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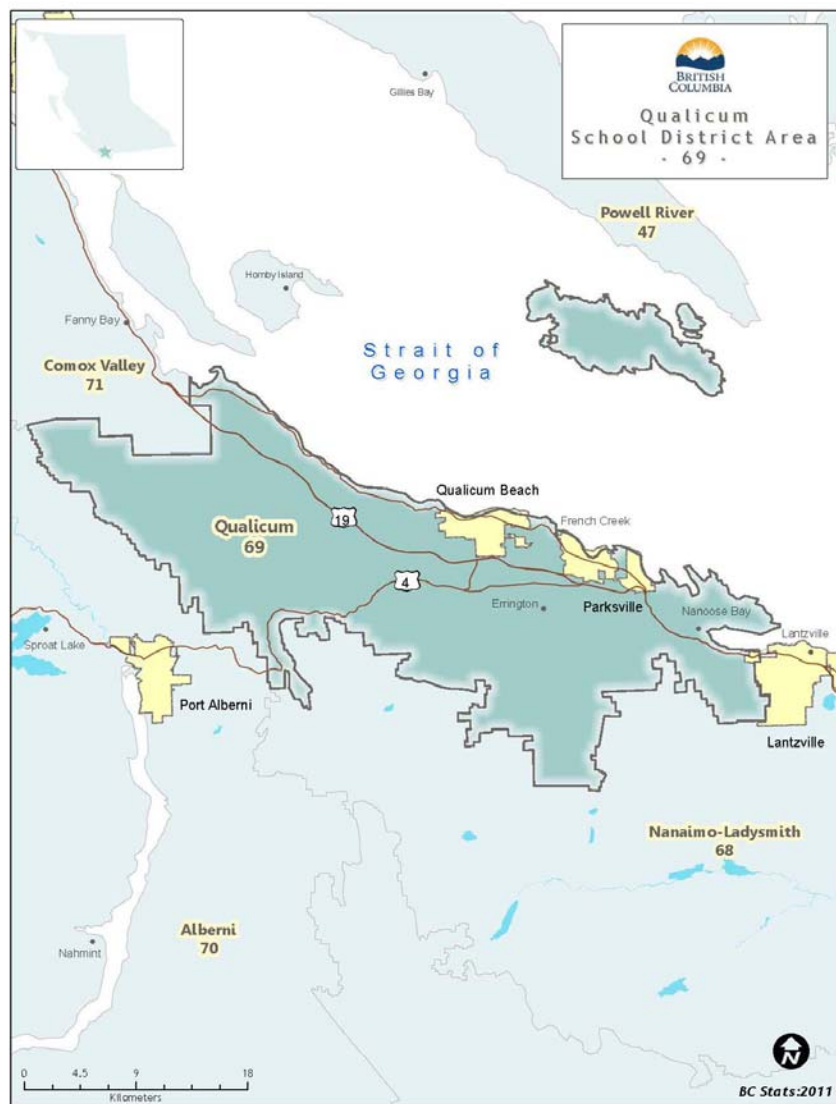
# School District No. 69 (Qualicum)

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## Long Range Facilities Plan

Updated October 2017

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Prepared by Alkins Project Services Inc. in consultation with SD69 Senior Staff

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## Executive Summary

The previous School District Long Range Facilities Plan was produced in 2010 and significant changes in facilities use and Ministry of Education requirements have occurred since that time. In April 2017 the Board of Education School District No. 69 (Qualicum) engaged Jim Alkins of Alkins Project Services Inc. to work with Senior Staff to update the School District Long Range Facilities Plan.

The Qualicum School District (School District) has experienced a significant decline in enrolment. It decreased from 5,600 students in 1999 to 4,070 in 2015. During the same period the total population according to BC Statistics, has increased from approximately 38,000 to 46,000 people which is indicative of the ageing population.

The current projections indicate the enrolment will remain relatively constant over the next 10 years. As a result of the declining enrolment, the school district has taken steps to reduce the over-capacity throughout the district. Full day kindergarten and early learning programs have been implemented using the space available from the declining enrolment with no additional capital cost. In addition, the school district has closed schools, converted to the K to 7 elementary and 8 to 12 secondary grade configuration, consolidated programs and modified catchment areas.

This updated Long Range Facilities Plan is based on the reconfiguration of capital assets in 2014 and the Board of Education Strategic Directions. It will provide a framework for:

- local decisions regarding the efficient utilization of school district facilities;
- local decisions regarding the refurbishment of building mechanical systems, electrical systems, interior finishes, exterior finishes, etc. and
- local and provincial decisions regarding building systems enhancements, major renovations, expansions, new and replacement schools.

The District Facilities Plan also:

1. communicates the Board of Education's intentions to students, teachers, support staff, parents and other stakeholders;
2. provides the Ministry of Education with a rationale for specific projects proposed for inclusion in the Capital Plan, and
3. demonstrates that the school district is managing their facilities in an effective, economical and efficient way to support the educational goals in a district-wide context.

Elementary enrolment is projected to remain below 2,400 students and the secondary enrolment is projected to remain below 1,800 students. There will be fluctuations in both and the total district enrolment is projected to remain relatively constant at about 4,100 students. The total capacity of the school district is 4,486 and the total utilization rate is approximately 91% which verifies the 2014 reconfiguration was very effective.

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The School District operates and maintains 2 secondary schools, 7 elementary schools, 2 alternate education and distributed learning schools. The District also operates a Ministry funded Neighbourhood Learning Centre which is shared with MCFD and VIHA and provides support to children and families. The School District also has two repurposed schools which are no longer offering educational programs. The School District is pursuing lease arrangements with a favourable business case to cover operating and maintenance costs. The long term use of these facilities will be considered as future capital requirements are developed.

The School District has well established maintenance programs and allocates the building renewal funding effectively. Building condition assessments of all schools were completed in 2010 as part of the provincial assessment program to assist with determination of building renewal projects. The Province wide assessments will be redone and Qualicum schools are scheduled in October 2017.

The District also participates in the Ministry of Education programs to assist school districts in reducing operating costs, reducing their carbon footprint and initiatives to extend the service life of existing capital assets as identified during the building condition assessments.

Seismic assessments of all schools in the Qualicum School District were completed in 2004 and have been updated in 2010 using the enhanced assessment tools developed by APEGBC and UBC. There are no schools rated as high risk in the District. Further assessments of schools based on more recent criteria will be carried out in 2017.

In general the enrolment is projected to be relatively constant. However there are comprehensive development plans for the Nanoose Bay area which may introduce 2,000 new housing units. The School District will monitor the progress and consider a potential school site to accommodate the potential increased enrolment.

In addition, the Board of Education will continue to make best use of existing capacity and expand services to students and communities.

Capital asset utilization will be optimized by:

- ✓ considering adjustments to catchment areas
- ✓ reviewing the opportunities for the delivery of additional educational programs
- ✓ making surplus facilities available for community or commercial use where supported by a favourable business case
- ✓ using the student transportation system to balance enrolment and capacity between schools where cost effective.

The majority of capital investment in the next ten years will be focused on extending the service life of the existing active schools, reducing operating costs and completing enhancements that improve student learning. The replacement of seven buses will be requested over the next five years as they reach the end of their service life.

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The School District will continue to monitor residential development and enrolment trends and consider school expansion or site acquisition if appropriate. The surplus facilities will be considered in future plans for enhanced facilities for student learning.

## Introduction

The Qualicum School District is located along the eastern shore of Vancouver Island and extends 47 km from Nanoose Bay to Bowser. It is a mix of urban and rural development on the traditional territory of the Coast Salish People. The School District population is approximately 47,000 people and includes the City of Parksville with approximately 13,000, Town of Qualicum Beach with a population of 9,000 and the Regional District of Nanaimo Electoral Areas E, F, G, and H with approximately 25,000 people. According to the 2016 census there are approximately 22,000 households in the school district.

Like most school districts in British Columbia, the Qualicum School District has experienced a significant decline in enrolment over the past 16 years. The enrolment has declined from 5,600 students in 1999 to 4,070 in 2015. The current projections indicate that the enrolment has now stabilized and will remain relatively constant however large residential projects have the potential to cause an increase in enrolment over the foreseeable future. As a result of the decline the school district has taken steps to reduce the over-capacity throughout the district. Full day kindergarten and early learning programs have been implemented using the space available from the declining enrolment with no additional capital cost. In addition, the school district has closed schools, converted to the K to 7 elementary and 8 to 12 secondary grade configuration, consolidated programs and modified catchment areas. The school district continues to optimize the delivery of educational programs that meet the intellectual, social and physical needs of the student population and to apply resources in ways that maximize student achievement.

## The Planning Framework

The latest mandatory requirements for a Long Range Facilities Plan (LRFP) were presented by the Ministry of Education in the five-year capital plan instructions for the 2018-2019 Capital Plan. A LRFP is a mechanism for the School District to demonstrate they are managing their facilities in an effective, economic and efficient way in support of their educational goals. The LRFP places the need for capital projects in a district-wide context and becomes the basis for submission of capital project requests by the School District and for investment decisions by the Ministry.

Specifically the plan will identify and rationalize current and future capital requirements for new schools, school expansion and consolidation; school replacement or upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new government initiatives such as sustainability strategies. The LRFP will provide the critical context for discussions with the Ministry regarding high priority project requests. In general the Plan will

1. communicate the Board of Education's intentions to students, teachers, support staff, parents and other stakeholders;
2. provide the Ministry of Education with a rationale for specific projects proposed for inclusion in the Capital Plan, and

## Long Range Facilities Plan

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3. demonstrate that the school district is managing their facilities in an effective, economical and efficient way to support the educational goals in a district-wide context.

The previous Long Range Facilities Plan was produced in 2010. Efforts to address declining enrolment evident in the 2010 Plan lead to the *Review of Facility Use and Resource Alignment Report* undertaken by Senior Management in 2014 which included a comprehensive process as follows.

- Review of enrolment projections of schools and the district over a 10 year horizon,
- Review of the educational impacts of declining and shifting enrolment,
- Review and analysis of school capacity and current and future utilization rates
- Review of school condition and analysis of the expected significant capital costs,
- Analysis of budgetary and funding formula implications of declining and shifting enrolment
- Extensive public engagement and collaborative community processes
- Analysis of all reasonable options to reduce operating expenditures or increase revenue
- Recommendations for school closure, consolidation or reconfiguration.

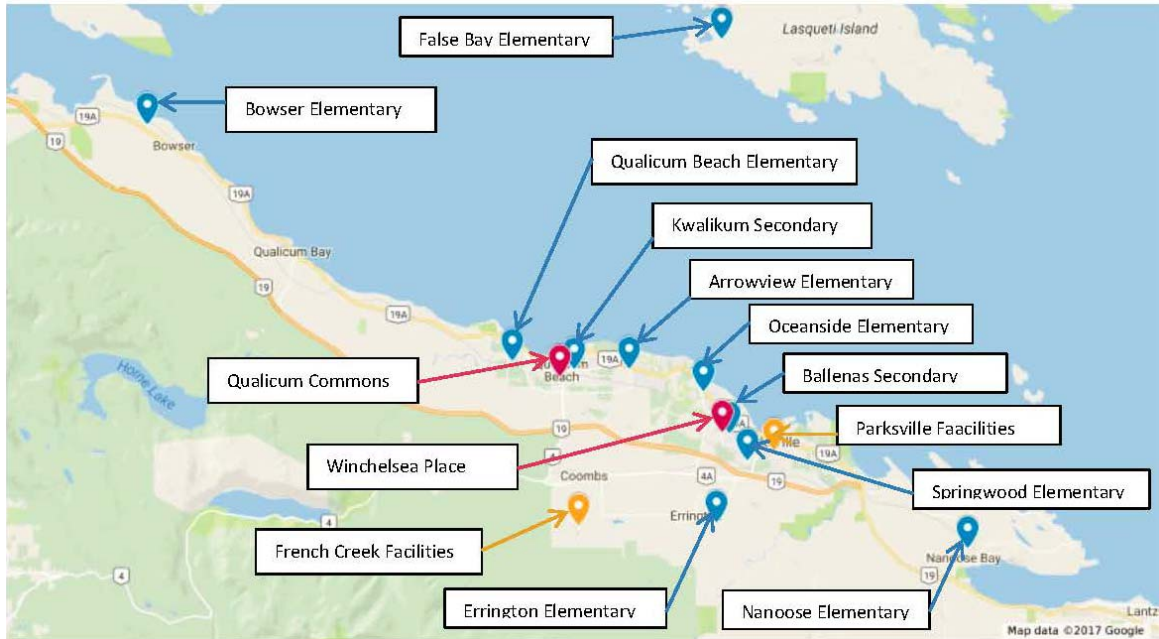
The significant outcomes from this 2014 process were the following:

- The district grade configuration was changed from the middle school model to kindergarten to grade 7 elementary schools feeding the grade 8 through 12 secondary schools.
- Four elementary schools were closed and repurposed for school district and community programs including French Creek Community School, Parksville Elementary School, Qualicum Beach Elementary School and Winchelsea Elementary School. The closures removed 1,310 surplus seats from the system.
- Three middle schools were reconfigured to serve as elementary schools including Qualicum Beach Middle School, Oceanside Middle School, and Springwood Middle School.
- The Ballenas Secondary and Kwalikum Secondary schools were configured to grades 8 through 12.
- The catchment areas were modified to align with the new grade configuration and balance capacity utilization.
- In addition the alternate education program PASS/Woodwinds which was operating in a facility leased from Vancouver Island University was transferred to Winchelsea Place the former elementary school.
- The delivery of programs such as Indigenous Education programs, French Immersion, International Student Program, Career Education and Distributed Learning, and StrongStart, was reviewed and aligned to match available capacity.
- The School District also removed 10 portables from the inventory and transferred the programs to permanent facilities.
- School enhancement projects such as roof replacement, mechanical upgrades were completed.



# Long Range Facilities Plan

The locations of the reconfigured school facilities are presented in the following map.



The blue pins are active elementary and secondary schools, the purple pins identify the two former elementary schools now housing district educational programs and the gold pins represent the two schools currently available for community use.

This update to the Long Range Facilities Plan will be based on the outcomes of 2014 review and grade configuration. The updated plan will assist the School District make decisions on future school facilities and demonstrate that it continues to manage its facilities in an effective, economical and efficient way in support of its educational goals. It will also assist in the development of capital projects presented in the annual Five Year Capital Plan and incorporate the new initiatives from the Provincial government.

## **Key Assumptions**

The recently adopted grade configuration of K to 7 elementary and 8 to 12 secondary will be retained.

Baragar 2016 Enrolment Projections will be used for the 10 year planning horizon and M Ed / BC Stats projections will be considered for decisions beyond the 10 year planning horizon.

The Ministry of Education 2012 Area Standards will be used for determination of school operating capacities and site size.

The Plan will also be based on the class size and composition requirements as directed by the Supreme Court of Canada ruling date November 10, 2016 which in effect reduces class size and composition to the levels established in 2002. The 2012 Ministry of Education Area Standards for school operating capacities will be applied.

## Long Range Facilities Plan

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The maximum school capacity for site considerations is 600 students for elementary schools and 1200 students for secondary schools.

The Ministry of Education capital funding programs will be considered in the development of this LRFP. The Current Ministry programs include the following:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Building Envelope Program (BEP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Replacement Program (BUS)

The 2018/19 Five Year Capital Plan Guidelines require capital project submissions to be based on the LRFP. The Guidelines also indicate that capital projects are to be co-funded where possible. The school district financial situation and surplus resources will be a consideration in the Ministry capital project funding.

## School District Plan Development

The Facilities Plan provides a framework for:

- local decisions regarding the efficient utilization of school facilities;
- local decisions regarding the refurbishment of building systems such as mechanical systems, electrical systems, interior finishes, exterior finishes, etc.; and
- provincial decisions regarding building system enhancements, major renovations, expansions, new and replacement schools.

### Board of Education Policy Directions

The Board completed their Strategic Plan for 2013 to 2018 which identified the following fundamental principles:

**Vision:**

*Preparing today's learners for tomorrow's world...*

**Mission:**

The **Qualicum School District** is a dynamic, flexible learning community that:

Provides personalized educational experiences that complement traditional disciplines and structures to honour the unique needs, strengths, interests and learning styles of our students

Maintains a learning environment that fosters the development of empathy, respect and social responsibility in our learners through strong partnerships between home, school and the broader community

Embraces a spirit of curiosity and a passion for lifelong learning that prepares our students and challenges them to become informed, confident, and creative designers of their own future

**Values:**

In the **Qualicum School District**, we value:

- Diversity, choice and flexibility in educational programming and structures
- Experiential learning that builds relevant skills, knowledge and competencies
- Personalization of learning based on an understanding of the unique needs, strengths and passions of each student

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- Educating the whole child-heart, body and mind
- Social responsibility and environmental sustainability
- A collaborative mindset and the time for meaningful, focused collaboration
- Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings
- Use of technology to empower teaching and learning
- Our connections with a supportive community
- Recognition and celebration of success, effort and accomplishment

### **Guiding Principles for Organizational Decision-making:**

- Meeting the needs of the learners must be our primary focus
- The foundation of organizational health and success is trust relationships-we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners
- Parents and the broader community are our partners in education- we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students
- People are the most valuable asset in our organization -we invest in this asset when we provide opportunities for them to further their own knowledge, skills and competencies in deep, purposeful and relevant ways
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels- we expect everyone in our district to demonstrate a commitment to system change and improvement
- We care deeply about the results of our work -that is evident when we seek to access and use credible information to develop plans, to measure progress and to inform decision-making

### **Strategic Priorities:**

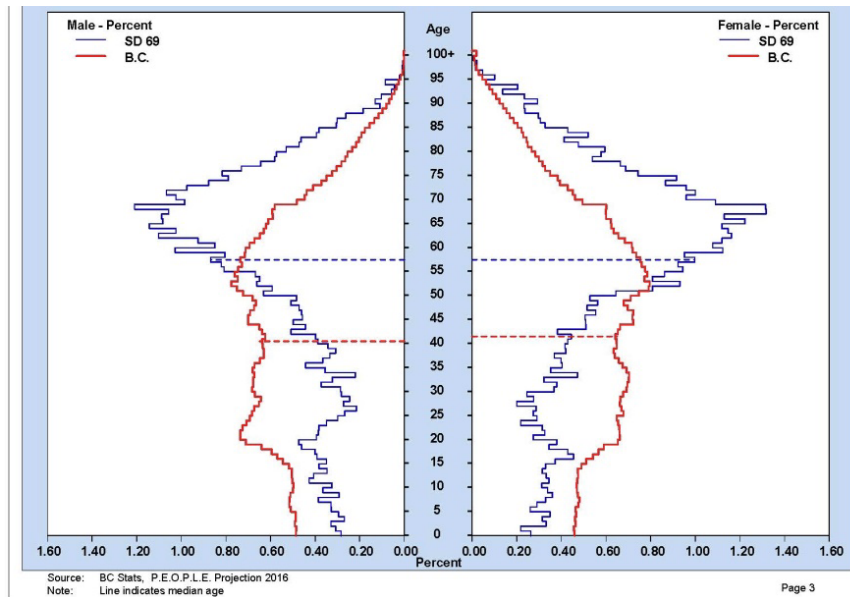
- Increasing the engagement of our learners by providing more personalized educational experiences
- Responding to the diverse social/emotional needs of our learners in ways that increase their chances of success
- Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners
- Integrating technology effectively in order to broaden and deepen learning for all students

The updated LRFPP will be responsive to the Strategic Priorities as they relate to capital assets.

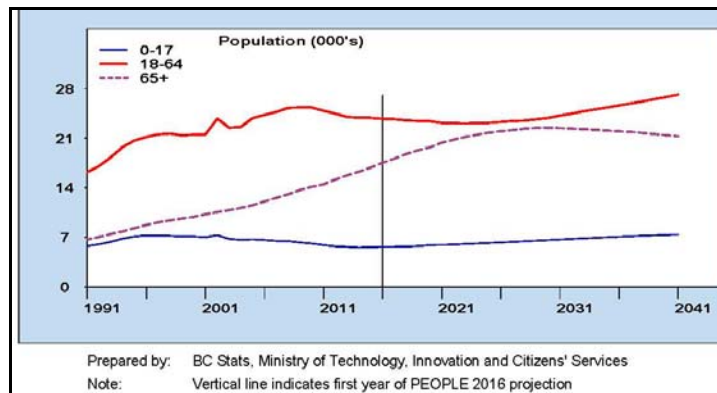
## Demographics (from BC Stats 2016 Report)

The population trends based on the BC Statistics projections (P.E.O.P.L.E. 2016 report) are presented in the following graphs.

The first graph shows the 2016 distribution of the male and female population by age. The school district population is in blue and the provincial average is in red. The median age for the school district is 57 years and for the province is approximately 40 years. The graph indicates that the school district is an area which is attractive to retirees. It also shows there is a decline in the 25 to 45 age group which typically are the working families with school age children.

