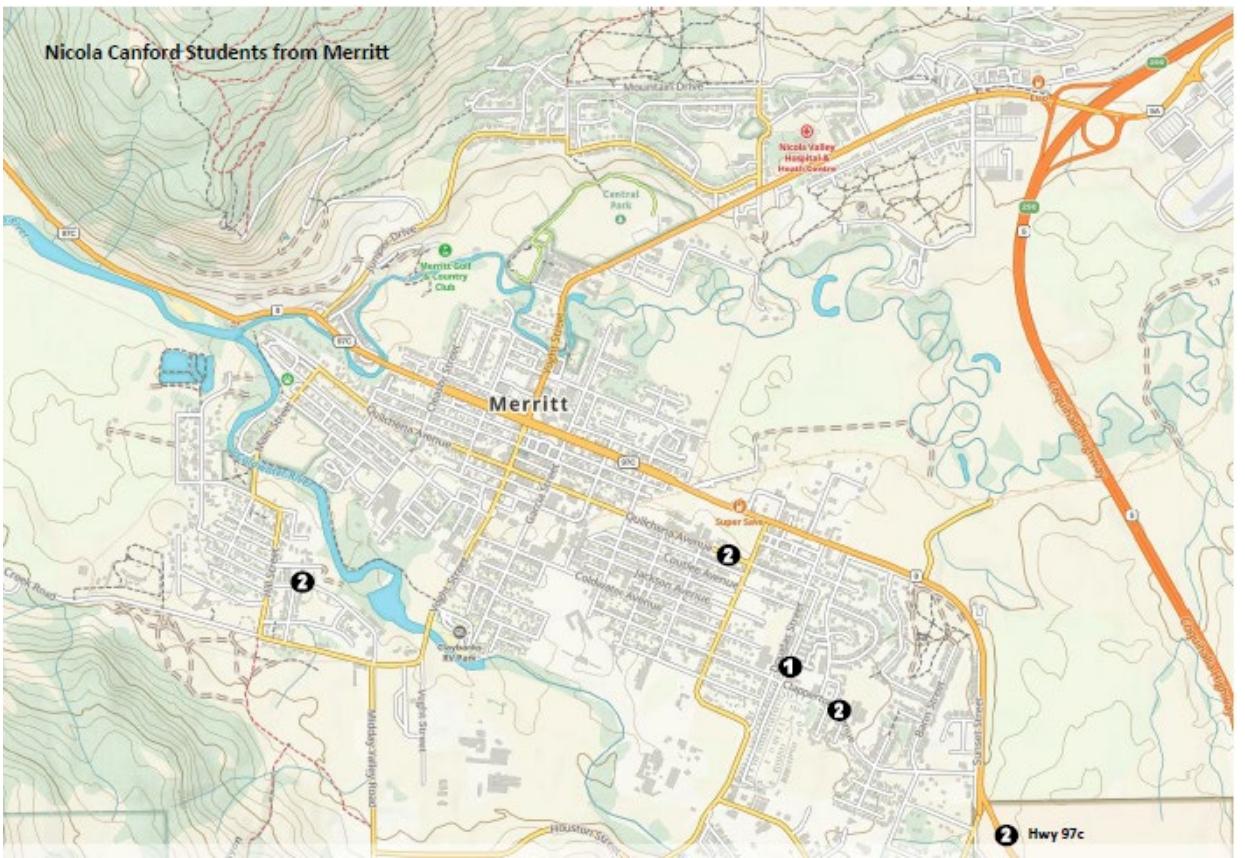
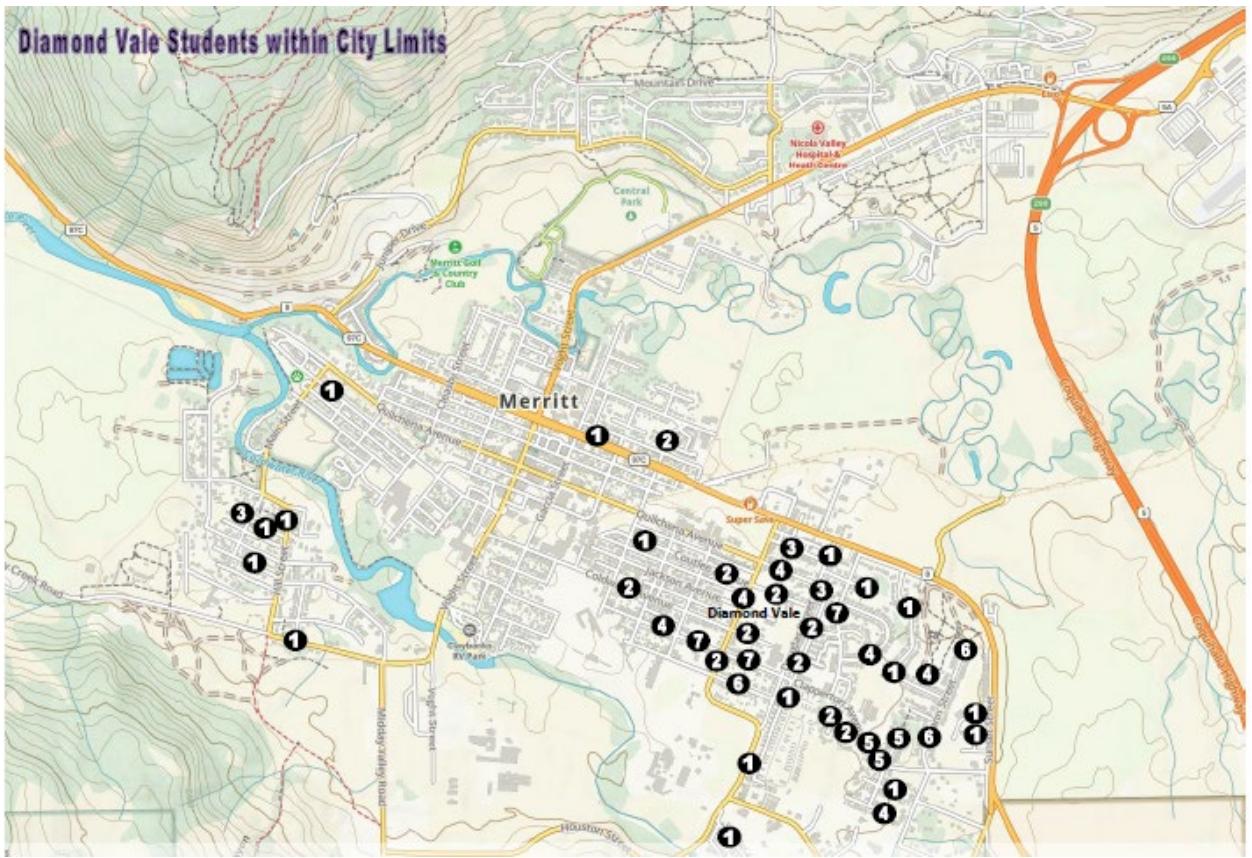


