

# LONG RANGE FACILITIES PLAN EXECUTIVE SUMMARY

## The Engagement Process

The Long Range Facilities Plan (LRFP) was developed over a six-phase comprehensive engagement process, which began in February 2019 with the launch of the LRFP Public Consultation website and survey.

The website included an engagement life cycle with key dates, contact information for trustees, an area to leave feedback and comments, a news feed and access to surveys. The District received all feedback in May 2019 and the final Long Range Facilities Plan presented to the Board for approval by the end of June 2019.

## 2021 Bi-Annual Review of Long Range Facilities Plan

Upon adoption of the Long Range Facilities Plan in June 2019, the Board of Education noted the importance of maintaining and updating the plan on an ongoing basis.

In Spring 2021, District staff began their first bi-annual comprehensive review and update to the LRFP. Throughout the review, updates were provided to the District Facilities & Building Committee and workshops were held with the Board of Education on the proposed improvements to the plan. The LRFP update was adopted by the Board of Education in November 2021.

## Structure

The LRFP is organized into the following nine chapters:

**Chapter 1 – Background and Purpose** outlines how the LRFP places the need for capital projects in a district-wide context and explains how it plays a key role in the submission of capital project requests by the District and how it can form a basis of capital investment decisions by the Ministry.

**Chapter 2 – Vision and Guiding Principles** provides the School Districts Vision, Mission, Values and the Guiding Principles for the LRFP.

**Chapter 3 – Educational Considerations** consists of an overview of all of the educational programs offered by SD38 and their respective locations.

**Chapter 4 – K-12 School Age Enrolment** provides community demographics that illustrate that despite historical population growth between 2006 and 2019 school age population dropped significantly.

**Chapter 5 – Capacity/Enrolment** provides a definition and overview of operating capacity for schools in SD38 and identifies the current and projected surplus in space at both elementary and secondary levels.

**Chapter 6 – Facility Condition and Improvements** contains Facility Condition and Seismic Risk ratings for all SD38 facilities and identifies programs for capital improvements.

**Chapter 7 – Educational Support Facilities** outlines all facilities that are complementary to SD38's core educational facilities.

**Chapter 8 – Property** consists of an overview of all of the parcels of land held by SD38 and current leases and rentals of SD38 property/facilities.

**Chapter 9 – Strategy for Communities of Schools Regions** outlines the specific strategies for each of the District's four 'Communities of Schools Regions.'

## Chapter 1 – Background and Purpose

School District No. 38 (Richmond) (SD38) adopted the LRFP in June 2019 following an intensive engagement process. The updated plan was adopted in November 2021.

SD38 has an inventory of 58 District-owned sites located on 157 hectares (389 acres) and currently serving over 20,000 Kindergarten to Grade 12 students. There are 38 elementary schools, 10 secondary schools, four non-school facilities, and 5 sites not currently used for District schools or operations. The District also leases two facilities for continuing education and alternate education purposes.

The intent of the LRFP is to outline facilities management strategies in support of long term accommodation of projected students and educational programs. The LRFP is a Board of Education-driven document that provides a framework for facilities planning and investment decisions and the District's annual review of its Five-Year Capital Plan and proposed capital projects.



## Chapter 2 – Vision and Guiding Principles

### District Policy 100 - Vision, Mission, Values

**Vision:** The Richmond School District is the best place to learn and lead.

**Mission:** The Richmond School District’s mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.

**Values:** The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.

The LRFP guiding principles are designed to:

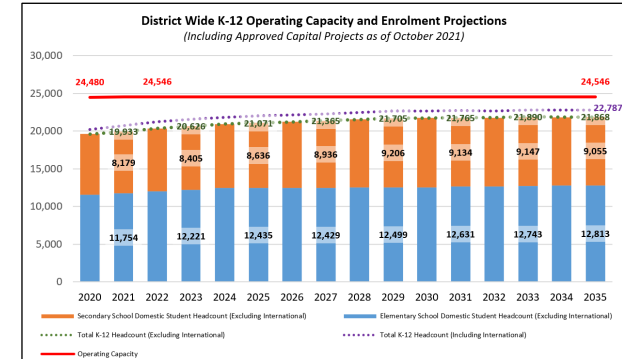
- **ensure** that facilities planning is always in alignment with our District Vision, Mission and Values;
- **support** safe, accessible, appropriately resourced and energy efficient learning environments for all students and working environments for employees;
- **maintain** appropriate sized facilities that will accommodate changing enrolment and educational programs over the next 10 to 15 years;
- **value** input from stakeholders from the community and partner groups;
- **strive** for increased efficiency in operational and capital costs, with financial decisions made that are sustainable over the long term;
- **guarantee** the LRFP is robust, resilient and adaptable as it accommodates unforeseen challenges, new needs and information; and
- **always consider** recommendations and decisions that are made with our focus on learners.