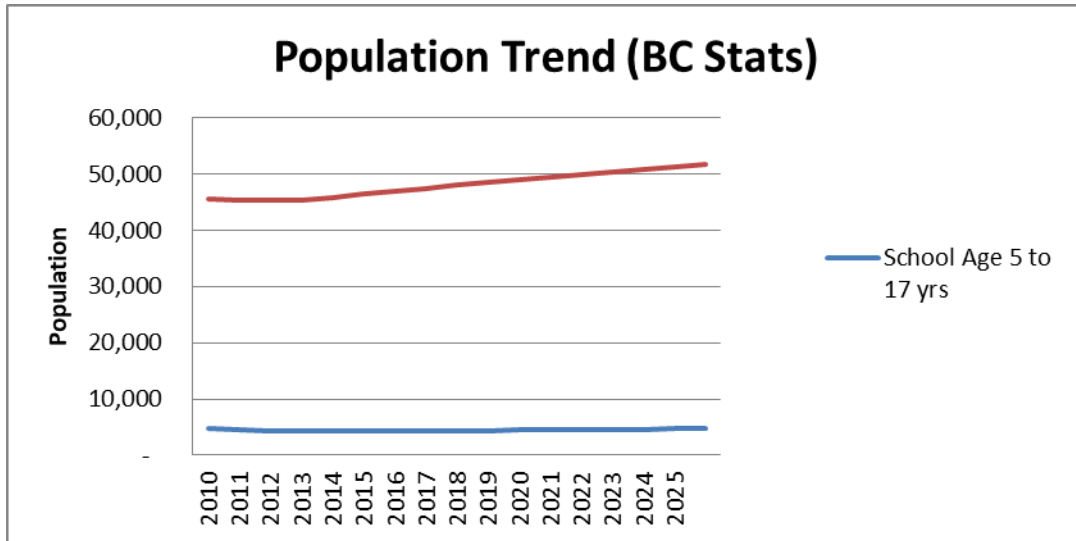


The next graph shows the trends for the age groups 0 to 17 years, 18 to 64 years and 65 plus years of age from 1991 to 2041. It can be seen that the 0 to 17 cohort remains relatively constant and below 7,000 while the 65 plus cohort is expected to continue to increase to 2027 and the 18 to 64 cohort is projected to decrease slightly over the same period when both cohorts approach 20,000 people.

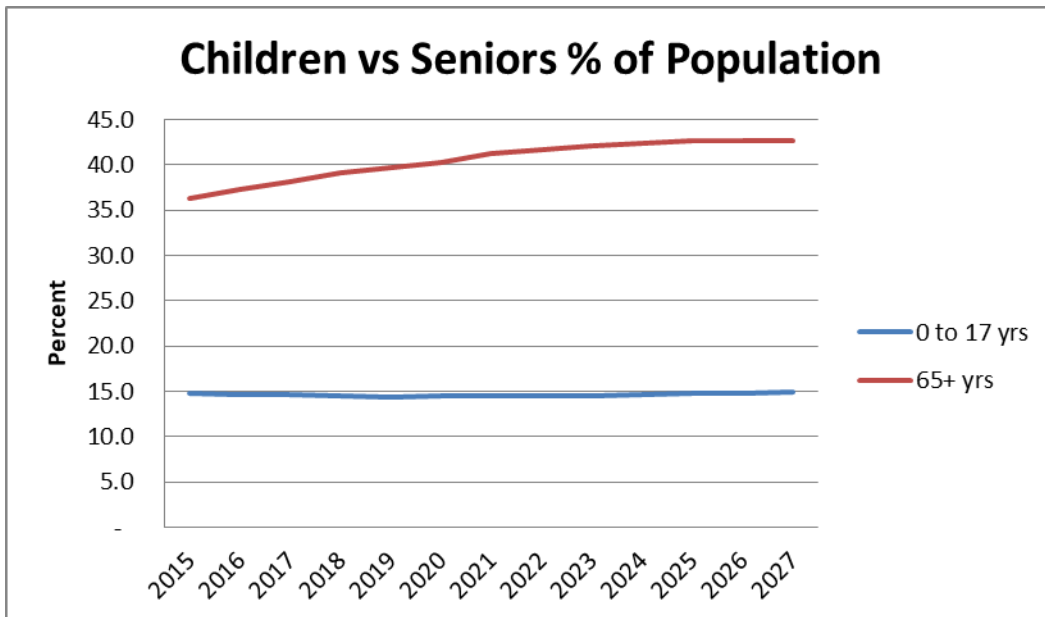


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It is clear that the school district is experiencing an aging population. In the next graph it can be seen that the total population within the school district is projected to increase from approximately 47,000 in 2016 to over 51,000 by 2025. Over the same period the school age population is expected to remain relatively constant at less than 5,000.



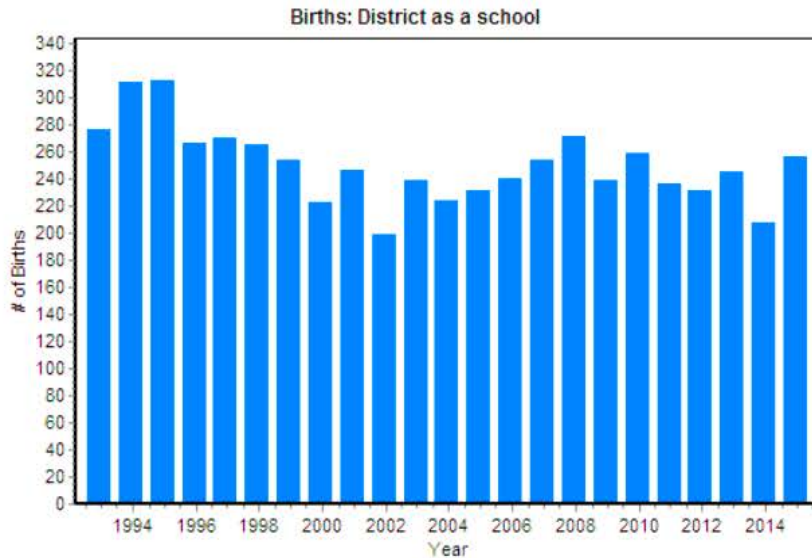
The next graph shows the ageing population trend relative to the school age cohort of 0 to 17 years. The children cohort is projected to remain relatively constant at 15% of the total population while the 65 year plus cohort increases from approximately 36 % to 43% of the total population.



## Actual and Projected Enrolment

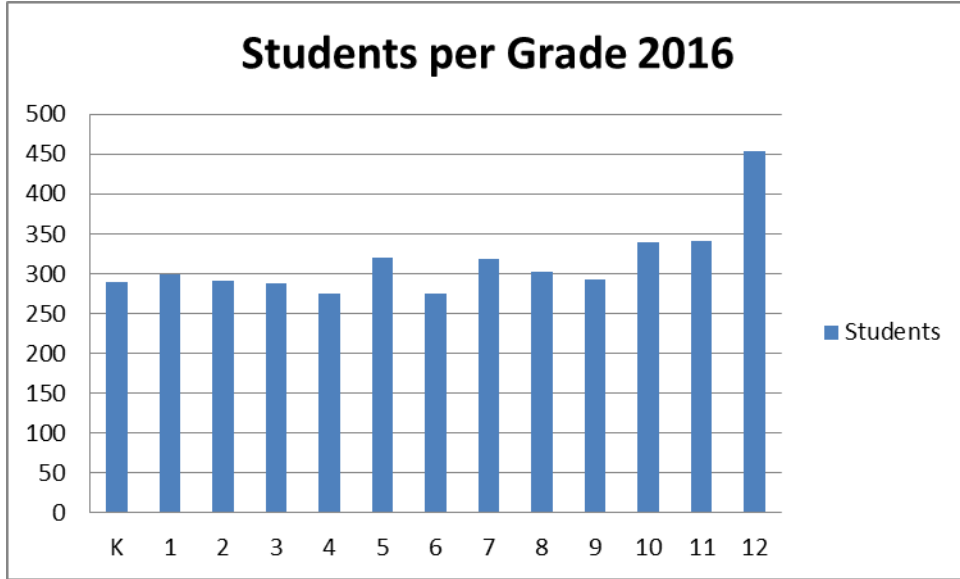
The school district has engaged Baragar Demographics since 2005 to assist with the enrolment projections for the school district including individual school and program projections. Baragar Systems is a BC based company that has provided enrolment projections and demographic information to BC school districts for the past 26 years. It currently provides services to over 80 Canadian and U.S. school districts. Baragar considers actual birth data, demographic information, actual students currently in the schools, the annual participation rate per grade per school and program, catchment areas and changes to catchment areas. Their projections have proven to be very effective.

The following graph prepared by Baragar presents the actual births each year. It can be seen that there has been a decreasing trend although the number of births fluctuates from year to year over the 22 year period. Over the past 10 years the average births per year was approximately 250 with the highs of 270 in 2008 and 256 in 2015.



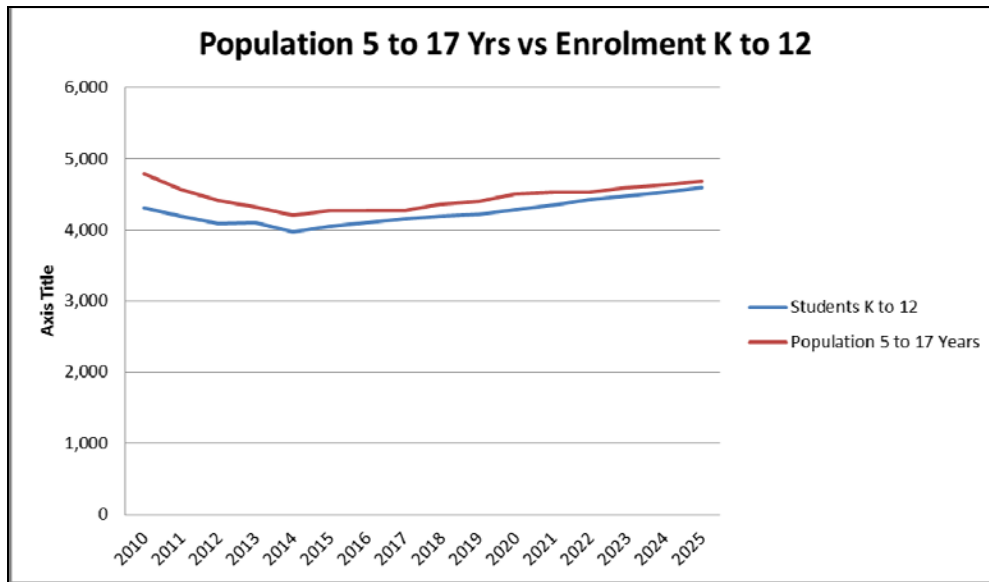
The next graph shows the number of students per grade for the district in 2016. It can be seen that enrolment for kindergarten to grade 10 is relatively constant at about 300 students per grade. The enrolment for grade 12 is higher due to the students extending their time at school to complete the graduation requirements. This trend is typical in most school districts and is expected to continue over the plan timeframe. The current distribution of students per grade indicates the district enrolment will remain relatively constant.

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It is apparent from the two previous graphs that the actual enrolment by grade is approximately 300 and exceeds the corresponding births per year which is approximately 250. The higher enrolment is a result of in-migration which is generating the increase in the number of students in each grade.

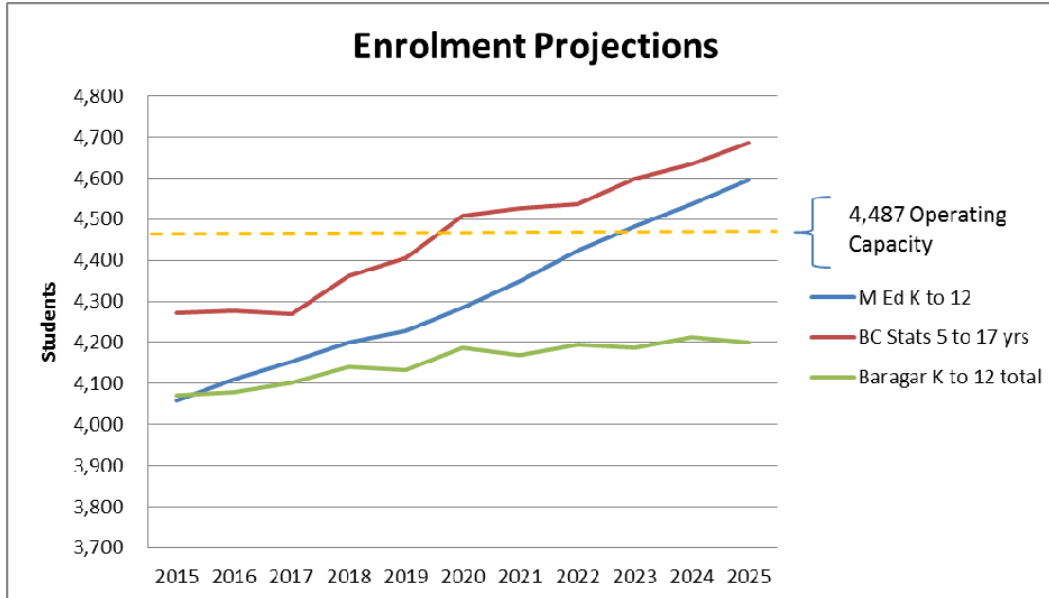
The total district enrolment is presented in the following graph. The red line is the actual and projected population ages 5 to 17 years from the 2016 P.E.O.P.L.E. report and the blue line is the actual and projected enrolment from the Ministry of Education Capital Planning Resources March 2016 enrolment information. It can be seen that the actual enrolment declined from 2010 to 2014 and began to increase in 2015. The enrolment is projected to increase to approximately 4,700 by 2025.





## Long Range Facilities Plan

The actual and projected enrolment is presented again in the following graph with a larger vertical scale. In addition the Baragar actual and projected enrolment information is presented by the green line. The total school district operating capacity of 4,487 students is also shown by the horizontal gold line. It is evident that the BC Statistics projection is approximately 12 % higher than the Baragar projection by 2025.

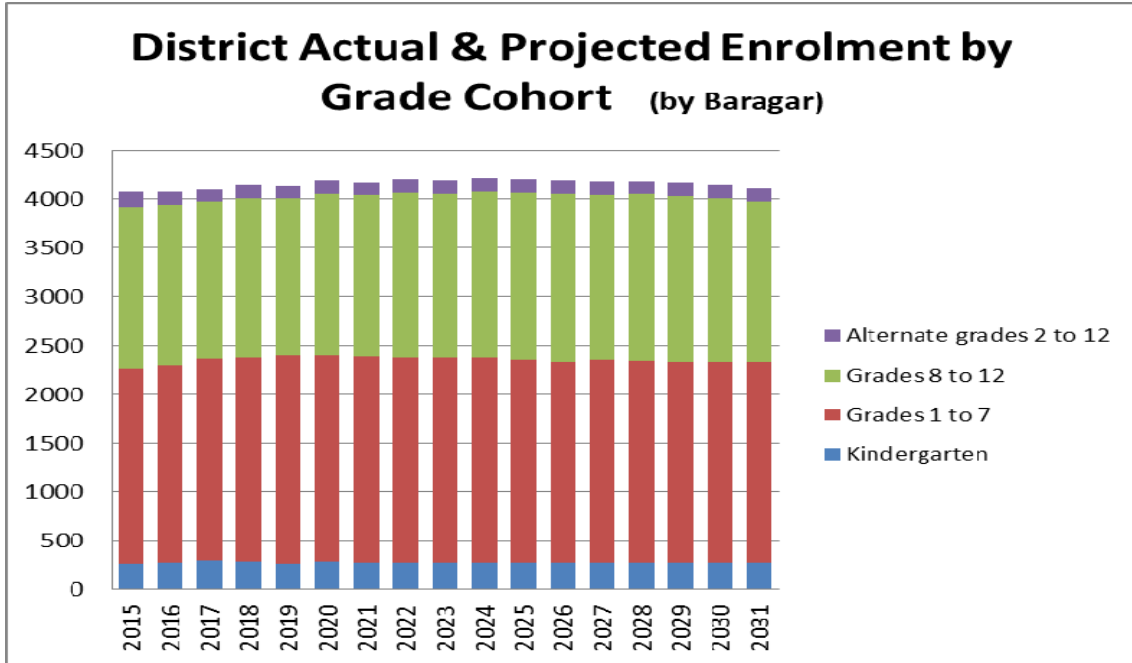


The Baragar projections are considered the more accurate for the short term at least as they are based on specific students within the school district and actual participation rate trends for each grade transition each year. The BC Stats / M Ed projections are considered the upper level of enrolment if there are economic changes which result in faster rates of residential development and / or a higher immigration rate of families with school age children such as implementation of the Lakes District and Schooner Bay Developments.

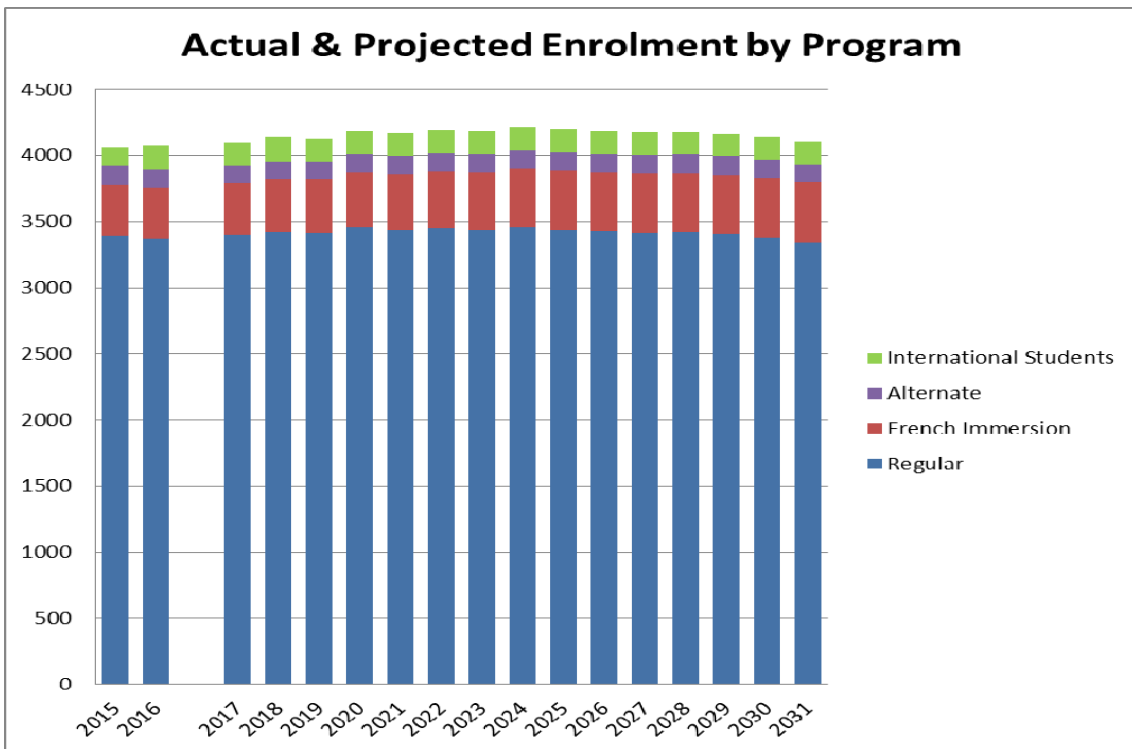
The following two graphs show the total district enrolment from 2015 to 2031 by Baragar. The first graph is broken out to show kindergarten, grades 1 to 7, grades 8 to 12 and alternate program grades 2 to 12 cohorts. The second graph is broken down by program.

The total enrolment increases slightly from 4,070 in 2015 to the maximum projected enrolment of 4,212 by 2024 and decreases slightly to 4,100 by 2031. Each cohort is relatively constant over the period. In the first graph the elementary cohort reaches a maximum of 2,138 in 2019 and secondary reaches a maximum of 1,716 in 2026.

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In the second graph it can be seen that there are approximately 3,450 students (82.7%) in regular program, 400 students (9.7%) in the French Immersion program, 130 students (3.2%) in the alternate program and 180 students (4.4%) in the international student program. The maximum number of students in the French Immersion and International Student Programs is established by the School District based on various factors including capacity for the programs.



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Based on the current District total operating capacity there is adequate capacity until 2020 according to BC Statistics enrolment projections and possibly for the duration of the plan based on the Baragar enrolment projections. Later in the report the individual school projections will be discussed.

There are many variables that influence actual enrolment levels. These variables include:

- ✓ birth rates
- ✓ immigration trends
- ✓ interprovincial trends
- ✓ housing starts and absorption rates
- ✓ yield rates – the number of school age children per household
- ✓ participation rate - percent of school age population enrolled in the School District.

The School District will update enrolment projections regularly and make adjustments to the District Facilities Plan as necessary.

### Residential Development

The summary of housing development throughout the school district over the past seven years is presented in the following table.

School District Residential Development Summary									
	2010	2011	2012	2013	2014	2010 to 2014	Annual Average	2015	2016
<b>Parksville</b>									
Multiple Family Units	11	14	9	13	24	71	14	6	30
Single Family Units	39	25	13	12	53	142	28	50	114
<b>Qualicum Beach</b>									
Multiple Family Units	9	22	0	6	48	220	44	0	7
Single Family Units	12	17	21	26	40	116	23	37	44
<b>Regional District Electoral Areas E,F,G,H</b>									
Multiple Family Units	0	0	0	0	0	0	0	0	0
Single Family Units	122	102	145	116	138	623	125	112	164
<b>SD Total</b>						1,172	235	205	359

It can be seen that during the 5 year period from 2010 to 2014 there were an average of 235 building permits issued per year and 58 were multiple housing units and 177 were single family units. During 2015 there was a total of 205 permits and 199 were for single family units while in 2016 the total number of building permits issued was 359 and 322 were for single family units. The residential development has occurred throughout the communities of Parksville and Qualicum Beach and the RDN Electoral Areas E,F,G,H. Most of the development has been occupied by empty nesters.

