



**BRITISH
COLUMBIA**

B.C. School Access Guidelines for Community Sport



**Ministry of Tourism,
Arts, Culture and Sport**
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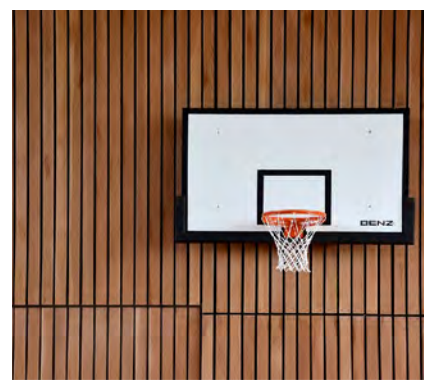
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Introduction



School facilities exist first and foremost to meet the needs of students, schools and their programs — **school use always takes priority**. At the same time, when facilities are not required for school purposes, they can play an important role in strengthening community connections and supporting youth participation in sport and recreation, particularly when accessed by provincially affiliated, non-profit sport organizations that meet recognized standards for safety, coaching, and governance.

The recommendations in this guide reflect input from surveys, targeted outreach, and conversations with representatives from sport organizations, schools, school districts, municipalities, and other system partners. These guidelines are voluntary and intended to provide a starting point for dialogue and problem-solving between schools and sport organizations, recognizing that meaningful progress depends on both sectors working together within their own local contexts.

Why is the Province encouraging these guidelines?

School facilities are among the most valuable publicly funded spaces in British Columbia. Ensuring that these spaces are accessible and well-utilized outside of school hours advances several provincial priorities:

- Improving student well-being by expanding opportunities for physical activity, skill development, and participation in positive sport activities close to home.
- Supporting affordability for families by enabling additional no-cost or low-cost community sport opportunities in accessible, neighbourhood-based settings.
- Maximizing use of public infrastructure by encouraging consistent, efficient approaches to after-hours access so that publicly funded facilities serve as year-round community assets.

These efforts support the Province's broader goals of building healthier, more active communities; reducing barriers to participation; and ensuring that public resources are used effectively and responsibly – while fully respecting that school districts retain authority over how and when their spaces are used.

Part 1: Guidelines for Schools and School Districts

What's in it for My School?

By following the guidelines in this document, school and school districts can realize the following benefits:

Improved Student Outcomes

- More opportunities for physical activity and skill development, leading to stronger motor skills, improved fitness, and greater readiness to participate in school.
- Additional play and practice time for student athletes outside instructional hours supports increased confidence and stronger academic performance.

Financial Support & Revenue

- Cost-sharing for custodial and maintenance expenses helps districts recover the cleaning, setup, and wear-and-tear costs generated by community use.
- Modest rental revenue that contributes incremental support toward operational needs.

Reduced Administrative Burden

- Standardized booking systems and templates simplify processes, reducing repetitive administrative work for school staff.
- Clear policies minimize back-and-forth with renters, allowing staff to resolve inquiries more quickly and focus on core operational responsibilities.
- Rentals can be managed by non-district staff.

Enhanced In-School Programming

- Partnerships with sport organizations provides access to certified coaches who work alongside teachers, helping schools improve the quality of instruction.
- Partnerships with sport organizations creates more opportunities for students to try new activities, develop skills, and remain engaged in school-based sport.



Part 1: Guidelines for Schools and School Districts

What's in it for My School? (continued)

Facility and Equipment Upgrades Without Full Cost

- Co-investment from municipalities or sport groups for facility improvements can provide capital that would otherwise be unavailable.
- Shared purchases or donations of equipment from community partners means schools and school districts gain access to modern, safe equipment at a lower cost.
- Sharing maintenance costs help ensures facilities remain in good condition.
- Rental fees can contribute to future maintenance and replacement costs.

Increased School Security

- Regular evening and weekend use of school facilities increases presence on school grounds, which can act as a practical deterrent to vandalism, theft, and other undesirable activity.

Positive Public Profile

- Demonstrate leadership in promoting healthy living, student development, and community well-being strengthens the school and school district's public standing.
- Signal a commitment to acting in the best interests of children and youth by supporting safe, accessible opportunities for physical activity.
- Enhance the school and district's reputation for collaboration, innovation, and responsible stewardship of publicly funded spaces.
- Strengthen relationships between school district and community leaders and staff.



