

**Central Okanagan
Public Schools**

Together We Learn

LONG TERM FACILITIES PLAN

JUNE 2021

OVERVIEW

Long Term Facilities Plan – Purpose and Process

The Long Term Facilities Plan is a provincial mechanism for school districts to demonstrate their facilities are managed in an effective, economic and efficient way to support educational goals. The Long Term Facilities Plan is a guidance document that identifies the need for capital projects in a district-wide context and steers the submission of capital project requests by the school districts to assist with the investment decisions by the Ministry of Education.

The Long Term Facilities Plan is intended to be a Broad Visioning document much like an Official Community Plan to:

- Support educational direction
- Manage existing facilities
- Allow school facilities to play larger role in the community
- Identify potential changes to programs
- Identify other uses for facilities such as childcare; before and after care; community uses

Ministry of Education guidelines emphasize the need for robust community, especially Indigenous, consultation. A Long Term Facilities Plan should take into consideration:

- Educational and operational program requirements and trends
- Current and 10 to 15 year projections in enrolments, and community demographics
- Operating capacities, utilization and condition of existing facilities, including temporary accommodation and/or rental facilities
- Current and anticipated changes in land use
- Future trends or anticipated new initiatives, including both those of the school district and the government; and transportation of students

The Ministry of Education has highlighted that school district's should implement a Long-Term Facilities Plan that supports school district capital priorities.

The Board's approval of the Long Term Facilities Plan is not a decision to move forward with all of the recommendations. All decisions on reopening schools, catchments and the 5 year capital requirements are approved separately by the Board of Education.

Central Okanagan Public Schools Mission, Vision, Values and Profile

Our Purpose

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

Our Vision

Together We Learn

Our Cultural Values

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings.
- **Equity** is addressing differences with understanding and providing opportunities to provide access to opportunities for all.

Central Okanagan Public Schools Context

Central Okanagan Public Schools is located in the Central Okanagan region of British Columbia and serves an estimated 2020 population of 219,908 (2020 BC Stats Estimates). Within this area there are six local governments:

- City of Kelowna
- City of West Kelowna
- District of Lake Country
- Corporation of the District of Peachland
- Regional District of Central Okanagan
- Westbank First Nation

The District stretches for 60kms along the east and west shores of Okanagan Lake and is home to many large commercial interests as well as serving as a regional government, health services, university and retail hub. As a result, the economic 'buying area' for the community is approximately 300,000 people.

The student population as of September 30, 2020 was, 23,132 making the School District the 5th largest in British Columbia. The students are currently served by 43 schools:

- 31 elementary schools
- 7 middle schools
- 5 secondary schools
- 1 alternate school with 4 service locations

The District also operates a Continuing Education Centre and a Distributed Learning Centre.

Special Education Student Support Services Centres are located regionally throughout the District:

- North: Hollywood Road Education Services Centre
- Central: Dehart Student Support Services
- West: Westside Student Support Services (at George Pringle Elementary)

The District employs over 3,000 people making it the 2nd largest employer in the Central Okanagan (after the Interior Health Authority). The District provides a variety of positions including (as of April 2021):

- 1,603 teachers and 242 temporary teachers on call
- 1,686 support staff
- 95 principals and vice principals
- 41 senior management staff

School District administration services are currently accommodated on two sites:

- School Board Office / Hollywood Road Education Services (Learning Centre, Curriculum Resources, Learning Technology, Career Life Programs and International Education)
- Operations and Maintenance Yard

SCHOOL DISTRICT LONG TERM FACILITIES PLAN PROCESS

Consultation Process

Community engagement of the plan began in October 2020 and identified the issues facing the School District. The review process included the launch of the District Long Term Facilities Plan website and survey. Open houses, meetings with key stakeholders, and other online engagement were included in the process. The goal is to have received all feedback to allow for district staff to consider and present the Long Term Facilities Plan that will outline future capital planning and budget processes.

The Board of Education approved the timelines for the review to enable the community multiple opportunities to provide feedback to support the emergent issues as well as the overall Long-Term Facilities Plan.

Date	Action
October 7, 2020	Planning and Facilities Committee <ul style="list-style-type: none"> • Present Long Term Facilities Plan Timeline, website and information • Present Survey I <ul style="list-style-type: none"> ○ identify and confirm opportunities and challenges
October 8, 2020	Survey I Opens
October 21, 2020	Survey I Closes
November 4, 2020	Planning and Facilities Committee <ul style="list-style-type: none"> • Present Survey Results • Identify preliminary options for École KSS and École H.S. Grenda French Immersion Program to be implemented for the 2021/22 School Year
November 5, 2020	Survey II re Options for École KSS and École H.S. Grenda French Immersion Program
November 9 – 13, 2020	2 Public Zoom Townhalls <ul style="list-style-type: none"> • École KSS Options • École H.S. Grenda French Immersion Program
November 13, 2020	Survey II Closes
December 2, 2020	Planning and Facilities Committee <ul style="list-style-type: none"> • Present Survey II Results • Present recommendations for École KSS and École H.S. Grenda French Immersion Program to be implemented for the 2021/22 School Year

Long Term Facilities Plan

December 9, 2020	Board of Education <ul style="list-style-type: none"> Review/approval for École KSS and École H.S. Grenda French Immersion Program solution
January 13, 2021	Board of Education <ul style="list-style-type: none"> Review/approval for École KSS and École H.S. Grenda French Immersion Program solution
February 3, 2021	Planning and Facilities Committee <ul style="list-style-type: none"> Present Considerations for Long Term Facilities Plan
February 4, 2021	<ul style="list-style-type: none"> Survey III – on overall plan for Long Term Facilities Plan
February 8 -19, 2021	Public Zoom Townhalls – Overall Plan for Long Term Facilities Plan <ul style="list-style-type: none"> February 8 5PM-6PM - Rutland February 11 5PM-6PM - Central February 16 5PM-6PM – Westside February 18 5PM-6PM - Mission/Lake Country
February 24, 2021	Survey III Closes
February 24, 2021	Survey III Results published on Long Term Facilities Plan Review Website
February 3, 2021	Planning and Facilities Committee <ul style="list-style-type: none"> Present Survey III Results
May 5, 2021	Present Draft Long Term Facilities Plan to the Planning and Facilities Committee
May 5, 2021	Survey IV – Feedback on draft plan
May 19, 2021	Survey IV Closes
June 2, 2021	Planning and Facilities Committee <ul style="list-style-type: none"> Review Survey IV Results Present Final Long Term Facilities Plan
June 9, 2021	Board of Education <ul style="list-style-type: none"> Review/approval of Final Long Term Facilities Plan

EDUCATION CONSIDERATIONS

21st Century Learning Environments

“Our education system is based on a model of learning from an earlier century. To change that, we need to put students at the center of their own education. We need to make a better link between what kids learn at school and what they experience and learn in their everyday lives. We need to create new learning environments for students that allow them to discover, embrace, and fulfill their passions. We need to set the stage for parents, teachers, and administrators and other partners to prepare our children for success not only in today’s world, but in a world that few of us can yet imagine.”

George Abbott, 2012

The challenge facing all educators in today’s rapidly changing, technology-driven, global economy is determining how to prepare students for an unpredictable future. The present education system was designed to meet the industrial needs of an earlier century. The world has changed and continues to change. Therefore, the way in which we educate must adapt and respond to ongoing change. Learning environments, often thought of in the traditional sense as classroom space, must be redefined to meet the needs of the 21st century learner.

In current research, the term “learning environment” covers not only place and space (e.g., a school, a classroom, a library, an online learning community), but the relationships that create a supportive environment for every child’s development. In the 21st century, learning environments should be seen as the support systems that organize the conditions in which humans learn best. Systems must accommodate the unique needs of every learner and support the positive human relationships for effective learning.

Learning environments need to be the structures, tools, and communities that inspire students and educators to attain the knowledge and skills the 21st century demands of us all.

In order to create optimal learning environments that integrate 21st century skills into classroom practice, Central Okanagan Public Schools formed a broad-based committee to research and identify the attributes needed to thrive in a complex world. Following a year-long consultative process with all partner groups, the following attributes were identified as necessary for student success in the 21st century:

A **LEARNER** is one who is engaged, resilient, and seeks to understand through:

- literacy, numeracy, and subject competencies
- information, media, and technology literacy
- self-direction, work ethic and accountability
- healthy lifestyle
- financial literacy

A **THINKER** is one who analyzes, makes connections, inferences, asks questions, and transfers knowledge through:

- critical thinking and problem solving
- open mindedness and reflection
- flexibility and adaptability

An **INNOVATOR** is one who sees possibilities and generates original ideas with value through:

- curiosity and imagination
- creativity, design and performance
- initiative and entrepreneurship

A **COLLABORATOR** is one who excels at working with others to create new understanding through:

- appreciating diversity
- effective communication
- interdependence
- relationship building

A **CONTRIBUTOR** is a citizen who participates in the local and global community through:

- finding, following, and sharing passions
- respect, empathy and kindness
- integrity and ethical behaviour
- civic and environmental responsibility
- embracing diverse cultures and lifestyles

Learning environments of the future must provide the conditions for students to reach their potential as learners, thinkers, innovators, collaborators, and contributors.

The District's efforts to identify and begin operationalizing the Attributes are aligned with the key elements of British Columbia's (BC's) Education Plan, introduced in 2011. The Ministry of Education believes that all school districts should have a long-term overarching goal of success for each student.

The District's ultimate vision is for students to graduate with the attributes necessary to thrive in the global economy. Therefore, school facilities and other places of learning must be designed to foster the teaching of the aforementioned attributes as well as reflect the District's understanding of how people learn. 21st century learning environments must be adaptable, enabling the learner to work independently

and collaboratively. These environments must support personalized learning, project-based learning, innovation, flexibility and choice. Additionally, 21st century learning environments must be empowered by global connectivity and up-to-date technology.

School design will either inhibit or support and enhance a robust education program. Also, while every school will reflect the unique needs of its community, there are sound design principles to guide the creation of learning environments that truly promote the kind of education our students need to thrive in the 21st century.

21st CENTURY LEARNING ENVIRONMENTS – EDUCATIONAL RECOMMENDATIONS:

THAT: 21st century learning environments should accommodate the needs of each student and support the development of the whole child, ensuring their academic as well as their emotional, social, and physical development needs are met. Additionally, these environments should:

- 1. Provide educational structures that enable 21st century skills**

(Physical spaces should be flexible and adaptable, enable collaboration, interaction and information sharing, and should be connected with the larger community that surrounds the school.)

- 2. Implement design concepts that enable project-based work, interdisciplinary themes and competency-based measures of student progress.**

- 3. Empower the “People Network” in learning environments**

(This is one of the most important aspects of modern century learning environments. Teachers must be able to move from isolation to collaboration, creating an optimistic educational culture which positively impacts student learning. Teachers must have the opportunity to refine their knowledge and skills in collaborative, supportive environments.)

Grade Configurations and Enrolment Capacities

Grade Configurations

One of the most important considerations for a school district when preparing a long-term facilities plan is the organizational structure that will be used for grouping students together. Jurisdictions throughout North America and beyond have debated the best grade configuration to use to enhance the educational program for students for many decades. In fact, a review of the literature shows that the trend toward the replacement of junior high schools with middle schools started over 50 years ago.

What is consistent in this literature is that the most unbiased researchers conclude that it is not the grade configuration or the physical space of a school that determines its success. Any grade configuration can work effectively if there are programs and practices in place that are developmentally appropriate to the group of students being served.

Research findings from the Association for Middle Level Education, (Formerly the National Middle School Association), highlight the following trends in North America:

- School districts continue to move from a two tier (e.g., K-7, 8-12) to a three-tier (e.g., K-5, 6-8, 9-12) organizational plan.
- The number of schools with a middle grades organization (e.g., 5-8, or 6-8) has grown from 23% in 1971, to more than 70%. (Valentine, 2000)
- A 2003 US national study of middle level schools found that 65% of middle level principals believe that the ideal grade organization for young adolescents is grades 6 through 8. (Valentine, Clark, Hackman & Petzko, 2002)
- The most significant change in the grade organization of middle schools has been the dramatic decline of grades 7 to 9 schools. For example, there were 4,711 schools in North America with this organizational structure in 1970, 467 in 2004, and 371 in 2010. (Market Data Retrieval, 2011)
- The most common middle school grade organizations in North America continue to be grades 5 to 8, grades 6 to 8, and grades 7 to 8. For the 2010-2011 school year, 13,372 out of a total of 15,257 schools followed one of the three aforementioned configurations. By contrast, only 371 schools continued to operate with grade 7 to 9 configurations. (Market Data Retrieval, 2011)

In Central Okanagan Public Schools, a movement began over 20 years ago to work toward more consistency in the grade configuration of the schools. At the same time, a paper titled: “Middle Schools: An Opening to the Future”, was written by a District committee in 1991, providing a strong rationale for moving toward a middle school configuration in the future. At the time, the District’s facilities and demographics dictated that grades 7 to 9 would be the only configuration that could work for this new structure.

Within Central Okanagan Public Schools, a number of other factors have influenced the desire to move toward a grade 6 to 8 middle school configuration. These include the following rationales:

- There has been an impact on students that resulted from the move to a provincial Graduation Program that includes grades 10 to 12 in 2004. Students are now making a critical school transition from middle to secondary school only months in advance of having to start writing their first Government exams. As each transition is a time of significant vulnerability for students,

educators have been promoting the concept of having students spend a full year (grade 9) in a secondary school prior to them engaging in the Graduation Program.

- Grouping students so that grade 9s are the youngest age group within a school is consistently argued to be preferable from a developmental perspective. The alternative that currently places them as the oldest students in existing middle schools is seen as being less desirable from a social-emotional perspective.
- Having schools that group grades 6 to 8 together tend to also attract the majority of teaching staff from elementary or middle school-specific teacher training programs. These individuals are trained to teach in an interdisciplinary environment.
- A key principle within the 'core values of middle schools', is the importance of offering an exploratory program to students in early adolescence. This would be best facilitated through middle school programming for grade 6 students where there is access to specialized facilities and equipment.

Other Relevant Findings from the Literature:

- Young adolescents in middle schools are more likely to be taught by an interdisciplinary team, which is considered to be a 'best practice'. (McEwin, Dickinson & Jacobson, 2004)
- Several large scale and comprehensive studies demonstrate that young adolescents who attend middle schools that use essential programs and practices like interdisciplinary teaming have higher achievement scores. (Mertens, Flowers & Mulhall, 1998)
- The consensus in the literature is that after making a transition to a new school, the academic, personal, and interpersonal functioning of students was negatively affected. (Barber & Olsen, 2004)
- Smith (2006) stated that high school transition is receiving increased attention due to the fact that the first year of high school has the highest failure and dropout rate in the entire system.
- Benner and Graham (2009) found that adolescents who were doing well before the transition to high school experienced transition disruptions in grades and psychological functioning during the transition. For many, this struggle continued for a year or longer.

While there is currently one region of the School District that does not offer middle school programming, there is the potential to introduce this on a gradual basis by providing a "school within a school" organizational structure as a transitional step. By setting the goal of working toward grades 6 to 8 middle schools long-term, educators will be able to design programming that best meets the needs of students at this developmental stage.

Currently, Board Policy 605 states the following for grade configurations:

1. Wherever appropriate, it is desirable that schools be organized into the following grade configurations:
 - Elementary Schools Kindergarten to Grade 5
 - Middle Schools Grade 6 to Grade 8
 - Senior Secondary Schools Grade 9 to Grade 12

No changes are being recommended to this section.

School Enrolment Capacities

Currently, Board Policy 605 sets the following for school capacity

2. When planning for construction of new schools, where appropriate, the enrolment capacities fall within the following sizes:
 - Elementary schools – 350 to 500 students (optimum 400 students)
 - Middle schools – 500 to 800 students (optimum 650 students)
 - Secondary schools – 1,200 to 2,000 students (optimum 1,500 students)

Due to the lack of land availability throughout the Central Okanagan and with the trend towards densification where more students will be added without school sites, it is recommended that Board policy is amended to allow for larger schools in order to feasibly accommodate projected enrolments.

GRADE CONFIGURATIONS AND SCHOOL ENROLMENT CAPACITIES RECOMMENDATIONS:

1. **THAT: When planning for construction of new schools, where appropriate, the enrolment capacities fall within the following sizes:**
 - Elementary schools - 350 to 600 students (optimum 450 students)
 - Middle schools - 500 to 1,000 students (optimum 750 students)
 - Secondary schools - 1,200 to 2,000 students (optimum 1,500 students)
2. **THAT: The District work towards the long-term goal of phasing in a consistent grade configuration in all areas of the District with K-5 elementary schools, Grade 6-8 middle schools and Grade 9-12 senior secondary schools.**
 - The timing of changes to the grade configuration structure will be based upon: The best needs of the students
 - The needs of each individual and unique community within the School District.
 - The need to manage growth and support the best use of existing school buildings.
3. **THAT: When it is not possible to configure a grades 6 to 8 middle school, “middle schools within schools” may be considered after the local community has been consulted and shows support.**

BIBLIOGRAPHY

Barber, B. K., & Olsen, J.A. (2004). Assessing the transitions to middle and high school. *Journal of Adolescent Research*, 19, 3-30.

Benner, A. D., & Graham, S. (2009, March/April). The transition to high school as a developmental process among multiethnic urban youth. *Child Development*, 80 (2), 356-376.

Early Learning

Early learning programs, often described as pre-school programs, provide early learners with critical foundational readiness skills. For that reason, early learning initiatives are strongly supported by the British Columbia government's strategic plan, which states:

"One of the commitments of government's strategic plan is to ensure that more children are ready for success when they enter Kindergarten. Offering our preschoolers a wide range of early learning experiences can help achieve government's commitment to make BC the best-educated, most literate jurisdiction on the continent."