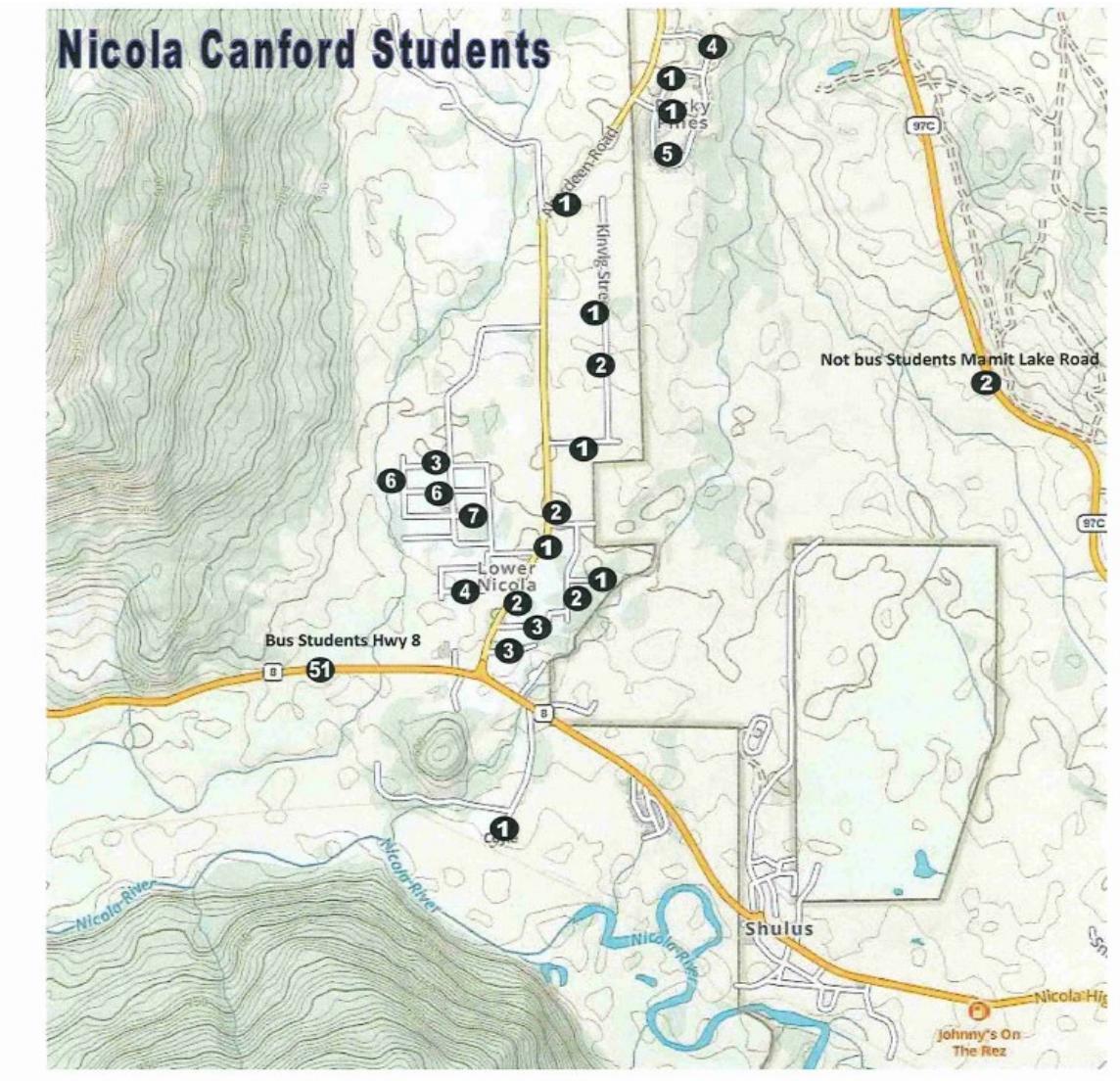
- The catchment will be basically the same if either school closes as shown above.
- How many students actually live within each school's boundary?