Administrative & Logistical Guidelines



1. Assign a Dedicated Rental Contact

Cost: No/low-cost

Timeline: Immediate

Designate an existing staff position or office to manage facility bookings, respond to inquiries, and handle issues before, during, and after use. A named contact, rather than informal or ad hoc arrangements, ensures consistent decision-making and equitable access for all user groups. For those who have a municipal partner, clearly describe who is responsible for bookings depending on when the space is being used, such as during school hours versus after-hours or weekends. Once established, make this contact easy to find through your school or district website.

What about after-hours?

Be sure to define and document how issues arising outside school hours will be handled, including who can be reached, how, and what the escalation path looks like. Options include an on-call contact or a centralized facilities line.



2. Include Clear Rental Expectations in the Agreement

Cost: No-cost

Timeline: Immediate

In your rental agreements, include clear expectations that set out what user groups can expect and what is expected of them. Also, be explicit about what is included in the rental agreement.

Factors to consider include:

- Use of heating and ventilation (particularly relevant for evening and weekend bookings)
- Access to scoreboards, score clocks, and timing equipment
- Access to seating and bleachers
- Access to washrooms, including for outdoor rentals
- On-site custodial support
- Event hosting support (through custodian or other school staff)
- Access to storage
- Security protocols including building access, alarm codes, and lockup procedures
- Cancellation policies
- Post-use cleaning requirements
- Damage reporting

Administrative & Logistical Guidelines



Include Clear Rental Expectations in the Agreement (continued)

Where items are not included in the standard rental rate, indicate whether they can be arranged for an additional cost or whether user groups are responsible for providing their own.

Managing expectations for user groups and custodians

Your agreement should clearly define what user groups are responsible for before they arrive on site. This includes how they will gain access, expected conduct, equipment use, floor care, cleaning, post-use responsibilities, and damage reporting.

The roles and responsibilities of the custodian or other school personnel should also be explicitly described so that everyone is working from the same playbook. For groups booking a facility for the first time, or for events with more complex logistical needs, consider offering a pre-event site visit.



3. Establish Cancellation Policies

Cost: No-cost

Timeline: Immediate

Establish clear policies for managing last-minute schedule changes. When school needs require cancelling a booking, provide as much notice as possible (ideally 21 days) and offer an equivalent alternative space or a rental credit. Cancellation penalties also discourage groups from holding space they don't intend to use.



4. Enable Independent Facility and Equipment Access

Cost: No/low-cost

Timeline: Medium-term

For trusted, long-term renters with established agreements, consider providing controlled access through keys or keycards so facilities and/or equipment can be used without requiring custodial staff to be present. Also, when constructing or renovating facilities, design for the possibility of restricted-zone configurations so that community use can occur in designated areas without the entire school becoming accessible.

Administrative & Logistical Guidelines



5. Save Time with Agreement Templates

Cost: No-cost

Timeline: Medium-term

Use templates for Shared Use Agreements that clearly outline responsibilities, liability, booking procedures, maintenance obligations, and cancellation terms.

Templates can reduce administrative burden, create consistency across schools, shorten negotiation timelines, and ensure all partners enter agreements with a shared and transparent understanding of expectations.

In unique or non-standard situations, templates can be used as a starting point rather than a fixed framework. They are structured enough to cover essential terms, but flexible enough to accommodate arrangements that do not fit a standard model, such as cases with unusual scheduling needs, shared infrastructure investments, multi-party coordination, or other non-standard conditions.

Unsure where to start?

The Ministry of Tourism, Arts, Culture and Sport developed a [checklist](#) that can be used when preparing an agreement.

The Ministry of Education and Child Care and the BC Recreation and Parks Association developed a [free online Shared Use Agreement Guide](#) that schools and districts can use. These resources can help you get started without building from scratch.



Administrative & Logistical Guidelines



6. Adopt an Online Booking System

Cost: Low/medium-cost

Timeline: Medium-term

Adopt an online platform to manage space bookings and publish availability calendars (see case study on page 21 for a specific example). A centralized system improves transparency and reduces administrative burden for school staff.