The Ministry of Education's Early Learning Initiatives include:

- ***Supporting school boards to influence the early learning of preschool-aged children, in partnership with families and other service providers in communities***
- ***Helping schools to increase the number of children who demonstrate school readiness in Kindergarten***
- ***Identifying key areas of early learning for young children***

(BC Ministry of Education Website – Early Learning Initiatives, 2007)

The University of British Columbia (Vancouver) Human Early Learning Partnership (HELP) has conducted studies of early learners in our community for the past ten years. Research results have shown a reduction in the vulnerabilities of young children in our community. Researchers believe that early learning initiatives within the Central Okanagan Public Schools have contributed to a reduction in vulnerability, in particular on the Language and Cognitive Development Scale, as documented in Wave 4 of the Early Development Instrument (EDI).

When school facilities are being constructed or repurposed in Central Okanagan Public Schools, it would be to the educational benefit of the youngest learners to implement or maintain early learning programs within the schools. Consideration should also be given to the concept of a seamless day for parents of preschoolers and children in school (K–6), including before and after school care, enabling quality care and enrichment opportunities outside of the instructional day. It is also important to be more inclusive with the preschool partners by sharing early literacy best practice strategies and supporting the parents and children at an earlier age.

EARLY LEARNING RECOMMENDATIONS:

1. **THAT: Early Learning Programs be provided at regionally located schools, and wherever possible, at those schools that have been identified through the Early Learning Development Indicator that have the greatest need. The location of any Early Learning Program must be sustainable in terms of capacity availability, enrolment, location, form and cost.**
2. **THAT: Before school and after school care programs should be provided in elementary schools where a need is identified and space is available.**

French Immersion

French Immersion continues to be a program of choice for students interested in developing their intercultural and linguistic competencies in Central Okanagan Public Schools. In addition to students gaining second language competencies, the opportunity to graduate with a “Dual Dogwood,” meeting French and English language requirements has additional post-secondary and employment benefits. As the French Immersion program continues to grow, the District predicts that additional facility space at the elementary, middle, and secondary level may be necessary in order to offer *“a quality French Language program that is: sustainable, accessible, inclusive and flexible.”*

FRENCH IMMERSION RECOMMENDATIONS:

- 1. THAT: The French Immersion middle school and secondary programs continue to be decentralized in order to provide greater accessibility for French Immersion middle and secondary school students in outlying areas of the District, provided that the program is sustainable in terms of enrolment, location, form and cost.**
- 2. THAT: Single Track Elementary French Immersion schools be considered in areas where:**
 - elementary schools are in close proximity to one another,
 - facility space can no longer sustain dual programs

Diverse Program Offerings

Central Okanagan Public Schools remains committed to serving the diverse educational needs of students while focusing on student achievement. Over the years, the Board of Education has approved 118 Board/Authority Authorized (BAA) courses, 25 Specialty Academies, and 20 Dual Credit Programs. These specialized educational programs have encouraged students to stay in school and pursue their educational interests resulting in more students graduating from Central Okanagan Public Schools.

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

DIVERSE PROGRAM OFFERINGS RECOMMENDATIONS:

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

Special Education and Alternate Education Programs

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

- Westside Learning Centre – A middle school and secondary school alternate program already exists within the Westbank Town Centre.
- Rutland Learning Centre A middle school and secondary school alternate program exists in a leased space in downtown Rutland.
- Central Alternate School – The primary focus of the Central School Program is alternative education for middle and secondary students. The program includes direct instruction and a middle school program that parallels the programs in the Westside and Rutland alternate school sites. For the programs to keep pace with the needs of the student population, more hands-on lab and/or shop type facilities would be required. Thus, upgrades are needed to enhance the educational opportunities of students enrolled at Central School. As this is a City of Kelowna owned heritage facility, additions and alterations would be subject to various approvals.

The McWilliams Centre located in downtown Kelowna, is now a site for online education. It is not large enough to accommodate all of the Distance Learning programs. Additional space will be required as more blended learning programs are established in the future.

SPECIAL EDUCATION AND ALTERNATE EDUCATION RECOMMENDATIONS:

1. **THAT: The District consider establishing middle school alternate programs in each of the regions. The District Alternate Programs would be on the site of middle schools and allow for these students to remain connected to a regular school for integration where appropriate.**

Student Support Services

Over the past decade, Central Okanagan Public Schools has had a continuous increase in the number of low incidence high-cost students (i.e. Moderate to Profound Intellectual Disability, Physical Disability or Chronic Health Impairment, Visual Impairment, Deaf or Hard of Hearing, Autism Spectrum Disorder) and a reduction in the number of high incidence low cost students (i.e. Mild Intellectual Disability, Learning Disability, Moderate Behaviour Support/Mental Illness). Student Support Services currently operates out of three sites in the District: Dehart Support Services, Hollywood Road Educational Services, and Westside Support Services located in a portion of École George Pringle Elementary School. These three sites are utilized to full capacity and there is limited ability to expand these spaces any further. Additionally, the shortage of office and workspaces for Student Support Services staff in schools continues to be an issue.

With a District mandate of inclusive education for special needs students and a wide range of community services available to families in the Central Okanagan, the District has become a “District of Choice” for many families with children requiring special education services. As the population of designated students continues to grow, planning must occur to ensure additional facility space is provided and upgrades are implemented to meet the individualized needs of a special cohort of students (K-12).

STUDENT SUPPORT SERVICES RECOMMENDATIONS:

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

The Welcome Centre and the International Education Program

THE WELCOME CENTRE

Over the past four years, there has been a steady flow of new immigrants into the Central Okanagan with approximately 150 new students enrolling in the District's schools each year from abroad. The projected population growth for the community would indicate this trend continuing at least for the short-term. There will likely be some significant long-term growth in new immigrant students in the Central Okanagan as has been evidenced in other larger communities across Canada.

In the short-term, there is a need to continue to provide resources and support to students and families to help with their settlement into the community and schools. This includes assessments on arrival and the provision of English Language Learners (ELL) support. For the long-term, there is a need to provide teachers with the training and resources to be able to support an increase in the number of English Language Learners throughout the District. The International Education Program has provided the necessary critical mass for schools to be able to offer the specialized support required to new immigrant students. This leveraging of resources has been an effective short-term strategy. In the long-term, there may be a need to change the delivery of services which would include the hiring of additional ELL specialist teachers in the Central Okanagan School District.

INTERNATIONAL EDUCATION PROGRAM

The District will continue to offer short-term and long-term programs for international students with numbers totalling 350 to 400 FTE for the foreseeable future. These numbers are not expected to put stress on District schools or facilities, as they are placed where there is available space but this does translate into a need for approximately 400 spaces in the District at any given time. Secondary school students account for about 85% of the enrolment of the long-term International students with 50-100 students at each of the District's five secondary schools. It would be ideal for the middle schools to reserve space for five long-term students and for a few schools to maintain space for ten short-term students at any given time throughout the year. At the elementary level, the District remains interested in dedicating a few spaces for long-term student placements in each zone throughout the District.

THE WELCOME CENTRE AND THE INTERNATIONAL EDUCATION PROGRAM RECOMMENDATIONS:

1. **THAT: The Facility Plan will accommodate short-term and long-term programs for 350-400 FTE International students each year, space permitting, always ensuring that School District No. 23 students have first priority.**

Neighbourhood Learning Centres

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

NEIGHBOURHOOD LEARNING CENTRES GUIDING PRINCIPLES

Central Okanagan Public Schools has developed the following guiding principles to direct the development of Neighbourhood Learning Centres programs. All NLCs must:

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

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

NEIGHBOURHOOD LEARNING CENTRES RECOMMENDATIONS:

- 1. THAT: The District is committed to the development of Neighbourhood Learning Centres in all zones of the School District. In conjunction with new Capital Building Projects, application will be made to the Ministry of Education for additional funding to support the development of these centres.**

DISTRICT FACILITIES

Capital Asset Inventory

Central Okanagan Public Schools has an inventory of 45 schools as follows:

- 31 elementary schools
- 8 middle schools
- 5 secondary schools
- 1 alternate school (Central School) with 4 service locations (Dehart, McWilliams, Rutland Learning Centre and Westside Learning Centre)

In addition to the permanent facilities listed above, as of September 2020, the District is utilizing 130 modular or portable temporary classrooms as follows:

- Elementary – 16 modular classrooms and 37 portable classrooms
- Middle – 38 portable classrooms
- Secondary – Portable annexes at Okanagan Mission Secondary (12 portables) and George Elliot Secondary (7 portable classrooms) and 19 other portable classrooms

School District administration services are currently accommodated on three sites;

- School Board Office (1040 A Hollywood Road S. Kelowna)
- Hollywood Road Education Services (Services include: Learning Centre, Curriculum Resources, Learning Technology, Career Programs and International Education) (1040 B Hollywood Road S. Kelowna)
- Operations and Maintenance Yard (685 Dease Road, Kelowna)

The distribution of facilities within the region is relatively good, however new space is required in several growing areas. The district-wide utilization rate in 2020/2021 is 104%. There is very little surplus space, and the small amount of surplus space that does exist is generally located in the wrong geographic areas to be useful at the present time.

The majority of capital investment in the next ten years will be focused on a combination of new space to address enrolment pressures and renovating or replacing facilities that are reaching the end of their useful life.

School Capacities

The prime focus in district long term planning is to align “capacity” with current and future enrolment demand.

Capacity is defined as the number of students that can occupy a typical school. Capacity can also be expressed as either “**nominal**” or “**operating**” which differentiate the number of students calculated in each classroom.

Nominal Capacity

Under Ministry of Education guidelines, nominal capacity represents the student capacity of a school based on the following number of students per instructional space:

Nominal Capacities	
Kindergarten Classrooms	20
Primary Classrooms	25
Intermediate Classrooms	25
Secondary Classrooms	25

All Capital Plan submissions and allowable space standards for designing new schools or additions are based on nominal capacity.

Operating Capacity

The operating capacity of a school is to reflect differing grade structures and class sizes. The operating capacity and nominal capacity will likely be the same for most middle and secondary schools.

Operating Capacities	(K-6)	(K-5)
Kindergarten Classrooms	19	19
Primary Classrooms	23	22.6
Intermediate Classrooms	25	25
Secondary Classrooms	25	25

All nominal and operating capacities calculated for an existing school must be agreed to by the Ministry.

District planning looks at each school catchment in detail. Typically, schools and catchment areas are reviewed in groupings with their adjacent schools. Analyses and planning of schools in groupings allow the district to see overall growth trends within the family and the geographical area to see if seat shortfall can be addressed with boundary changes prior to advancing to more expensive space solutions.

As of 2020, the district has 31 elementary schools, 7 middle schools and 5 secondary schools. The overall operating capacity is **21,806**.

The average enrolments by school type are:

- at the 31 elementary schools is 353 students per school;
- at the 7 middle schools is 724 students per school, and;
- at the 5 secondary schools is 1,263 students per school.

See Appendix B – Schools Capacities and Inventory

Vacant Sites and Facilities

The District has eleven vacant sites. Six sites are being held to accommodate future schools when enrolments warrant a new facility. Five sites acquired many years ago are too small or no longer in appropriate locations for school purposes and are available for possible disposal.

Lake County

No vacant sites or facilities

Rutland

No vacant sites or facilities

Central Kelowna

1. Dilworth Mountain Site: 950 Dilworth Drive

- Surplus site (possible disposal)
- 6.65 acre (not all useable due to geographical constraints)
- South portion currently leased to the City of Kelowna for community park purposes
- North portion currently leased to YMCA for child care facility

2. Dilworth Mountain Site: 2180 Summit Drive

- Surplus site (possible disposal)
- 5.98 acre bare site (not all useable due to geographical constraints)

3. Former Dr. Knox Middle School Site

- Holding Property for future school site needs
- 10.2 acre site
- A portion was leased to the City of Kelowna on which the north portion of the Apple Bowl has been developed. The lease has currently expired. Discussions for lease renewal or termination are currently underway.

4. Hall/Johnson Road Site

- Surplus Site (possible disposal)
- 6.08 acre bare site
- Approximately 2 acres currently leased to the City of Kelowna for a neighbourhood park

Okanagan Mission

1. Crawford Estates Site

- Holding Property for future school site needs
- 7.04 acre bare site plus 5.98 acre bare land buffer to adjacent hydro lines
- Portion currently leased to the City of Kelowna for a neighbourhood park

2. Bellevue Creek Elementary

- Surplus Site
- Closed in 2002 due to small size and proximity to other adjacent schools
- 5.29 acre site with a 2431m² building in moderate condition
- Majority of the facility is currently leased to Willow Park Church. Small portion retained for School District storage.

Westside

1. Vacant portion of George Pringle Elementary Site

- Holding Property for future school site needs
- This portion is currently leased to the City of West Kelowna for a community garden and dog park.
- On May 26, 2021, the Board of Education has determined that the George Pringle Elementary Site will be repurposed as the site of the new secondary school on the Westside.

2. Smith Creek Vacant Site

- Holding Property for future school site needs
- 7.00 acre undeveloped bare site

3. Webber Road Elementary Site

- Holding Property for future school site needs
- School closed in 1999 due to small size and limited enrolments
- 13.98 acre sloping site with a 1345m² building in moderate condition
- On May 26, 2021, the Board of Education determined that this site will be reopened as an elementary school.

Reserved Sites

These sites have been reserved for future school site purposes through a municipal Official Community Plan or Neighbourhood Sector Plan. The District does not have title to these properties.

- Glenmore Highlands (Wilden)
- University Area

LEASED FACILITIES

The School District currently leases two facilities to accommodate a Learning Centre School Program.

- Rutland Learning Centre School – located in a ground floor office facility in downtown Rutland, 425 Hwy 33, W, Kelowna.
- Westside Learning Centre School – located in the #100 - 3711 Old Okanagan Highway, West Kelowna.

Although each program is in a central area to the students they serve, each facility is far less than ideal and have size and operational constraints.

The recommendation is that these alternate school programs be relocated to larger and more suitable facilities. It would be advantageous to relocate the programs where partnership opportunities with Ministry of Children and Families and other agency staffs can occur.

Transportation of Students

The District currently offers school bus transportation to 4,670 students, 4,367 are eligible riders and 303 are courtesy riders. Eligibility for school bus transportation is determined by the distance a student resides from their catchment school.

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

The District does not provide transportation for students who reside less than 2 kms from their catchment school, except in cases where the student is assigned to one of the special needs bus routes.

Courtesy riders are those students who do not meet the eligibility requirements and could be assigned a seat on the school bus provided there is space available. Courtesy riders applications are processed and prioritized based on distance and grade, those who reside farthest from the school and attending an elementary or middle school will be offered a seat first.

School bus transportation is also provided to Special Education students through special arrangement between the school, the student's Resource Teacher and the parents.

The District employs 94 school bus drivers and 24 relief drivers.

As the costs to maintain eligible transportation routes exceed available funding, a Student Transportation Charge was implemented to assist with offsetting the costs.

The school bus fleet currently consists of:

	Fuel Type						
	Number of Buses	Number of Routes	Spare Buses	Natural Gas	Diesel	Propane	Electric
Total units	90	68	17	24	62	1	3
SPED Bus	13	10	2	1	11	1	
72 Passenger	9				9		
76 Passenger	36			6	30		
84 Passenger	28			17	11		

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

Replacement School Buses

Replacement of an existing school bus will be considered based on age, condition and mileage in the following situations;

- Conventional buses (24-76 passengers), 12-years old with at least 325,000 km;
- 84-passenger buses, which are 15-years old with at least 400,000 km; or
- Poor conditions where the need for replacement can be substantiated.

New School Buses

New school buses will only be supported by the Ministry of Education due to increased District enrolment and must be substantiated through rationale for the request, enrolment data, proposed route sheets and maps.