## Long Range Facilities Plan

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During discussions with the Planners in the three municipalities it was confirmed that the average rate of development is expected to fluctuate based on market conditions but in general will remain relatively constant for the next 10 years. The development in Parksville and Qualicum Beach will be infill of the urban area and non ALR properties. It was noted that development in the Regional District of Nanaimo (RDN) is expected in the Bowser, French Creek and the Nanoose Bay areas subject to increased capacity of the associated water and sewer services. In general the rate of development is expected to be similar to the past and consistent with the market demands over a 10 year period or longer. Efforts are being made to increase housing suitable to families.

The enrolment projections prepared by Baragar include the participation rate for each grade which takes into account past in-migration trends. Since the projected residential development trend is expected to be relatively consistent with the previous 7 years the existing participation rates already capture the impact of the projected in fill residential development. There is no requirement to apply an adjustment to the Baragar projections at this time due to residential development.

The RDN is supportive of the Fairwinds Development plan for the Lakes District and Schooner Bay areas which was initially submitted in 2010 and submitted for third reading of the rezoning application in 2014. There is the potential for over 2,000 housing units in these comprehensive plans. The Developer is currently proposing to construct two condominium buildings with 50 units.

According to BC Stats there are 22,000 housing units in the School District. The current enrolment is about 4,100 students. The average number of students per housing unit is 0.186. Based on this average the Nanoose Development could result in 373 students. The actual student generation rate per housing unit will need to be monitored as the development progresses.

The large increase in residential housing has not been included in the Baragar enrolment projections. If this large development proceeds in addition to the typical annual small parcel developments throughout the school district there is the possibility that a new school site within Nanoose / Electoral Area E will be required. The development would also impact Nanoose Bay Elementary and Ballenas Secondary Schools.

# Long Range Facilities Plan

## Capital Assets

### Existing Facilities

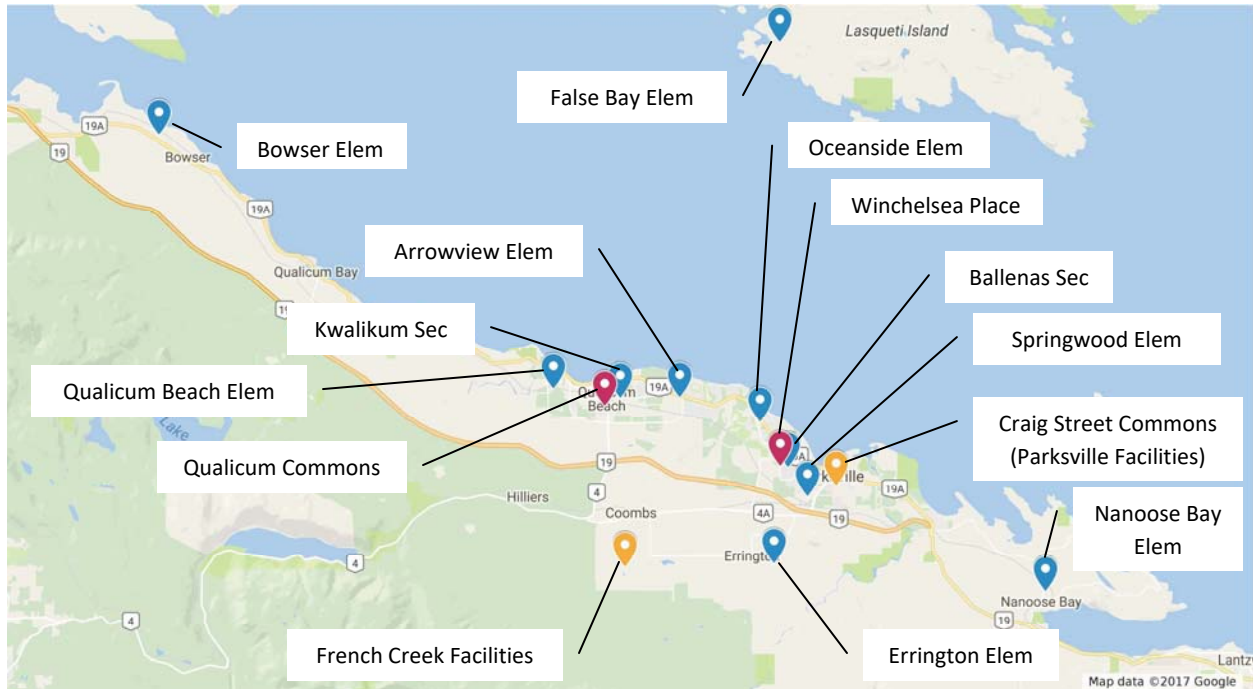
The School District operates and maintains approximately 67,000 square metres of building area and approximately 50 hectares of property. The inventory of School District facilities is presented in the following table. The use column shows how the schools are operating at this time. Qualicum Beach, Oceanside and Springwood were constructed as middle schools but now operate as elementary schools with kindergarten to grade 7. The schools that were repurposed and the administrative and support facilities are also listed.

Site	Grade Configuration	Date Opened	Average Age	Existing Building Area	Actual Site Area (ha)	Ministry Allowable Site Area	Portables	Nominal Capacity	Operating Capacity	Strong Start	Child Care
					0.40468						
Arrowview Elem	K to 7	1999	17	2,760	4.05	3.0	0	40K300	317		1
Bowser Elem	K to 7	1984	32	2,403	2.90	3.0	0	20K200	205		
Oceanside Elem (FI)	K to 7	1993	23	5,732	2.79	3.0	0	60K400	500		
Errington Elem	K to 7	1999	17	2,760	2.42	3.0	0	40K300	317		
False Bay School	K to 8	1951	42	736	1.0	3.0	0	0K50	47		
Nanoose Bay Elem	K to 7	1993	22	3,283	2.81	3.0	0	40K350	364		
Qualicum Beach Elem	K to 7	2002	14	4,935	4.41	3.0	0	60K450	411		1
Springwood Elem	K to 7	1996	20	5,267	2.02	3.0	0	60K 450	476		
Ballenas Sec (FI)	8 to 12	1977	31	10,883	6.36	5.6	0	950	950		
Kwalikum Sec	8 to 12	1982	26	9,774	6.30	5.6	0	900	900		
<b>Total</b>							<b>0</b>		<b>4487</b>		
Winchelsea Place	SD Programs	1982	32	3,118	1.6		4	40K275			1
Qualicum Commons	CEAP & Leased	1949	37	3,296	3.24		0	40K350		1	1
Craig Street Commons	Leased	1910	45	3,289	4.05		0	40K300			
French Creek Elem	Leased	1911	49	1,589	3.70		0	20K100			
Family Place Bldg	NLC			1,596				n/a			
Family Place - Other	NLC			1,492						1	1
<b>Total</b>							<b>4</b>		<b>0</b>		
Board Office				274							
Board Office Shared				415							
Maintenance				1363							
Transportation			Springhills Site	929	2.01						
IT				117							
Storage				811							
<b>District Total</b>				<b>66,822</b>	<b>49.66</b>		<b>4</b>		<b>4487</b>	<b>2</b>	<b>5</b>

The locations of the school facilities are shown on the following google map. There are two secondary schools, 8 elementary schools, one alternative education school, one distributed learning school and two facilities that no longer offer educational programs.

## Long Range Facilities Plan

The regular enrolling schools offering K to grade 12 are shown in blue. The repurposed schools offering district programs are shown in purple and the schools that no longer offer school district programs are shown in gold.



The four elementary schools that were repurposed following the major review of surplus capacity in 2014 are being used as follows.

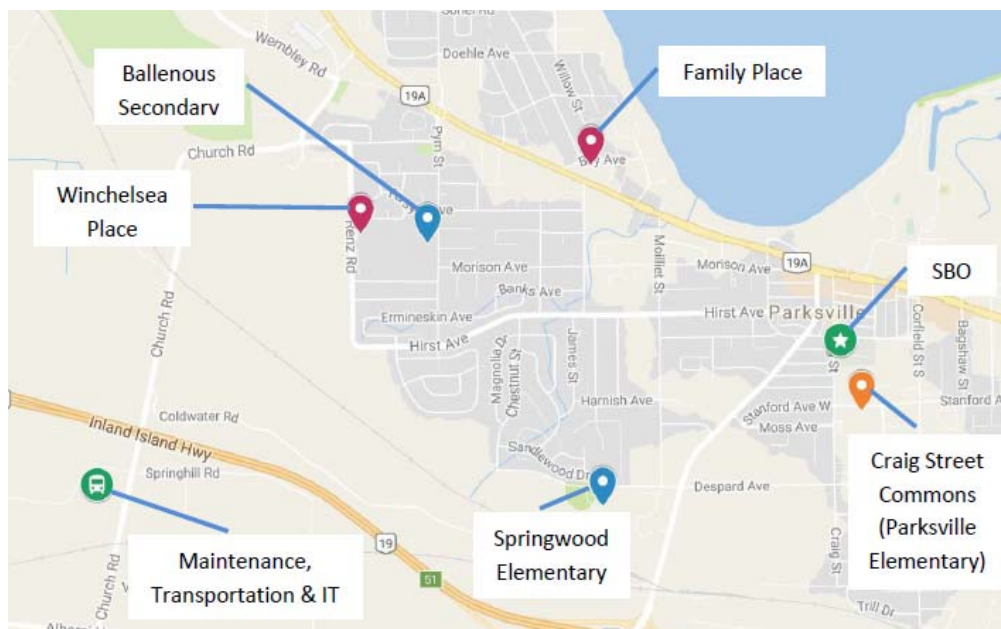
- Winchelsea Place (purple pin to the right) – The former elementary school has been repurposed to accommodate district programs including PASS/Woodwinds providing grade 2 to 12 alternate education, Indigenous Education, Student Support Services, Bridges Special Education Program, the District Resource Centre and a daycare program. The facility is adjacent to Ballenas Secondary School and the Winchelsea gymnasium is allocated to augment the secondary school programs when not required by the district programs. The program areas meet the projected needs for the planning timeline. The building systems will be upgraded as required using building renewal funding from the Ministry.
- Qualicum Commons (purple pin to the left) – The former elementary school has been repurposed to accommodate the StrongStart Program, and the elementary Collaborative Education Alternate Program. The remainder of the space is leased for community programs coordinated by the Society of Organized Services (SOS) and a private dance program. The lease payments cover the daily operating costs for the facility. The long term requirements for this facility are under review due to capital costs for building renewal and system upgrades to meet

## Long Range Facilities Plan

the changing program requirements. In addition the Town of Qualicum Beach is updating their official Community Plan which may impact the long term strategies for the facilities and the site. In the interim, the building systems will be upgraded as required using building renewal funding from the Ministry.

- Craig Street Commons (gold pin to the right) – The former Parksville Elementary School is being leased for various community programs. The lease payments cover the daily operating costs. The facility is located in the urban area and is suitable for community agencies and local businesses. The long term requirements for this facility are under review due to capital costs for building renewal and system upgrades to meet the changing program requirements. This is one of the oldest schools in the district and is not considered a requirement for educational programs during the planning timeframe.
- French Creek Elementary (gold pin to the left) – The former elementary school is leased to the Korean School. The lease payments cover the daily operating costs. This is one of the oldest schools and is not seen as a requirement for educational programs during the planning timeframe. It is located in a rural area. The Regional District of Nanaimo has a 10 year license for use of the playfields and is responsible for the site maintenance.

The school district administrative and support facilities are shown on the following map which is an enlarged view of Parksville area so the location of the facilities can be seen more clearly.



- Family Place (the upper purple pin) – The complex operates as a neighbourhood learning centre. The former Board Office and Maintenance Facilities have been repurposed to accommodate the international education program staff and StrongStart program and a pre-school. In addition, the Province funded the construction of a new purpose-built shared facility including School District - 22%, Vancouver Island Hospital Authority - 34% and Ministry of Children and Family

## Long Range Facilities Plan

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Development - 43% of the building. The facilities are well maintained and the operating costs are covered by the programs. In addition a reserve account has been established to accumulate funds for future building renewal projects to extend the life of the facilities.

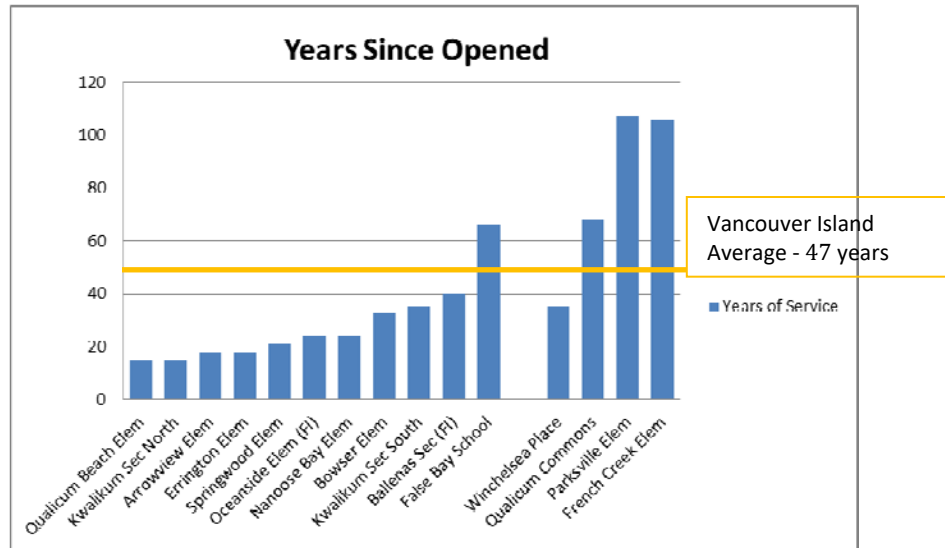
- Board Office (green circle with white star) – The district administration offices are located in Parksville Civic and Technology Centre, a purpose-built shared facility with the School District, City of Parksville and the Vancouver Island University. The shared services arrangement has operated for 10 years and is a practical example of the School District’s commitment to achieve operational cost savings through shared services.
- Maintenance, Transportation and Technology Facility (green bus symbol) – The Springhills Facility was a former industrial building that was purchased with Ministry of Education funding and reconfigured to accommodate the three departments. The facility is well constructed and fit-out to meet the needs of these departments for the foreseeable future.



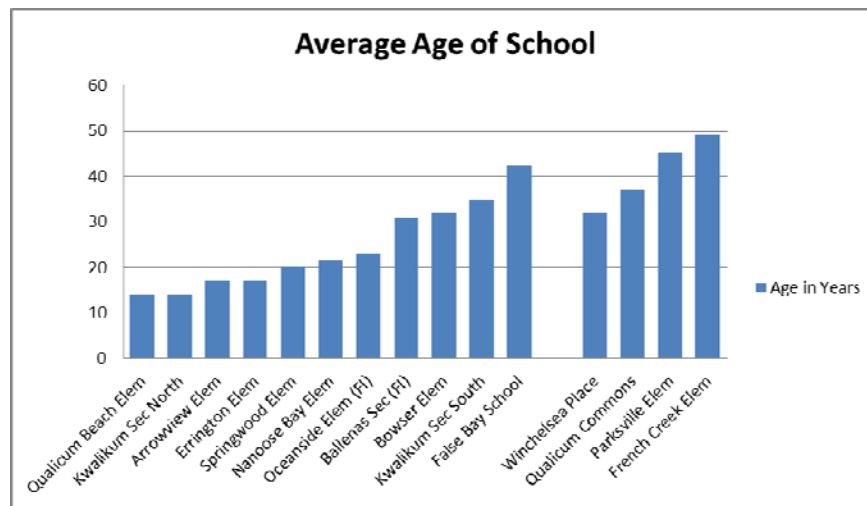
# Long Range Facilities Plan

## Age of Existing Facilities

The date that each school was opened is included in the Facilities Inventory in Appendix B. The years of service is presented in the following graph. The oldest active school is False Bay. Ballenas was opened in 1977 and is the next oldest active school in the district. Kwalikum Secondary consists of the south block and north block so both blocks have been presented as separate buildings. The gold line is the average for years of service for schools on Vancouver Island as provided by Ministry of Education.



Additions were added to all schools over the life of each facility so the average age of each school was calculated based on the actual age and size of each addition. The average ages are shown in the following graph. The average age ranges from 42 years for False Bay Elementary, 32 years for Bowser Elementary, 31 years for Ballenas Secondary and down to 17 years for Arrowview and Errington Elementary the newest schools.



# Long Range Facilities Plan

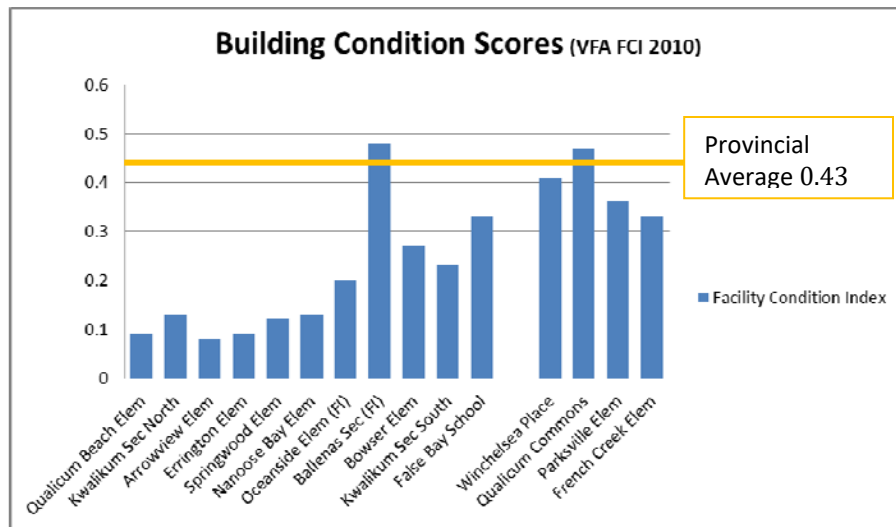
## Facility Condition

The Ministry initiated Capital Asset Management Services (CAMS) in 2009/10 and completed standardized facility condition assessments (FCA) of all schools in the Province over a three year period by the firm VFA. The assessments resulted in a Facility Condition Index (FCI) for all schools in the province which provided the Ministry with comparable data to support the Provincial capital plan for building renewal.

The Facility Condition Index (FCI) is the primary indicator of the overall condition of the building systems and miscellaneous structures and furnishings. The higher the FCI value the higher the costs to upgrade the building systems.

Schools in the Qualicum School District were assessed in 2010. The results are presented in the Summary of School District Facilities in Appendix B. The 2010 average FCI for the school district is 0.25 and the 2010 Provincial average FCI is 0.43. The FCI for each facility is presented in the following graph and the gold line shows the Provincial average FCI of 0.43.

It can be seen that the graph for the 2010 FCI scores has a similar pattern as the graph for the age of the facilities; in general the older schools have a higher FCI value. The district's highest FCI is 0.48 for Ballenas Secondary. Qualicum Commons is next with an FCI of 0.47. The other facilities have an FCI below the Provincial average.



The school district has completed various upgrades to the active schools since 2010 which addressed some of the building system renewal requirements and would reduce the FCI values.

## Long Range Facilities Plan

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The Ministry has advised that the second round of Building Condition Assessments for Qualicum School District facilities has been scheduled to take place in October 2017. The updated assessments will incorporate the completed upgrades and identify other systems or components which have reached the end of their service life. The new assessments will assist the Ministry and the School District to determine future building renewal projects. Through application of Ministry funding provided annually, upgrades to various building systems will be completed to extend the life of the schools beyond the capital plan timeframe.

### **Operations and Maintenance**

The school district has a Maintenance Department funded from the operating budget and staffed with permanent custodians and skilled and semi-skilled tradesmen that provide custodial services and carryout minor repairs to normal wear and tear of buildings and grounds. They also manage the utilities and conservation initiatives. The funds for the operations and routine maintenance of French Creek and Craig Street Commons are obtained from the lease payments.

The school district uses the Annual Facilities Grant funding to engage contractors to address larger maintenance projects such as roofing, flooring, exterior painting and mechanical and electrical system upgrades. The 2016/17 allocation was about \$1 million and the VFA estimated costs for short term priority work is about \$4 million. Funds are not available to address building system upgrades at French Creek of \$350,000 and Craig Street Commons of \$300,000. In addition the long term needs for these two schools amounts to about \$4 million. These building renewal costs need to be considered in the decisions on the long term use of French Creek and Craig Street Commons.

# Long Range Facilities Plan

## School Site Size

The summary of school site size is presented in the following table. The Ministry of Education Area Standards determines the allowable site area based on the number of students at the school. Due to the potential for future growth, it has been assumed that the maximum elementary school enrolment will be 600 students and secondary school will be 1200 students. The corresponding Ministry of Education site area allowance is 3.0 hectares for elementary and 5.6 hectares for secondary school which have been included in the table as the maximum future site size requirement. The allowable site area based on the current 2016 enrolment is also presented.