When setting up your platform, include room dimensions, floor type, available equipment, photos, blackout periods, and any use or accessibility restrictions. Providing this information upfront reduces back-and-forth.

Platforms can also require users to upload insurance certificates and non-profit status directly to their profile before a booking is approved.

Publish District-Wide Inventory

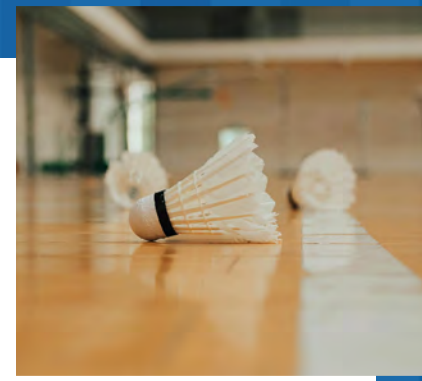
District-wide inventory is one of the most practical features online booking platforms offer. Rather than contacting multiple schools individually, sport organizations can search a single portal by facility type, capacity, or location and see real-time availability across the entire district. By incorporating this leading practice when setting up your platform, schools will benefit from consolidated requests and a reduction in enquiries.

Did You Know?

There are several affordable insurance options that can meet the needs of community sport and recreation groups. Where coverage is required, user groups may need to secure appropriate insurance before their booking can be approved.



Financial Collaboration Guidelines



1. Offer Service-for-Space Arrangements

Cost: No-cost

Timeline: Immediate

Offer priority access or reduced rental fees to sport organizations that provide coaching, programming, clinics, or developmental support for school teams and students. Coaches certified through Canada's National Coaching Certification Program may be actively seeking gym time. A service-for-space arrangement costs the school nothing, addresses coaching capacity gaps in sports with limited volunteer availability, and expands structured opportunities for students.



2. Be Transparent About Cost Recovery

Cost: No-cost

Timeline: Medium-term

Use clear, standardized formulas to set facility rental fees that recover custodial, maintenance, and equipment costs from sport groups. Recovering costs helps make after hours facility use financially sustainable, supporting greater access for community groups.

Where demand for higher-impact activities is ongoing and spread across multiple schools, districts may consider designating a single school as the primary venue for those sports. Concentrating use in one location makes shared capital investments, such as enhanced gym flooring, more financially viable, reduces wear across the broader school inventory, and creates a more predictable, sustainable model for groups with specialized facility needs.

Financial Collaboration Guidelines



3. Explore Capital and Equipment Partnerships

Cost: Varies

Timeline: Medium to long-term

By exploring capital and equipment partnerships with sport organizations or municipalities, school districts can reduce budget pressures and accelerate facility upgrades. Third-party investments in surfaces, lighting, equipment, or safety retrofits allow schools to improve their facilities without bearing the full cost. More substantial arrangements, including entirely new facility builds, have also been achieved through this model. Schools and districts are encouraged to engage with sport organizations to identify mutually beneficial facility improvements.

Any arrangement should be formalized through a Shared Use Agreement (see guideline on page 8), a formal agreement that sets out how facilities will be shared. Maintaining thorough documentation for these partnerships is essential to manage staff turnover and protect the long-term interests of all parties.

Make it easy to find the right contact

Sport organizations looking to explore capital partnerships may need to reach someone other than the staff member who handles facility bookings. Schools and districts should identify and publish who is responsible for partnership inquiries and make that person easy to reach.

Unlocking Additional Funding Through Shared Use

Capital Asset Management Framework

Schools or districts with Shared Use Agreements may be better positioned to access discretionary capital funding under the Ministry of Education and Child Care's Capital Asset Management Framework. While core seismic and safety work is funded, enhancements like specialized flooring or expanded gym capacity are not fully covered. Projects with clear partnerships and shared investment carry more weight, and formal agreements can strengthen value-for-money rankings.

Community Gaming Grants

Schools are not eligible for B.C.'s Community Gaming Grants; however, Parent Advisory Councils and non-profit sport organizations operating at a school may be eligible. The program supports youth and amateur sport, including equipment like scoreboards, lighting, mats, and nets. Equipment purchased by a partner for use at your school can also benefit the school.