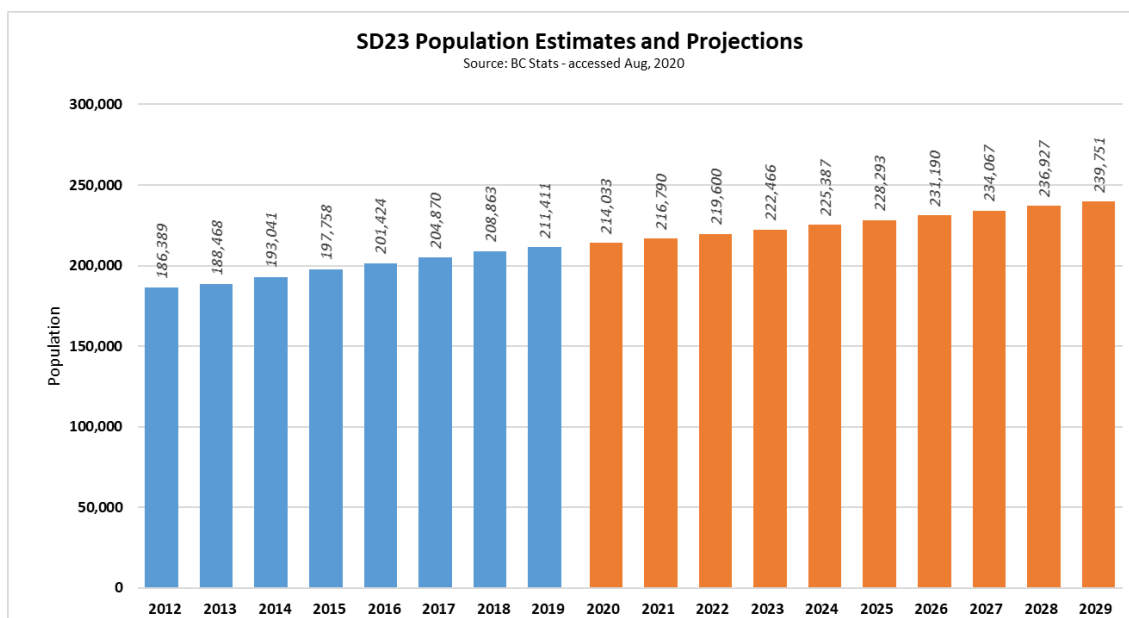
DEMOGRAPHICS

Overview of School District

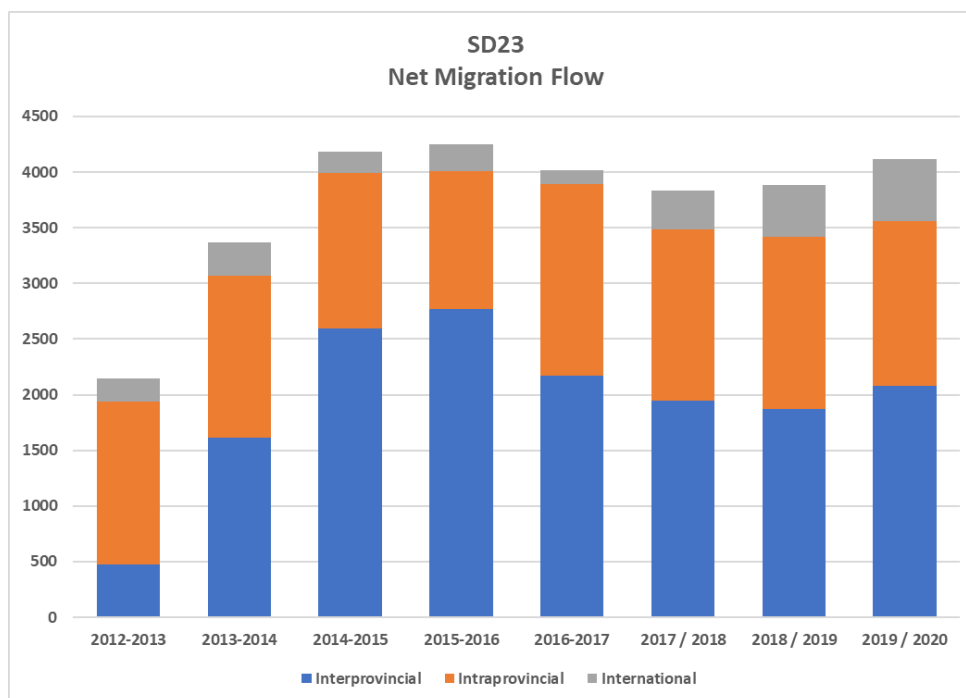
As one of the province's fastest growing school district's, Central Okanagan Public Schools will be faced with numerous decisions to navigate facilities challenges while it awaits government funding for its capital priorities. The District is expecting that this process will create awareness in the community of the significant facility investment that is required throughout the District and that solutions to these challenges will reflect the education's needs of its communities

District Population Growth

The Central Okanagan is one of BC's fastest growing regions in the country. From 2015 to 2019 the population in the Central Okanagan increased 6.9%. The region is projecting an annual growth rate of 1.3% over the next 5 years.

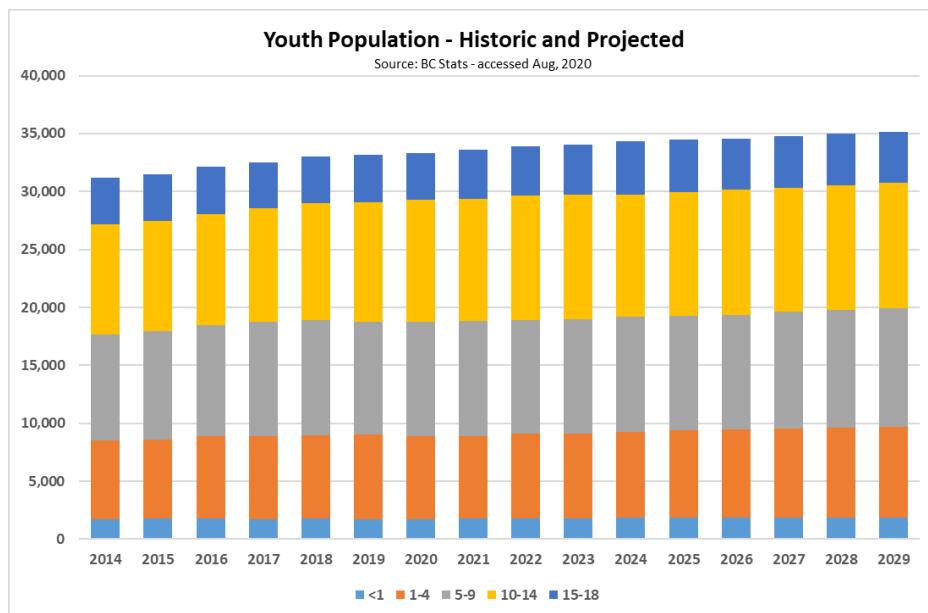


The following graph shows the Population Estimates and Projections from BC Stats. The growth of the Regional District has been driven by an increase in interprovincial migration (persons who move between provinces). The District has seen the immigration mainly from Alberta and Ontario. The intraprovincial migration over the last four years for this area has been increasing and the forecast for the trend is to continue. The intraprovincial migration (persons who move within the province) also had an increase from 2012-13. The number has decreased over the last three years; however, the estimates for 2019/20 are the migration will increase again. The rise in intraprovincial migration could be connected to the growing number of people leaving the lower mainland and Vancouver Island due to increasing housing costs. In addition, the growth of UBC Okanagan has resulted in 1,000 graduates each year choosing to remain in the region.



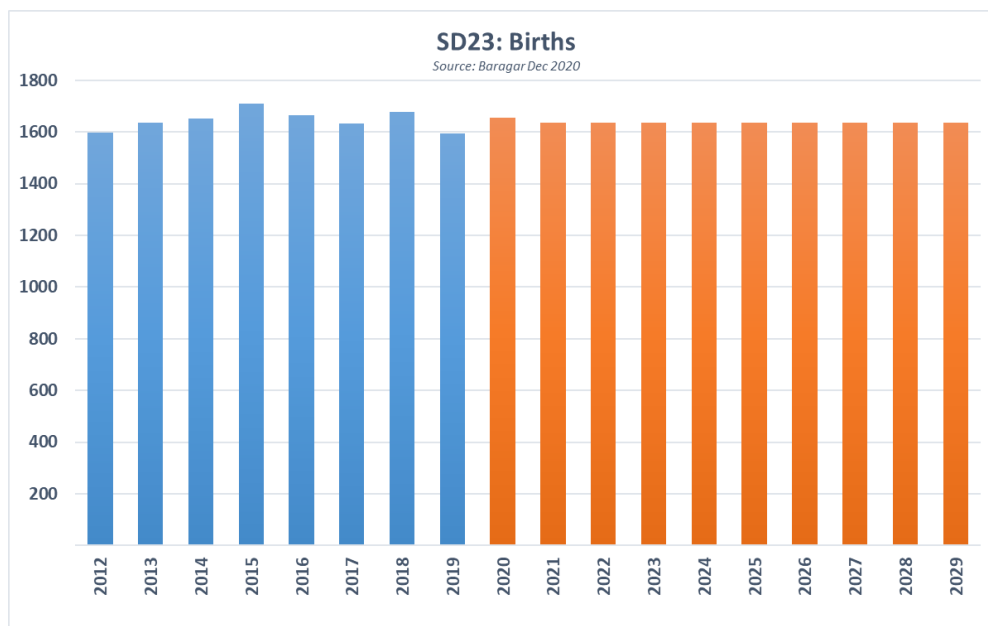
The region continues to be a destination for seniors, requiring services and supports for the aging population over the next 10-20 years. However, the increase of young adults (15-24) points to a shift in the city's demographics beyond a region that attracts retirees. The increase from young adults may not bring new students to the school district; however, it is anticipated there will be an increase in birth rates that need to be considered in the future enrolment projections.

The youth population, ages 0-19, historically average about 15% of the district's total population. Over the past five years, the age category having the largest increase is the under 1 year olds (+23%). The age group is increasing 3.5% a year since 2013. The largest increase was in 2018 with an estimate of 1,800 children under age 1. This projects out to a large K registration for September 2022. BC Stats forecast the under 1 age category to continue to rise from births and migration to the region.



Birth Rate

The region continues to be a destination for seniors, requiring services and supports for the aging population over the next 10-20 years. However, the increase of young adults (15-24) points to a shift in the city's demographics beyond a region that attracts retirees. The increase from young adults may not bring new students to the school district; however, it is anticipated there will be an increase in birth rates that need to be considered in the future enrolment projections. Since 2009, the District has averaged about 1,600 births a year.



SD23 Change in 3 Year Average of Births			
	2011-2013	2014-2016	2017-2019
Westside	213	215	199
Lake Country	130	134	158
Okanagan Mission	140	153	138
Central Kelowna	268	278	275
Rutland	208	214	209
3 Yr. Avg. Change	192	199	196

Housing Density and Form

The District experiences the highest student yields from residential design that supports family housing which can be roughly defined as units with two bedrooms or more. As existing neighbourhoods are densified and housing form changes, the population in the community grows. The resulting population growth correlates with enrolment growth.

There are three typical neighbourhood development models that influence the enrolment trends in our district:

- Maturing
- Transitory
- Development

Maturing Neighbourhoods

A neighbourhood can be considered to be maturing or established when it experiences no more than 2% growth over an extended period of time. When preparing enrolment projections for these neighbourhoods, the projections show a rise and fall of enrolment, however, these changes typically do not show significant highs or lows.

Transitory Neighbourhoods

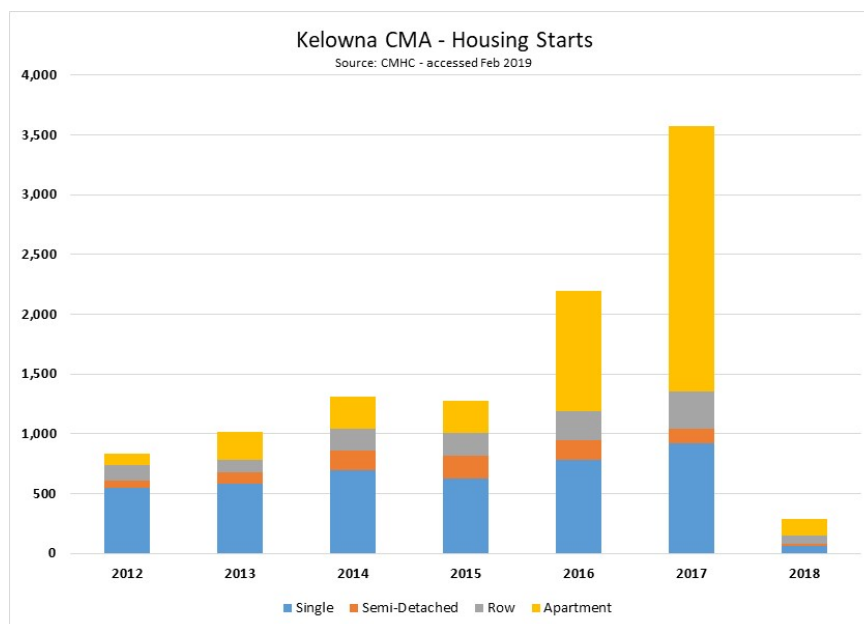
Generally, these neighbourhoods form pockets within a larger community. The growth or decline in the areas are based on local government and provincial policy. When projecting for these areas, it is important to understand current and potential future policy changes to have context as to how these neighbourhoods can rapidly evolve over short periods.

Development Neighbourhoods

Neighbourhoods in a “development” phase are often experiencing a major residential building period that changes the area. This is usually demonstrated by a once-rural area or suburban enclave transitioning into a high-density urban community over a short period of time.

Housing Comparison in the Region

The local governments in the Kelowna Census Metropolitan Area (CMA) have seen significant growth in their building permits for new residential units in recent years. In 2012, the area had 783 building permits for new residential units and in 2017 the permit numbers increased by **309%** to 3,201 permits. The potential student yield on from new units can range between 483 and 850 students.



The number of new housing starts have increased since 2012 similar to the building permits. The significant difference is the increase in the number of apartments in the region. The majority are within the City of Kelowna. The student yield from multiple family units is generally lower than the single family dwellings; however, this may change over the next several years as some people are looking for smaller, more affordable, and closer to town residences to accommodate their lifestyle.

Housing starts have increased significantly since 2012

	2012	2013	2014	2015	2016	2017	2018	2019
Central Okanagan	836	1,013	1,311	1,280	2,196	3,577	2,555	2,225

FAMILY OF SCHOOLS

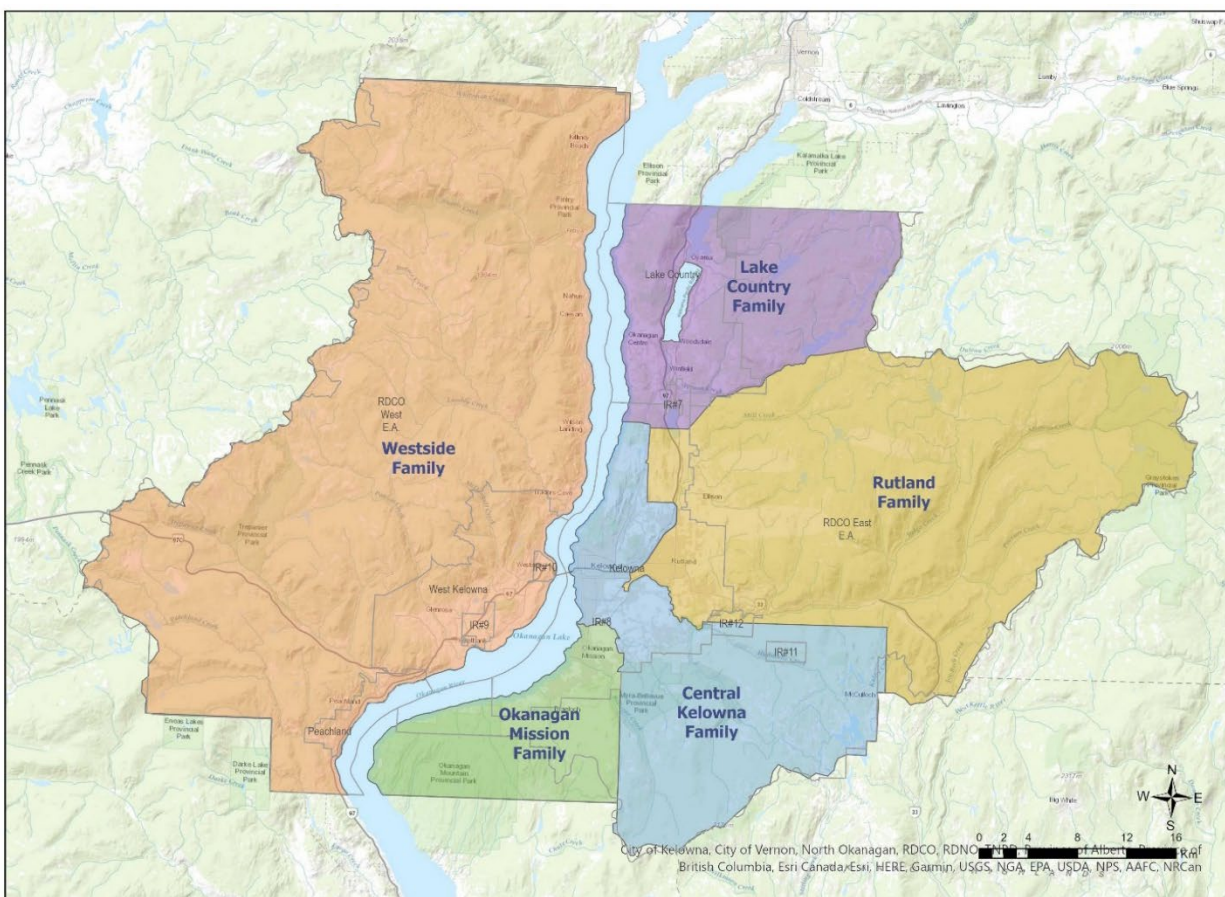
District/Community Zones and Geography

Central Okanagan Public Schools is a unique geographic area spanning both the east and west sides of Okanagan Lake.

There are a variety of physical barriers including smaller lakes, rivers, mountains, escarpments, canyons, forests, major highways, along with agricultural and industrial land uses. Residential developments can be located in urban areas, perched on the side of a mountain, or located in small flat pockets in a side valley. While two adjacent schools may look close on a map, they may be separated by physical barriers and be a considerable distance away by road. It cannot be assumed that surplus space at one school can be made available to a seemingly adjacent overcrowded school.

Physical barriers and suitable transportation links have been taken into consideration to develop school catchment areas, feeder schools and long term facilities requirements.