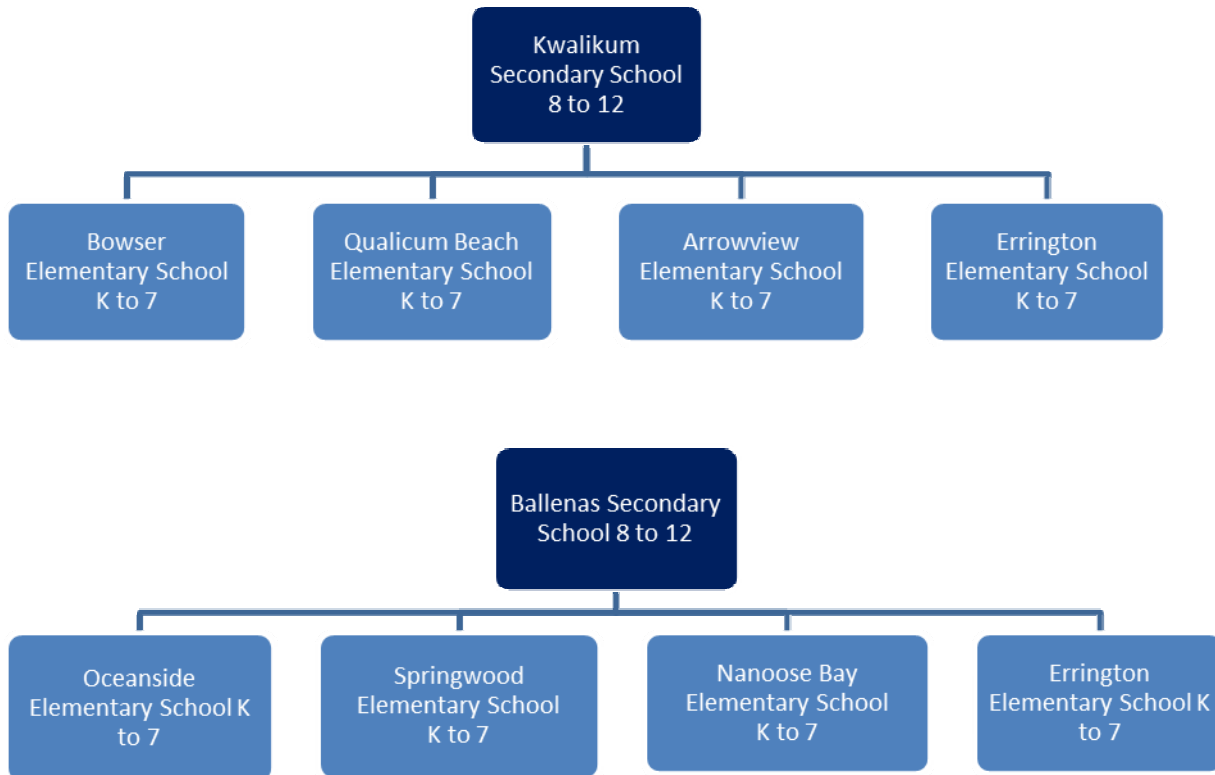
School Site Size Analysis										
Site	Grades	Nominal Capacity	Operating Capacity	Sept 2016 Enrolment	Actual Site Area (ha)	M Ed Area for Current Capacity	M Ed Area for 2016 Enrolment	2016 Site Area Shortfall (ha)	Maximum Future Size (ha)	Future Shortfall (ha)
					0.40468					
Arrowview Elem	K to 7	40K300	317	291	4.05	1.9	1.8	-2.25	3.0	-1.0
Bowser Elem	K to 7	20K200	205	188	2.90	1.6	1.8	-1.10	3.0	0.1
Oceanside Elem (FI)	K to 7	60K400	500	412	2.79	2.7	2.5	-0.29	3.0	0.2
Errington Elem	K to 7	40K300	317	315	2.42	1.9	1.9	-0.52	3.0	0.6
False Bay School	K to 7	0K50	47	30	1.0					-1.0
Nanoose Bay Elem	K to 7	40K350	364	249	2.81	2.3	1.6	-1.21	3.0	0.2
Qualicum Beach Elem	K to 7	60K450	411	348	4.41	2.5	1.9	-2.51	3.0	-1.4
Springwood Elem	K to 7	60K 450	476	455	2.02	2.7	2.7	0.68	3.0	1.0
Ballenas Sec (FI)	8 to 12	950	950	872	6.36	4.9	4.7	-1.66	5.6	-0.8
Kwalikum Sec	8 to 12	900	900	593	6.30	4.7	3.6	-2.70	5.6	-0.7

It can be seen that at present Springwood Elementary site is 0.68 hectares smaller than the Ministry allowance for the current enrolment. The corresponding shortfalls in the future are also presented and it can be seen that Springwood shortfall increases to 1.0 hectares, Nanoose Bay and Oceanside are short 0.2 hectares and Bowser is short 0.1 hectares. The Ministry acknowledges that additional site area may be required due to the actual shape or slope of a site which may reduce the useable area. In addition where student transportation is required additional space may be required for buses and parking. In some cases approved shared use of adjacent municipal property such as a playfield, may reduce the actual school site area requirement. Springwood Elementary is adjacent to Springwood Park which has playfields that are available for school use through a long standing joint use agreement so expansion of the school site is not required.

Errington School Site was obtained through a crown land grant. The School District is pursuing expansion of the Errington Elementary School site through a crown land grant to allow enhanced school bus access and parking. The project is scheduled to be completed in fall 2017.

## Existing Configuration

The school district configuration was changed from the middle school model to the kindergarten to grade 7 elementary and grades 8 to 12 secondary school model in 2014. There are seven elementary schools feeding into two secondary schools as shown in the following flow chart figure. Errington Elementary School Catchment area overlaps both secondary school catchment areas so it is included in both secondary school feeder schools.



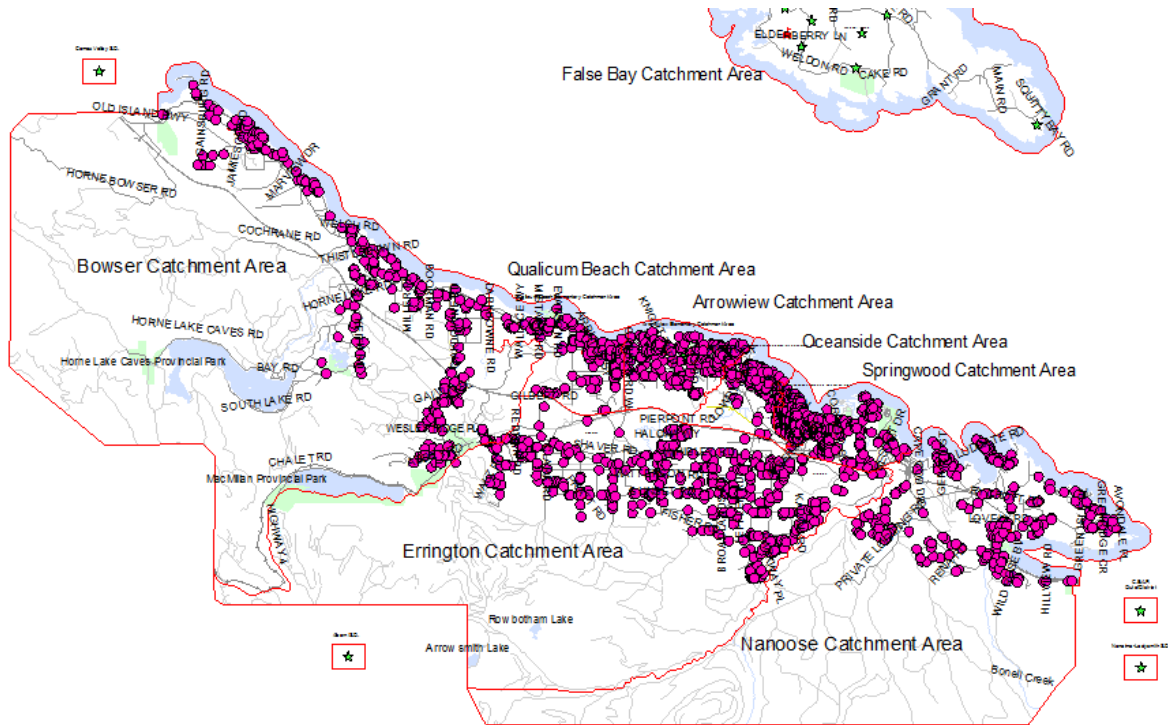
False Bay Elementary School is on Lasqueti Island and offers programs to K to 8. Students that stay on the island register for on-line courses through CEAP. Students that move from the island are captured in the new catchment area where they are staying.

### Catchment Areas

The elementary school catchment areas for the school district are outlined in red on the following map of the district. Bowser Elementary catchment area is to the north and borders on Courtney/Comox School District, Errington Elementary catchment area is the rural area along the interior and borders on Alberni School District, Nanoose Bay is along the southern side of the district and borders on Nanaimo School District, Qualicum Beach, Arrowview, Oceanside and Springwood catchment areas are located along the water front and serve the urban centres of Qualicum Beach and Parksville. All elementary students in French Immersion attend Oceanside Elementary School. The residential housing units with

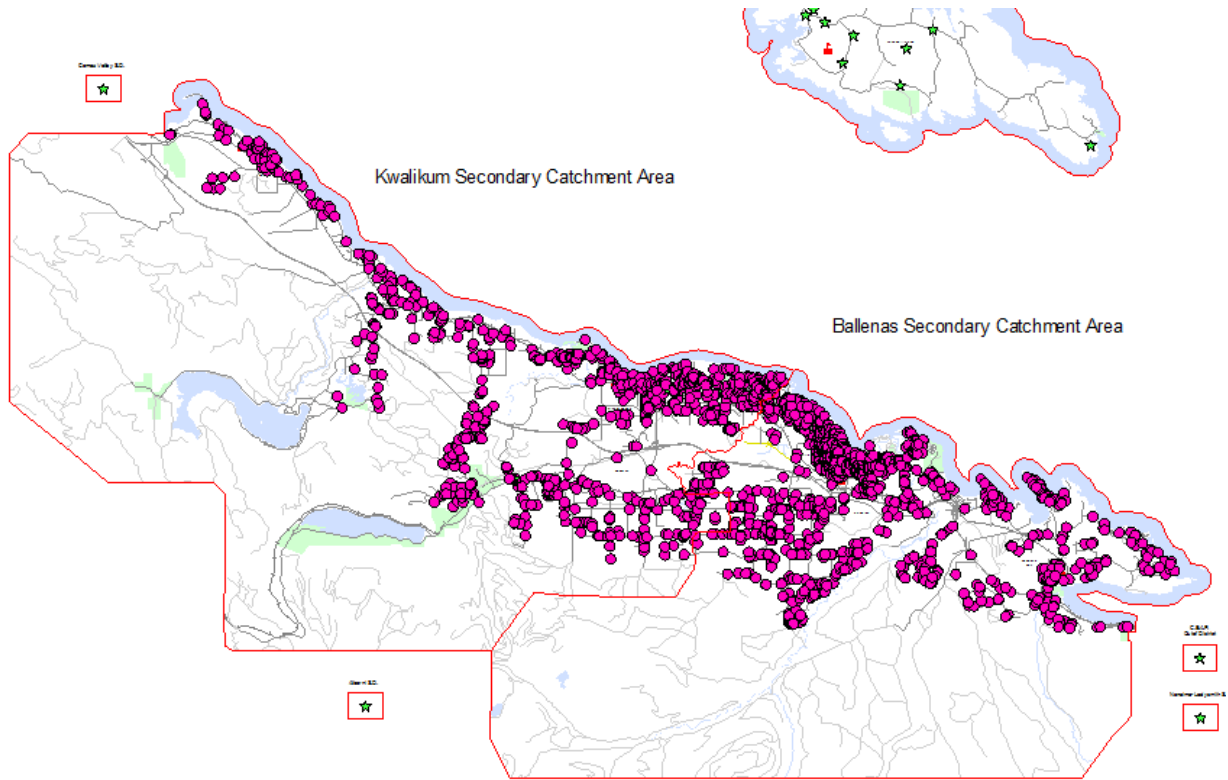
# Long Range Facilities Plan

students are shown in purple and it can be seen that the population extends along the full length of the school district near the waterfront. The large interior portion of the school district is within the Regional District of Nanaimo and much of it is undeveloped. The False Bay catchment area is the Lasqueti Island. The green stars indicate actual student locations.



The secondary school catchment areas are shown on the following map. French Immersions students in secondary school attend Ballenas. The distribution of secondary students is similar to that of the elementary schools, along the coastal developments with no students in the undeveloped interior areas of the School District.

# Long Range Facilities Plan



The expanded view of each elementary and secondary school catchment area is included in Appendix E.

## Capacity Utilization

### ***Purpose of Capacity Utilization Analysis***

Capacity utilization is calculated as follows:

$$\frac{\text{Enrolment}}{\text{Operating Capacity}} \times 100\% = \text{Capacity Utilization}$$

Capacity utilization analysis is a useful means of determining how efficiently capital assets are being utilized. Capacity utilization analysis can identify overcrowding at particular schools that may need to be addressed in the short to medium term. Capacity utilization analysis can also identify where surplus space exists that can be made available for other purposes.

Capacity utilization along with projected enrolment is also an important tool utilized by the Ministry of Education to assess capital funding requests.

Nominal capacities, set by the Ministry of Education for planning purposes, are as follows:

<b>Nominal Capacities</b>	
Kindergarten Classrooms	20
Primary Classrooms	25
Intermediate Classrooms	25
Secondary Classrooms	25

Operating capacities are utilized for capital planning purposes and take into consideration class size limits prescribed by the Ministry of Education. Operating capacities established in the 2003 and 2012 Ministry of Education Area Standards are as follows:

<b>Operating Capacities</b>	
Kindergarten Classrooms	19
Primary Classrooms (grades 1 to 3)	21
Intermediate Classrooms (grades 4 to 7)	25
Secondary Classrooms (grades 8 to 12)	25



## Long Range Facilities Plan

The implementation of full day kindergarten in 2010 has required double the number of kindergarten teaching spaces. In many cases a regular classroom has been designated for kindergarten even though it does not have the kitchen or washroom facilities typically included in a purpose built kindergarten classroom. The capacity of the school has been reduced accordingly. StrongStart is an early learning program approved by the Ministry of Education at several schools; the capacity of the school is reduced by one classroom for each StrongStart program operating at a school. In addition, the operating capacity of a school may vary from year to year based on the actual distribution of students per grade; for example, a larger number of primary students which have only 21 students per class will create a lower capacity than a school with a larger proportion of intermediate students with a class size of 25. The distribution of students with special needs may also affect the allowable maximum class size. An average class size of 23.3 students per classroom was used to determine the operating capacity of the elementary schools and 25 students per classroom was used for the secondary schools which is consistent with the 2012 Ministry Area Standards. The nominal and adjusted operating capacities of the regular schools are presented in the following table. The total operating capacity for the school district is 4,487 students.

**Nominal and Operating Capacities**

School Name	Teaching Modules			Nominal Capacity			Operating Capacity		
	K	1-7 or 1-12	Total C/Rs	K	1 to 12	Total	K	1 to 12	Total
<b>Secondary Class Size</b>					25			25	
Ballenas Secondary School		38	38		950	950		950	950
Kwalikum Secondary		36	36		900	900		900	900
<b>Elementary Class Size</b>				20	25		19	23	
Ecole Oceanside Elementary	3	19	22	60	475	535	57	443	500
Springwood Elementary	3	18	21	60	450	510	57	419	476
Qualicum Beach Elementary	2	16	18	40	400	440	38	373	411
Nanoose Bay Elementary	2	14	16	40	350	390	38	326	364
Arrowview Elementary	2	12	14	40	300	340	38	279	317
Errington Elementary	2	12	14	40	300	340	38	279	317
Bowser Elementary	1	8	9	20	200	220	19	186	205
False Bay School		2	2	0	50	50	0	47	47
									<b>4487</b>

The School District has centralized some special education programs at Winchelsea Place with a concentration of qualified staff to assist the students. This approach has increased the capacity at the regular schools.

The grade configuration of the schools has an impact on the enrolment and the capacity of the schools. The current average capacity per grade is shown in the following table.

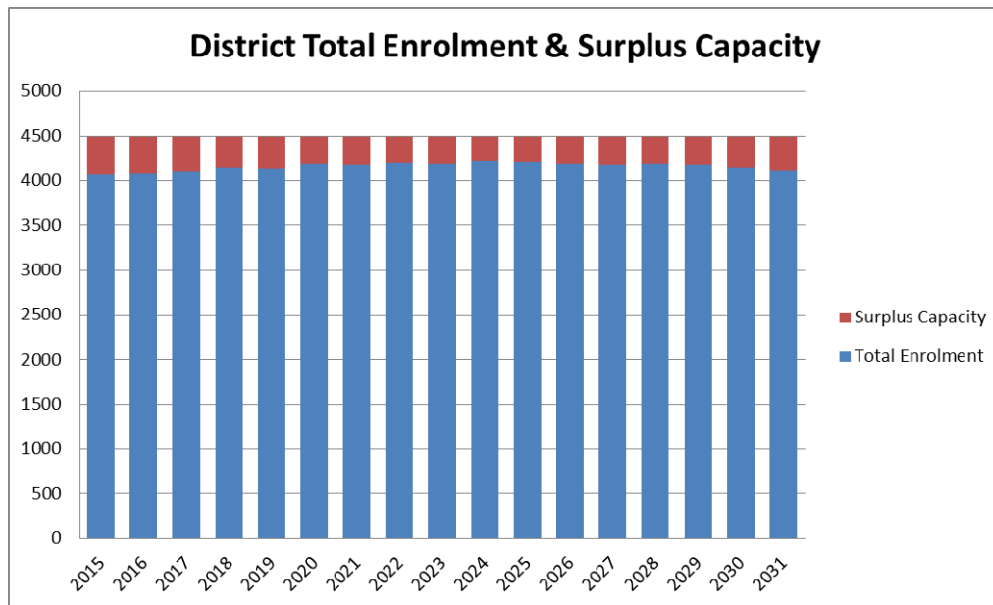
Grades	Operating Capacity	Capacity per Grade	Classrooms per Grade
Kindergarten	285	285	15.0
Elementary 1 to 7	2352	336	14.4
Secondary 8 to 12	1850	370	14.8

# Long Range Facilities Plan

It can be seen that the District capacity in kindergarten is 285 students and in grades 1 to 7 the capacity is 336 students per grade and at the secondary level there is capacity for 370 students per grade. In addition the number of classrooms per grade based on the operating class size is shown. Based on the normal flow of students through the grades it appears the grade structure as established is balanced.

## Capacity Utilization – School District Total

The District operating capacity is 4,487 seats. The following graph presents the District total actual and projected enrolment from Baragar in 2016. The surplus seats each year is shown in red. As can be seen there are about 250 to 400 available seats during the planning timeframe.

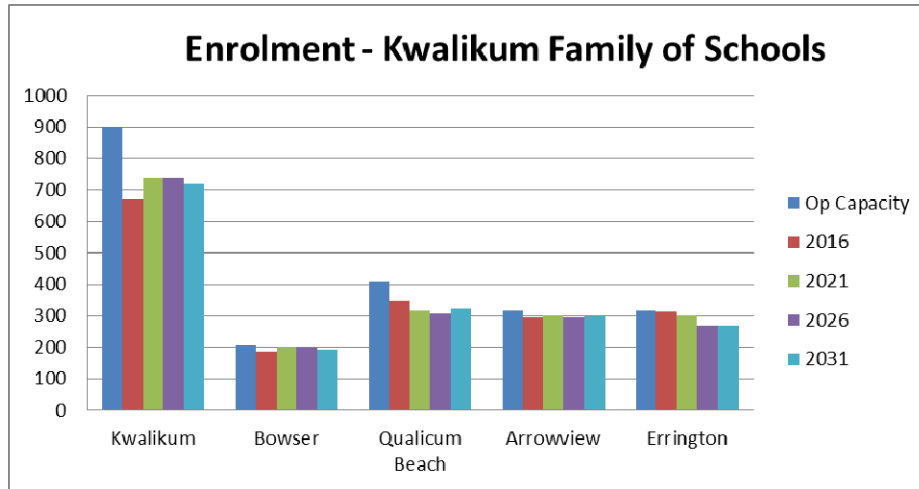


## Capacity Utilization – Two Families of Schools

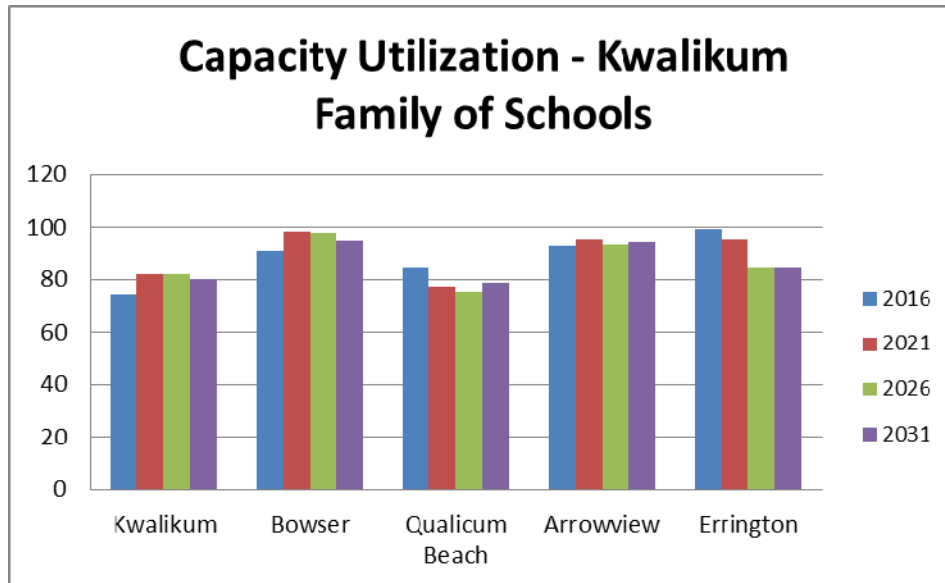
The following graphs show the Enrolment and Capacity Utilization for the secondary school and their family of schools for the next 15 years. The enrolment projections are from Baragar and include all programs including the international student program. Errington Elementary School catchment area overlaps both secondary school catchment areas so Errington Elementary is shown in both graphs.