Managing Supply and Demand Guidelines



1. Open Booking Windows Early

Cost: No-cost

Timeline: Immediate

Sport organizations need confirmed facility access before they can register participants, recruit volunteers, secure coaches, and plan seasonal programming. Schools and districts are encouraged to signal available space before the end of the school year for the year ahead, with confirmed availability communicated no later than September. At the same time, consider implementing a cancellation policy and fees to discourage overbooking and no-shows.



2. Prioritize Accredited Youth Programming

Cost: No-cost

Timeline: Immediate

Give priority to youth-focused sport programming that supports access to physical activity beyond the school day. After-hours programs may serve a mix of students and other community participants.

Sports delivered through B.C.'s [Designation Program](#) provide assurance that recognized standards for coaching, safety, and organizational governance are being met. Schools may request confirmation of designation status as part of the application process.

Schools may prioritize designated youth sport programming in various ways, such as offering early booking windows or first right of refusal on preferred time slots.

Additional Resources on Facility Allocation

Schools and districts looking to further prioritize facility access may wish to explore viaSport and BC Recreation and Parks Association's [Leading Practices for Facility Allocation](#) guidelines, which offer principles for broadening access to underrepresented groups, adaptive sport organizations, and new and emerging sports.

Managing Supply and Demand Guidelines



3. Match Activities to Appropriate Spaces

Cost: No-cost

Timeline: Immediate

Align sports and equipment with the specific physical characteristics, safety requirements, and accessibility of each space. To maximize usage, maintain a centralized inventory of facility features across the district to coordinate bookings effectively. For example, hardwood gyms should be prioritized for sports requiring specialized surfaces (e.g., basketball, volleyball, badminton), while cafeterias, multipurpose rooms, and auditoriums are utilized for activities like dryland training, martial arts, dance, or yoga. Where feasible, use half-gym rentals or partition larger spaces to allow simultaneous bookings, expanding capacity without the need for additional spaces.

Concetrate Accessible Sport Programming

Districts may consider concentrating adaptive and inclusive sport programming at one or more schools. This can help localize specialized equipment and manage wear and tear, while supporting access for participants who require accessible facilities.

Plan for High-Impact Sport

Schools and/or districts may wish to also consider designating one or more school facilities as dedicated hubs for higher-impact sport programming. “High impact” should be defined by the technical nature of the sport (e.g., wheelchair rugby, floor hockey), high spectator loads, or the age and condition of the facility. These designations should be based on the limitations of a building rather than perceptions of wear and tear.

Schedule by Age Group

Matching time slots to the needs of the user group can improve both access and facility use. Earlier evening slots are better suited to younger participants and allocating them accordingly can open later slots for older age groups and adult programming.

Did you know?

School districts are required to follow the [Accessible BC Act](#) and have an accessibility plan, committee and feedback mechanism. Districts are required to use the feedback received to update their accessibility plan.

Part 2: Guidelines for Sport Organizations

What's in it for My Sport Organization?

By following the guidelines in this document, sport organizations are more likely to benefit from:

- Greater ability to plan club activities and serve more participants.
- Opportunities for service-for-space arrangements and multi-year agreements.
- Access to better maintained- spaces through shared responsibility.
- More opportunities to benefit from equipment and space upgrades.



1. Book Responsibly and Remain Flexible

Cost: No-cost

Timeline: Immediate

Plan facility use in alignment with school and district planning cycles, recognizing that school programs and school-based sports take priority. Adjusting seasons of play, practice schedules, or program formats so they compete less with school schedules can meaningfully increase access to available facilities.

Book Only What You Need

Booking requests should reflect realistic program needs. Holding surplus or speculative time reduces overall capacity and limits access for other groups; for example, for example booking indoor space as a rain-out contingency, or out-of-competition sports reserving space that in-competition sports may need.

Expect and Accommodate Change

School needs can change, sometimes at short notice. Flexibility should be an expected condition of using school facilities, whether that means adjusting times, session formats, or using alternative spaces such as multipurpose rooms for activities like stretching, dryland training, yoga, or martial arts.