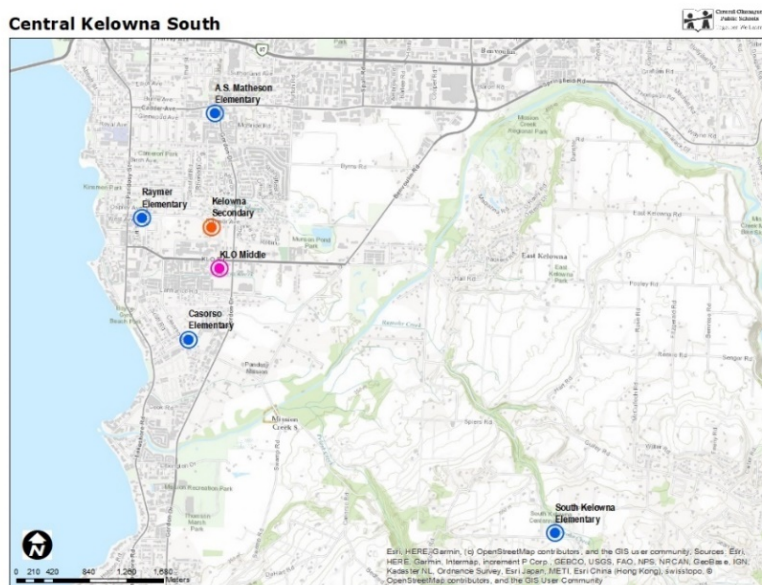
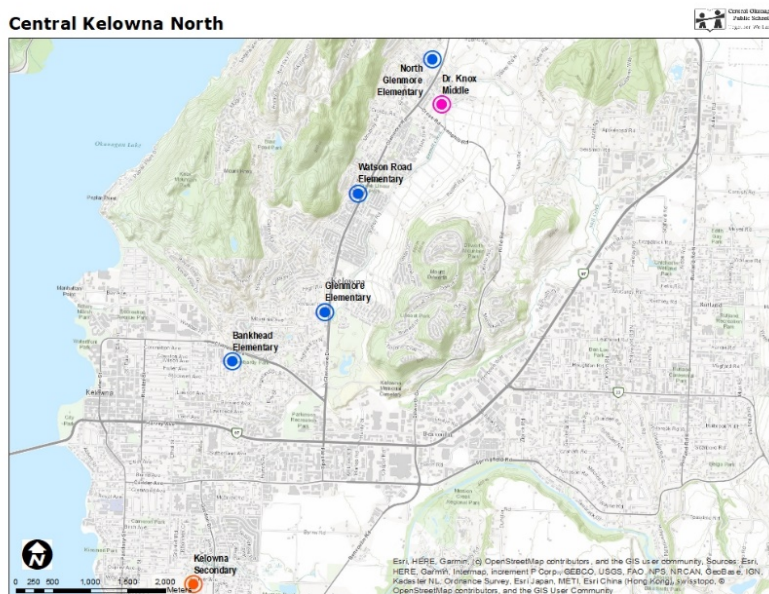
The School District has been divided into five geographic areas which respect these barriers as best as possible and also reflect the local understanding of community neighbourhoods. Within each area is one of the District's five secondary schools and their feeder school families.



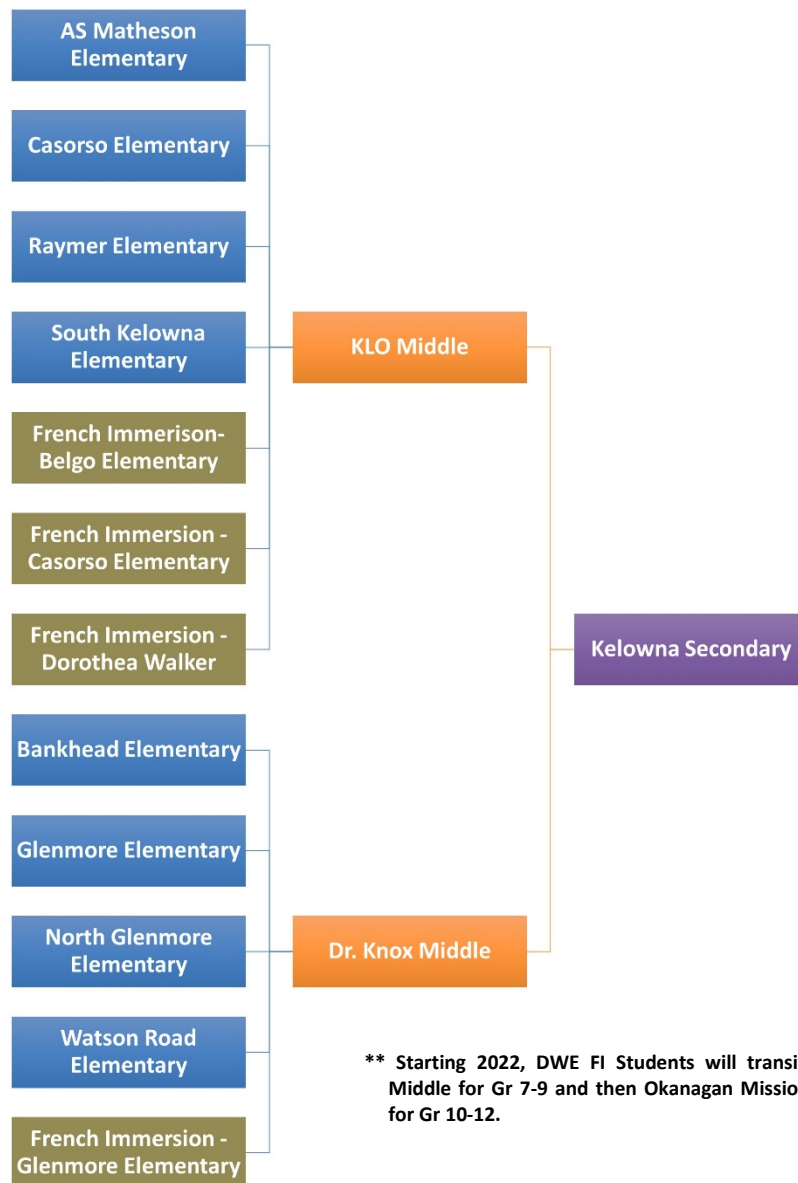
Central Kelowna Family

Overview

The North Central Kelowna area consists of the following neighbourhoods Glenmore/ Wilden/McKinley Landing. The family of schools include four elementary schools (Bankhead Elementary, École Glenmore Elementary, North Glenmore Elementary and Watson Elementary) and one middle school (École Dr. Knox Middle). École Dr. Knox Middle School currently feeds École Kelowna Secondary that also receives students from the École KLO Middle school in the South Central Kelowna area.



Central Kelowna Family Feeders

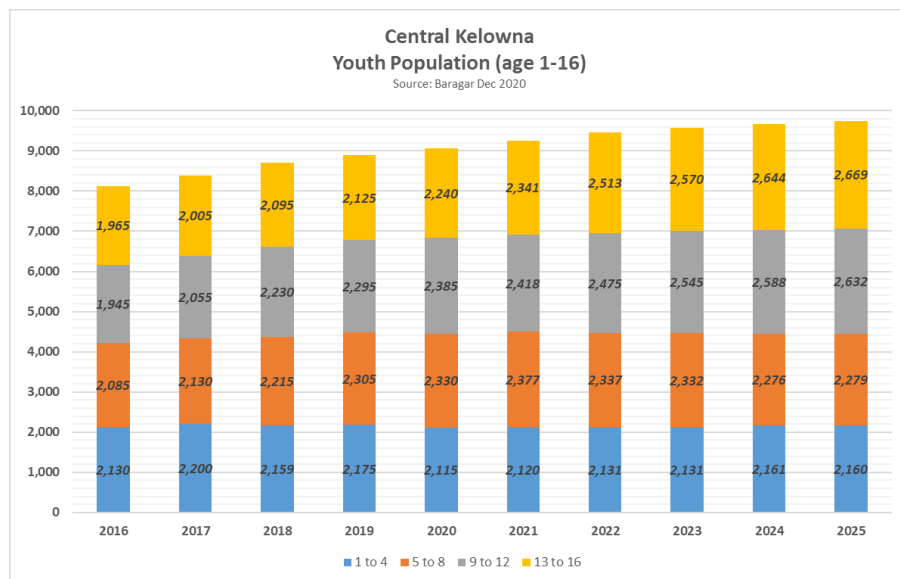


Births and Youth Population

The number of births has remained steady from the previous three year average.

Central Kelowna Change in 3 Year Average of Births			
Numerical Change	% Change	Recent 3 Year Average (2017-2019)	Previous 3 Year Average (2014-2016)
- 7	-1%	545	552

Youth Population (Ages 1-16) has averaged 2.6% growth per year over the last 5 years. The next 5 years project the youth population to remain at its current levels averaging about 1.5% increase.



Enrolment

NORTH CENTRAL KELOWNA FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
		<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>
AS Matheson	318	264	268	289	283	293	310	300	302	313	327	333	331	322
Casorso	425	547	555	529	528	513	511	489	487	486	494	494	494	497
Raymer	356	249	243	256	265	274	298	306	320	336	347	356	353	354
South Kelowna	272	234	243	233	230	231	238	250	264	269	275	273	283	284
		<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>
KLO	700	835	815	825	822	822	801	843	846	889	869	884	911	946

SOUTH CENTRAL KELOWNA FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
		<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>	<u>K-6</u>
Bankhead	383	292	314	333	342	354	354	368	394	391	401	408	399	406
Glenmore	467	631	652	671	660	668	637	637	640	611	590	590	592	596
North Glenmore	467	504	555	570	587	610	632	645	681	678	687	696	705	720
Watson Road	490	563	555	580	590	591	607	608	623	634	635	627	620	613
		<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>	<u>7-9</u>
Dr. Knox Middle	800	773	815	880	932	979	1011	1046	1025	1097	1149	1237	1217	1188
		<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>	<u>10-12</u>
Kelowna Secondary	1,600	1,772	1,791	1,834	1,840	1,917	1,966	2,045	2,104	2,120	2,222	2,200	2,334	2,355

Residential Development

The City of Kelowna is shifting its development growth towards the City's core urban areas. The Central Kelowna area is projecting 18,630 new residential units by 2040. The number of new units is approximately 73% of the City's total projected new residential units. The residential projected split is 75% would be multiple family units and 25% would be single family units. The timing, rate of growth and residential build out by form of housing are subject to economic trends and conditions of the housing market.

Issue Areas

1. Secondary School Capacity

École Kelowna Secondary enrolment has exceeded its building capacity of 1,600 for the last ten years. Enrolment has been averaging approximately 1,800 students. Eight portables have been on the site to relieve some pressure and the site is challenged to place additional portables without taking away a playfield, parking and/or amenity spaces. The school is currently accommodating the enrolment within its timetable. As the City continues to grow, École Kelowna Secondary will be challenged to accommodate future enrolments.

Future projected residential growth will result in a continued increase of enrolment in Central Kelowna. Construction of new residential units in the Wilden Neighbourhood is increasing, and the real estate sales of existing housing stock by younger families continue to contribute to the enrolment increase. The high enrolment increase at the elementary schools identifies the future capacity issue at Central Kelowna's only secondary school.

Due to the projected long term growth in the City of Kelowna, and more specifically the École Dr. Knox Middle School feeder schools, there will be continuing enrolment pressures in the school system. École Kelowna Secondary School is over operating capacity and will be challenged to accommodate the projected enrolment. A new secondary school to serve the Glenmore Area, is required to accommodate growth and relieve overcrowding at École Kelowna Secondary and other surrounding schools is required.

Identified Options

- a) New Secondary School in Glenmore area
- b) Addition to École Kelowna Secondary
- c) Transport Students to Other Schools

Recommended Approach

- **SHORT TERM:** The District requires a new secondary school in the Central Kelowna area to relieve the pressure at École Kelowna Secondary. Prior to the District being approved by the Ministry to construct and open a new Secondary School, the District shall follow current Student Placement policy to control enrolment at École Kelowna Secondary School. In addition, the District will continue discussions with the City of Kelowna regarding development of a secondary school on the Parkinson Recreation Site. The District must advocate to the Ministry to support the new secondary school project request.
- **MID TERM:** Build a new 1,500 secondary school in the Glenmore area.

2. Middle School Capacity

The middle school enrolments within the City of Kelowna are all above their operating capacity as defined in the Ministry of Education Area Design Standards. In September 2017, the School District approved a catchment change and added a French Immersion program to École Dr. Knox Middle School in order to relieve the enrolment pressure at École KLO Middle School. The change allowed the elementary French and English program peer groups to stay together as they move into École Dr. Knox Middle school.

However, the École Dr. Knox Middle catchment has experienced significant growth and the growth is projected to continue with the high in-migration rate that is occurring in Kelowna. In addition, the increased elementary cohort sizes in the area has contributed to the École Dr. Knox Middle School enrolment pressures as well through other Kelowna middle schools.

Since 2017, École Dr. Knox Middle School has added nine portable classrooms to accommodate the growth and classroom composition. This equates to a building capacity size of 1,025 students in an 800 capacity middle school. The growth in the middle school is primarily from within its catchment area with over 91% of the students coming from within the École Dr. Knox Middle School catchment boundary.

Identified Options

- a) New Middle School on a New Site
- b) Additions to Central Kelowna Middle Schools
- c) Transport Students to Other Middle Schools
- d) Convert Central Family to the District Grade Configuration

Recommended Approach

- **SHORT TERM:** Build additions to École Dr. Knox Middle and École KLO Middle Schools to a maximum operating capacity of 1,100 students. The District must advocate to the Ministry to support additions to the middle schools.
- **MID TERM:** Acquire a new school site in the north of Highway 97 to accommodate a new middle school.

3. *Glenmore Elementary Facility Life Cycle and Capacity Issues*

École Glenmore Elementary School current grade configuration of Kindergarten to Grade 6, with dual-track English and French Immersion programming. École Glenmore Elementary School is above its operating capacity and is an aging facility in need of major systems upgrades. The District has undertaken repurposing of space to address educational programming deficiencies. In addition, much of the school's Heating Ventilation and Air Conditioning (HVAC) infrastructure is past its expected useful life and needs to be considered for replacement. The operating capacity of École Glenmore Elementary School is 475 and as of September 30, 2020, enrolment for the school was 660.

Although the site is large and reasonably well developed, the multiple buildings and their location restricts its use. The main building is long and linear and the support spaces are inadequate for a school of this population. The administrative offices are located immediately adjacent to the old main entrance and are no longer appropriate to adequately supervise access and security of the school.

The greatest functional difficulty is created by the separation of the main building from the three campus style pods located 400 ft away from the main building, particularly given the climate and drainage issues on the site. This is particularly difficult for the staff and students in the pods as the limited support facilities are located in the main building.

Glenmore Road fronts École Glenmore Elementary on the east side of the property. This road was the historical main entrance and access to the school until it was upgraded to a major four lane arterial road with centre median. Primary access into the school campus from Glenmore Road is now restricted to a right turn only onto a narrow lane abutting the south side of the school property. As a result, the entrance to the school is not well defined. The only access to the existing parking lot is via this small lane. Another narrow paved lane runs along the perimeter of the grounds on the west side.

Identified Options

- a) Replace École Glenmore Elementary on current site
- b) New Elementary School on New Site

Recommended Approach

- **SHORT TERM:** The District requires the replacement École Glenmore Elementary with a 600 student operating capacity elementary school. Advocacy is necessary for the Ministry to support the replacement of project request.
- **MID TERM:** Once the Ministry supports the replacement project a catchment boundary review would be necessary to balance elementary enrolments in the area.

4. *Elementary Schools Capacities*

The Glenmore area elementary schools have seen significant growth and enrolments at École Glenmore Elementary, Watson Road Elementary and North Glenmore Elementary are over building capacity. To accommodate the enrolment, portables have been added to the sites. The one school in the area that is under capacity is Bankhead Elementary; however, there is not enough space in Bankhead to balance the elementary enrolment in the Glenmore area.

Identified Options

- a) New Elementary School on New Site
- b) Elementary Catchment Boundary Review
- c) Single Track French Immersion Program at Glenmore Elementary School

Recommended Approach

- **SHORT TERM:** Acquire a new school site in the Wilden Neighbourhood.
- **MID TERM:** Build an elementary school on the new site location in Wilden. The future school capacity would be determine during the preparation of the business case for the site. Once Ministry supports the new elementary school project, a catchment boundary review would be necessary to balance elementary enrolments in the area.
- **MID TERM TO LONG TERM:** Acquire a new school site in the University area.

5. *Downtown Elementary School Site*

City of Kelowna's draft Official Community Plan (OCP) is focusing growth over the next 20 years in urban areas and the City's Core Areas. The focused growth in these areas will be primarily through infill in existing neighbourhoods.

Historically, the School District has obtained school lands in areas of large developments, neighbourhoods such as Kettle Valley, The Ponds and Wilden. The City's focused growth approach will place more pressures on the current school facilities. The current draft policy is to encourage the retention of existing schools and location of new schools in the central areas of Core Area neighbourhoods.

An area that is under serviced for a school is the Downtown Area. The current Central School facility is presently the only potential facility to open a school; however, the facility is currently programed for Alternate Education.

Bankhead Elementary, A.S. Matheson Elementary and Raymer Elementary schools are the closest to the downtown area. There is some space within the schools; however, if growth is expected as projected in the next 20 years, it is anticipated these schools to be over the building capacity. Bankhead Elementary and A.S. Matheson Elementary enrolment projections identify they will be reaching their capacities by 2027.