o Enrollment by catchment

School

Merritt Central Elementary  
 Collettsville Elementary  
 Bench Elementary  
 Nicola Canford Elementary  
 Diamond Vale Elementary  
 Merritt Secondary School  
 John Allison Elementary School  
 Vermillion Forks Elementary School  
 Princeton Secondary School

Enrollment

199 Students  
 112 Students  
 143 Students  
 120 Students  
 123 Students  
 629 Students  
 153 Students  
 146 Students  
 211 Students

What is the plan and timeline for notifying parents about boundary changes?

- The Board will decide on a potential school closure in March 2026. Depending on the decision, the change in school catchments will be communicated in April 2026. We are currently drafting possible catchment maps for different scenarios.

What are class sizes and capacity levels at each school?

		Capacity	Enrolment	Utilization
Merritt	Collettville Elementary	195	112	57%
Merritt	Diamond Vale Elementary	265	122	46%
Merritt	Merritt Bench Elementary	120	143	119%
Merritt	Merritt Central Elementary	320	203	63%
Merritt	Nicola Canford Elementary	170	119	70%
Merritt	Merritt Secondary	675	605	90%
Princeton	John Allison Elementary	145	151	104%
Princeton	Vermillion Forks Elementary	195	144	74%
Princeton	Princeton Secondary	325	200	62%
		<b>2,410</b>	<b>1,799</b>	<b>74.6%</b>

See the utilization for Merritt Elementary Schools Only:

## Capacity Utilization – Merritt Elementary

		Capacity	Enrolment	Utilization
Merritt	Collettville Elementary	195	112	57%
Merritt	Diamond Vale Elementary	265	122	46%
Merritt	Merritt Bench Elementary	120	143	119%
Merritt	Merritt Central Elementary	320	203	63%
Merritt	Nicola Canford Elementary	170	119	70%
		<b>1,070</b>	<b>699</b>	<b>65.3%</b>

How would staff and enrollment shift if schools close?