## Long Range Facilities Plan

From the first graph it can be seen that Kwalikum Secondary has about 700 students, Arrowview, Qualicum Beach and Errington Elementary have about 300 students and Bowser Elementary is the smallest school with about 200 students. It can also be seen that for all the schools the projected enrolment is relatively constant except for the decline at Errington Elementary.

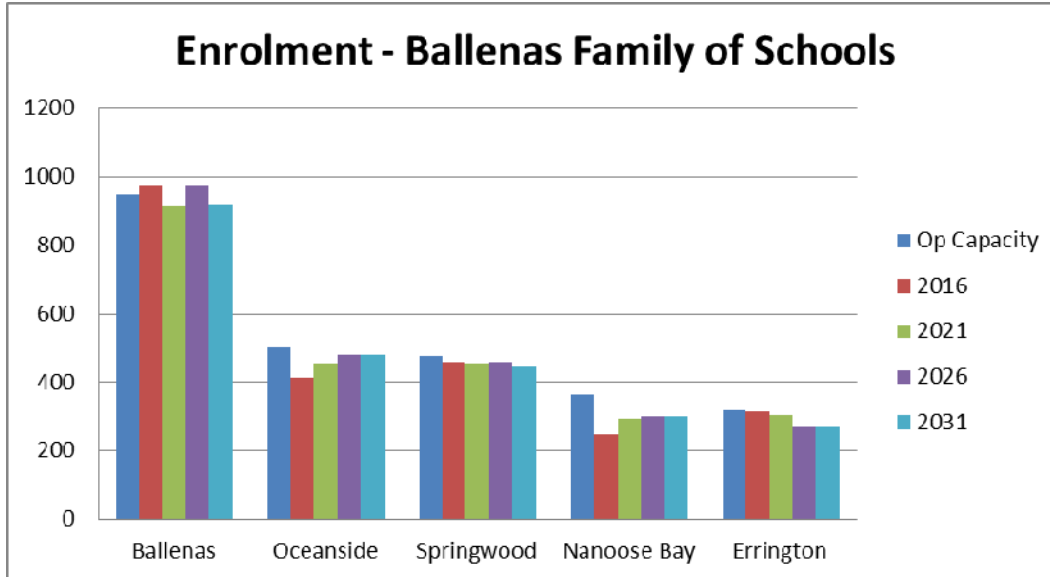


From the second graph it can be seen that Kwalikum Secondary and Qualicum Beach Elementary have utilization rates of about 80% and Bowser, and Arrowview Elementary have relatively constant utilization rates over 90% while Errington Elementary utilization rate will decrease from 99% to 85% over the planning timeframe.

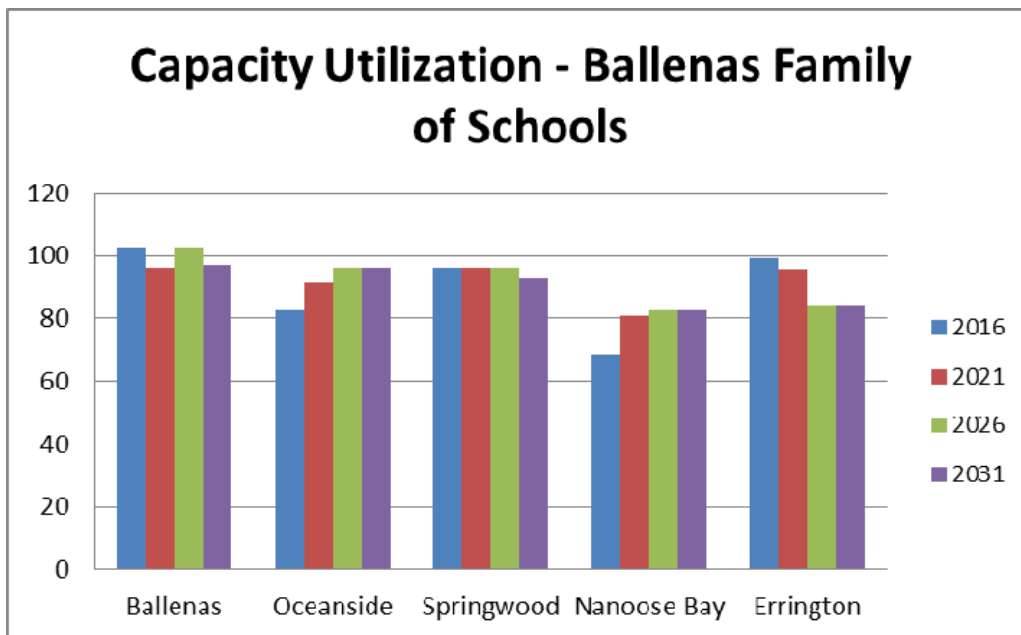


## Long Range Facilities Plan

The following graph shows Ballenas Secondary is projected to have over 950 students, Oceanside and Springwood about 500 students and Nanoose Bay and Errington about 300 students. The projected

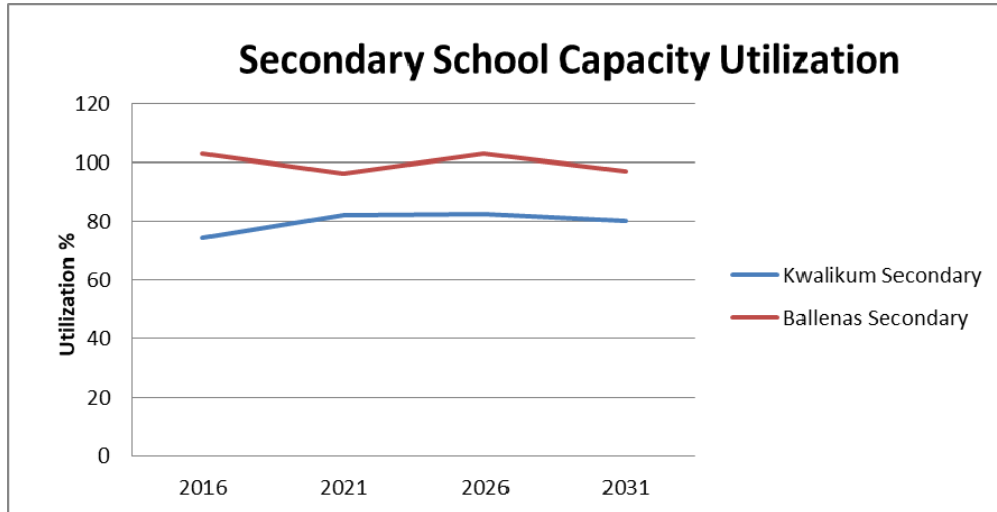


From the following graph on capacity utilization it can be seen that Ballenas Secondary utilization ranges from 96% to 103%. Oceanside and Springwood Elementary are at 96% while Nanoose Bay Elementary is relatively constant at 82% and Errington Elementary utilization rate will decrease from 99% to 85%.

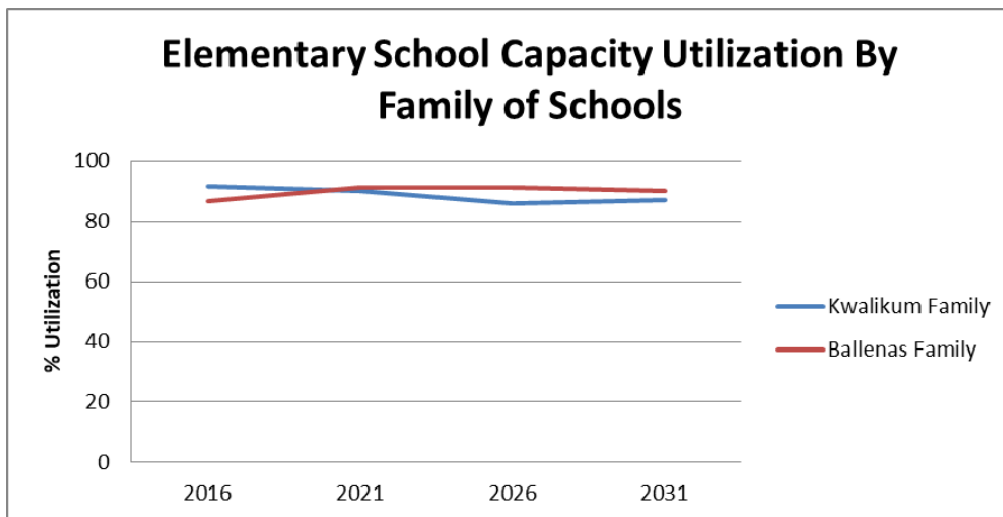


# Long Range Facilities Plan

The following graph shows the total capacity utilization for the two secondary schools. It can be seen that the Ballenas has a utilization rate of about 100% and Kwalikum has a utilization rate of about 80%.



The next graph shows the total capacity utilization rate for the elementary schools in each family of schools. It can be seen that both families of elementary schools are at about 90% capacity utilization.

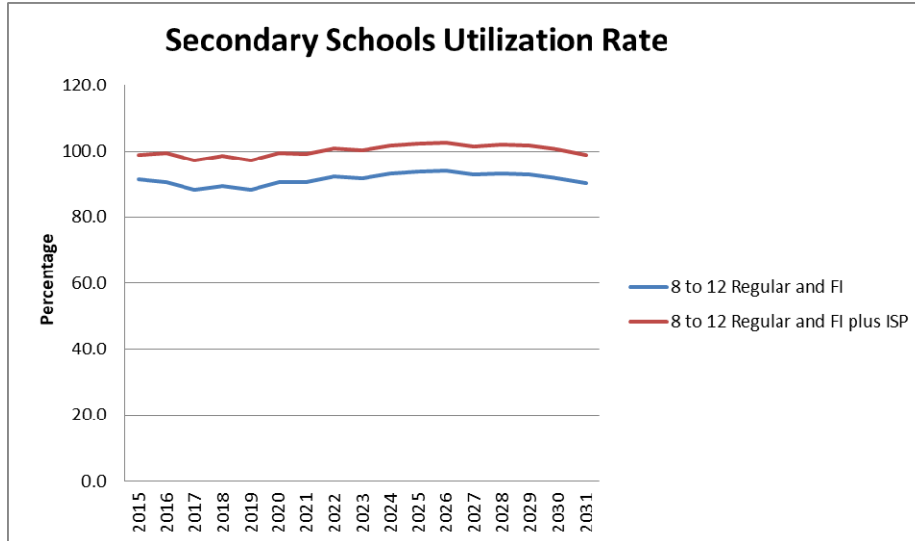


These two graphs indicate that the 2014 reconfiguration of the School District is very effective in capacity utilization.

# Long Range Facilities Plan

## Impact of International Students

In general the majority of the international students attend the secondary schools. The international students add approximately 11% to the secondary school enrolment. The following graph shows the impact of international students on the total secondary school utilization rate. Based on the Baragar enrolment projections by 2024 the combined capacity of the secondary schools may be approaching 100% utilization if the international student numbers remain at the current level.



Ballenas Secondary is currently near 100% utilization and Kwalikum Secondary is at about 80% utilization so there may be a requirement to direct more international students to Kwalikum Secondary.

## Cross-Boundary Analysis

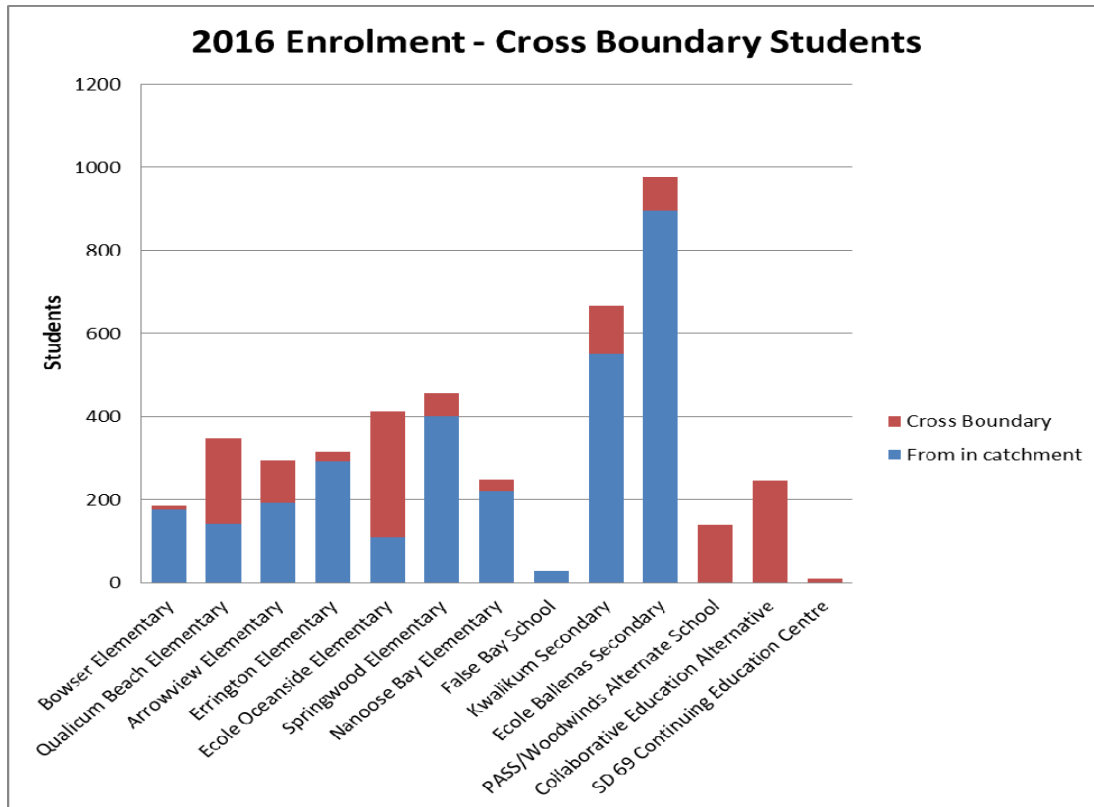
The School District has established catchment areas for each school as presented in Appendix E and in the maps of the school district included earlier in the report. The catchment area boundaries are created to balance the location of students and the capacity of the neighbourhood school. Students may wish to attend a school other than their community school for a variety of reasons such as proximity, ease of travel, program offerings or previous attendance at that school. In most cases if space is available in the preferred school the cross-boundary school transfer is approved by the School District.

The following graph shows the number of in-catchment and cross-boundary students in each school. Oceanside and Ballenas have the French Immersion program for the district so more cross boundary students are expected. The isolated location of False Bay prevents any cross-boundary students. Bowser and Errington have larger catchment areas with dispersed population so cross-boundary numbers are relatively low. Oceanside has the highest number of students attending from another catchment area at about 73% partly due to French Immersion. Qualicum Beach has about 59% and Arrowview has about 34%. Nanoose Bay and Springwood have about 12%.

## Long Range Facilities Plan

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At Ballenas about 92% of the students come from within the catchment area and 8% come from outside the catchment area. At Kwalikum Secondary about 83% of the students come from the catchment area and 17% come from outside the catchment area i.e. Ballenas catchment area. Considering that Ballenas is basically full and Kwalikum is at below 80% utilization the higher cross boundary movement to Kwalikum is beneficial. PASS/Woodwinds, Collaborative Alternative Education Program (CEAP) and Continuing Education are district programs and all students are counted as cross-boundary students.



The details of where students attend or come from are presented in the tables in Appendix C. There is movement both ways at each school.

The acceptance of cross boundary movement within the school district allows choice for parents and students. The pattern of cross boundary movement may change from year to year. Considering the school district just completed the grade reconfiguration two years ago the distribution of students and capacity utilization are very effective. The key is to monitor the movements to ensure cross-boundary activity does not create over capacity at one school and under-utilization at another school.

The summary of cross-boundary student numbers between school districts for September 2016 is shown in the following table. It can be seen that there were 32 students attending a school in SD69 who live in

## Long Range Facilities Plan

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one of the three adjacent school districts. According to information from the adjacent school districts there were 41 students with a home address in the Qualicum School District that attended a school in an adjacent school district.

School District Cross-Boundary Summary		
School District	Students Coming to SD69	Students Leaving SD69
SD68 - Nanaimo Ladysmith	22	36
SD70 - Alberni	1	?
SD71 - Comox Valley	9	5
Total	32	41

Baragar data indicates that in 2016 there were 94 students living in the Qualicum School District that did not attend a school in the district. There are 41 identified in the table and the remaining 53 students may attend the Montessori School or be home schooled. The School District receives 96% of the students living in the school district. The number of students moving between school districts is very small and does not create capacity issues for the school district.

### Student Transportation

According to the Transportation Review completed in 2016, the School District operates a student transportation system which transports approximately 42.5% (1,721/4,052) of the student population on 24 routes. The ride times do vary depending where a child lives in relation to their catchment school. In looking at a rural school with one of the longer runs, an elementary child can be on the bus anywhere between 5 minutes to 45 minutes. A long ride for a high school student is approximately 65 minutes. The walk limits for eligible riders are consistent with the Ministry of Education walk limits and special consideration for safe access in rural areas. Special bus routes are also established for handicapped students.

The large number of students transported to school by bus provides increased flexibility for the School District to adjust student enrolment to match school capacities if required.

The inventory of buses is included in Appendix D. Replacement of buses that have reached the end of their service life will be included in the Five Year Capital Plan each year.

To enhance student safety projects have been implemented to improve drop off and pick up areas at schools. Expansion of the Errington site parking and access was initiated in 2015 and construction is pending approval of the crown land grant property transfer by the Province.



### Educational Program Initiatives

The 2013 to 2016 School District Achievement Contract stated that in order to ensure that the School District was meeting its responsibility for improving student learning and achievement in open and accountable ways, the School District was focusing its efforts in the following areas:

- Increasing the engagement of our learners by providing more personalized educational experiences.
- Responding to the diverse social emotional needs of our learners in ways that increase their chances of success.
- Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners
- Integrating technology effectively in order to broaden and deepen learning for all students.

The School District has engaged in Provincial and Locally Developed Courses to increase the options and strategies available to students and educators to enhance the success of students. There are opportunities for students to attend a school other than their community K to 7 or 8 to 12 school as well as a variety of programs as follows.

- Indigenous Education Programs within schools as well as the Education Enhancement Agreement with the two local First Nations. Programs offer support for regular educational programs as well as cultural and heritage education.
- The French Immersion program extends across the school district.
- Maker Spaces have been developed through creative utilization of available space that give students additional experiential learning opportunities in all schools.
- The International Student Program allows for cross training between the visiting students and local students.
- There are working relationships with post-secondary institutions that insure students have access to skill, trades and academic programs with Career Preparation Education and Distributed Learning - Collaborative Education Alternative Program (CEAP pronounced KEEP) which provides comprehensive opportunities for career and dual credit programming.
- The PASS/Woodwinds Program provides alternate education strategies and resources for students that require a unique school environment.
- The District Resources Centre provides educational materials and meeting rooms where 100s of teachers meet each month to plan and share ideas on how to improve student learning.
- The School District has taken a leadership role in working with government agencies and community organizations to establish organizational responses to youth issues and to assist families in need as well as developing literacy programs so that children are better able to succeed at school.
- Family Place a Ministry of Education funded Neighbourhood Learning Centre provides a community hub bringing health and wellness, social and learning resources under one roof. Family Place draws people of all ages for public health services, and is a venue where small children can attend early learning programs, First Nations students can learn more about their heritage and youth can access and contribute to programs and services.

## Long Range Facilities Plan

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- There are specialized district programs offered through CEAP and local schools such as
  - STREAM – science, technology, robotics, engineering and math intense study
  - ROAM – rivers, oceans and mountains outdoor skills
  - TIDES - outdoor learning, sustainability and adventure learning
  - VISSP – Vancouver Island Ski Patrol including skiing / boarding and intense first aid training
  - ALP – Aquatics Leadership Training life guard training
  - Dance Focus Effective Program – achieve high school credit for high level dance training in the community
  - Horse Riding and Equine Care Focus Education Program – achieve high school credits for intense work in riding / jumping and equine care in the community
  - Football Playing and Training - achieve high school credits for various activities they complete in their sport outside of school
  - Hockey academy – achieve high school credits and learn Hockey Canada five core skills
  - Golf academy - achieve high school credits and learn golf skills and golf operations management

The School District leadership has been proactive in pursuing a broad range of programs that appeal to students and enhance their learning, skills and experiences. The School District has been strategic in establishing programs where community partnerships are available and can be provided efficiently and cost effectively. They have taken steps to maximize the resources available to meet the educational requirements of the students. The broad range of programs is functioning well within the current facilities.

The list of all school district facilities showing the educational programs and other uses at each site is presented in the following table. The schools making up the two families of schools are listed first. The four elementary schools that were repurposed during the 2014 reconfiguration are shown next and the administrative facilities are shown last.

It should be noted that Winchelsea Place is an active educational school offering alternative programs to students that have special needs and perform better in a unique school setting with specialist staff. It also accommodates the District Indigenous Education Department.

Qualicum Commons is also an active educational facility that accommodates the Collaborative Education Alternate Program (CEAP) which provides on-line distributed learning programs for elementary students. Experience has shown that some classroom time with instructors is also required to increase the success rate of the students. Office space, classrooms and the gym are required for the program. A StrongStart program is also located in this facility. A large portion of the school is leased for community programs similar to a neighbourhood learning centre.

Parksville Elementary does not have school district programs; it is leased to various community organizations and is now called Craig Street Commons. French Creek Elementary does not have school district programs and is leased to the Korean School and the RDN has a license for use of the fields.