Identified Options

- a) New Elementary School on New Site
- b) Elementary Catchment Boundary Review
- c) Single Track French Immersion Program at École Glenmore Elementary School

Recommended Approach

- **MID TERM TO LONG TERM:** Construct Classroom Addition/Renovations to Increase current Elementary School Capacities.
- **LONG TERM:** Acquire a site in the Downtown Area

Central Kelowna Family Recommendations

Recommendation	Timeline
School Site Acquisition in Wilden Neighbourhood*	Target acquisition by Spring 2022
Addition to École Dr. Knox Middle*	Target opening by Fall 2023
School Site Acquisition in University Area*	Target acquisition by Spring 2023
Replace École Glenmore Elementary *	Target opening by Fall 2024
Construct a New Elementary School in Wilden Neighbourhood*	Target opening by Fall 2025
Addition to École KLO Middle School*	Target opening by Fall 2025
Complete a catchment area review and revise elementary school catchment areas for the opening of the new Wilden Elementary School	Fall after Wilden Elementary Approval
Construct a New Secondary School in the Glenmore Area*	Target opening by Fall 2026
Catchment Area Review - Central Secondary	Fall after approval of Glenmore Secondary
School Site Acquisition in Downtown Area*	Target acquisition by Spring 2027
Replace Raymer Elementary School*	Target opening by Fall 2027
Addition to Bankhead Elementary*	Target opening by Fall 2027
Addition to A.S. Matheson Elementary*	Target opening by Fall 2027
Construct New Middle School in University Area*	Target opening by Fall 2027
Catchment Area Review - Central Middle Schools	Fall after approval of University Heights Middle

*Subject to Government funding approvals

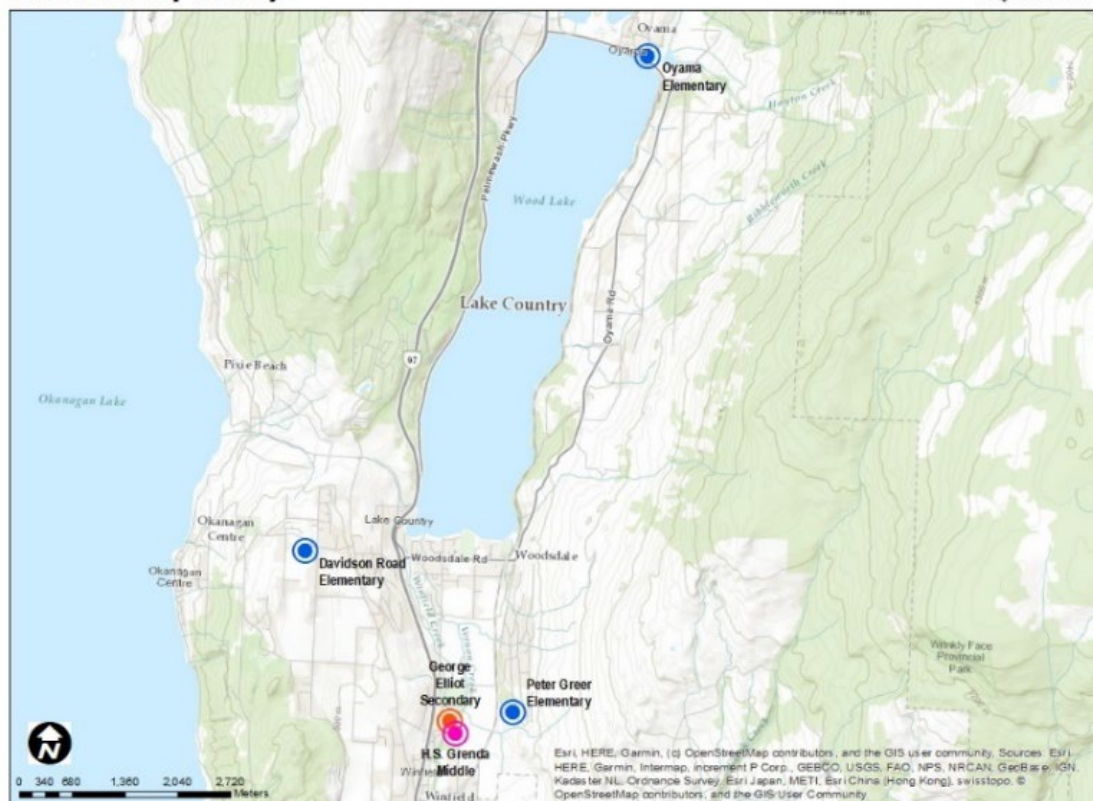
Lake Country Family

Overview

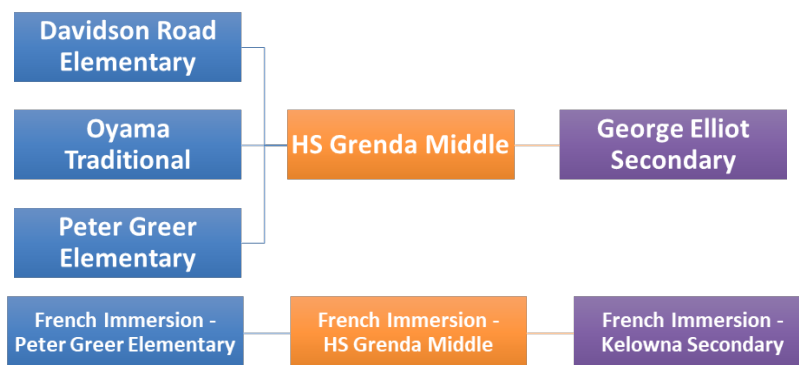
The District of Lake Country has an estimated population of approximately 13,500. It is located within the Regional District of Central Okanagan just north of Kelowna, and is nestled between Okanagan, Kalamalka, Wood and Duck Lakes. Lake Country is comprised of five distinct communities: Oyama, Carr's Landing, Okanagan Centre, Winfield and the Okanagan Indian Band Duck Lake Reserve #7.

The Lake Country area has experienced increased student enrolment over the past five years. With the increased population in the area, it reflects new residents to the area buying new residential units and the turn-over of existing housing or rental housing. There is an enrolment increase expected for 2020 at George Elliot Secondary; however, with the opening of École H.S. Grenda Middle School in September 2021, enrolments in all schools will be below operating capacities. If Lake Country continues to have similar growth over the last five years in to the next five to ten years, schools may see enrolment pressures resurface within the next five years.

Lake Country Family



Lake Country Family Feeders

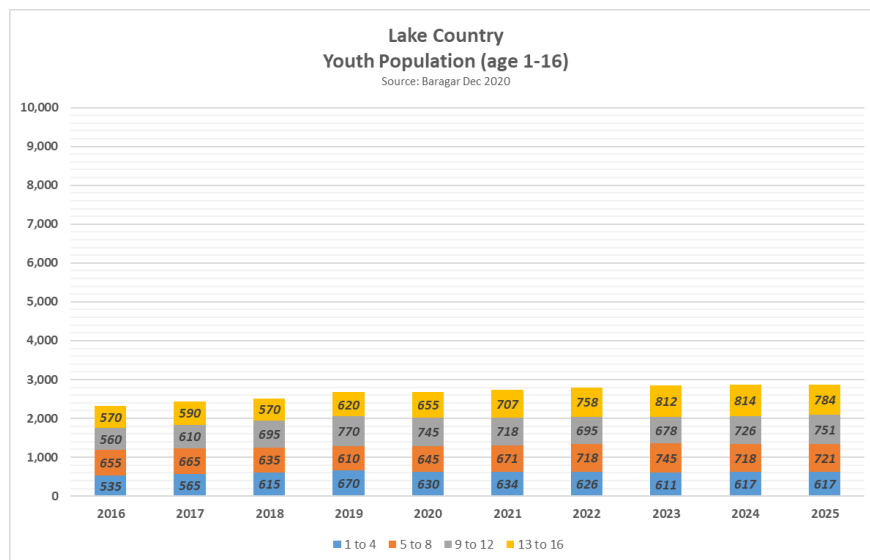


Births and Youth Population

Births in the Lake Country area have increased from the previous three year average. Davidson Road Elementary catchment continues to be the higher birth rate in Lake Country with an average of 75 births the past three years.

Lake Country Change in 3 Year Average of Births			
Numerical Change	% Change	Recent 3 Year Average (2017-2019)	Previous 3 Year Average (2014-2016)
22	15%	153	131

Youth Population (Ages 1-16) has averaged 3.7% growth per year over the last 5 years. The next 5 years project the youth population to average increase of 1.4% per year.



Enrolment

The overall enrolment in the community is increasing by 2.8% per year since 2017 with the projection for the next three years of 2.8%. Davidson Road is projected to increase its enrolment back to current levels by 2027 with the K-5 grade configuration.

LAKE COUNTRY FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elementary		K-6	K-6	K-6	K-6	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Davidson Road Elementary	373	482	493	478	481	387	398	419	439	461	461	477	483	482
Oyama Traditional	134	166	158	171	184	164	162	172	180	176	167	167	170	164
Peter Greer Elementary	402	445	465	464	479	416	436	446	456	462	457	459	453	441
HS Grenda Middle	600	0	0	0	0	6-7	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
		7-12	7-12	7-12	7-12	8-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
George Elliot Secondary	700	887	911	951	1005	870	721	762	810	818	798	774	759	808
						6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8

Residential Development

The rate of growth for new residential units has outpaced the population growth in the last few years. This suggests that overall there may be fewer persons per household, or families with no or fewer children. The District of Lake Country has averaged about 191 residential units since 2014. The majority of the residential units are Single Detached Dwellings. There is also a notable rise in the number of multi-family units being constructed in the area. Lake Country is expecting residential development to continue between 170 and 200 units per year depending on market conditions.

Issue Areas

1. Elementary School Capacity

A Catchment Boundary change was implemented in 2016. The responses from the process was to keep neighbourhoods together, boost enrolments at Oyama Traditional and École Peter Greer Elementary and provide a long term solution for elementary capacity issues. The change provided a boost to the schools and created a potential catchment boundary for a new school in the south west area of Lake Country when a new development area starts its construction. However, enrolments are projected to grow and the development in the south west area of Lake Country has not started. With the opening of École H.S. Grenda Middle School in September 2021, this will take the grade 6's out of the elementary schools and opens up elementary space. Current elementary school projections show elementary enrolments will be close to or beyond their building capacities. There has been discussion with the District of Lake Country regarding a new school site in the south west area of the community and the current Official Community Plan does designate an area for institutional use south of the McCoubrey Road area.

Identified Options

- a) Construct Classroom Addition/Renovation to Increase Elementary School Capacity
- b) New Elementary School on New Site
- c) Catchment Boundary Changes

Recommended Approach

- **SHORT TERM:** Construct an addition on Davidson Road Elementary School. Discuss future school site options with the District of Lake Country.
- **MID TERM TO LONG TERM:** Further additions to the elementary schools may be necessary if not new school site is acquired.

2. *French Immersion Program*

H.S. Grenda Middle School is opening in September 2021. The school opening provides an opportunity to review District programs for the school. An early entry French Immersion program is established at École Peter Greer Elementary. The French Immersion grade 6 students currently transition to École Dr. Knox Middle School.

Implementing a French Immersion program at H.S. Grenda Middle School may allow students to remain within their community until grade 8 however, the current system requires the students to transition to École Dr. Knox for Grade 9 and then École Kelowna Secondary for Gr 10 to 12.

The Board approved the implementation for a French Immersion program at H.S. Grenda Middle School in January 2021. The implementation will start September 2021.

Recommended Approach

- **SHORT TERM:** Implement a French Immersion Program at H.S. Grenda Middle School in September 2021.
- **MID TERM:** Review the option to implement a French Immersion Program at George Elliot Secondary School in September 2023.

Lake Country Family Recommendations

Recommendation	Timeline
Implement a French Immersion Program at H.S. Grenda Middle School	September 2021
Discussions with District of Lake Country regarding future school site	Annual Meeting with Council
Review a French Immersion Program at George Elliot Secondary School	Fall 2022
Construct addition on Davidson Road Elementary School*	Target opening by Fall 2026
Acquire Elementary School site	Target acquisition by Fall 2027

*Subject to Government funding approvals

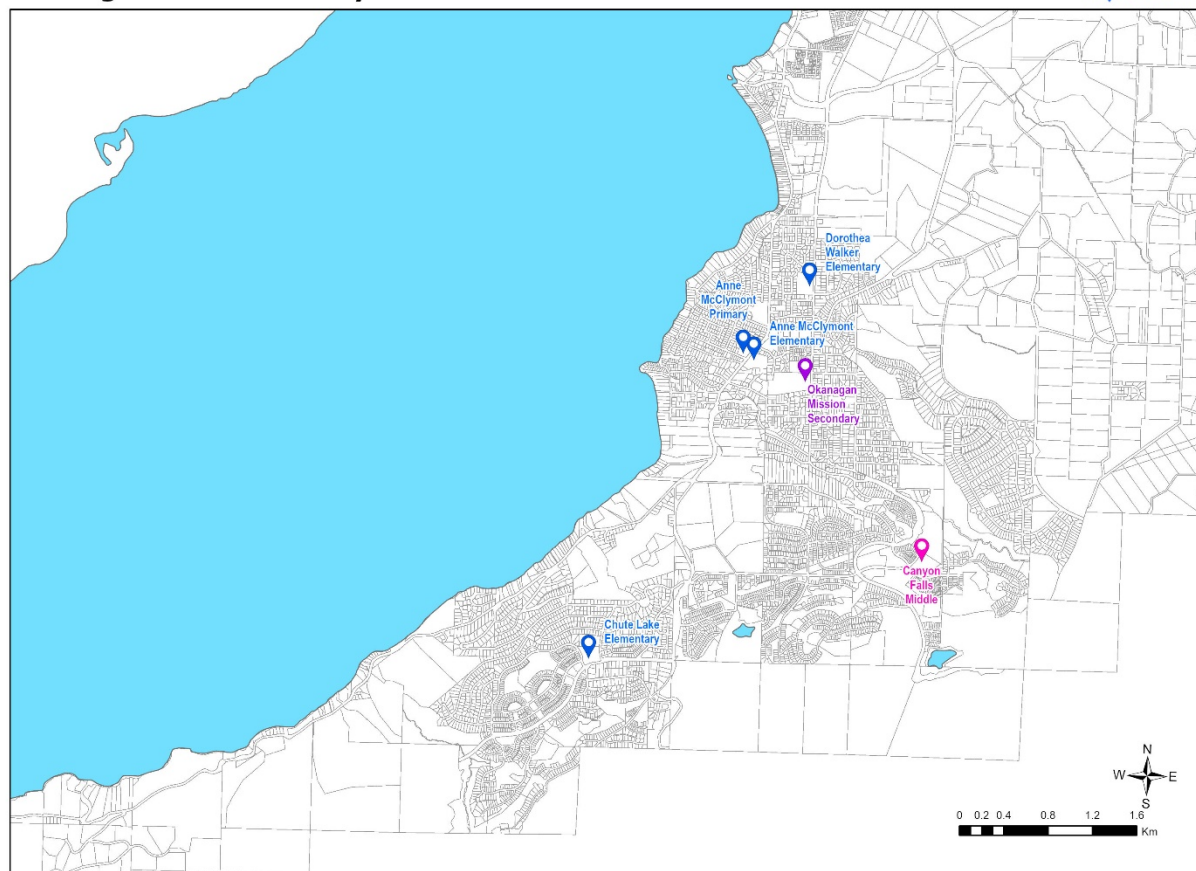
Okanagan Mission Family

Overview

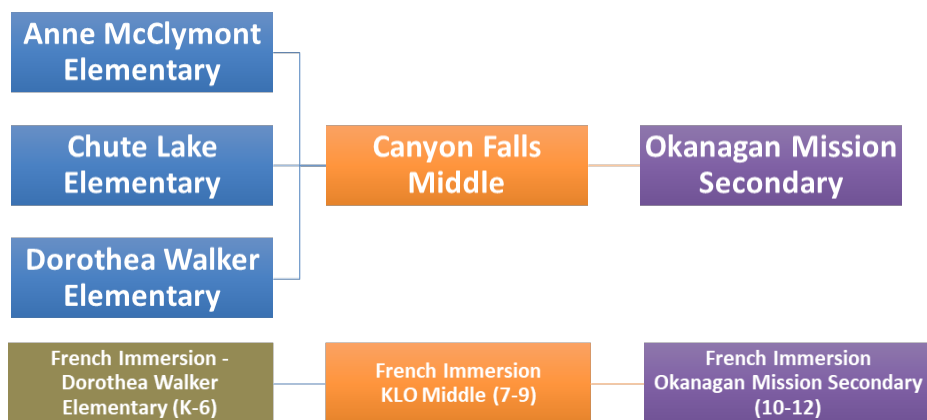
The Okanagan Mission area is the Southwest Mission Sector located in the south of the City of Kelowna. The area consists for the following neighbourhoods; Lower Mission, Upper Mission, Crawford Estates and Kettle Valley. The area has three elementary schools (Anne McClymont Elementary, Chute Lake Elementary and École Dorothea Walker Elementary), one middle school (Canyon Falls Middle) and one secondary school (Okanagan Mission Secondary). The Okanagan Mission is a high growth area in Kelowna. The area continues to see growth.

The Mission area of Kelowna was the largest and fastest growing area in Kelowna between 2005 and 2014. The School District has opened a new elementary school, middle school and an addition to the secondary school in the area to accommodate the increased enrolments. The area continues to project increased enrolments. The opening of Canyon Falls Middle School in 2019 and the grade reconfiguration to K-5, 6-8 and 9-12 has created space in elementary schools.

Okanagan Mission Family



OK Mission Family Feeders

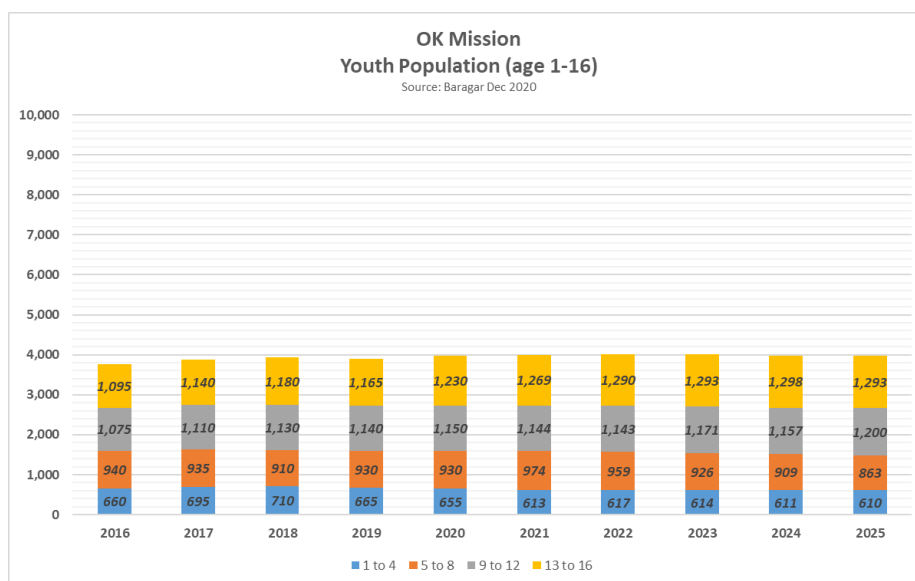


Births and Youth Population

The number of births has decreased from the previous three year average.

OK Mission Change in 3 Year Average of Births			
Numerical Change	% Change	Recent 3 Year Average (2017-2019)	Previous 3 Year Average (2014-2016)
- 15	-11%	136	151

Youth Population has averaged 1.3% growth per year over the last 5 years. The next 5 years project the youth population to remain at its current levels.