- Staffing numbers are dependent on enrollment for both teacher and support staff. If a school were to close, teachers are placed based on seniority in another District School. The one exception that trumps seniority is a specialized skill, such as mechanics or language (French or Indigenous). For support staff, it goes by seniority, and placements would be

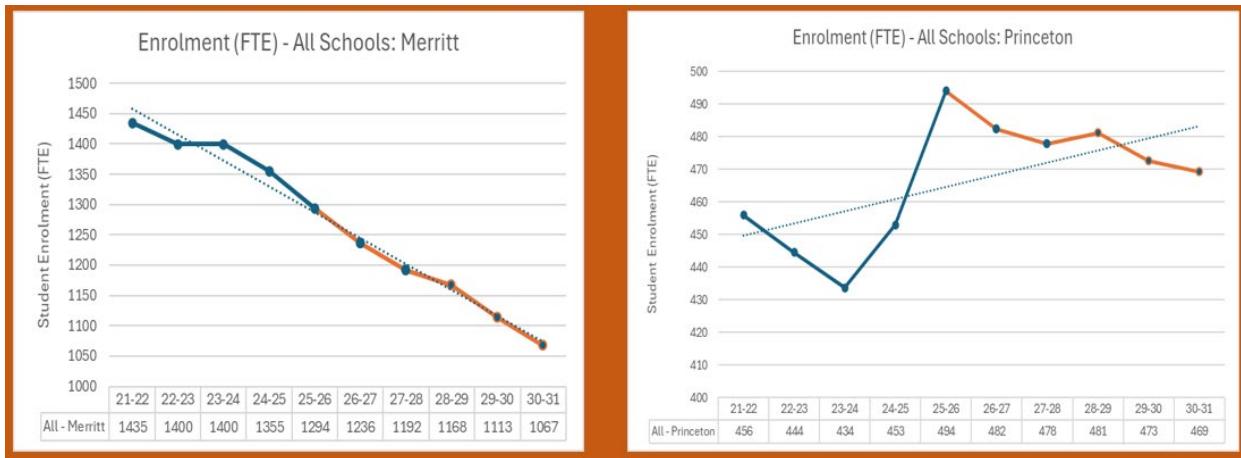
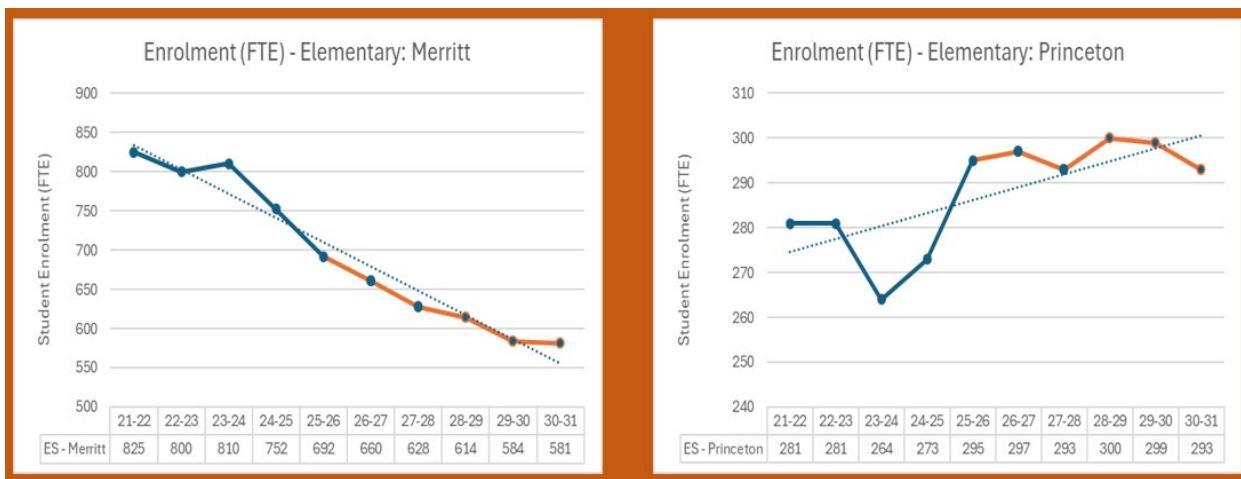
found in other district schools. Should there not be enough positions, the teachers or support staff with the least amount of seniority are laid off. Teachers must be notified by May 15 of each year (45 days' notice), and support staff must be notified by May 30 of each year (30 days' notice). Administrators have individual contracts, meaning that the principal may be moved to another school if their current school were to close.