Family Place is a Neighbourhood Learning Centre funded by the Ministry of Education in 2009. It consists of three buildings. The old Board Office is home to the International Student Program staff and a pre-school; the old maintenance facility has been refurbished for the StrongStart program, and a new

## Long Range Facilities Plan

building has been constructed to serve as a shared services centre with the school district, Vancouver Island Health and Ministry of Family and Child Development providing community programs and services.

<b>School District Facilities and Programs</b>		
<b>Site</b>	<b>Educational Programs</b>	<b>Comments &amp; Other Programs</b>
Arrowview Elementary	K to 7; daycare in 1 classroom; STEAM – (District science, technology, engineering, art, math)	Stock School Plan – asphalt shingle roof has a moss problem;
Bowser Elementary	K to 7; maker space;	Stack bond block; gym water ingress issues – metal cladding option
Oceanside Elementary	K to 7; Regular & French Immersion, shops for maker space,	Middle school program spaces – consider renovations to increase capacity
Errington Elementary	K to 7;	Stock School Plan , crown land grant being finalized for expanded parking
False Bay Elementary	K to 8; DL support for secondary programs	Isolated location - access by boat; energy conservation measures, durable and reliable building systems have been installed
Nanoose Bay Elem	K to 7;	Two surplus classrooms used for maker space programs - monitor utilization rate
Qualicum Beach Elem	K to 7, shops for maker space,	Middle school program spaces – consider renovations to increase capacity; 1 pre-school daycare
Springwood Elem	K to 7; shops for maker space,	Middle school program spaces – consider renovations to increase capacity
Ballenas Sec (FI)	8 to 12; Regular & French Immersion; District Special Ed;	11% international;

## Long Range Facilities Plan

Kwalikum Sec	8 to 12; Distributed Learning / Collaborative Alternate Ed Program CEAP	11% international; exterior painting and re-flooring of 1982 South Block is a concern.
Winchelsea Place	Various Alternate Ed Programs, Continuing ED Program; Indigenous Ed, Student Support Services staff, District Resource Centre in portable 4-plex	Multiple SD programs work well together.  Daycare in 2 classrooms
Qualicum Commons	Strong Start – Munchkin Land in 2 classroom; DL - Collaborative Alternate Ed Program 2 x classrooms	Society of Organized Services (SOS); School of Dance; variety of leased programs
Craig Street Commons (Parksville Elem)	Leased – various users	Leased for pre-school and others
French Creek Elem	Leased – various users	Leased – Korean School and license for field use with RDN
Family Place - Shared Service	Ministry Funded NLC Facility	SD 22% VIHA 34% & MCFD 43% of bldg. operating costs
Family Place – Old SBO & Old Maintenance & Paint shop	Strong Start - Munchkin Land; International Ed Program Offices	Pre-School – Dolphin Tales;
Board office	Central office functions	Shared facility with City of Parksville
Maintenance Facility - Springhills	Offices and shops for IT, Maintenance & Transportation	Excellent facilities

## Summary Observations

In 2014 the school District completed a comprehensive review and public engagement process to determine the long term facilities plan. The difficult work of repurposing facilities and modifying education program delivery has been completed. The current configuration of schools is operating effectively. Looking forward the enrolment projections are relatively constant over the next 10 years unless significant changes in the employment market and residential development occur.

The School District has accepted a large number of cross boundary transfers while students and parents adjust to the new configuration of schools. There is a requirement to monitor the trends to ensure over capacity issues are avoided due to the transfers. The School District may also wish to adjust the catchment area boundaries based on the observed cross boundary trends so that conflicts are avoided in the future as the enrolment increases.

The School District attracts 96% of the students living within the school district. This is a very high capture rate for the public education. The 4% not attending are home schoolers or attend regular programs in the three neighbouring school districts or Montessori private school. There are 32 students from the neighbouring school districts that attend a school in Qualicum School District and 41 Qualicum School District students that attend a neighbouring school district. The transfer of students between school districts is not considered an issue for school capacities.

The three former middle schools, Qualicum Beach, Oceanside, and Springwood, provide excellent facilities for an elementary school. As enrolment pressures grow it may be cost effective to complete interior renovations of the middle school program spaces to maximize the capacity of these facilities for elementary programs. Some renovation projects funded by the Ministry due to class size reduction are currently underway.

As a result of the implementation of full day kindergarten a number of general purpose classrooms are being used for kindergarten. They do not meet the current area standard for kindergarten such as self-contained washroom and small kitchen. Upgrades to these areas should be considered during future renovation projects.

Ballenas Secondary is at maximum operating capacity. It is recognized that through careful scheduling secondary schools are able to accommodate approximately 10% more students. As noted in the international student analysis it may be appropriate to redirect more international students to Kwalikum Secondary School should capacity issues arise at Ballenas.

The School District provides bussing to over 40% of the student population. The student transportation provides flexibility in matching student enrolment with school space. This approach may allow the School District to operate without portable classrooms. This strategy should be continued until District capacity is fully utilized or transportation costs become unacceptable.

## Long Range Facilities Plan

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The use of Winchelsea Place and Qualicum Commons for district programs is an effective way to support students with centralized highly qualified specialist staff. The approach also reduces the demand for space at the other enrolling schools allowing classrooms for regular programs.

The community programs operating at Qualicum Commons are typical of a neighbourhood learning centre and are beneficial to children and families. The Town of Qualicum Beach OCP may affect the strategies for future use of the facilities. In addition VFA building condition assessment identified about \$400,000 of building renewal and required code upgrade costs. There may also be additional upgrades required due to the changes in occupants. The long term system renewal costs are about \$2.2 million. The long term strategy for Qualicum Commons requires further review following the completion of the OCP.

Craig Street Commons, the former Parksville Elementary School facilities are being leased for non-educational programs. The lease payments cover the operating costs for the facility. The average age of the facility is 45 years and in 2010 the facility condition assessment indicated it was in fair condition with some components needing replacement. The condition assessment will be updated in October 2017. The school is located within the urban area of Parksville and is attractive for community agencies and local businesses. The facility should be retained as long as the business case for retention is acceptable. At some point in the future the School District may be in a position to repurpose the facility again to satisfy or as an offset for a future capital requirement. The 2010 VFA building condition assessment indicated the estimated costs for short term building system and code upgrades was about \$440,000 and the long term costs were about \$2 million. The building renewal costs may make the viable business case for retention of the facility unachievable.

French Creek Elementary School facilities consist of six classrooms, a small gym and office area. It does not meet current standards for an elementary school. The facility is located in the rural area of the Regional District of Nanaimo. The school has operated for over 100 years and the average age of the facility is 49 years. It is currently leased to a Korean School which covers the operating costs. The 2010 VFA facility condition assessment indicated the estimated costs for short term building system and code upgrades was about \$45,000 and the long term costs were about \$945,000. The condition assessment will be updated in October 2017. The building renewal costs may make the viable business case for retention of the facility unachievable.

Residential Development across the School District is expected to continue with annual fluctuations based on market conditions. Infill densification development is expected in the urban areas of Qualicum Beach and Parksville adding about 100 units per year. The Regional District of Nanaimo growth will continue with dispersed large lot rural development and add approximately 125 units a year. The School District in-migration results in approximately 50 students per year in addition to the birth rate.

There is a 2014 proposal for the Fairwinds and Schooner Cove Developments which would add approximately 2,000 housing units in the Lakes District near Nanoose Bay area. If this development

## Long Range Facilities Plan

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proceeds there is the potential that an expansion to Nanoose Bay Elementary will be required. There may also be the requirement for a second elementary school in the area and expansion of Ballenas Secondary School. If this development is approved and proceeds, the School District will be required by the Ministry of Education and in accordance with the Local Government Act and Provincial School Site Acquisition Charge Regulations, to establish a School Site Acquisition Charge to allow funds to be collected from developers to offset a portion of the costs for a new school site.

The school district has effectively maintained their facilities. The 2010 Facility Condition Assessments and Facilities Condition Index indicate that the school facilities are in good to fair condition. There are no facilities in need of replacement due to systems failure or reaching the end of their service life. The older school facilities have greater building renewal requirements. School Enhancement Projects will be submitted for capital funding from the Ministry of Education to address system renewal requirements.

The School District has been progressive in advancing sustainability initiatives which have reduced energy costs and reduced their carbon footprint including the following:

- Installing high efficiency boilers at sites with natural gas
- Installing air source heat pumps at sites with propane fuel
- Installing solar power to reduce the use of propane
- Adding insulation to the roof of schools when a new roof membrane is installed and
- Installing building automation systems to align heating, ventilation and lighting with occupancy demands

The school sites are well distributed to serve the local communities. The sizes of the sites meet the Ministry area standards for the current school enrolment. Springwood Elementary is 0.68 hectares or 25% smaller than the allowable size, however; it is adjacent to City owned sports fields which are used by the school under a long standing joint use agreement. Errington School Site was obtained through a crown land grant. The School District is pursuing expansion of the Errington Elementary School site through a crown land grant to allow enhanced access and parking. Expansion of other sites will be required in the future and should be reviewed on a school by school basis as the enrolment increases.

The School District has been proactive and strategic in developing and delivering a broad spectrum of educational programs to meet the varied interests and needs of students. The staff has made effective use of program spaces and community assets to efficiently deliver programs. Modification to meet these new education program requirements are generally minor and will be incorporated in building renewal projects.

The Maintenance, Transportation and IT Facility is centrally located and well designed with capacity to serve the school district for the foreseeable future.

## Long Range Facilities Plan

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The School District Board Office is a unique partnership with the City of Parkville and has developed into a very effective example of shared services. The educational program offices are located in the two repurposed elementary schools where staff is able to support students in those facilities and the District as a whole. The current configuration will meet the facility needs for the foreseeable future.

Family Place is a fully functioning neighbourhood learning centre and another example of a shared services facility supporting children and families. It is an important community asset administered by the School District and the operating costs are covered by the users.



## Capacity Utilization Initiatives

The Board of Education has completed adjustments that make best use of existing capacity and expand services to students while supporting specific community funded programs that wish to operate while there is surplus space in schools.

The School District will continue to investigate new programs to broaden the course offerings to the student population in the Qualicum School District.

Generally, the School District will:

- ✓ monitor cross boundary transfer and consider adjustments to catchment areas
- ✓ review the opportunities for the delivery of additional educational programs
- ✓ make surplus facilities available for community or commercial use where supported by a favorable business case
- ✓ make effective use of student transportation to balance capacity utilization across the District and avoid the use of portables
- ✓ consider permanently reducing capacity where it is advantageous to do so.

### 1. Catchment Area Adjustments

The School District establishes catchment areas for all enrolling schools. Enrolments within each catchment area can change over time as a result of program choice, residential occupancy, new development, and redevelopment.

The School District will continue to review and amend catchment areas periodically to address overcrowding and take advantage of existing surplus capacity. Adjustments will be based on:

- enrolment considerations
- class size considerations
- facility considerations
- available student transportation
- Student cross-boundary trends

### 2. Community Use of Surplus Space

Increased community use of surplus space in school district facilities can result in additional building operating costs. The School District is not in a position to absorb these costs.

## Long Range Facilities Plan

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The School District will consider accommodation of community services in surplus school facilities and closed schools by community organizations, not-for-profits, and commercial entities where there is a favourable business case.

### **3. Promotion of Day Care Services at Elementary Schools**

The School District will continue to consider the establishment of day care programs at school district facilities with the objectives of:

- building connections with parents before children are of school age
- promoting development of early learning programs in schools
- addressing the needs of families
- making responsible use of surplus space

### **4. Consider implementation of New Programs**

The School District attracts approximately 96% of the student population in the Qualicum School District area. The School District will review public interest in new programs that may be beneficial and attract students to the School District.

### **5. Secure Short or Long Term Tenants for Surplus Space**

The School District will consider expressions of interest from prospective short and long-term tenants for surplus space. Opportunities to secure suitable tenants under favourable business arrangements for utilization of surplus space will be considered.

### **6. Long Term Strategies for Surplus Facilities**

The School District will consider strategies to employ surplus facilities in future capital plans to achieve capital assets which enhance students success.

### **7. Investigate a Potential School Site in the Nanoose Bay Area**

The School district will monitor the progress on the comprehensive development plans in the Nanoose Bay area. The addition of 2,000 housing units may support the acquisition of a new school site early in the development process. Strategies to secure a suitable school site should be pursued with the RDN Planner.

### Short Term Capital Investment Priorities

The Qualicum School District has an appropriate inventory and distribution of elementary and secondary schools. The School District generally has capacity to accommodate the current level of enrolment. The Baragar enrolment projections indicate the District enrolment will remain relatively constant over the next 10 years. The school district will continue to review and adjust catchment areas, and placement of district programs to maximize utilization rates. In addition, Neighbourhood Learning Centre programs and partnerships with other agencies that have a beneficial business case will continue to be offered while surplus space is available.

The majority of capital investment in the next ten years will be focused on extending the service life of the existing active schools, reducing operating costs and completing enhancements that improve student learning. The school district will pursue capital funding through the appropriate Ministry programs as presented in the 2018/19 Capital Plan Instructions and presented below.

The proposed comprehensive residential development for the Nanoose Bay area is expected to generate enrolment that will exceed the available elementary and secondary capacity. When the residential development proceeds, expansion to Nanoose Bay Elementary and Ballenas Secondary will be required. Acquisition of a new school site and construction of a new elementary school may also be required.

The school district will also continue to request replacement buses for student transportation.

#### **Seismic Mitigation Program (SMP)**

The Ministry of Education announced its Seismic Mitigation Program in 2004. Consultants were engaged to undertake “Rapid Seismic Assessments” on all schools in those school districts where significant seismic activity can be expected. These assessments enabled the Ministry of Education to assign a ranking to the various sections of each school based on the seismic upgrading needed and to estimate the cost of seismic mitigation.

In 2005, the Ministry of Education engaged the Association of Professional Engineers of BC (APEGBC) and the University of British Columbia Civil Engineering Department, Earthquake Engineering Research Group to develop enhanced seismic risk assessment tools and seismic mitigation strategies.

The seismic risk assessments were updated in 2010 using the latest risk assessment tools developed by APEGBC. The assessments identified Parksville Elementary as the only high risk school in the District. The Parksville project has been completed so based on the latest assessments there are no seismic upgrade projects in the Capital Plan. However, the 2015 National Building Code incorporated the updated seismic factors which have been included in the new Seismic Retrofit Guidelines produced at the request of the Ministry of Education for the Seismic Mitigation Program. The risk rating of schools constructed prior to 1990 may change. An updated Rapid Assessment is required on these schools.

The non-structural deficiencies in schools as identified by VFA assessments also need to be addressed.

## Long Range Facilities Plan

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### **School Expansion Program (EXP)**

The Ministry priority for new school, addition or site acquisition projects is to areas experiencing consistent and rapid high density population growth and where space optimization has been demonstrated. EXP projects will not be eligible for funding consideration if adequate space is available at nearby schools.

Under the current capacity utilization rates and projected enrolment, school expansion projects are not required at this time. The enrolling elementary schools are at 90% utilization based on Baragar 2016 enrolment projections. BC Stats enrolment projections exceed Baragar projections by about 10%. The School District will monitor the actual enrolment and may request one or more expansion projects should the enrolment increase beyond the Baragar projections.

The Baragar projections do not consider a major development such as that proposed for the Nanoose Bay area. It is not clear how quickly that development will proceed. The development plan has been supported by the municipal Planners at third reading of the rezoning application. It would be prudent for the School District to secure a school site in that general area at this time.

Based on the current enrolment projections the existing school sites are of adequate size. Errington Elementary School site is a crown land grant. Approval for an expansion of the site to allow for enhanced bus access and parking has been approved and the land transfer is expected soon. Construction of the new access is scheduled for fall of 2017.

### **School Replacement Program (REP)**

The Ministry will consider replacement projects where the school has reached the end of its useful life and further investment is not substantiated due to major structural issues or the accumulation of maintenance needs that would exceed the cost of replacement. School replacement projects are eligible for cost-sharing based on the school district's ability to contribute.

Based on the 2010 VFA assessments and the facility condition index values there are no facilities which are being considered for replacement. The second round of VFA assessments is scheduled for October 2017. There is no apparent need for a replacement school project however the requirement will be reassessed once the results of the building condition assessments are available.

### **Building Envelope Program (BEP)**

The Ministry established the BEP in 2006 to assist school districts with the identification and remediation of the causes and resultant damage from unintended water ingress where premature failure of the building envelope has occurred in schools built between 1985 and 2000.

There are no BEP projects in the Capital Plan.

### **School Enhancement Program (SEP)**

The Ministry will contribute to improved safety and function of schools through projects that extend the service life of the existing asset including:

- Electrical upgrades (power supply and distribution systems)
- Energy Conservation upgrades
- Health and Safety upgrades (fire systems, indoor air quality)
- Mechanical upgrades (heating, ventilation, plumbing)
- Building Enclosure Upgrades (roofing, exterior walls, windows)
- Washroom upgrades
- Flooring upgrades

The projects must cost between \$100,000 and \$3,000,000. Annual Facility Grant funds will be directed to projects below \$100,000.

The school district will pursue SEP projects to enhance school facilities. Mechanical, electrical, roofing, cladding and flooring upgrades at various schools are seen as the priority at this time. The implementation of new learning features will be incorporated where appropriate using local funds.

### **Carbon Neutral Capital Program (CNCP)**

The Ministry will distribute \$5,000,000 per year to 2018/19 to energy efficient projects that lower the school district carbon emissions.

The School District will continue to pursue CNCP projects including solar voltaic panels and LED lighting to reduce energy costs and the carbon footprint.

### **Bus Replacement Program (BUS)**

The Ministry considers buses capital assets and any new or replacement buses are funded through the Five-Year Capital Plan submission.

The school district owns and operates 30 buses. The District will request replacement of seven buses due to high mileage and expected service life over the next five years.

## Long Term Considerations

### 1. Assess the Future Use of Craig Street Commons the former Parkville Elementary School

The facility is located in the urban area which makes it attractive for other users. The School District will continue to pursue community and business leases that have a positive business case for the school district. Oceanside and Springwood have capacity for expansion if required due to future development in Parkville. The Craig Street Commons facilities have value which may assist the School District advance other high priority requirements. In the interim the School District will minimize expenditures on building renewal projects for the facilities to a level that is commensurate with the long term strategy for the facility and a favourable business case for the School District. Tenant improvements should be funded by the tenants. The facility should be considered in support of future high priority projects.

### 2. Assess the Future Use of French Creek Elementary School.

The school is located in a rural setting. The School District will continue to pursue community and business leases such as the lease to the Korean School and the RDN license for field use which provide a positive business case for the School District.

The original school building was built over 100 years ago as part of the first settlement in the area. Since that time there have been several additions to the facility however, in its present state it has numerous functional deficiencies for the delivery of current educational programs. Large residential development is not expected in this area for the foreseeable future. Should development occur in the future, the School District would want to consider new educational facilities. In the interim the School District will minimize expenditures on building renewal projects for the facilities to a level that is commensurate with the long term strategy for the facility and a favourable business case for the School District. Tenant improvements should be funded by the tenants. The facility should be considered in support of future high priority projects.

### 3. Assess Options to Address the Projected Growth in the Nanoose Bay Area

The School District commits to

- monitor the residential development proposal and resulting student generation
- consider boundary adjustment for the affected schools
- work with the RDN Planning staff to identify a possible new site in the Nanoose Bay area early in the development approval process

# Long Range Facilities Plan

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## 4. Seismic Assessments

The School District will engage a qualified Engineering Firm to update Rapid Assessments based on the new Seismic Retrofit Guidelines (SRG3).

## 2018/19 Capital Plan Submission

In the 2018/19 Five Year Capital Plan the School District requested building renewal projects based on the 2010 building condition assessments, CNCP projects that reduce the carbon footprint and Bus Replacement projects based on mileage and conditions of the bus.

The table below summarizes the projects included in the 2018/19 Five Year Capital Plan.