## Chapter 3 – Educational Considerations

- **Grade Configuration:** The feedback received during the public engagement process for the LRFP does not support a change to the present K-7 and 8-12 configuration for schools, although some programs will continue to require flexibility in grade configuration options to support student needs or unique circumstances.
- **Early Learning and Pre-Kindergarten Programs:** Early learning and pre-Kindergarten programs provided in schools include Kindergarten Orientation for pre-school age children, a free drop-in Early Learning Centre at General Currie Elementary, and Strong Start Centres at five elementary schools providing free drop-in programs for parents/caregivers and their children aged birth to five years old.
- **K-12 Educational Programs:** The LRFP outlines the variety of K-12 educational programs offered by SD38, including Programs of Choice, the Virtual School Program, Careers Program, and Alternate Programs. Alternate programs include Aspen, Errington Learning Centre, Combined Studies, Integrated Academics, Colts Program, Richmond School Program, Station Stretch/ Street View/ Horizons, Reset, and Language Acquisition & New Directions.
- **Continuing Education:** Richmond Continuing Education (RCE) offers a wide range of educational programs for school-age students and adults throughout the calendar year.
- **International Education:** Richmond International Education (RIE) provides students from around the world the opportunity to achieve their educational goals at schools throughout our District.
- **District Technology:** The LRFP supports improving infrastructure and facilities by integrating up to date technology into classrooms and common areas.

## Chapter 4 – K-12 School Age Enrolment

- Despite historical population growth between 2006 and 2019 school age population dropped significantly. The population of Richmond, like Metro Vancouver and Canada has been aging, resulting in fewer school age students per household.
- The ratio of students to households has declined from 0.31 in 2011 to 0.23 in 2020.
- SD38 projects that total K-12 enrolment will grow between 2020 and 2035 by approximately 2,265 based on demographic trends and projected new residential development in the City of Richmond. Most of the proposed new residential units under application are in the City Centre Area (87%).

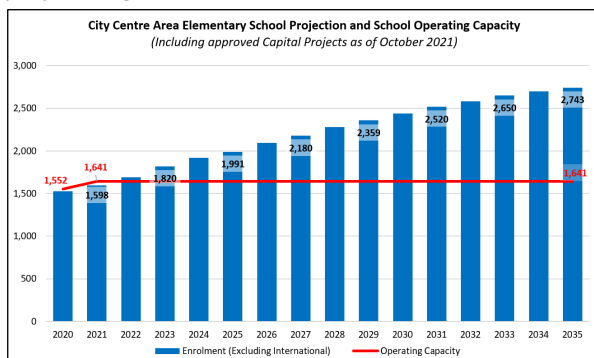


- The District total international enrolment has increased from no students in 1998 to 919 in 2019. Due to the COVID-19 Pandemic, international enrolment decreased to 573 in 2020. It is anticipated to return to previous levels and remain level when travel restrictions are lifted.
- Approximately 17% of school-age population of Richmond does not attend SD38 schools and may attend elsewhere i.e., independent schools, home school or other school districts.

## Chapter 4 – K-12 School Age Enrolment

### Richmond City Centre Area Plan – Population and School Enrolment Growth

- The City of Richmond adopted the latest City Centre Area Plan (CCAP) in 2009. The CCAP forecasts that the total population of the area will grow to 90,000 (from 39,210) by 2031 and 120,000 by 2100 (projected build-out).
- The CCAP will have rapid housing growth and student growth is expected, resulting in a K-7 shortfall of 718 seats by 2029 and 1,102 seats by 2035 if capacity is not expanded beyond approved projects as of October 2021. For secondary schools there is sufficient capacity to accommodate the projected grade 8-12 enrolment to 2035.