#### Would the enforcement of catchment boundaries change?

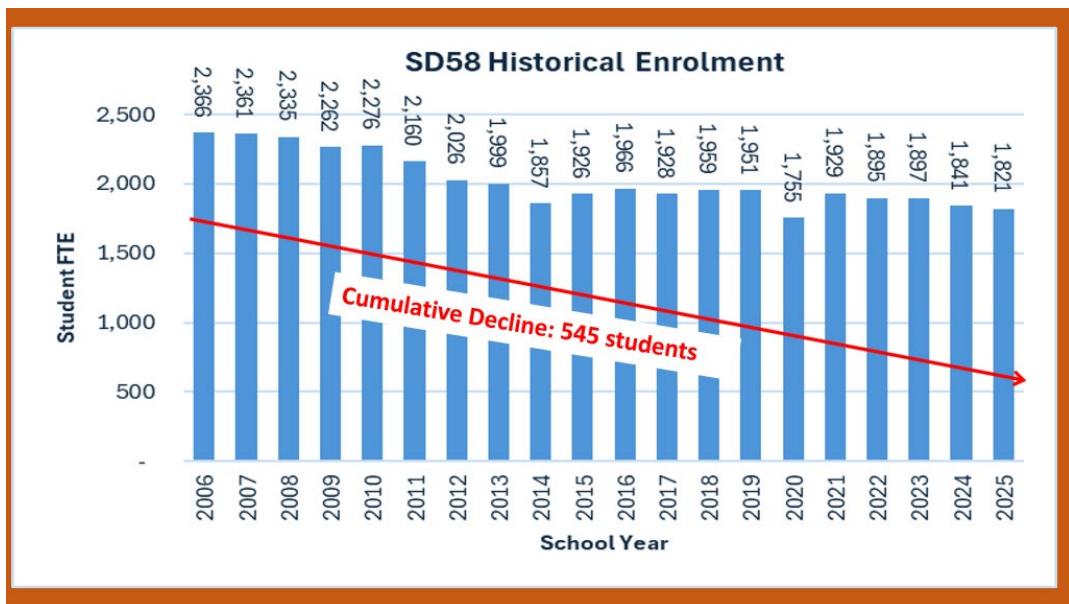
- We currently have 81 students out of their catchment. Transfers out of catchment are approved year to year. As we have had too much nominal capacity or space in schools, we have allowed students to attend out of catchment.

#### Are there projections for long-term enrollment or growth?

- See below



#### Historical Enrollment Data:



#### 4. Programs & Student Experience

What is the future of French Immersion (FIM)? Would it survive a dual-track model?

- As long as enrollment remains stable, French Immersion will continue to exist. The potential school closure is not a program cut. Collettsville was previously a dual-track school. The viability of French Immersion is dependent on parents and students continuing to choose French Immersion.

Could additional programs (e.g., Indigenous immersion, outdoor education) attract enrollment?

- It is unlikely to increase enrollment from families outside the district. It could create migration between existing schools of our student population. For example, an outdoor education program may attract students from Bench to attend a program of choice.

What about childcare, before/after-school programs, or other community uses for empty space?

- Riverside (Princeton) is currently leased to the YMCA for Childcare. Classrooms and other spaces can be rented out by community groups in all of our schools. We currently rent out Kengard and portions of CMS.