Guidelines for Sport Organizations



2. Demonstrate Community Benefit

Cost: No-cost

Timeline: Immediate

When applying for space, clearly identify your organization as a provincially designated, non-profit sport organization rather than a private or for-profit provider. Designation signals that recognized standards for coaching, safety, and organizational governance are being met, and helps schools prioritize applications that align with provincial and community priorities.

Provide clear information upfront about participant age ranges, anticipated numbers, program objectives, and any broader benefits to students or the local community.



3. Explore Service-for-Space Arrangements

Cost: No-cost

Timeline: Medium to long-term

Sport organizations may propose structured, certified programming — such as physical education support, skill-development sessions, officiating instruction, or after-school clinics — in exchange for reduced rental fees, priority access, or more predictable use of school facilities. In return, schools gain access to qualified instructors and expanded programming options. Sport organizations benefit from improved facility access, reduced costs, and stronger relationships with schools and districts.

Formalize the Arrangement

Any service-for-space arrangement should be formalized through an approved agreement. Informal or ad hoc arrangements can create uncertainty and risk for both parties. A formal agreement clarifies expectations and protects everyone involved.

Guidelines for Sport Organizations



4. Leverage the Regional Sport Alliance Network

Cost: No-cost

Timeline: Medium to long-term

Regional Sport Alliances (RSAs) can help connect sport organizations with school districts. Where appropriate, organizations are encouraged to work through their RSA to streamline communication, facilitate introductions, and identify opportunities to use school facilities.

In many regions, RSAs already have relationships within school communities and can support a more collective approach. This can lead to clearer, more consistent communication and help organizations raise shared issues or opportunities in a coordinated way.

Since RSA capacity varies across the province, organizations should work with their regional partners to determine the appropriate level of involvement.



5. Support School Cost Recovery

Cost: No-cost

Timeline: Short to long-term

School rental fees are not intended to generate revenue but to recover direct costs associated with custodial services, utilities, routine maintenance, and equipment wear and tear. In many cases these fees only partially offset actual costs, and in some communities access is further limited by challenges sourcing custodial staff for evenings or weekends.

Where these constraints exist, sport organizations are encouraged to work collaboratively with schools and districts to explore practical solutions, such as coordinating shared custodial coverage across user groups, underwriting cleaning or custodial costs, providing approved third-party custodial services, or assuming responsibility for cleanup.

Plan for High-Impact Use Costs

Organizations should be prepared to address high-impact use, as defined by the school or school district, whether through high-impact usage fees, approved protective equipment, or direct contributions toward facility or equipment replacement.



6. Explore Capital and Equipment Partnerships

Cost: Investment required

Timeline: Medium to long-term



Schools and sport organizations often share a common problem: limited budgets and aging or insufficient equipment. Capital and equipment partnerships are one way to solve that problem together, whether through jointly funding sport-specific equipment, safety retrofits, or new facility builds. The goal is an arrangement that expands access for the community while reducing pressure on school operating budgets.

Any donation or investment should be formalized through written terms that outline access rights, scheduling priority, responsibilities, and duration. Informal arrangements, even well-intentioned ones, can create uncertainty and risk for both parties.

How to Initiate a Coaching or Equipment Partnership

If your organization is interested in exploring a coaching exchange or equipment partnership with a school, here is how to get started:

Find the right person

The gym booking contact may not be the right starting point for a partnership conversation. Look for the school's athletic director — they oversee sport programming. If you are unsure who that is, the school's main office can direct you.

Come with a clear offer

Before reaching out, be specific about what you would like to explore: What coaching or programming will you provide, how often, and for which students? What equipment or infrastructure upgrade are you interested in partnering on, and who will own and maintain it?

Start small if needed

If a formal agreement feels like a big step, a time-limited pilot (one season of coaching support, for example) can build trust and demonstrate value before a longer arrangement is negotiated.

Put it in writing

Even informal exchanges benefit from a short, written summary of what each party is providing and what each party receives in return. This protects both sides and makes it easier to renew or expand the arrangement later. For more substantial partnerships, you will want a formalized document outlining roles and responsibilities (see above section on Agreement Templates).