School Enhancement Projects						
Facility	Project Type	Project Description	Start Date	End Date	Current Phase	SEP Funding
Ballenas Secondary	Building Enclosure Upgrades	Roof Repairs and replacement	Jul-17	Sep-22	Tender-Ready	\$ 2,848,110
Springwood Elementary	Mechanical Upgrades	Boiler replacement	Jul-18	Sep-18	Tender-Ready	\$ 390,000
Kwalikum/Ballenas Secondary	Flooring Upgrades	System renewal	Jul-18	Mar-19	Tender-Ready	\$ 400,000
Ballenas Secondary	Mechanical Upgrades	Heating and Ventilations systems	Jul-18	Sep-21	Design	\$ 750,000
Winchelsea Elementary	Building Enclosure Upgrades	Roof Repairs and replacement	Jul-19	Sep-21	Tender-Ready	\$ 594,252
Arrowview Elementary	Mechanical Upgrades	Boiler replacement	Jul-19	Sep-19	Tender-Ready	\$ 320,000
Kwalikum Secondary	Building Enclosure Upgrades	Window/cladding upgrade	Jul-18	Sep-21	Design	\$ 850,000
Carbon Neutral Projects						
Facility	Project Type	Project Description	Start Date	End Date	Current Phase	CNCP Funding
Springwood Elem	Solar	SV panels/coating to extend roof life	Jul-18	Aug-18	Tender Ready	\$ 315,477
Kwalikum/Ballenas Secondary	Lighting	LED lighting upgrades	Jul-18	Aug-18	Tender Ready	\$ 160,000
Oceanside Elem	Solar	SV panels/coating to extend roof life	Jul-19	Aug-19	Tender Ready	\$ 325,000

## Long Range Facilities Plan

Bus Funding Requests						
Fleet Unit #	VIN	Mileage	Year	Model	Request Replacement / New	Bus Type
2691	1BABNBXA22F2 05057	389,491	2002	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)
3690	1BABNBXA84F2 14008	351,945	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)
3691	1BABNBXAX4F2 14009	374,969	2004	D (80+FE)	Yes - Replacement based on safety & Mechanical Issues	D (80+FE)
3692	1BABNBXA64F2 14010	390,265	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)
4690	4UZAAXCT24C M67985	306,129	2004	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)
4695	1BABNBXA15F2 18872	325,096	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)
5690	1BAKGCKH36F 230222	292,676	2006	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)
9690	1BAKGC5H2AF 271655	168,286	2010	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)
0690A	1BAKGC5HXBF 277821	140,733	2011	C (70-75)	Yes - New based on New Route	C (70-75)
7690A	1BAKGCKH77F 243167	219,549	2006	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)

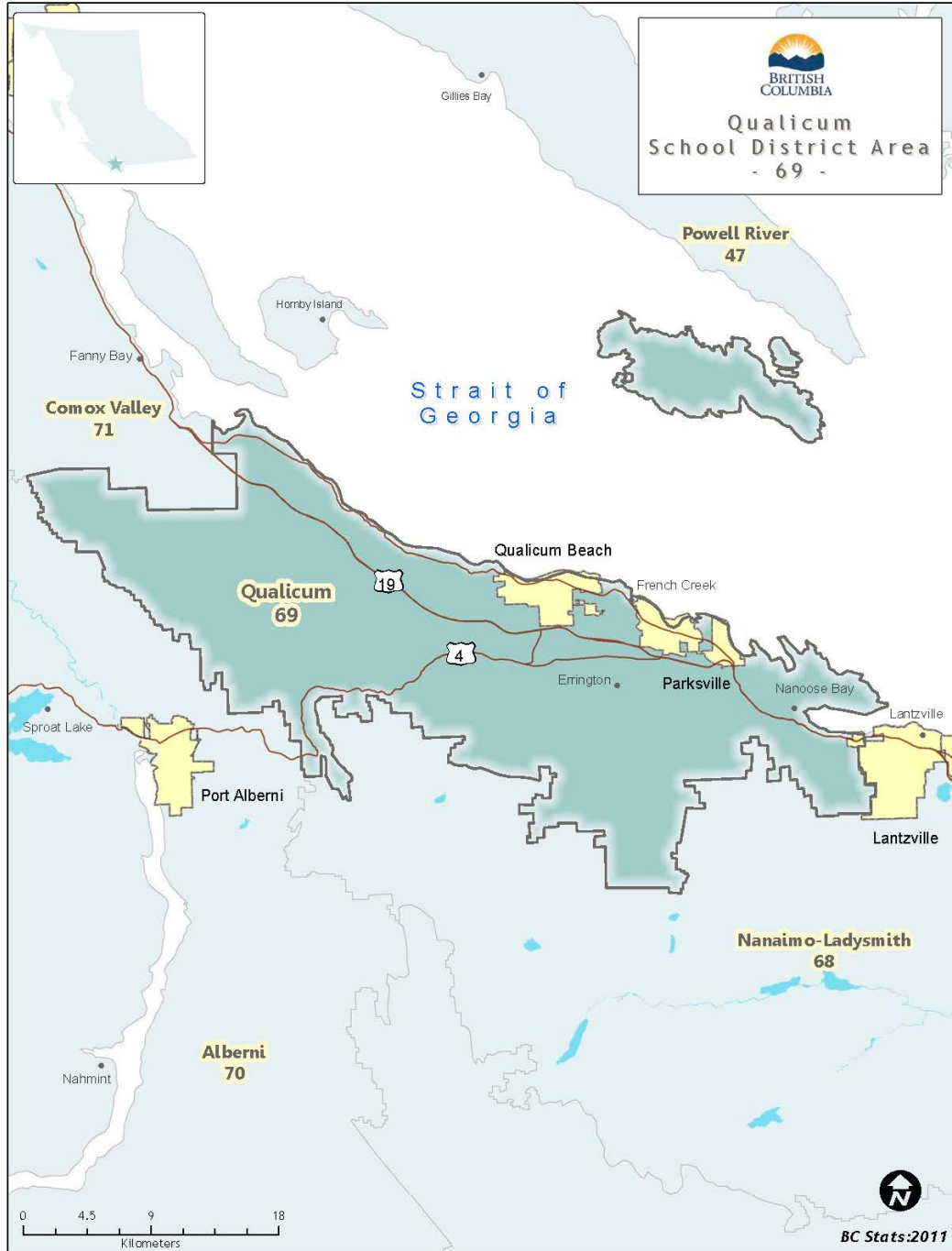


Appendix A  
School District Maps

# Long Range Facilities Plan

## Map of School District 69 and Surrounding School Districts (from BC Stats)

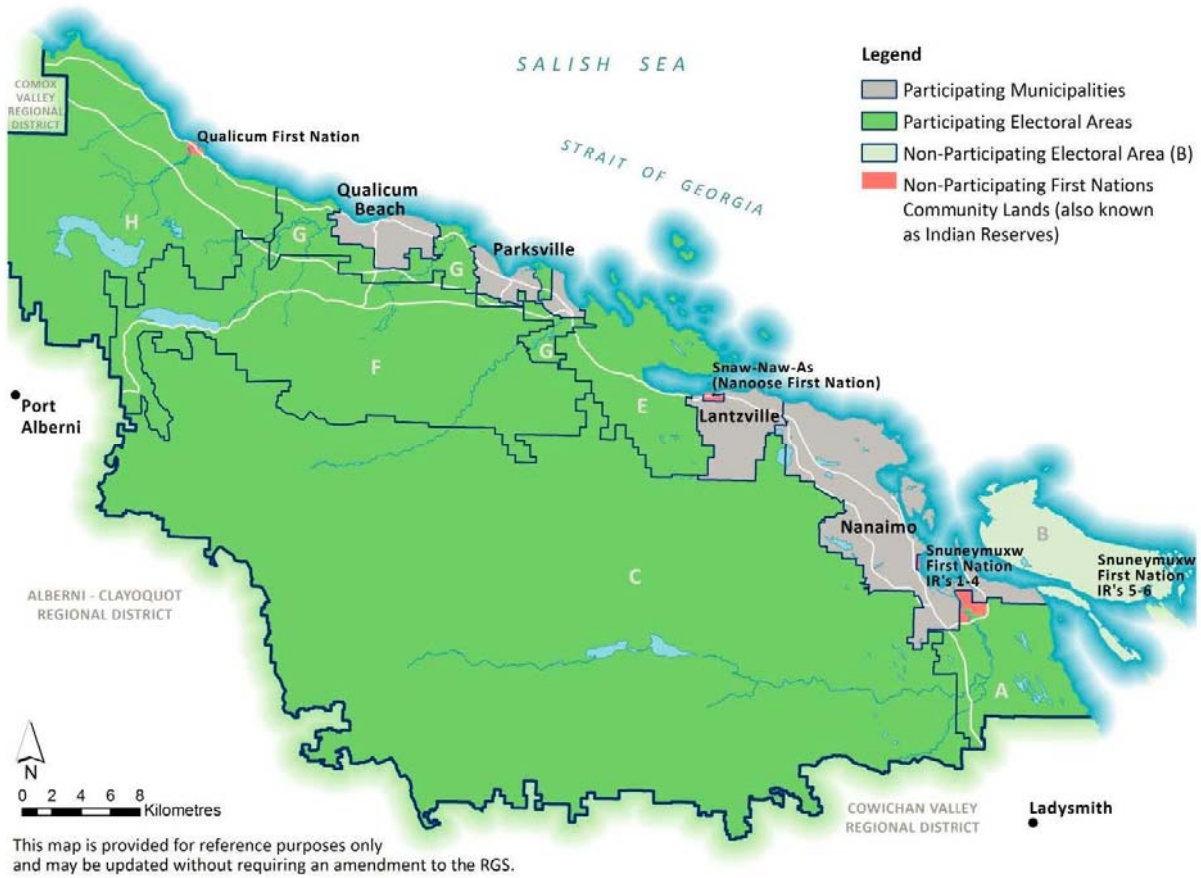
SD69 includes Town of Qualicum Beach, City of Parksville and Regional District of Nanaimo Electoral Areas E, F, G, and H



# Long Range Facilities Plan

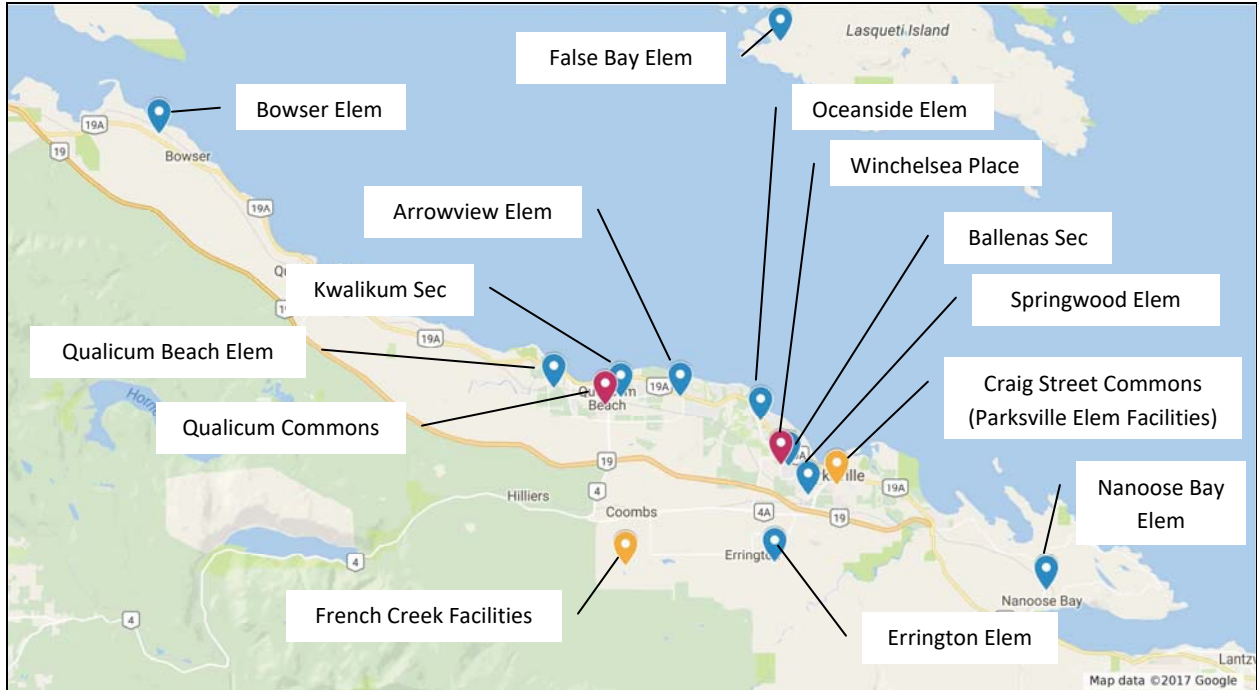
## Map of the Regional District of Nanaimo

(Electoral Areas E, F, G and H are within the School District 69 Boundary)



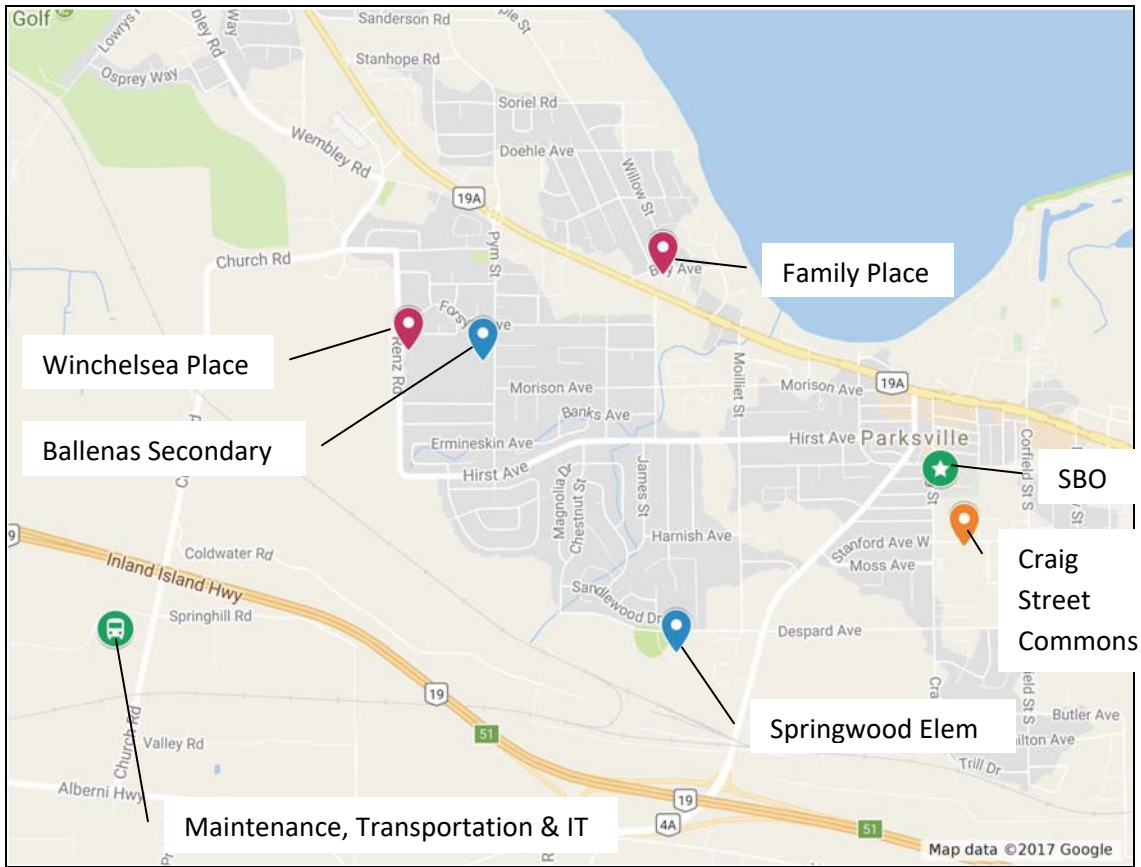
# Long Range Facilities Plan

## Map of SD69 School Facilities



# Long Range Facilities Plan

## Expanded view of Parksville City Centre



# Long Range Facilities Plan

## Appendix B Facilities Inventory

Site	Grade Configuration	Date Opened	Average Age	Existing Building Area	Actual Site Area (ha)	Ministry Allowable Site Area	Portables	Nominal Capacity	Operating Capacity	Strong Start	Child Care
					0.40468						
Arrowview Elem	K to 7	1999	17	2,760	4.05	3.0	0	40K300	317		1
Bowser Elem	K to 7	1984	32	2,403	2.90	3.0	0	20K200	205		
Oceanside Elem (FI)	K to 7	1993	23	5,732	2.79	3.0	0	60K400	500		
Errington Elem	K to 7	1999	17	2,760	2.42	3.0	0	40K300	317		
False Bay School	K to 8	1951	42	736	1.0	3.0	0	0K50	47		
Nanoose Bay Elem	K to 7	1993	22	3,283	2.81	3.0	0	40K350	364		
Qualicum Beach Elem	K to 7	2002	14	4,935	4.41	3.0	0	60K450	411		1
Springwood Elem	K to 7	1996	20	5,267	2.02	3.0	0	60K 450	476		
Ballenas Sec (FI)	8 to 12	1977	31	10,883	6.36	5.6	0	950	950		
Kwalikum Sec	8 to 12	1982	26	9,774	6.30	5.6	0	900	900		
Total							0		4487		
Winchelsea Place	SD Programs	1982	32	3,118	1.6		4	40K275			1
Qualicum Commons	CEAP & Leased	1949	37	3,296	3.24		0	40K350		1	1
Craig Street Commons	Leased	1910	45	3,289	4.05		0	40K300			
French Creek Elem	Leased	1911	49	1,589	3.70		0	20K100			
Family Place Bldg	NLC			1,596				n/a			
Family Place - Other	NLC			1,492						1	1
Total							4		0		
Board Office				274							
Board Office Shared				415							
Maintenance				1363							
Transportation				929							
IT				117							
Storage				811							
District Total				66,822	49.66		4		4487	2	5

# Long Range Facilities Plan

## Appendix C Cross-Boundary Tables

The elementary schools are shown in the first table. The number of students that attend each school is shown in pink. The number of students that attend the school from within the catchment area for the school is shown in yellow, for example, at Arrowview there are 194 students that live in the Arrowview catchment area attending Arrowview School and the total number of students attending Arrowview is 294 students shown in pink; the number of students attending Arrowview that live in a different catchment area are also shown: from Bowser – 16, from Errington – 26, from Nanoose Bay – 1, from Qualicum Beach – 24 and from Springwood – 17. The total of cross boundary students and the percentage of the total attending the school are shown in blue; for Arrowview there are 100 cross boundary students which amounts to 34% of the school enrolment. It can be seen from the table that there is movement of students each way between schools.

Attendance Patterns - Elementary Catchments														
Program/Identifier: All Program/Identifiers Grades: K, ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN, ELEVEN, TWELVE														
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM"														
School of Attendance														
Catchment of Residence	Arrowview Elementary	Bowser Elementary	Ecole Oceanside Elementary	Errington Elementary	False Bay School	Nanoose Bay Elementary	Qualicum Beach Elementary	Springwood Elementary	Collaborative Education Alternative	Ecole Ballenas Secondary	Kwaiklum Secondary	PASS/Woodwinds Alternate School	SD 69 Continuing Education Centre	Catchment Total
Arrowview Elementary	194	1	37	1		4	47	5	39	34	193	8		563
Bowser Elementary	16	177	8	6			79	4	26	10	171	17		514
Ecole Oceanside Elementary	26	1	110	4		6	1	24	22	120	30	10	1	355
Errington Elementary	16		56	292		3	74	15	50	171	94	37	3	811
False Bay School					30				5		1			36
Nanoose Bay Elementary	1		20	1		221	3	6	23	172	10	9	2	468
Qualicum Beach Elementary	24	2	23				142		22	5	119	5	1	343
Springwood Elementary	17		157	10		9	2	402	45	460	44	50	3	1199
Out of District - Alberni S.D.										1				1
Out of District - C.E.A.P.									16					16
Out of District - Comox Valley S.D.		5	1							1	1	1		9
Out of District - Nanaimo-Ladysmith S.D.			1	1		6		2		3	6	3		22
<b>Total Enrolment</b>	<b>294</b>	<b>186</b>	<b>413</b>	<b>315</b>	<b>30</b>	<b>249</b>	<b>348</b>	<b>458</b>	<b>248</b>	<b>977</b>	<b>669</b>	<b>140</b>	<b>10</b>	<b>4337</b>
Attend from Catchment(#)	194	177	110	292	30	221	142	402	0	0	0	0	0	
Attend from Catchment(%)	66 %	95 %	27 %	93 %	100 %	89 %	41 %	88 %	0 %	0 %	0 %	0 %	0 %	
Attend Cross Boundary(#)	100	9	303	23	0	28	206	56	248	977	669	140	10	
Attend Cross Boundary(%)	34 %	5 %	73 %	7 %	0 %	11 %	59 %	12 %	100 %	100 %	100 %	100 %	100 %	

## Long Range Facilities Plan

The secondary schools and False Bay cross-boundary information is presented in the following table. It can be seen that 92% of the students attending Ballenas come from within the catchment area and 8% come from outside the catchment area i.e. Kwalikum Secondary catchment area. At Kwalikum Secondary 83% of the students come from the catchment area and 17% come from outside the catchment area i.e. Ballenas catchment area. Considering that Ballenas is basically full and Kwalikum is at below 80% utilization the higher cross boundary movement to Kwalikum is beneficial.