What happens to programs like literacy, numeracy, and counselling during transitions?

- Our elementary counsellors, primary and intermediate, already go to each elementary school. This would continue and could reduce travel time as there would be one less location. Literacy and Numeracy support exists in each school, and our current coaches for both Literacy and Numeracy travel to all District schools. Assuming the funding remains for the coaching positions, this would continue in the event of a potential school closure.

What would daily schedules, library access, and recess/playground space look like after consolidation?

- The bell schedule is subject to bussing requirements. Currently, Collettvile and Central have later bell times due to bussing. Our libraries do not have full-time librarians. By combining schools, the library would have additional hours as well as funding to purchase resources, as we would not be buying the same resource for two different schools. Should a school close, the library and other resources would be moved to meet the needs of the students.
- Depending on the age of the school playground equipment, we would look at moving the equipment to the consolidated school. We were asked specifically about moving “buddies benches”; if Central closed, they would be moved.

Would there be enough French resources (e.g., books, librarians)?

- The French Resources already exist. They would be moved if the program moves. Librarians are teachers. Placement in schools and positions is determined by seniority, then education, training and experience.

How will transitions be supported for special needs students and those with IEPs?

- Both fortunately and unfortunately, we have experience with moving large numbers of students to different locations. Students were displaced from Merritt Secondary School, Diamond Vale, and Central during the flood repairs. Administrators and Student Support Teachers develop transition plans for students when they change schools to support the students. Sometimes an Educational Assistant is able to move with the student as well. Again, we are a unionized environment, and there is a bidding process for school placement by seniority each year.

Would closing schools harm student mental health or school culture?

- It depends is the answer. Some students struggle with change, but support is available. Staff create the school culture. While change is hard, it also brings opportunity. Students spoken to thus far have described wanting to stay with their friends and teachers more than wanting to stay in a building.

How will the District preserve FIM's identity and culture?

- The French Coordinator position would continue to exist, as would the French Advisory Council. Part of the role of the Administrator and French Immersion teachers is to promote the program.

## 5. Transportation and Accessibility

How far would students have to travel?

- It depends on the catchment. Our walk limits are 4 km for Kindergarten to Grade 3 and 5 km for Grades 4-12. Students living beyond this walk limits are provided with bussing. When catchment areas are built, consideration is given to the walk limits.
- Collettville students do not have a catchment as it is a school of choice. The distance travelled to school depends on where you live.
- We currently have 81 students out of the catchment area of our elementary schools.

What would bussing costs and logistics look like under each scenario?

- Bussing costs would be the same. There are only 4 km between Diamond Vale and Collettville. Bussing for French Immersion is only for rural students. If Collettville closed, the transfer bus would either go to Diamond Vale (if French Immersion moved there) or drop off at Central instead of needing a transfer bus (if French Immersion moved there).
- If Central closed, the buses would be rerouted to Diamond Vale and/or Collettville, depending on where the students are moved.

Could the District reintroduce cost recovery for bussing or find alternative funding sources?

- The Board has investigated and reviewed fees for bussing and decided not to change the walk limits or charge fees. The most recent Student Learning Survey indicates that 25% of our students are often or always going with food. When a basic need cannot be met, paying fees to come to school is an unreasonable barrier. None of the Districts that charge fees cover the cost of the bussing routes.

Has coordination with the city's public transit been explored?

- The Board is willing to work with the public to request changes to public transit routes.

What are ridership numbers and costs per route on the Merritt side?

- **Mamit Lake** – 30 students - \$324.59/day
- **Douglas Lake** – 74 students, this includes lower Nicola busing in the afternoon to Rocky Pines. - \$435.37/day
- **Quilchena** – 31 students - \$309.20/day
- **Lower Nicola** – 112 students, this includes pickup and drop off at Nicola Canford. - \$237.24/day
- **Coldwater** – 59 students - \$262.79/day
- **14 Mile** – 85, this includes pick up and drop off for Nicola Canford. - \$379.50/day
- **TOTAL PER DAY BUSING** - \$1948.69

Are there safety concerns with longer bus rides, especially for younger students?