Enrolment

The overall enrolment for the area has averaged 2.36% increase over the last three years and projects for an additional 1.3% for the next 3 years.

OK MISSION FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elementary		K-6	K-6	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Anne McClymont	344	579	589	469	470	455	419	409	398	398	380	373	384	391
Chute Lake	392	489	482	437	463	487	489	483	491	489	505	499	510	518
Dorothea Walker	351	493	510	472	501	515	517	530	529	524	500	498	508	518
				6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
Canyon Falls	750	0	0	459	714	741	777	789	805	802	829	852	806	763
		7-12	7-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
Okanagan Mission	1,050	1,432	1,490	1281	1062	1,073	1,105	1,145	1,172	1,251	1,283	1,314	1,352	1,351

Residential Development

There is limited new residential development in the area. The City of Kelowna projects two developments, Kettle Valley South the Ponds, are where 1,125 new residential units will be constructed. There may be some infill opportunities; however, this is not expected to be a significant amount of new residential units. The potential yield from the new units is 330 students over the next 20 years

Issues

1. Middle School Capacity

Current enrolment projections show Canyon Falls Middle School to have enrolment beyond the operating capacity by 2022. However, with the building designed in the modern learning environment concept, the school has the ability to accommodate up to 830 students within the current classroom pod programming. This capacity flexibility allows the school to accommodate the projected enrolment till 2027.

Identified Options

- a) Construct Classroom Addition/Renovation to Increase Middle School Capacity
- b) Middle School Boundary Review
- c) New Middle School Site
- d) Convert an existing elementary school to a middle school
- e) Grade Reconfiguration
- f) Place portables on Middle School Site

Recommended Approach

- **SHORT TERM:** Review elementary catchment areas of schools.
- **MID TERM TO LONG TERM:** Monitor enrolments and projections for Canyon Falls Middle School. If Canyon Falls Middle School enrolment projection is consistently over 800, prepare an options report for the Capital Plan submission.

2. *Elementary School Capacity Issues*

In 2019, Canyon Falls Middle School opened and the area was able to implement the District's grade configuration. Moving the grade 6's from the elementary school opened up capacity for the schools; however, the Mission area is showing some enrolment growth that creates pressure on the elementary school spaces. Current utilization for the group of elementary schools is 130%. The elementary family of schools currently have eight portables (two at Anne McClymont Elementary, one at Chute Lake Elementary; and five at École Dorothea Walker Elementary).

Identified Options

- a) Construct Classroom Addition/Renovation to Increase Elementary School Capacity in the area
- b) New Elementary School on a new site to increase Elementary School Capacity in the area
- c) Open Bellevue Creek Elementary School to increase Elementary School Capacity in the area
- d) Elementary Catchment Boundary Review to balance Elementary School Enrolment
- e) Change École Dorothea Walker Elementary School to a single track French Immersion School to free space in the school
- f) Place portables on Elementary School Sites to Increase Elementary School Capacity

Recommended Approach

- **SHORT TERM:** Refurbish and reopen Bellevue Creek Elementary School. Undertake an Elementary Catchment Boundary Review balance elementary enrolments in the area. Review the opportunity to create a single track French Immersion Program at École Dorothea Walker Elementary School.
- **MID TERM TO LONG TERM:** Review site potential for the District owned site in the Crawford Neighbourhood.

Okanagan Mission Area Recommendations

Recommendation	Timeline
Complete a catchment area review and revise elementary school catchment areas for the opening of the Bellevue Creek Elementary School to distribute the population more evenly and to reduce projected enrollments at Canyon Falls Middle School	Review Fall 2021
Open Bellevue Creek Elementary School	Fall 2022
Single track French Immersion at École Dorothea Walker Elementary School (subject to catchment review)	Fall 2022
Addition to Okanagan Mission Secondary School*	Target opening by Fall 2027
Consider options to sell/trade one parcel of the Crawford Neighbourhood site	Fall 2027

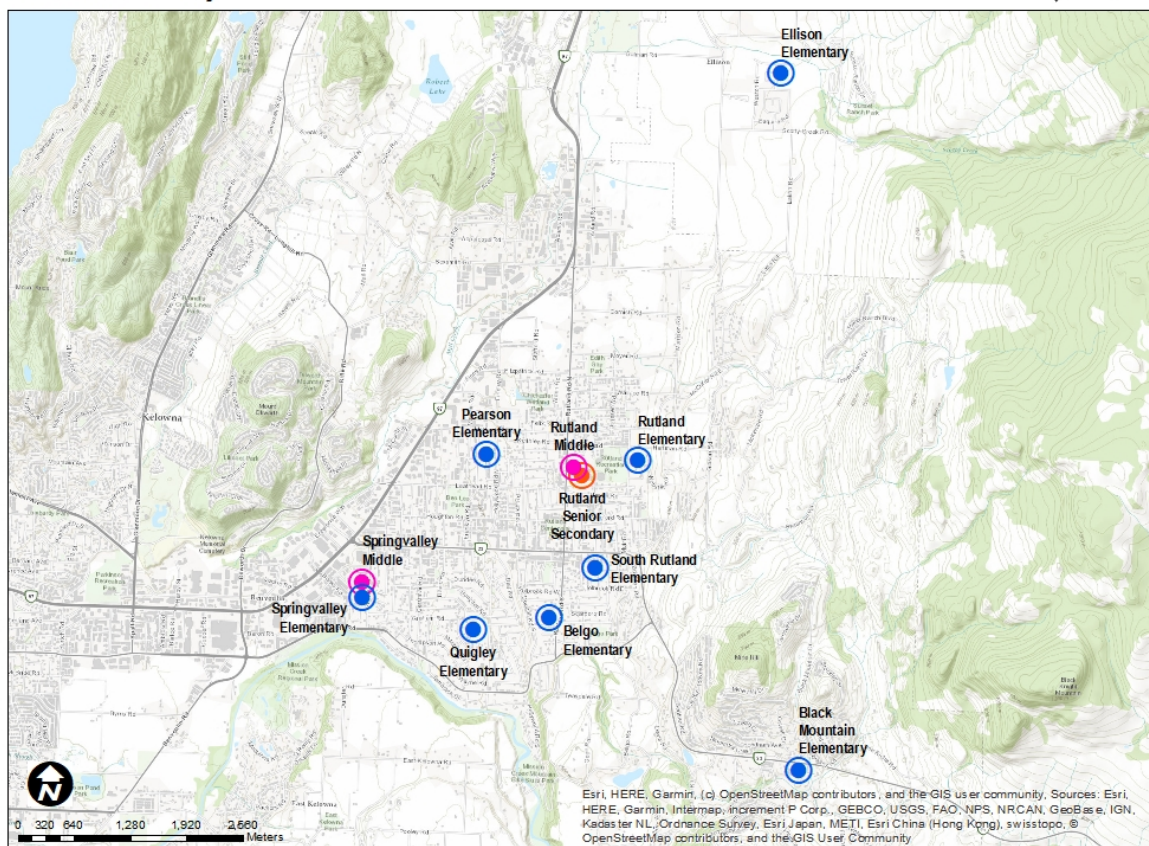
*Subject to Government funding approvals

Rutland Family

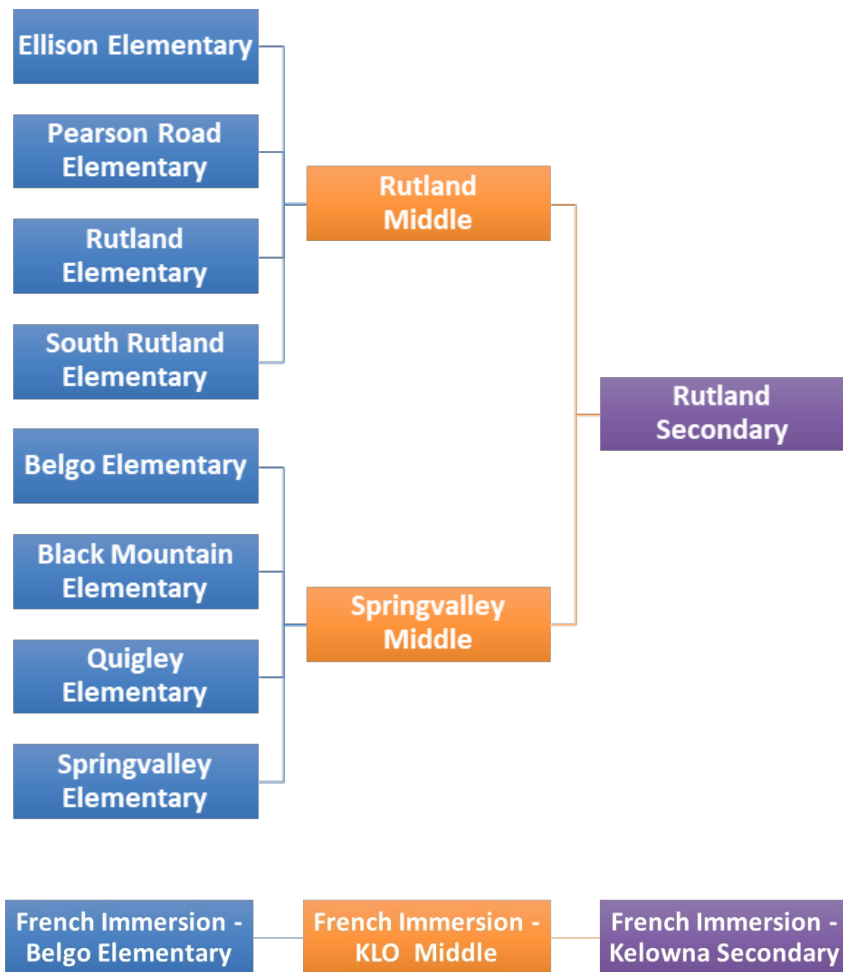
Overview

The Rutland Neighbourhood is within the City of Kelowna boundary. The family of schools include eight elementary schools (École Belgo Elementary, Black Mountain Elementary, Ellison Elementary, Pearson Road Elementary, Rutland Elementary, Quigley Elementary, Springvalley Elementary and South Rutland Elementary) and two middle school (Rutland Middle and Springvalley Middle). The schools feed into Rutland Secondary School.

Rutland Family



Rutland Family Feeders

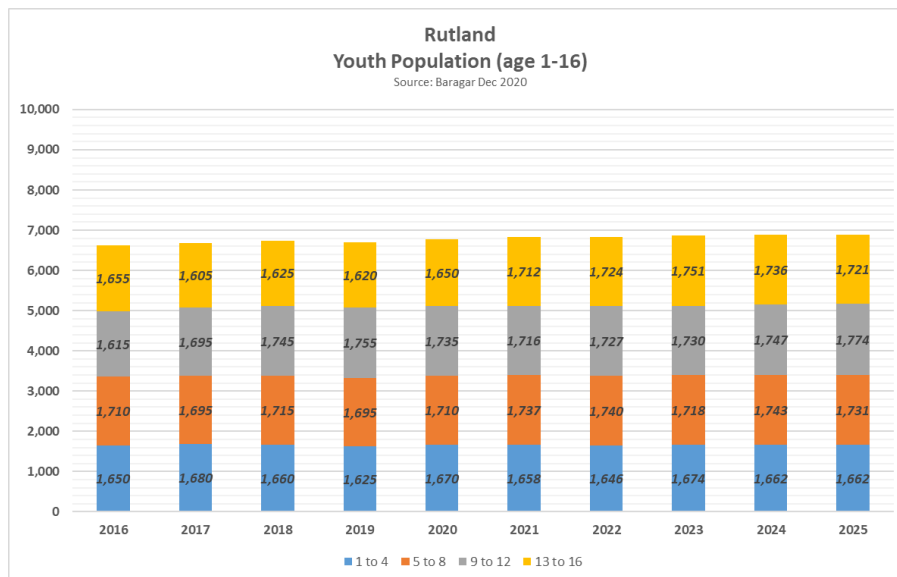


Births and Youth Population

The birth rate in the Rutland area has decreased from the previous three year average.

Rutland Change in 3 Year Average of Births			
Numerical Change	% Change	Recent 3 Year Average (2017-2019)	Previous 3 Year Average (2014-2016)
- 10	-3%	411	421

Youth Population (Ages 1-16) has averaged 0.6% growth per year over the last 5 years. The next 5 years project the youth population to remain at its current levels averaging about 0.4% increase.



Enrolment

The overall enrolment the last three years averaged 0.8% increase annually. Springvalley Middle showed the largest annual average increase of 9.4% per year, the last three years. Rutland Middle increased 1.4% per year. The expected enrolment increase should be in the Rutland Secondary School as the increases at the Middle Schools progress to the secondary school.

SPRINGVALLEY MIDDLE RUTLAND FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Belgo	309	346	345	337	335	337	345	352	364	377	383	382	381	379
Black Mountain	354	427	438	431	442	440	431	411	412	414	411	420	434	447
Quigley	445	263	257	260	252	257	261	243	242	243	242	244	243	252
Springvalley	313	267	272	255	261	264	264	285	281	286	284	278	276	274
		6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
Springvalley Middle	550	434	462	499	567	574	572	557	563	554	567	581	600	589

RUTLAND MIDDLE FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Elementary		K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5
Ellison	245	196	195	199	208	221	218	220	205	198	191	192	196	200
Pearson Road	441	236	220	233	234	246	247	247	253	257	265	265	269	266
Rutland	354	422	421	411	393	384	385	389	386	388	394	392	387	387
South Rutland	268	171	183	185	176	185	195	204	211	217	216	214	215	212
		6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8	6-8
Rutland Middle	425	548	559	564	572	542	530	524	561	572	586	580	581	589

		9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
Rutland Secondary	1,550	1,500	1,479	1,497	1,480	1,528	1,595	1,634	1,674	1,670	1,651	1,653	1,679	1,705

Residential Development

Development	Total units	% of City Growth
Black Mountain	450	2%
Kirschner Mountain	350	1%
Tower Ranch	425	1%
Rutland Urban Core	1,850	7%
Total New Residential Units	3,075	11%

Source: City of Kelowna

The City of Kelowna is currently updating its Official Community Plan. The City anticipates 1,850 housing units in the Rutland area. Majority coming in the Urban Core through infill and medium to high density housing. The majority of Single Family Units will be in the planned suburban development areas. The projected new residential units may yield an additional 922 students in the Rutland area over the next 20 years. (46 students per year).

Issues

1. Middle School Capacity

There has been significant enrolment increases within the School District over the last decade and the Rutland area is no exception. Enrolment pressures continue at the middle schools in the Rutland area and to accommodate the pressures, portables continue to be placed on the middle school sites. The middle school enrolments are beyond the school's building capacity as defined in the Ministry of Education Area Design Standards.

The replacement of Rutland Middle School has been a project that is identified as the number one priority in the Replacement Program on the School District's Capital Plan. The School District have had extensive discussions with the Ministry of Education's Capital Division staff regarding the middle school issues within the Rutland neighbourhood of Kelowna.

The current Rutland Middle School building capacity based on Ministry of Education area standards is 425 (25 students per classroom). The current enrollment requires the school to have 22 classrooms. With future growth and additional classrooms to accommodate designated students, the School District is requesting a 600-650 capacity middle school.

The similar case is needed at Springvalley Middle School. The current building capacity for Springvalley Middle School, based on Ministry of Education area standards, is 550 students. However, the school has required six portables to accommodate the enrolment. The current enrolment requires the school to have 22 classrooms. Springvalley Middle School is identified for an addition to increase to a 600 – 650 capacity middle school to accommodate growth and class organization.

Overall, the current building capacity of middle schools in Rutland is an enrolment of 975. Currently, there are 17 portables on the two middle school sites. The projected growth should see middle school capacity increased to 1,200-1300.

Identified Options

- a) Replace Rutland Middle School with a New Middle School on Same Site.
- b) Increase Rutland Middle School capacity through an Addition/Renovation
- c) Construct a New Rutland Middle School on New Site
- d) Increase Springvalley Middle School capacity through an Addition/Renovation
- e) Construct a New Middle School on Quigley Elementary School site
- f) Transport Students to Other Middle Schools

Recommended Approach

- **SHORT TERM:** The District requires the replacement of Rutland Middle School on the Quigley Elementary School site. Advocacy is necessary for the Ministry to support the replacement of project request.
- **MID TERM:** Once the Ministry supports the replacement project a catchment boundary review would be necessary to balance elementary and middle school enrolments in the area.

- **MID TERM TO LONG TERM:** Review opportunities for an addition to Springvalley Middle School.

2. Rutland Secondary School Capacity

There has been significant enrolment increases within the School District over the last decade and Rutland area is no exception. Enrolment pressures will be seen at Rutland Secondary School. The secondary school enrolment is projected to be beyond the school's building capacity as defined in the Ministry of Education Area Design Standards by 2022.

Identified Options

- a) Construct a 6 Classroom Addition/Renovation to Increase Rutland Secondary School to a 1,700 Capacity

Recommended Approach

- **SHORT TERM TO MID TERM:** The District requires the addition to Rutland Secondary School. Advocacy is necessary for the Ministry to support the project request for an addition.

3. Black Mountain Elementary School Capacity Issues

Black Mountain Elementary School was opened September 1976 with an operating capacity of 354 and currently at a 121% utilization rate. There are two portables on the site and may require more depending on the new housing and resale of existing residential units in the area. Enrolment projections show Black Mountain Elementary to continue to require the two portables. New growth and improving housing market may increase enrolment projections requiring more space to accommodate students. The area is averaging about 45 new single family units per year and approximately 24 students per year. Number of households in the Black Mountain Elementary catchment area has increased by 15.6% since 2012.

The grade configuration changed to K-5 in 2016. Currently, the school is running 21 classrooms. The school was constructed for two kindergarten classrooms and 14 elementary classrooms. Since the school was built in 1976, interior renovations were made to create additional classrooms and two portables were added. The School's student population has grown over the last 10 years which has impacted the availability of space in the school. Further, there is projected to be continued growth at Black Mountain Elementary.