Lean on your Regional Sport Alliance

If you are not sure where to begin, lean on your Regional Sport Alliance organization or Provincial Sport Organization. They can share from their collective experience and can help facilitate introductions and navigate school district processes with you.

Case Studies & Success Stories

1. Shared Use Agreements

Partners: City of Prince George & School District No. 57 (SD57)

Context: Prince George is a northern city where the winter season puts high demand on indoor recreation spaces. Unlike most communities of similar size in British Columbia, the city has no municipal community centres and relies almost entirely on school facilities to deliver indoor community recreation. A shared use agreement between the city and School District No. 57 has been in place since the 1970s and remains the backbone of the city's recreation delivery system.

The Challenge:

- Community demand for indoor space continues to grow, while school enrolment pressures, limited resources, and budget constraints have increased pressure on school facilities.
- Without a centralized system, managing bookings, permits, insurance, and cancellations would place significant administrative burden on individual schools and community groups.
- In winter, limited indoor space makes access highly competitive and cancellations particularly disruptive for sport organizations.

The Action: The City of Prince George and SD57 operate under a Shared Use Agreement that clearly defines roles and responsibilities. The City acts as the central administrator for community use of school facilities and has the expertise and capacity to manage:

- all user group requests, bookings, allocations, contracts, permits, invoicing, and payments;
- insurance verification (including liability requirements);
- disciplinary issues and user compliance; and
- adherence to the City's allocation policy and Fees and Charges Bylaw.

Facility Scope and Access

- The City manages community bookings for elementary school gyms and school fields during evenings (5:00pm-10:00pm) and all-day on weekends (7:00am-10:00pm) from September through June. Fields are also available all day, every day in July and August.

Case Studies & Success Stories

1. Shared Use Agreements (continued)

- SD57 can block off time for school activities with 21 days notice (Christmas concerts, book or science fairs, trade shows, parent teacher nights, student socials, etc.).
- A School District custodian is on site until 10:00pm during weekdays and available during all community use.
- On weekends, SD57 charges a 4-hour, \$200 minimum call out to recover costs of providing custodial services.
- Currently, only elementary facilities are bookable. Secondary school facilities are used to their full capacity for school purposes, including school-sport.

Outcomes

- **For the School:** Individual schools are relieved of managing community bookings and negotiations, and the District works with a single professional partner rather than numerous user groups. School assets are protected through clear rules, insurance requirements, and custodial presence.
- **For the Sport Clubs:** A centralized “one-stop” system for booking multiple facilities results in consistent policies, fees, and points of contact. This also provides predictability and transparency of when facilities are available.
- **For the Public:** The use of publicly funded school infrastructure is maximized during non-instructional hours. In 2025, 31 school locations were used by 48 user groups. This helps avoid the capital and operating costs of building and staffing new community recreation centres. It also enables grassroots sport and recreation opportunities in a community with limited indoor space.

The Shared Use Agreement between the City of Prince George and SD57 is an invaluable and essential tool for delivering community recreation. While pressures on space, staffing, and scheduling remain, the agreement provides a clear framework that allows limited facilities to be used as effectively and as fairly as possible.

Case Studies & Success Stories

2. Volunteer Coaching and Equipment Exchange

Partners: Local volleyball sport organizations and schools across B.C.

The Challenge: Youth volleyball clubs often struggle to secure affordable gym access. At the same time, many elementary and middle schools lack specialized coaches and up-to-date sport equipment.

The Action: Across B.C., local volleyball clubs have developed arrangements with schools that exchange coaching and/or equipment for gym access. Rather than a standard rental contract, these arrangements recognize the mutual value each party brings.

In practice, volleyball clubs may:

- Provide qualified volunteer coaching for school-based programs; and/or
- Purchase and make sport-specific equipment available for school use, such as nets, balls, or portable training equipment that schools may not otherwise have access to.

In exchange, schools provide access to gym space outside instructional hours for club practices and competitions. In some districts, these exchanges can be formalized through a gifts-in-kind policy. For example, a volleyball club provides skilled instruction to students after-school, which is recognized as a non-cash gift-in-kind donation of professional services. In exchange, the club receives free use of gym space for evening practices.