- No, there are no safety concerns. Diamond Vale and Collettville are within 4 km of one another. The increase in time would be minimal.

## 6. Staffing and Administration

What would be the impact on staff (teachers, EAs, custodians, librarians, SSTs)?

- Teachers and EAs would move schools if one closed. This assumes that enrollment declines do not result in positions being eliminated. A principal, school secretary, and custodian would be laid off.

Would there be layoffs or transfers?

- If we make no changes, there will be layoffs. As enrollment declines, the schools do not retain the same number of teaching positions. As a result, a transfer occurs if the teacher has the seniority to retain a position.

Why are admin costs increasing (e.g., new positions)?

- They are not. We have cut two administration positions in the last year, as well as an office admin position at the District Office. These result in ongoing savings of \$410,000 per year. This was part of our \$1.5 million budget cuts for 2025-2026.

How does “right-sizing” apply to central administration?

- See above.

Could positions be combined or streamlined?

- They already have. Our Director of Instruction for Inclusive Education is now Director of Instruction for Inclusive Education, Early Learning and Childcare, which replaced a District Vice Principal for Early Learning and Childcare. In addition, we now have a District Principal of Indigenous Education position instead of a Director of Instruction position. Our Executive Assistant to the Secretary Treasurer is now the Executive Assistant to the Secretary Treasurer and Human Resources, which eliminated an office admin position.

Why do we need seven trustees—could there be fewer?

- We are an amalgamated District, and that is why we have three Merritt Trustees, a Rural Merritt Trustee, and three Princeton Trustees. It is a process to change the number of trustees and involves presenting a case to the Ministry. See the link. [SCHOOL TRUSTEE](#)

## 7. Facilities and Infrastructure

What are the ages, health, and condition (ERMI, flood risk, etc.) of all schools?

- Bench
  - Built in 1963
  - FCI - .73 but in good condition for major components
  - No risk of flooding as the school is up on the bench

- Central
  - Built in 1958 with 4 additions.
  - FCI - .46 in poor condition due to the old piping and structure.
  - Large risk of flooding
- Diamond Vale
  - Built in 1962
  - FCI - .53 in good condition due to recent upgrades in HVAC and plumbing.
  - Slight risk of flooding
- Colleltville
  - Built in 1963
  - FCI - .71 with 1 addition in fair condition
  - No risk of flooding
- Nicola Canford
  - Built in 1962, with the majority of the school replaced in 2015, in good condition
  - FCI - .17
  - No risk of flooding
- MSS
  - Built in 1956 with a major renovation of most of the building in 1995, in fair condition
  - FCI - .61
  - Risk of flooding
- PSS
  - Built in 1981, in fair condition
  - FCI - .42
  - No risk of flooding
- Vermilion
  - Built in 1971, in fair condition
  - FCI - .72
  - No Risk of flooding
- John Allison
  - Built in 1972, in fair condition
  - FCI - .76
  - Risk of flooding

#### What is the maintenance cost of an empty school?

- The maintenance costs for an empty school would significantly decrease compared to an operational school. The building would use minimal heating and cooling. There are no staff and students, so the day-to-day repairs from usage are not an issue. The District will keep all systems operating properly and will always maintain the structure to a usable state. The actual cost would drop to about 40% of operating costs.

#### Could buildings be converted to other uses (daycares, rentals, offices)?

- Yes. We currently rent out Riverside as a Child Care Centre, Kengard as an office space, and parts of CMS as rental space for community groups.

What are the specific needs for Central, DV, Bench, and others (LED lighting, insulation, etc.)?

- The deferred maintenance is mainly HVAC, Roofing and Plumbing

How much would upgrades or repairs cost at each site?

School	Cost
Merritt Central Elementary	\$2.3 million
Collettville Elementary	\$1.1 million
Bench Elementary	\$577,000
Nicola Canford Elementary	\$630,500
Diamond Vale Elementary	\$695,000
Merritt Secondary School	\$2.1 million
John Allison Elementary School	\$870,000
Vermillion Forks Elementary School	\$689,000
Princeton Secondary School	\$591,000

Why aren't CMS and Kengard being sold?