Identified Options

- a) Increase Black Mountain Elementary School to a 425-475 Capacity
- b) Catchment Boundary Review
- c) Transport Students

Recommended Approach

- **SHORT TERM:** The District requires to ensure school facilities are fully utilized to accommodate enrolments. A catchment boundary review is necessary to balance elementary enrolments and reduce the enrolment pressures at Black Mountain Elementary School.
- **MID TERM:** Monitor enrolments and projections for Black Mountain Elementary School. If enrolment projection are consistently over 450 and surrounding facilities are fully utilized, request an addition at the school in a future Capital Plan submission.

Rutland Area Recommendations

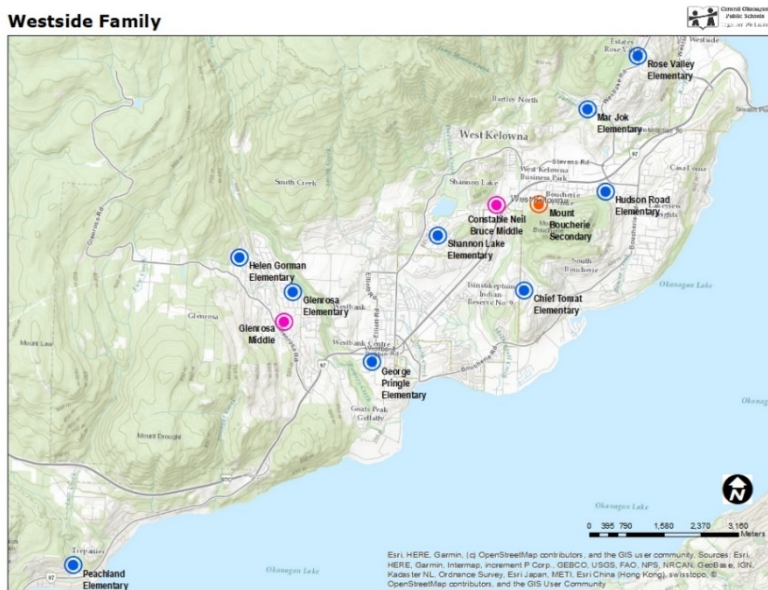
Recommendation	Timeline
Elementary Catchment Boundary Review Black Mountain Elementary	Fall 2022
Review Single Track French Immersion Program at École Belgo Elementary	Fall 2022
Catchment Area Review - Rutland Middle Schools	Fall after approval of replacement Rutland Middle School
Addition to Rutland Secondary School*	Target opening by Fall 2025
Replace Rutland Middle School on Quigley Elementary Site*	Opening 2026
Addition to Springvalley Middle School*	Target Opening Fall 2026

*Subject to Government funding approvals

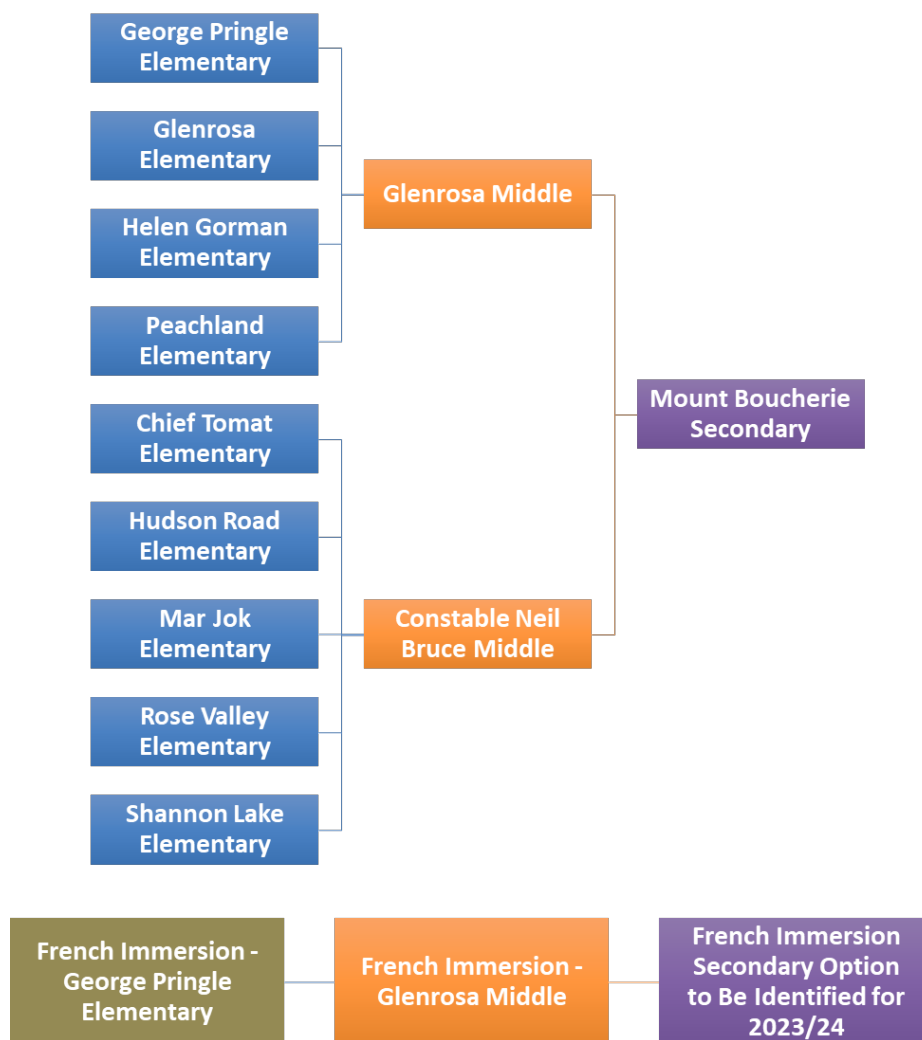
Westside Family

Overview

The Westside area refers to the family of schools that are located on the west side of Okanagan Lake and service a population of over 50,000 persons. Currently, the Westside Area is serviced by twelve schools. The schools underwent a grade configuration change in September 2018 which consisted of converting all elementary schools to K-5, Constable Neil Bruce Middle to Grades 6-8, Glenrosa Middle to Grades 6-9 and Mount Boucherie Secondary to Grades 9-12. The Westside enrolment is distributed into two middle school geographic areas which reflects the community neighbourhoods.



Westside Family Feeders

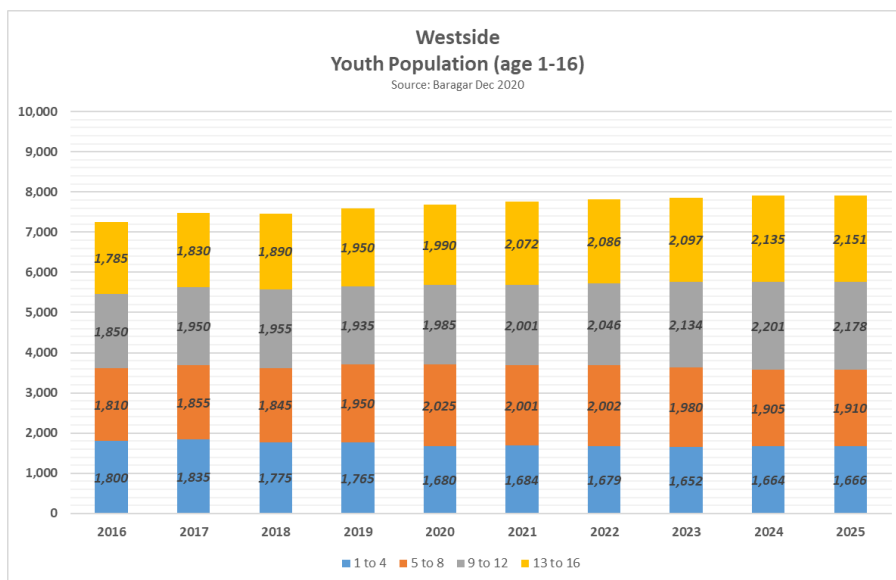


Births and Youth Population

The births have decreased from the previous three year average.

Westside Change in 3 Year Average of Births			
Numerical Change	% Change	Recent 3 Year Average (2017-2019)	Previous 3 Year Average (2014-2016)
- 33	-8%	390	423

Youth Population (Ages 1-16) has averaged 1.7% growth per year over the last 5 years. The next 3 years project the youth population to remain at its current levels averaging about 0.5% increase.



Last 3 years have been a lower average of 0.7%.

Positive migration for youth population, youth population showing continued growth of 50 – 70 per year.

Enrolment

GLENROSA MIDDLE RUTLAND FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
		<u>K-6</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>
George Pringle	460	503	435	428	398	410	423	428	435	432	444	447	446	446
Glenrosa	328	227	196	178	182	178	177	179	179	174	178	178	180	179
Helen Gorman	268	250	213	225	236	247	247	242	237	238	238	235	235	238
Peachland	264	199	172	159	146	151	165	173	163	165	166	164	159	158
		<u>7-9</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>
Glenrosa Middle	750	609	612	621	649	661	670	675	713	753	757	768	765	761

CONSTABLE NEIL BRUCE MIDDLE FAMILY PROJECTIONS: SD23 PROJECTIONS														
School	Op Cap	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Elementary		<u>K-6</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>	<u>K-5</u>
Chief Tomat	268	297	262	257	267	269	272	287	291	303	297	295	295	289
Hudson Road	264	290	213	235	253	255	263	259	265	263	255	259	261	264
Mar Jok	419	481	437	437	440	460	482	498	513	508	504	496	484	477
Rose Valley	313	379	304	324	315	324	314	316	317	310	302	292	294	280
Shannon Lake	370	413	361	390	385	394	397	397	398	400	388	388	388	384
		<u>7-9</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>	<u>6-8</u>
Constable Neil Bruce	750	749	808	893	900	905	906	923	934	961	1,015	1,052	1,053	1,032

		10-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12	9-12
Mount Boucherie	1,325	1,265	1,499	1,548	1,561	1,635	1,741	1,835	1,870	1,894	1,898	1,939	2,024	2,106

Overall enrolment has seen 0.4% annual average increase with the last 2 years seeing an average annual of 2% increase.

Hudson Road Elementary and Constable Neil Bruce have had the largest average annual change in enrolments over the last couple of years

Residential Development

The City of West Kelowna projects 3,245 new residential units will be constructed over 20 years from 2020 to 2040 within the Glenrosa Middle School family area. New residential developments underway, in the application stage or proposed indicate the anticipated 3,830 will be reached by 2040. 40% of the new housing units are single family units (appealing to families) and 60% are multi-family units. This area in the last ten years has not experienced the growth seen in the Constable Neil Bruce Family area. Developments in this area have continued to proceed through initial planning stages. There are some new residential units starting to come online; however, a large supply of new units may be delayed due to market conditions, financial backing or a large number of other factors. It is likely the developments will proceed in the future, the School District may not see an impact on enrolment for at least 7 to 10 years.

Within the Constable Neil Bruce Middle Family area, the City of West Kelowna projects 2,932 new residential units will be constructed over 20 years from 2020 to 2040. New residential developments underway, in the application stage or proposed indicate the anticipated 3,830 will be reached by 2040. 75% of the new housing units are single family units (appealing to families) and 25% are multi-family units.

Westbank First Nation has significant residential development planned for the area. The projected new residential numbers are anticipating approximately 130 units annually.

The District of Peachland expects most of the new development will be through infill in existing neighbourhoods. A number of major developments have been proposed for the more buildable areas of Peachland over the long term. The Lower Princeton (including Beach Ave), New Monaco and Ponderosa neighbourhoods have been under consideration for many years and Area Sector Plans were completed, but at this time development does not appear to be advancing.

Issue Areas

1. Secondary School Capacity

The District adjusted catchments for elementary and middle schools when Mar Jok Elementary School was opened and reconfigured schools on the Westside to address the pressing need for elementary school space. The Westside continued to experience community growth that added more enrolment pressures in elementary schools. In 2018, a new grade configuration was implemented in all schools on the Westside to relieve pressure at the elementary schools and align with the Long Term Facilities Plan. This added Grade 9's from Constable Neil Bruce Middle to Mount Boucherie Secondary, which increased the enrolment pressures to Mount Boucherie Secondary. This move was a feasible option as the secondary school in the 2000's did accommodate thirteen portables on site.

The school is adjacent to a mountain and a City recreation facility with the City of West Kelowna City Hall. There is no further land available for expansion. Any expansion would either require adding at least one (1) additional storey to the existing structure or encroaching on to the field and/or parking spaces. Expanding Mount Boucherie Secondary is difficult, costly and would create problems with the City of West Kelowna.

Identified Options

- a) New Secondary School in Westside Area
- b) Additions to Neighbouring Schools
- c) Catchment Boundary Changes
- d) Transport Students to other schools
- e) Discuss long term options for the adjacent City of West Kelowna Recreation Facility

Recommended Approach

- **SHORT TERM:** The District requires a new secondary school on the Westside area, within or close proximity to the Westbank Town Centre, to relieve the pressure at Mount Boucherie Secondary School. The District must advocate to the Ministry to support the new secondary school project request.
- **MID TERM:** Build a new 1,100 secondary school on the Westside.

2. Middle School Capacity

The middle school enrolments within the City of West Kelowna are beyond or approaching their operating capacity as defined in the Ministry of Education Area Design Standards.

The District prepared a study of the Westside that outlined a number of issues, specifically, the increasing enrolment over time at all schools and the imbalance of growth and enrolment between the student populations of the two middle school regions.

Another issue is in the Glenrosa Middle catchment area, there are three development areas identified by West Kelowna that may develop about 3,500 to 4,000 new residential units. When these units come on line, the Glenrosa Middle Catchment will see significant enrolment pressures. At this time, the developments are not planning to start to have an impact in the area for at least 8 to 10 years.

However, as neighbourhoods mature and new subdivisions and roads are being developed, these historical school feeder groups and catchment areas may no longer be optimum to service the growing community.

Identified Options

- a) New Middle School in Westside Area
- b) Additions to Westside Middle Schools
- c) Catchment Boundary Changes
- d) Transport Students to other schools
- e) Middle School on École George Pringle Elementary Field, Maintain École George Pringle Elementary

Recommended Approach

- **SHORT TERM:** The District is required to ensure school facilities are fully utilized to accommodate enrolments. A middle school catchment boundary review is necessary to balance middle school enrolments and reduce the enrolment pressures at Constable Neil Bruce Middle School.
- **MID TERM:** Acquire a new school site on the Westside to accommodate a new middle school. Build additions to Constable Neil Bruce Middle School to a maximum operating capacity of 1,000 students. The District must advocate to the Ministry to support additions to the middle schools.
- **LONG TERM:** Build a new middle school on the Westside at the Smith Creek site.

3. East Area on the Westside - Elementary School Capacity

Most of the enrolment growth has been experienced in the Constable Neil Bruce Middle catchment area. The elementary schools are full and projected to have additional growth. The neighbourhoods have new residential units being developed as well as a high turnover of existing residential units. The student in migration rate to the area is higher than the Glenrosa Middle catchment area. The implemented District grade configuration relieved some pressure; however, some schools are still having capacity pressures.

Identified Options

- a) New Elementary School in Westside Area
- b) Additions to Elementary Schools
- c) Catchment Boundary Changes
- d) Transport Students to other schools

Recommended Approach

- **SHORT TERM:** The District is required to ensure school facilities are fully utilized to accommodate enrolments. A elementary school catchment boundary review is necessary to balance elementary school enrolments and reduce the enrolment pressures at elementary and middle schools.
- **MID TERM:** Review options for additions to elementary schools to accommodate future growth.
- **LONG TERM:** Acquire a school site in the Goat's Peak Neighbourhood.

Westside Area Recommendations

Recommendation	Timeline
Complete a catchment area review to address emergent issues and to revise elementary, middle and secondary school catchment areas for the opening of the new Westside Secondary School to distribute the population more evenly.	Fall 2021
Construct addition to Shannon Lake Elementary*	Target opening by Fall 2026
Construct addition to Hudson Road Elementary*	Target opening by Fall 2026
Construct a Secondary School on the Westside*	Target opening by Fall 2025
Construct new Elementary/Middle School on Smith Creek Property*	Target opening by Fall 2027
Catchment Area Review - Westside Middle Schools	Fall after approval of Smith Creek Middle
Acquire Land for new School within the Goat's Peak area*	Target acquisition by Fall 2025
Catchment Area Review - Westside Elementary	Fall after approval of Goat's Peak Elementary

*Subject to Government funding approvals

FACILITY CONDITION

Capital Asset Management System Facility Rating Index

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

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

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

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

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

CATCHMENT BOUNDARIES

The Board of Education has the responsibility to provide school facilities that address changing enrolment patterns, and sustain high quality educational programs and equitable enrolment opportunities in a way that meets educational expectations. One way the Board of Education fulfills this responsibility is through the setting of school catchment areas.

While the geographic area of Central Okanagan Public Schools is static, many factors within the District are constantly changing. The number of students, their geographic distribution and demographic characteristics are all factors within the school system which must be considered in the formation or revision of school catchment areas. The 2020 School District Catchment Area Map and Community Engagement Plan can be found in Appendix D.

Typically, before any major catchment area revision proceeds, a review of options and consultation occurs with senior staff, the Board, impacted School Principals, Parent Advisory Councils and parents. The current boundary and admissions process has evolved through many years and has served the District relatively well.

Under current Board Policy 405; “A student may enroll in an educational program at any school in our district, providing there is space, as outlined in Sections 2(2) and 74.1 of the School Act, this policy and its regulations.”

Policy 405 further cites, “The Board of Education will designate school catchment areas in the school district in order to:

- Meet the program needs of the students as much as possible;
- Make best use of the facilities, staff and transportation, and if possible;
- Enable the school to develop a unique identity.