Outcomes:

- **For the School:** This model provides access to quality coaching and/or new sport-specific equipment, helping meet physical and health education goals.
- **For the Sport Club:** For volleyball clubs, greater access allows them to hold more practices and competitions, while lower operating costs allow them to keep registration fees affordable.
- **For the Student:** This arrangement provides access to skilled coaching regardless of their family's ability to pay for club fees.

By exchanging coaching or equipment for gym time, schools can transform their facilities from simple rental spaces into hubs for youth development.

Case Studies & Success Stories

3. Integrated Booking Portal

School District: 43 (Coquitlam)

Platform: ebase (SD43 Online Booking Portal)

The Challenge: Before 2020, SD43's rental process was largely managed at the school level, relying on a mix of manual processes and guidelines. When schools lack a centralized booking portal, staff are often required to make multiple follow-ups to confirm insurance and payments, increasing administrative workload.

The Action: The SD43 Rentals Department formally announced the launch of ebase for all 2020-2021 school year bookings onwards. This transitioned the facility rental process to a centralized, web-based platform ([ebase](#)) and fundamentally changed how the public interacts with school space:

- Depending on how ebase is configured, the system features an online "catalogue" where users can view high-quality photos of the gym, see the exact square footage, check for specialized equipment (like adjustable hoops), and view accessibility features.
- The platform provides a public-facing calendar that allows community groups to see exactly which hours are booked and which are available.
- The platform provides secure online payment processing (via credit card) that automates invoicing.
- The system requires users to upload their insurance certificates. The software automatically flags expiring insurance, sending notifications of insurance expiring soon.
- Districts can pull reports to confirm payment and insurance status to confirm all accounts are in good standing.
- District-wide closures (like professional development days or winter breaks) and school specific events (like concerts or exams) are reflected in the platform's online calendar, preventing double-bookings and ensuring school activities maintain priority.
- All adjustments occur in real time, ensuring clients are promptly informed changes are made.

Outcomes:

- **For the School District:** The system significantly reduced scheduling conflicts and the role of school offices in day-to-day booking administration.
- **For the Sport Club:** Sport organizations and other user groups gained greater visibility into available space and benefited from a simplified booking process across multiple schools.

By adopting a more self-service, digital approach, the district streamlined rental administration and improved visibility of available community space.

Case Studies & Success Stories

4. Capital Partnership Model

The Challenge: The West Vancouver Football Club struggled with "rain-outs" during the winter, causing significant player drop-out. The West Vancouver Secondary school site had available space adjacent to a newly upgraded track and artificial turf field facility (West Vancouver Place for Sport).

The Action: The School District and the Club entered into a long-term strategic partnership where the School District provided the land (at West Vancouver Secondary), and the Club spearheaded the fundraising and construction of a \$5 million+ indoor sports bubble (the [Paul Myers Athletic Centre](#)).

- The project was funded through a mix of private philanthropy (including a \$3 million donation from the Paul Myers Foundation), club fundraising, and municipal grants. The School District provided the site and technical support but did not provide funding.
- The Club retains ownership of the sports bubble, collecting booking fees for its use and retaining responsibility for maintenance and repair.
- The School District has responsibility to maintain the lands surrounding the bubble.
- Instead of the Club paying an occupancy fee for the land and the School District paying the Club a booking fee to use the bubble, the arrangement grants the School District exclusive use of the facility during school hours (8:30 AM-3:30 PM) for physical health and education classes, while the Club receives guaranteed evening, weekend, and holiday access.
- To ensure the facility does not become a financial burden in the future, the Club retains a portion of all booking fees in a "replacement fund" to pay for a new turf/bubble in 10-15 years.
- The School District and the Club own separate inventories of equipment for use in the bubble, which are stored in separate storage spaces.

Outcomes:

- **For the School:** Students have a world-class, indoor, climate-controlled facility for gym class every day, at zero cost to the school's capital budget.
- **For the Sport Club:** Over 2,500 youth soccer players now have a guaranteed place to play that never gets "rained out."

By allowing a club to build on school land, the District gained a \$5 million asset and solved a decades-long scheduling problem without spending taxpayer dollars on construction.