- CMS houses the Community Learning Centre (Alternative Program), office space for SCIDES (online school) and our Tech Department. We also rent out portions of CMS that generate revenue for the District. Kengard is currently leased and generates revenue for the District. To sell properties, they must be declared surplus, and then there is a legislative and consultative process that must be completed. It normally takes 3 to 4 years to complete this process.

How would playgrounds and parent-funded amenities be handled?

- Depending on the age and condition of the playgrounds, we would explore the cost of moving the playgrounds. Parent-funded amenities like a Gaga Pit or Buddy Benches would move with the students.

## 8. Community and Cultural Impacts

How will the District protect school culture, language, and identity (especially FIM)

- The French Coordinator position would remain in place, as would the French Advisory Council.

How will transitions affect community relationships and morale?

- Change is difficult, but a part of life. Staff are what make a school culture and will help support both students and families if a transition happens.

### Will families move children to other districts or band schools?

Potentially, parents are the first educators of their children and make a decision each year about where their children will be educated. We survey parents about potential changes when we build our projections.

### Has there been consultation with local First Nations (LNIB, UNIB, Nooaitch, Shackan)?

- Yes, we have held community consultations at LNIB, UNB, Coldwater, and Shackan/Nooaitch, which is scheduled for December 3, 2025. Moreover, all school community sessions were open to Indigenous parents and stakeholders.

### Are there plans for Indigenous programming partnerships?

- We have Local Education Agreements in place with all six local First Nations. We are working on language programming and curriculum as part of the LEAs.

### What are the psychological and emotional supports available during change?

- Our counsellors, SSTs and Administrators are there to provide support to our students. We also use a program called “Open Parachute” at all grades to enhance and support social-emotional well-being.

## 9. Data Requests

- Provide detailed data on:
  - Enrollment by catchment

<u>School</u>	<u>Enrollment</u>
Merritt Central Elementary	199 Students
Collettville Elementary	112 Students
Bench Elementary	143 Students
Nicola Canford Elementary	120 Students
Diamond Vale Elementary	123 Students
Merritt Secondary School	629 Students
John Allison Elementary School	153 Students
Vermillion Forks Elementary School	146 Students
Princeton Secondary School	211 Students

- Home-schooled students
  - 22 students

- Staffing by school (includes Administration, Teachers, and Support

All schools until 10 staff have been masked.

Merritt Secondary School – 55.23 FTE  
 Princeton Secondary School – 21.77 FTE  
 SCIDES (Online) – 20.47

Central Elementary – 26.63 FTE  
 Nicola Canford – 18.89 FTE  
 Bench Elementary – 14.64 FTE  
 Diamond Vale – 19.83 FTE  
 Collettvile – 12.00 FTE  
 Vermillion Forks Elementary – 15.30 FTE  
 John Allision Elementary – 17.73 FTE

- Class sizes

Class size is determined by the restored Collective Agreement Language:

Kindergarten – 20  
 Grades 1-3 – 22  
 Grades 3/4 – 24  
 Grades 4-12 – 30  
 Shop – 24  
 Labs – 28

Each student with defined designations counts as an additional student for composition.

- Budget by school and 

Beyond staffing provided to each school based on class size ratios and diverse learning needs, each school is provided with a supplies/services budget as follows:

	<b>Budget</b>
<b>Merritt Bench Elementary</b>	34,725.00
<b>Merritt Central Elementary</b>	48,781.00
<b>Collettvile Elementary</b>	25,800.00
<b>Diamond Vale Elementary</b>	33,290.00
<b>John Allison Elementary</b>	32,555.00
<b>Nicola Canford Elementary</b>	35,165.00
<b>Vermillion Forks Elementary</b>	45,405.00
<b>Merritt Secondary School</b>	244,752.00
<b>Princeton Secondary School</b>	125,574.00
<b>The Bridge</b>	5,768.00
<b>CLC</b>	12,498.00
<b>SCIDES</b>	363,995.00
<b>Total</b>	<b>1,008,308.00</b>

- FIM funding and allocation

Total funding for FIM is \$80,946

Funding use is directed primarily through the District French Coordinator, with FIM supplies allocation of \$16,000 to Colletville and \$3,000 to MSS.