### City Centre Area School Expansion Scenarios

- In developing and updating the Capital Funding Strategy, the Board of Education considered three scenarios for accommodating future elementary school enrolment growth in the City Centre Planning Area:
  - Scenario #1 – Status Quo/Use of Modular Classrooms.
  - Scenario #2 – Combination of School Additions and a New School at Dover Park.
  - Scenario #3 – Combination of Fewer School Additions and Two New Schools, Located at Dover Park and Lansdowne Village Area.

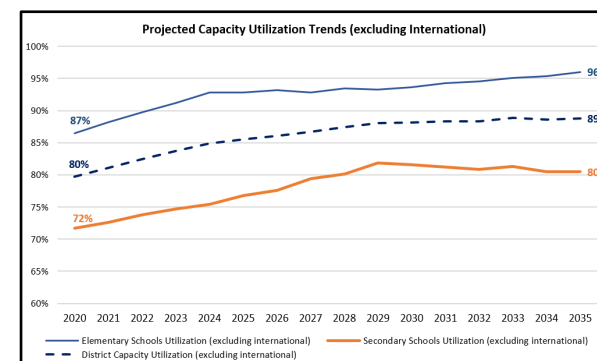
- The review of each of these options in the body of the LRFP resulted in the following conclusions:
  - Although Scenario #1 (Status Quo/Use of Modular Classrooms) is the lowest cost of the three scenarios, it is the least desirable strategy from an educational and facility management perspective and therefore is not recommended.
  - Scenario #2 (Combination of School Additions and a New School at Dover Park) has the second lowest cost strategy of the three scenarios, is very desirable from an educational facility management perspective, and is therefore the preferred facilities expansion scenario for accommodating enrolment growth between 2021 and 2032.
  - Scenario #3 (Combination of Fewer School Additions and Two New Schools, Located at Dover Park and Lansdowne Village Area) has the highest cost of the three strategies studied, and while being very desirable from an educational and facility management perspective, has the highest level of uncertainty and financial and logistical risk. Although Scenario #3 is not the preferred expansion scenario to accommodate the enrolment growth between 2021 and 2032, a school site acquisition proposal has been included in the School District's Eligible School Site Proposal for a future City Centre elementary school to serve enrolment growth beyond 2033.

### Hamilton Area Plan - Enrolment Growth and Proposed School Addition

- The City of Richmond adopted the Hamilton Area Plan (HAP) in 1995 and revised it in 2014. The projected new housing growth in this area will result in enrolment growth at Hamilton Elementary supporting a future four classroom addition to Hamilton Elementary as proposed by SD38.

## Chapter 5 – Capacity / Utilization

- Chapter Five provides a definition and overview of operating capacity for schools in SD38 and identifies the current and projected surplus in space at both elementary and secondary levels.
- Key points in the overview include:
  - Impact of Restored Class Size and Composition Provisions – resulting increase in the numbers of teachers as class sizes were restored to 2002 limits.
  - Child Care Provisions – the LRFP supports its current policies and practice to manage available space to support child care, early learning programs and before and after school care.
- A series of graphics are provided in Section 5.1 of the LRFP that illustrate the total historic and projected operating capacity, enrolment and capacity utilization for K-7 students, 8-12 students, and all K-12 students with separate graphs for elementary, secondary, and total school district enrolment projections.
- Currently elementary schools have an average capacity utilization of 87% while secondary schools have an average capacity utilization of only 72%.





## Chapter 5 – Capacity / Utilization

### Optimizing the Utilization of School Assets

The following strategies and alternatives, informed by public input should be considered to help improve the optimization of space within schools:

1. Manage sustainable enrolment cohorts for schools based on operational capacities of school buildings.
2. Provide phased-in boundary moves between schools, affecting new students only, to balance enrolment between schools where appropriate.
3. Give priority for registration in the same school to siblings of current students.
4. Consider choice program locations or moves that may improve space utilization within the District.
5. Provide flexibility to grade configurations to accommodate unique situations where appropriate.
6. Consider including various community health and social services, preschools and child care initiatives in schools that may be considered essential to the community and complementary to schools and encourage the Province to provide exemption from operating capacity for classrooms utilized exclusively during school hours for these community uses.
7. Encourage the Province to provide exemption from operating capacity for classrooms utilized permanently for central District functions (i.e. Learning Services, Continuing Education, Richmond Virtual School) that cannot be accommodated within the District Administration Building.
8. Consider a business case for all future possibilities for Seismic Mitigation Program implementation, in order to reduce surplus space to sustainable levels which may include:

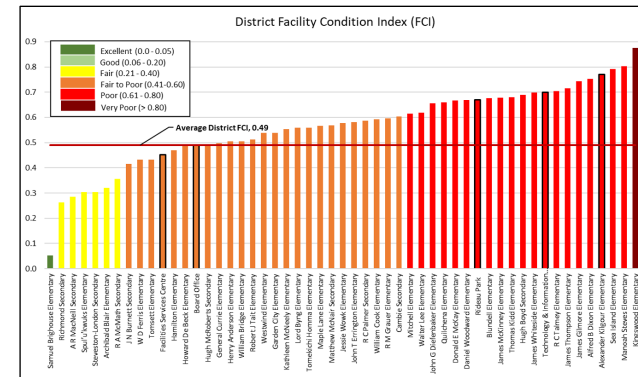
- a) Enrolment moves to provide “swing space” to accommodate seismic projects in surrounding schools.
  - b) Seismic upgrading that permanently converts surplus classroom space to be used for child care and essential community uses if a reduction in operating capacity can be supported by the Ministry.
  - c) Seismic projects that may replace a school with a smaller “right sized” school capacity where appropriate.
  - d) Replacement of a school building that has seismic risk with a modernized larger capacity school to accommodate students from multiple school catchments with possible consolidation considerations.
9. After considering other alternatives for optimizing the utilization of school assets, the Richmond School District may consider consolidation of school populations to reduce surplus capacity in community of schools regions where it would improve learning environments and provide the efficient and effective accommodation of students in schools.
  10. Where practical, ensure total estimated walk times to and from neighbourhood schools be:
    - 1) within 30 minutes for elementary schools;
    - 2) within 40 minutes for secondary schools; and
 consistent with reasonable walk limits set by the Board of Education for in-catchment students when considering:

- a) boundary moves;
- b) new school locations;
- c) seismic projects which could result in a smaller ‘right sized’ school; and/or
- d) replacing a high seismic risk school building with a modern larger capacity school to accommodate students from multiple school catchments through a consolidation process.

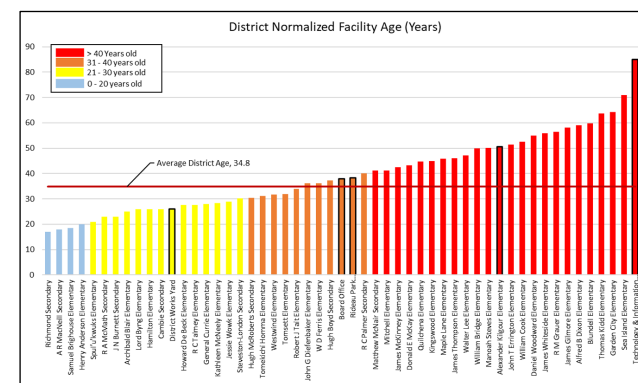
## Chapter 6 – Facility Condition

### Facility Condition Assessments and Age

- The total replacement cost for the District’s 53 buildings is \$676.8 Million.
- The average Facility Condition Index (FCI) of all District buildings as of October 2020 is 0.49 (Fair to Poor) and the total value of needed or outstanding repairs, renewal or upgrade requirements is \$355.7 Million.