The principles for setting/changing catchment areas should include the requirement for boundaries to:

- reflect traditional neighbourhoods, subdivisions and regions;
- minimize safety concerns for elementary students as a result of major roadways or other known hazards;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools and the transportation system;
- maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school;
- support the long-term sustainability of the District's French Immersion Programs.

As the District continues to grow and build in areas where catchment boundaries do not follow new roads and subdivisions, minor amendments to boundaries are required to ensure the boundaries incorporate the principles set out in Policy 405.

ENVIRONMENTAL SUSTAINABILITY

Buildings are generally the largest user of energy and source of greenhouse gas emissions. They also use significant amounts of potable water. Institutions can design, build, maintain (and operate) buildings that provide safe and healthy indoor environments for occupants while simultaneously mitigating the building's impact on the outdoor environment. Further, high performance green buildings have been shown to enhance learning outcomes and workplace productivity as well as reduce operating costs.

In 2007, the Province of BC passed the Greenhouse Gas Reductions Target Act making greenhouse gas reductions mandatory for all provincial organizations, with a goal of eventually becoming carbon neutral. In 2009, the BC Climate Action Plan was also released which included a legislated 33% reduction of greenhouse gases from 2007 levels by 2020 and 80% reduction by 2050.

As such, all decisions made for the Long Term Facilities Plan should be guided by sustainable design principles whenever possible to realize these targets.

Sustainable design principles include: optimizing site potential, minimizing non-renewable energy consumption, using environmentally preferable products, protecting and conserving water, enhancing indoor environmental quality, and optimizing operational and maintenance practices.

The following Sustainability Guiding Principles were adopted by the Board in 2010 as part of Board Policy 660 – Environmental Sustainability.

Guiding Principles:

1. To integrate environmentally sustainable considerations, which are fiscally responsible, into all our business decisions.
2. To ensure staff, students, and parents are fully aware of our policy, regulations, actions and results.
3. To ensure suppliers and clients are aware of our policy and demonstrate sound sustainable environmental management practices when providing services to our District.
4. To review, report and continually strive to improve our environmental sustainability performance.

SCHOOL SITE ACQUISITION STATUTES AMENDMENT ACT

Where eligible, the provincial government expects local municipalities and School Districts in growth areas to implement the provisions of the *School Site Acquisition Statutes Amendment Act*.

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

The charge is collected by local government and transferred to school boards. The intent of the charge is to provide a portion of the funds (35%) for acquisition of school sites that will be required as a result of new residential development. The balance of the funds required for future school site acquisitions (65%) and facility development (100%) will continue to be provided by the Province.

Under the *Local Government Act*, the *School Act* and the *School Site Acquisition Statutes Amendment Act*, local municipalities will be responsible for collecting school site acquisition charges on behalf of Central Okanagan Public Schools, effective November 25, 2012.

The future sites identified in the Eligible School Sites Proposal and reaffirmed through the Long Term Facilities Plan have been included in the 2012/2013 Capital Plan.

See Appendix D - School Site Acquisition Charge – Board Bylaw No. 15

SCHOOL DISTRICT ADMINISTRATION FACILITIES

Central Okanagan Public Schools currently operates four main administration facilities; the School Board Office, Operations, Hollywood Rd. Education Centre and Dehart Student Support Services. Student Support Services are also located in various schools to provide regional based services.

SCHOOL BOARD OFFICE

The School Board Office is the District administrative headquarters. It is located at 1040 A Hollywood Road South in Kelowna. The office building is located adjacent to Hollywood Road Educational Services.

HOLLYWOOD ROAD EDUCATION SERVICES

The Hollywood Road Education Services houses the Learning Technology Department, Indigenous Education, Curriculum Resource Centre, International Education and Welcome Centre, The Learning Centre, Instructional Leadership Team, Career Life Programs, Student Support Services – North, School Health Programs staff and various meeting rooms for District use.

The facility was an old elementary school that was refurbished in 2003/04 for its present use. There are several building deficiencies but the facility is extremely well utilized.

OPERATIONS (BUS GARAGE AND MAINTENANCE FACILITY)

The Operations site houses the Operations Office, Bus Garage, Central Stores, District Storage and the Maintenance shops, including the millwork, paint, plumbing, electrical, grounds and welding shops.

The site currently adequately meets the majority of operations requirements and there are no major plans for upgrade.

STUDENT SUPPORT SERVICES SATELLITE OFFICES

Given the trend of increasing numbers of students with special needs arriving in the District or being identified every year, a plan needs to be developed for additional Student Support Services office space as well as teaching space in schools.

APPENDICES

Appendix A: School Enrolment Projections

SCHOOLS		Operating Capacity	Enrolment Projected										
			Sept 30th 2019	Sept 30th 2020									
					2021	2022	2023	2024	2025	2026	2027	2028	2029
GRADE													
Westside Area													
Chief Tomat Elementary	K-5	268	257	267	269	272	287	291	303	297	295	295	289
George Pringle Elementary	K-6	460	428	398	410	423	428	435	432	444	447	446	446
Glenrosa Elementary	K-5	328	178	182	178	177	179	179	174	178	178	180	179
Helen Gorman Elementary	K-5	268	225	236	247	247	242	237	238	238	235	235	238
Hudson Road Elementary	K-5	264	235	253	255	263	259	265	263	255	259	261	264
Mar Jok Elementary	K-5	419	437	440	460	482	498	513	508	504	496	484	477
Peachland Elementary	K-5	264	159	146	151	165	173	163	165	166	164	159	158
Rose Valley Elementary	K-5	313	324	315	324	314	316	317	310	302	292	294	280
Shannon Lake Elementary	K-5	370	390	385	394	397	397	398	400	388	388	388	384
Constable Neil Bruce Middle	6-8	750	893	900	905	906	923	934	961	1,015	1,052	1,053	1,032
Glenrosa Middle	6-9	750	621	649	661	670	675	713	753	757	768	765	761
Mount Boucherie Secondary	9-12	1,325	1,548	1,561	1,635	1,741	1,835	1,870	1,894	1,898	1,939	2,024	2,106
Westside Total		5,779	5,695	5,732	5,889	6,056	6,211	6,315	6,402	6,441	6,515	6,584	6,613
OK Mission Area													
Anne McClymont Elementary/H	K-5	344	469	470	455	419	409	398	398	380	373	384	391
Chute Lake Elementary	K-5	392	437	463	487	489	483	491	489	505	499	510	518
Dorothea Walker Elementary	K-5	351	472	501	515	517	530	529	524	500	498	508	518
Canyon Falls Middle	6-8	750	459	714	741	777	789	805	802	829	852	806	763
Okanagan Mission Secondary	9-12	1,050	1,281	1,062	1,073	1,105	1,145	1,172	1,251	1,283	1,314	1,352	1,351
OK Mission Total		2,887	3,118	3,210	3,272	3,307	3,356	3,395	3,464	3,496	3,537	3,560	3,541
Lake Country Area													
Davidson Road Elementary	K-6	373	478	481	387	398	419	439	461	461	477	483	482
Oyama Traditional	K-6	134	171	184	164	162	172	180	176	167	167	170	164
Peter Greer Elementary	K-6	402	464	479	401	417	432	439	434	438	441	434	423
HS Grenda Middle	6-8	600	0	0	390	581	551	512	526	582	618	644	641
George Elliot Secondary	9-12	700	951	1,005	870	721	762	810	818	798	774	759	808
Lake Country Total		2,209	2,064	2,149	2,212	2,279	2,334	2,381	2,416	2,447	2,476	2,490	2,518
Central Kelowna Area													
AS Matheson Elementary	K-6	318	289	283	293	310	300	302	313	327	333	331	322
Bankhead Elementary	K-6	383	333	342	354	354	368	394	391	401	408	399	406
Casorso Elementary	K-6	425	529	528	513	511	489	487	486	494	494	494	497
Glenmore Elementary	K-6	467	671	660	668	637	637	640	611	590	590	592	596
North Glenmore Elementary	K-6	467	570	587	610	632	645	681	678	687	696	705	720
Raymer Elementary	K-6	356	256	265	274	298	306	320	336	347	356	353	354
South Kelowna Elementary	K-6	272	233	230	231	238	250	264	269	275	273	283	284
Watson Road Elementary	K-6	490	580	590	591	607	608	623	634	635	627	620	613
Dr. Knox Middle	7-9	800	880	932	979	1,011	1,046	1,025	1,097	1,149	1,237	1,217	1,188
KLO Middle	7-9	700	825	822	822	801	843	846	889	869	884	911	946
Kelowna Secondary	10-12	1,600	1,834	1,840	1,917	1,966	2,045	2,104	2,120	2,222	2,200	2,334	2,355
Central Kelowna Total		6,278	7,000	7,079	7,251	7,365	7,537	7,687	7,825	7,995	8,099	8,241	8,281
Rutland Area													
Belgo Elementary	K-6	309	337	335	337	345	352	364	377	383	382	381	379
Ellison Elementary	K-6	245	199	208	221	218	220	205	198	191	192	196	200
Black Mountain Elementary	K-5	354	431	442	440	431	411	412	414	411	420	434	447
Pearson Road Elementary	K-5	441	233	234	246	247	247	253	257	265	265	269	266
Rutland Elementary	K-5	354	411	393	384	385	389	386	388	394	392	387	387
Quigley Elementary	K-5	445	260	252	257	261	243	242	243	242	244	243	252
Springvalley Elementary	K-5	313	255	261	264	264	285	281	286	284	278	276	274
South Rutland Elementary	K-5	268	185	176	185	195	204	211	217	216	214	215	212
Rutland Middle	6-8	425	564	572	542	530	524	561	572	586	580	581	589
Springvalley Middle	6-8	550	499	567	574	572	557	563	554	567	581	600	589
Rutland Secondary	9-12	1,550	1,497	1,480	1,528	1,595	1,634	1,674	1,670	1,651	1,653	1,679	1,705
Rutland Total		5,254	4,871	4,920	4,981	5,043	5,066	5,151	5,176	5,190	5,203	5,261	5,299
TOTAL		22,407	22,748	23,090	23,605	24,050	24,504	24,930	25,282	25,568	25,830	26,136	26,253

Appendix B: School Capacities and Classrooms

ELEMENTARY SCHOOLS		FIXED CAPACITY						CLASSROOMS				
		NOMINAL CAPACITY			OPERATING CAPACITY			Fixed Clsrms	Modular Clsrms	Portable Clsrms	Strong start	Preschool /Daycare
		K	ELEM	TOTAL	K	ELEM	TOTAL					
Westside Area												
Chief Tomat Elementary	K-5	20	275	295	19	249	268	12	0	1	0	1
George Pringle Elementary	K-5	80	425	505	76	384	460	20	2	0	1	3
Glenrosa Elementary	K-5	60	300	360	57	271	328	14	1	0	0	1
Helen Gorman Elementary	K-5	20	275	295	19	249	268	12	0	0	0	1
Hudson Elementary	K-5	40	250	290	38	226	264	13	0	1	1	1
Mar Jok Elementary	K-5	60	400	460	57	362	419	19	0	0	0	0
Peachland Elementary	K-5	40	250	290	38	226	264	12	1	0	1	1
Rose Valley Elementary	K-5	20	325	345	19	294	313	14	0	1	0	1
Shannon Lake Elementary	K-5	80	325	405	76	294	370	17	0	1	0	0
Westside Total		420	2,825	3,245	323	2,260	2,953	133	4	4	3	9
OK Mission Area												
A. McClymont Elementary	K-5	100	275	375	95	249	344	16	0	2	0	0
Chute Lake Elementary	K-5	80	350	430	76	316	392	16	2	1	0	0
Dorothea Walker Elementary	K-5	60	325	385	57	294	351	15	1	5	0	0
OK Mission Total		240	950	1,190	228	859	1,087	47	3	8	0	0
Lake Country Area												
Davidson Elementary	K-5	60	350	410	57	316	373	17	0	0	0	0
Oyama Traditional School	K-5	20	125	145	19	115	134	6	0	1	0	0
Peter Greer Elementary	K-5	60	375	435	57	345	402	18	1	2	1	1
Lake Country Total		140	850	990	133	776	909	41	1	3	1	1
Central Kelowna Area												
AS Matheson Elementary	K-6	20	325	345	19	299	318	15	0	0	1	1
Bankhead Elementary	K-6	40	375	415	38	345	383	17	0	0	0	1
Casorso Elementary	K-6	60	400	460	57	368	425	18	1	5	0	0
Glenmore Elementary	K-6	80	425	505	76	391	467	21	0	6	0	0
North Glenmore Elementary	K-6	80	425	505	76	391	467	19	2	5	0	1
Raymer Elementary	K-6	60	325	385	57	299	356	16	1	0	1	2
South Kelowna Elementary	K-6	20	275	295	19	253	272	12	0	0	0	0
Watson Road Elementary	K-6	80	450	530	76	414	490	20	2	1	0	1
Central Kelowna Total		440	3,000	3,440	418	2,760	3,178	138	6	17	2	6
Rutland Area												
Belgo Elementary	K-5	40	300	340	38	271	309	14	0	0	0	1
Black Mountain Elementary	K-5	40	350	390	38	316	354	16	0	2	0	1
Ellison Elementary	K-5	20	250	270	19	226	245	11	0	0	0	1
Pearson Road Elementary	K-5	60	425	485	57	384	441	20	1	0	1	1
Quigley Elementary	K-5	40	450	490	38	407	445	20	0	0	0	3
Rutland Elementary	K-5	40	350	390	38	316	354	16	0	2	0	0
South Rutland Elementary	K-5	20	275	295	19	249	268	13	0	0	1	1
Springvalley Elementary	K-5	20	325	345	19	294	313	14	0	1	0	1
Rutland Total		280	2,725	3,005	266	2,463	2,729	124	1	5	2	9
ELEMENTARY TOTAL		1,520	10,350	11,870	1,368	9,119	10,856	483	15	37	8	25
<div>Notes:</div> <div>* School capacities with Strongstart programs are reduced by 25</div> <div>* Modulars are added to fixed teaching spaces and included in Elem capacities</div> <div>*Fixed classrooms include rooms for Strongstart programs</div> <div>* Capacity Utilization = Elem enrol/Elem Operating (Grade 1-5/6)</div> <div>* K classrooms based on number of K's identified in MoE Nominal numbers</div> <div>**K classrooms based on number necessary to accommodate K enrolment</div> <div>**Nominal capacity for Ministry based on what was built</div> <div>* Enrolments do not include fee payers, cross enrolled, SU, GA</div>												

Long Term Facilities Plan

SECONDARY SCHOOL CAPACITIES

Schools								CLASSROOMS					
		NOMINAL CAPACITY			OPERATING CAPACITY			Fixed Clsrms	Modular Clsrms	Portable Clsrms	Strong starts	Preschool /Daycare	
		ELEM	SEC	TOTAL	K	ELEM	TOTAL						
GRADE													
MIDDLE													
Constable Neil Bruce Middle	6-8	500	250	750	500	250	750	30	0	5	0	0	
Glenrosa Middle	6-9	500	250	750	500	250	750	30	0	0	0	0	
Canyon Falls Middle	6-8	250	500	750	250	500	750	30	0	0	0	0	
HS Grenda Middle	6-8	450	150	600	450	150	600	24	0	0	0	0	
Dr. Knox Middle	7-9	275	525	800	275	525	800	32	0	9	0	0	
KLO Middle	7-9	250	450	700	250	450	700	28	0	7	0	0	
Rutland Middle	6-8	275	150	425	275	150	425	17	0	11	0	0	
Springvalley Middle	6-8	350	200	550	350	200	550	22	0	6	0	0	
Middle Total		2,850	2,475	5,325	2,850	2,475	5,325	213	0	38	0	0	
SECONDARY													
Mount Boucherie Secondary	9-12		1,325	1,325	0	1,325	1,325	53	0	11	0	0	
Okanagan Mission Secondary	9-12		1,050	1,050	0	1,050	1,050	42	0	12	0	0	
George Elliott Secondary	9-12		700	700	0	700	700	28	0	7	0	0	
Kelowna Secondary	10-12		1,600	1,600	0	1,600	1,600	64	0	8	0	0	
Rutland Senior Secondary	9-12		1,550	1,550	0	1,550	1,550	62	0	0	0	0	
Secondary Total		0	6,225	6,225	0	6,225	6,225	249	0	38	0	0	
Total Middle & Secondary		2,850	8,700	11,550	2,850	8,700	11,550	462	0	76	0	0	
SD23 TOTAL		14,720	8,700	23,420	13,706	8,700	22,406	945	15	113	8	25	

Appendix C: Community Engagement Plan

Recommendation	Timeline
Catchment Area Review – Westside	Fall 2021
Catchment Area Review – Okanagan Mission	Fall 2021
Catchment Area Review – Black Mountain and Belgo Elementary Schools	Fall 2022
Program Review – French Immersion at George Elliot Secondary	Fall 2022
Catchment Area Review - Rutland Middle Schools	Fall after approval of replacement Rutland Middle School
Catchment Area Review - Central Elementary	Fall after approval of Wilden Elementary
Catchment Area Review - Central Secondary	Fall after approval of Glenmore Secondary
Catchment Area Review - Westside Elementary/Middle Schools	Fall after approval of Smith Creek Elementary/Middle
Catchment Area Review - Central Middle Schools	Fall after approval of University Heights Middle
Catchment Area Review - Westside Elementary	Fall after approval of Goat's Peak Elementary

Appendix D: School Site Acquisition Charge – Board Bylaw No. 15



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

BYLAW No. 15, School Site Acquisition Charge

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

PREAMBLE:

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

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

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

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

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

TITLE:

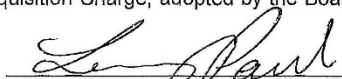
This Bylaw may be cited as:
 "School District No. 23 (Central Okanagan) Bylaw No. 15, School Site Acquisition Charge".

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


 Board Chair


 Secretary-Treasurer

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


 Secretary-Treasurer