Attendance Patterns - Secondary Catchments														
Program/Identifier: All Program/Identifiers Grades: K, ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN, ELEVEN, TWELVE														
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM"														
School of Attendance														
Catchment of Residence	Ecole Ballenas Secondary	False Bay School	Kwalikum Secondary	Arrowview Elementary	Bowser Elementary	Collaborative Education Alternative	Ecole Oceanside Elementary	Errington Elementary	Nanose Bay Elementary	PASS/Woodwin ds Alternate School	Qualicum Beach Elementary	SD 69 Continuing Education	Springwood Elementary	Catchment Total
Ecole Ballenas Secondary	896		108	47	1	128	328	223	239	98	14	9	443	2534
False Bay School		30	1			5								36
Kwalikum Secondary	76		553	247	180	99	83	91	4	38	334	1	13	1719
Out of District - Alberni S.D.	1													1
Out of District - C.E.A.P.						16								16
Out of District - Comox Valley S.D.	1		1		5		1			1				9
Out of District - Nanaimo-Ladysmith	3		6				1	1	6	3			2	22
Total Enrolment	977	30	669	294	186	248	413	315	249	140	348	10	458	4337
Attend from Catchment(#)	896	30	553	0	0	0	0	0	0	0	0	0	0	
Attend from Catchment(%)	92%	100%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Attend Cross Boundary(#)	81	0	116	294	186	248	413	315	249	140	348	10	458	
Attend Cross Boundary(%)	8%	0%	17%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	



# Long Range Facilities Plan

## Appendix D Bus Inventory

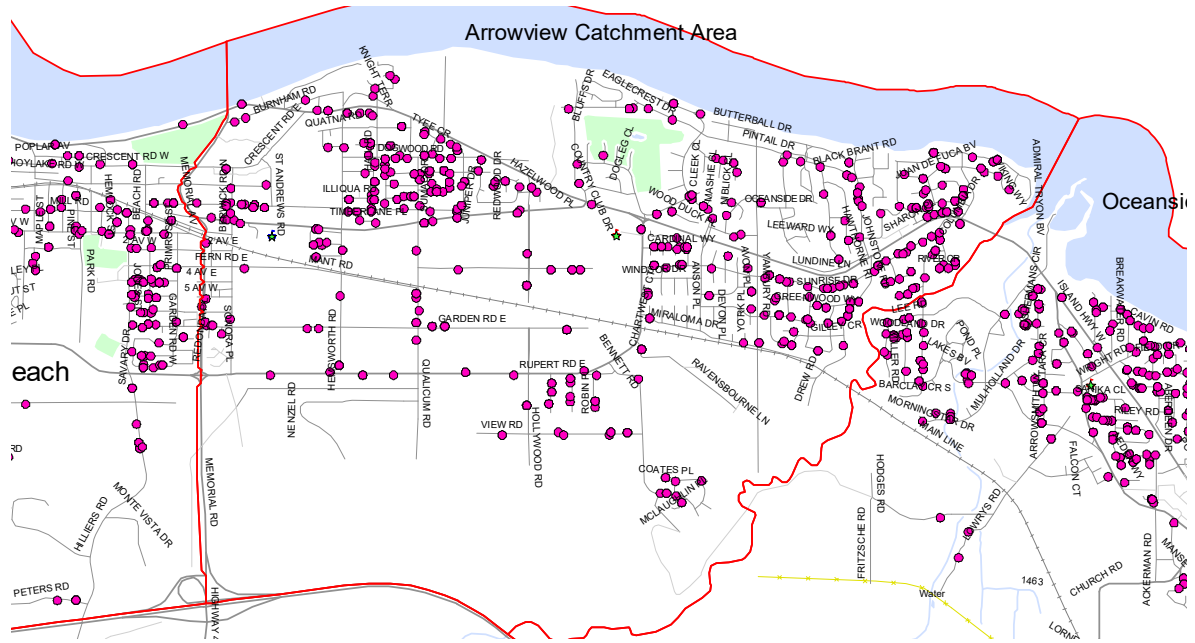
Bus Inventory & Funding Request 2018/19							
Fleet Unit #	VIN	Mileage	Year	Model	Request Replacement / New	Bus Type	
2691	1BABNBXA22F205057	389491	2002	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)	1
2692	1BABNBXA42F205058		2002	D (80+FE)			2
2694	1FDXE45F71HB57477		2003	A2 UNDER 6350KG (1-24)			3
3690	1BABNBXA84F214008	351945	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)	4
3691	1BABNBXAX4F214009	374969	2004	D (80+FE)	Yes - Replacement based on safety & Mechanical Issues	D (80+FE)	5
3692	1BABNBXA64F214010	390265	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)	6
4690	4UZAAXCT24CM67985	306129	2004	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)	7
4692	4UZAAXCT44CM67986		2004	C (70-75)			8
4693	4UZAAXCT64CM67987		2004	C (70-75)			9
4694	4UZAAXCT94CM67983		2004	C (70-75)			10
4695	1BABNBXA15F218872	325096	2004	D (80+FE)	Yes - Replacement based on mileage & age	D (80+FE)	11
5690	1BAKGCKH36F230222	292676	2006	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)	12
9690	1BAKGC5H2AF271655	168286	2010	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)	13
0690A	1BAKGC5HXB277821	140733	2011	C (70-75)	Yes - New based on New Route	C (70-75)	14
7690A	1BAKGCKH77F243167	219549	2006	C (70-75)	Yes - Replacement based on mileage & age	C (70-75)	15
8690A	1BAKGC5H39F262040		2009	C (70-75)			16
11690A	1GB6G5BG3C1155318		2013	A2 UNDER 6350KG (1-24)			17
A5694	IT7Y84D23G1096180		2016	D (80+FE)			18
A5692	4UZABRDT8GCGR5102		2016	C (70-75)			19
A5690	1GB6G5BG2D1190255		2016	A2 UNDER 6350KG (1-24)			20
A5691	1GB6G5BG4D1192718		2016	A2 UNDER 6350KG (1-24)			21
A3690	1BABNBPA3EF300781		2014	D (80+FE)			22
A3691	1BABNBPA5EF300782		2014	D (80+FE)			23
A3692	4UZABRDU2ECFN6167		2014	C (58-63)			24
A4690	1GB6G5BG4D1189253		2013	A2 OVER 6350KG (24-33)			25
A4691	1GB6G5BG6D1189898		2013	A2 UNDER 6350KG (1-24)			26
A4692	4UZABRE23FCFM9758		2015	C (70-75)			27
A5693	1T7Y84D23G1095501		2016	D (80+FE)			28
A6692	1T7Y84D21H113995		2017	D (80+FE)			29
A6691	4UZABRDT9JCJE1339		2018	C (70-75)			30

Appendix E  
Catchment Area Maps

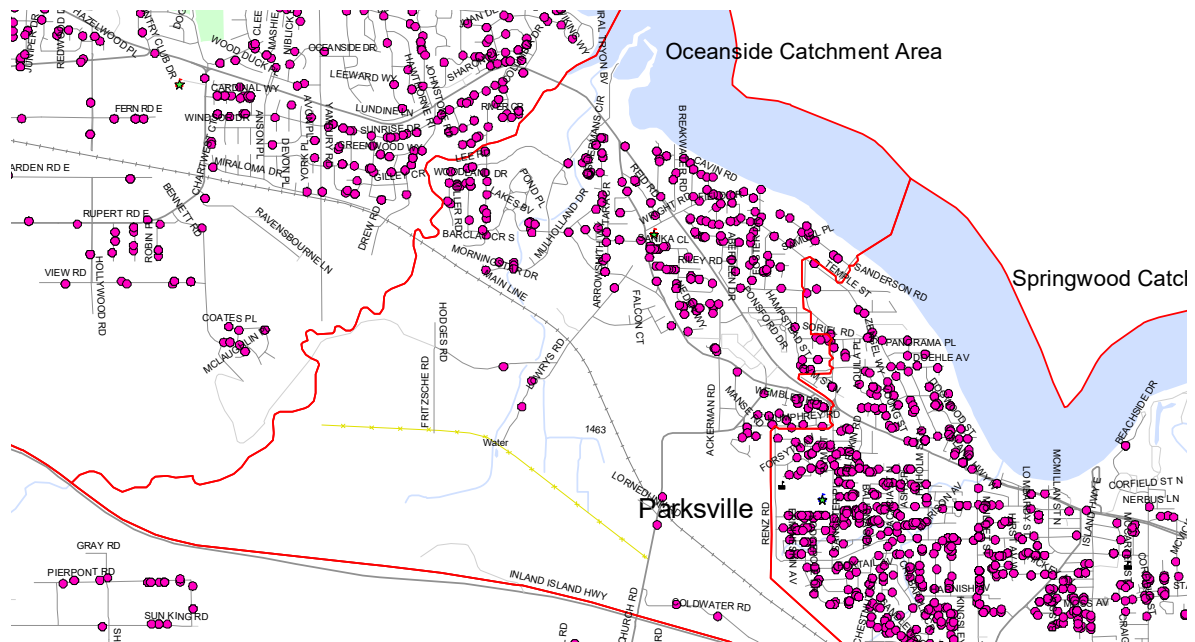


# Long Range Facilities Plan

## Arrowview Elementary School

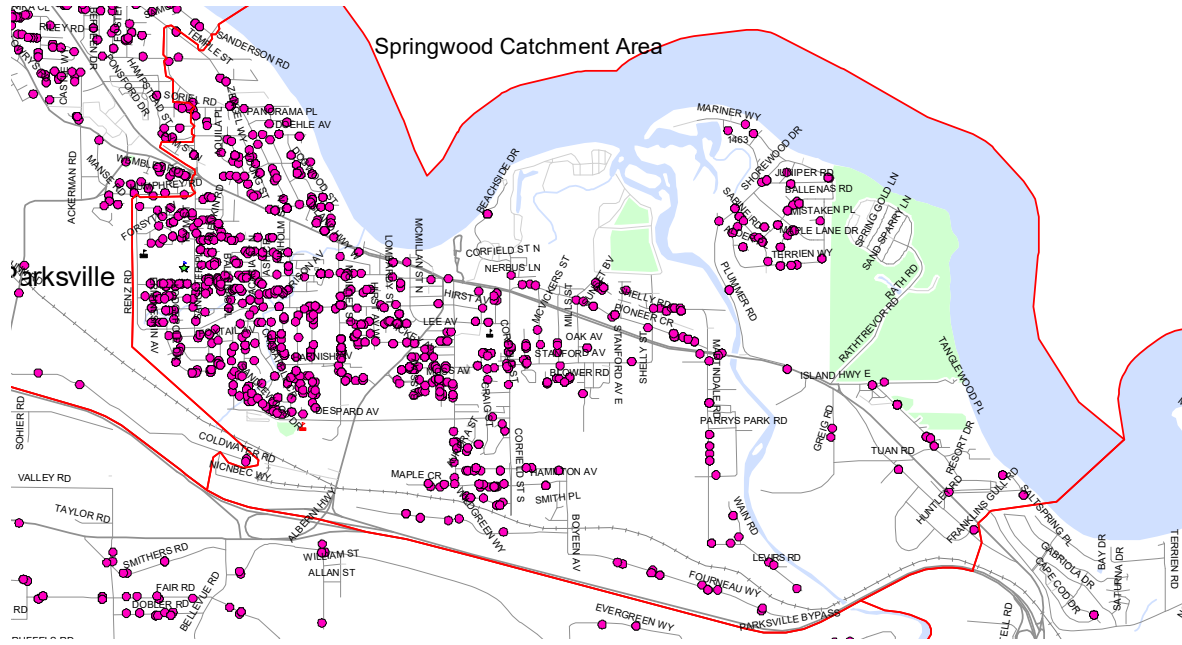


## Oceanside Elementary School

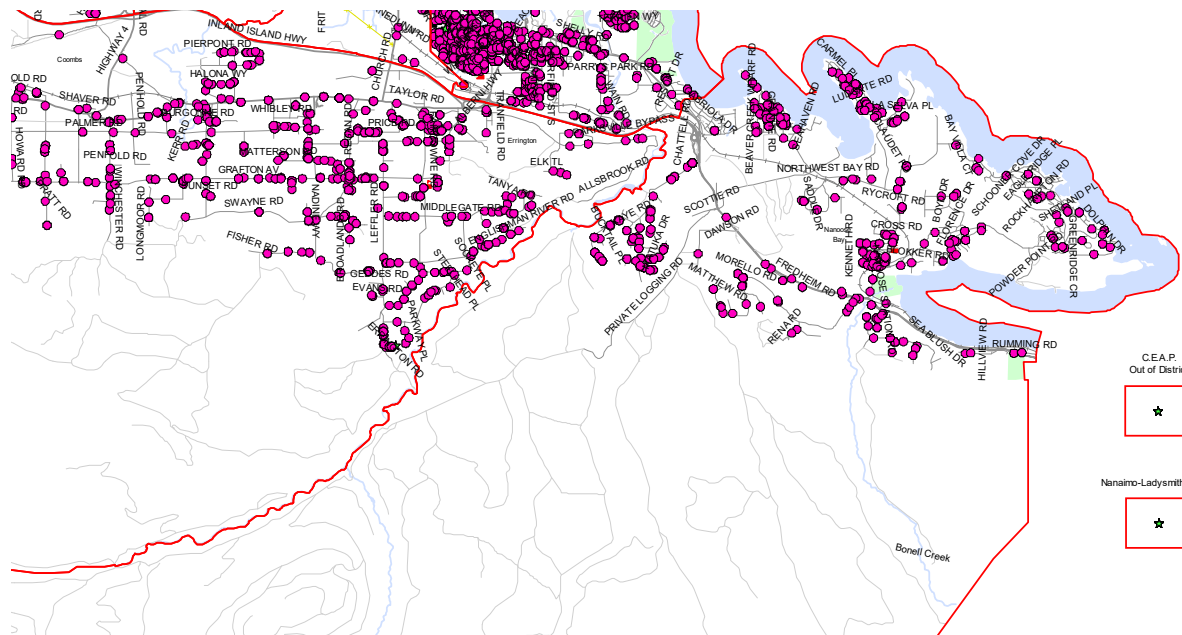


# Long Range Facilities Plan

## Springwood Elementary School

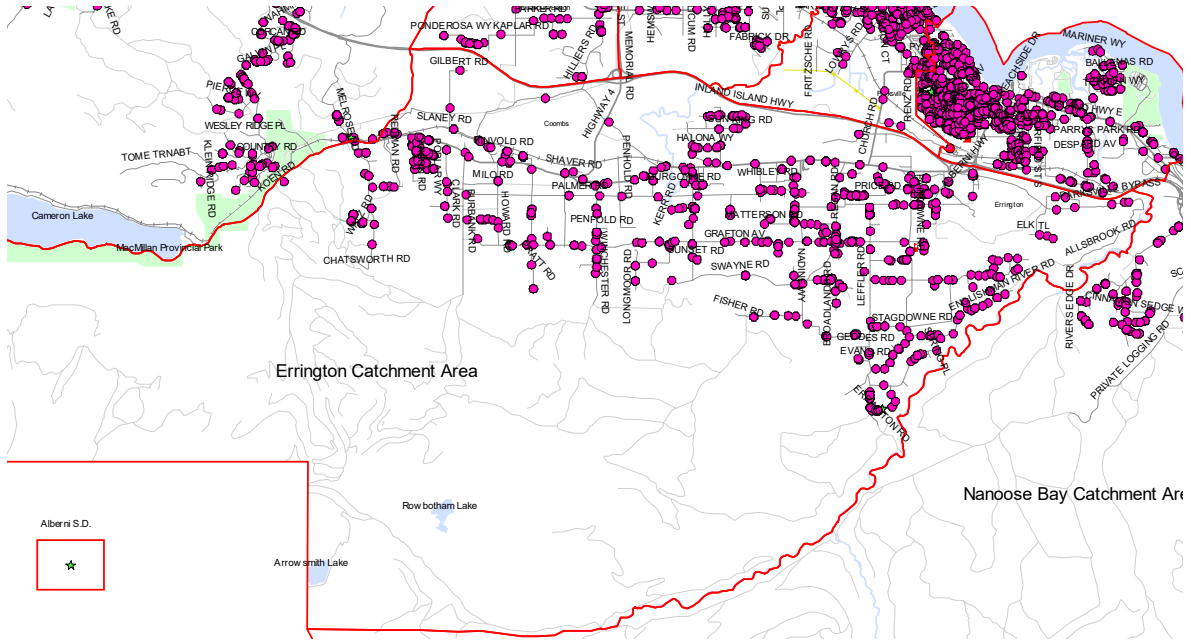


## Nanoose Bay Elementary School

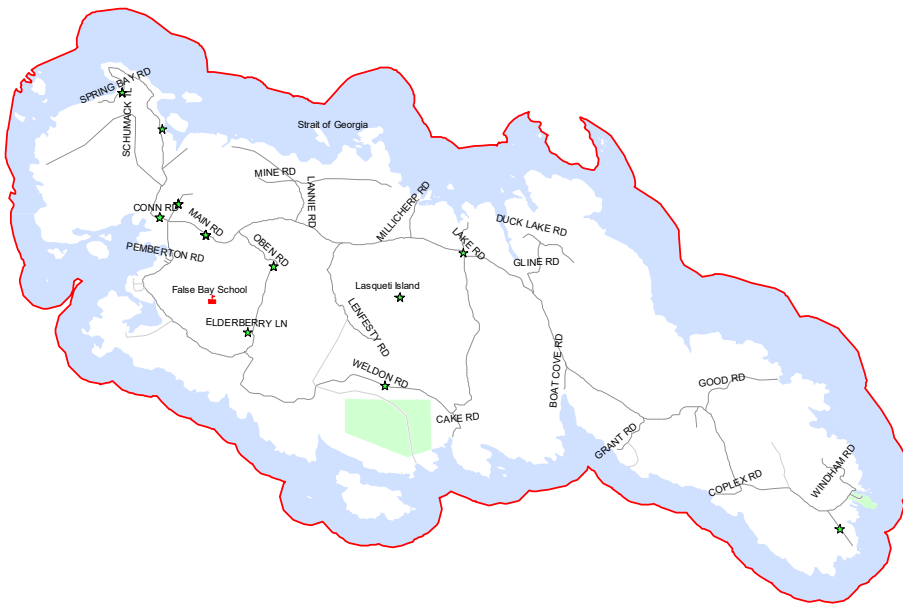


# Long Range Facilities Plan

## Errington Elementary School

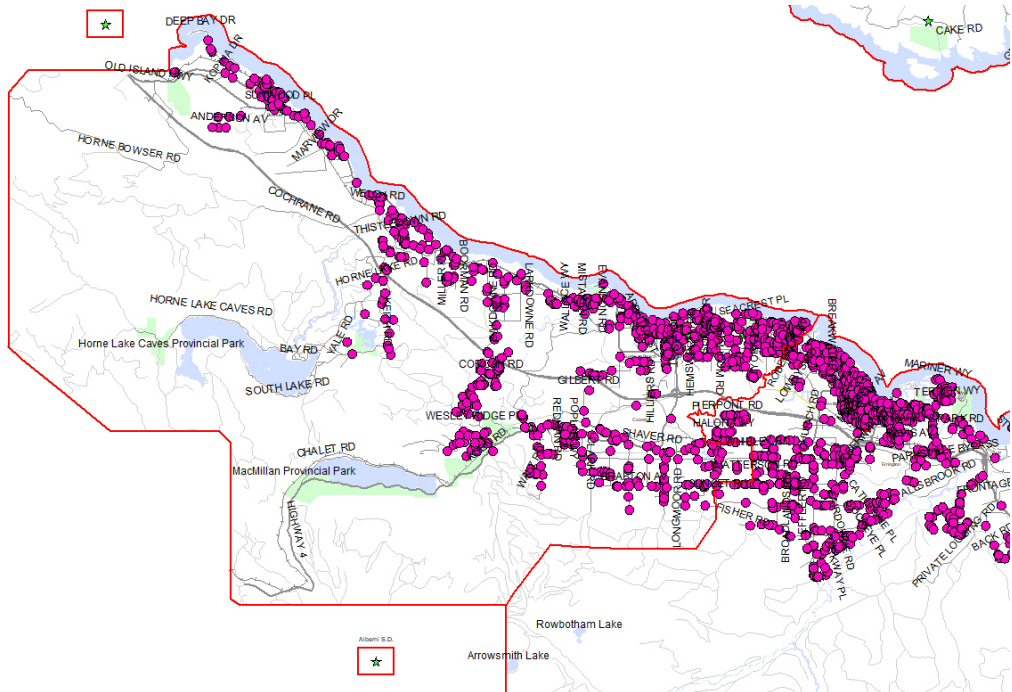


## False Bay Elementary School (Lasqueti Island)

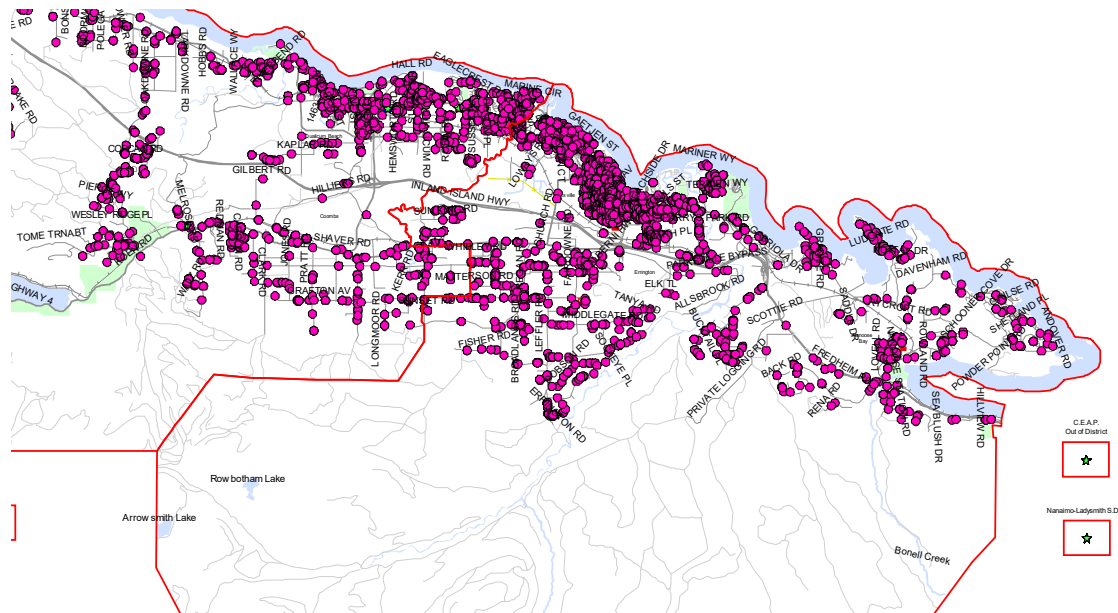


# Long Range Facilities Plan

## Kwalikum Secondary School



## Ballenas Secondary School



Appendix F  
Student Transportation Plan

(Provided under Separate Cover)