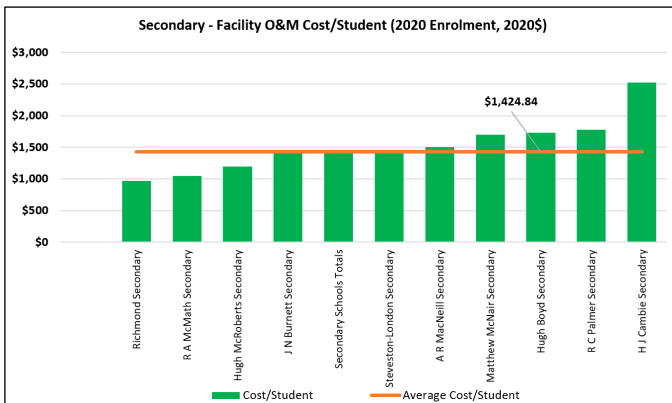
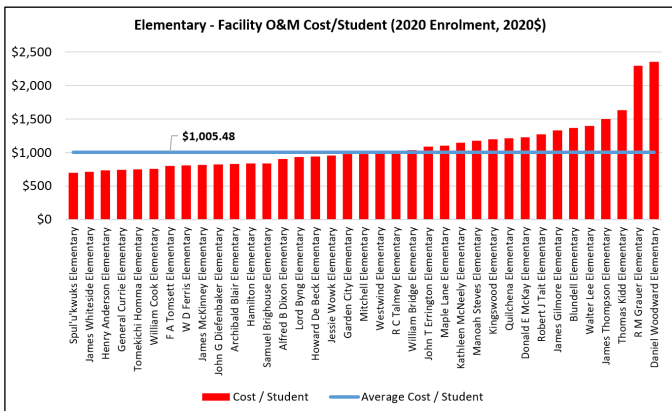
- The average age of SD38 buildings is 34.7 years, with the average age of elementary schools at 39.5 years and the average age of secondary schools at 28.1 years.



## Chapter 6 – Facility Condition

### Annual Facilities Operating, Maintenance and Utility Costs

- The annual total operating and maintenance (O&M) cost of all facilities is \$22.6 Million.
- If the current District capacity utilization of space was increased from 82% to 90%, the approximate savings in total facilities O&M costs for permanent structures would amount to \$1.8 Million annually.
- If the current inventory of portables was reduced by 50%, the approximate savings in total O&M costs for those structures would amount to approximately \$172,000 annually.



### Seismic Upgrades

- In 2004, the Ministry of Education launched the School Seismic Mitigation Program (SMP) in an effort to identify schools that may have structural risks associated with a seismic event.
- In addition to the structural risk of damage, the substructural risk of damage due to liquefaction of soils beneath the foundations of buildings need to be addressed. The liquefaction risk ratings are: high, moderate-high, moderate, and low based on criteria determined by geotechnical engineers to guide seismic project needs.

### Current and Proposed Seismic Mitigation Program Projects

- 11 of the 35 have been approved by MOE for design/construction, and four elementary schools are in the feasibility stage, leaving 24 schools containing at least one high seismic structural risk block and 19 schools requiring substructural upgrades to address Liquefaction Risk.
- The Richmond Project Team has reviewed a series of potential metrics and recommends that future seismic projects should be based on the formula (Estimated Total Project Cost ÷ School Enrolment), with schools having the lowest ratios (i.e. lowest cost per student) having priority over schools with higher ratios.
- The ranking of seismic projects for all schools with high seismic risk should be based on the prioritization included annually in the Five-Year Capital Plan.
- In order to expedite seismic upgrades, school programs may need to be temporarily relocated to allow construction to proceed during the school year.
- During the feasibility stage of projects, options must be developed including, but not limited to, Seismic Upgrade of the Existing School, Partial Replacement of the School (Most Vulnerable Blocks) and Seismic Upgrade of the Balance of the School, or Full Replacement of the School.

## Chapter 7 – Educational Support Facilities

### School Board Office (SBO)

- Currently, District central operations are spread out over a number of sites, due to insufficient space at the current District Administration Building site.
- The Plan supports future consideration of replacing the District Administration Centre in order to centralize educational support services and administrative services in one location.

*Significant upgrades to the SBO were completed in 2019/2020 and as a result, the FCI is estimated to have improved to approximately 0.41 with the actual rating to be confirmed by VFA.*

### Richmond Continuing Education (RCE)

- RCE has programs at seven facilities and has a strong need for a centralized location to accommodate growing adult learning needs.

*The Board of Education, at its public meeting 26 May 2021, supported repurposing and renovating a surplus wing of Mitchell Elementary (which had been slated for removal in Summer 2021) as a standalone Continuing Education facility.*

*If the retention of the building is permitted by the Ministry of Education, the Mitchell Education Centre, which has been physically separated from the elementary school and will be fenced off to prevent inter-mingling of adults with children, will have daytime vehicular access off of Cambie Road and evening/weekend access off of No. 5 Road and Cambie Road.*

*The relocation of Continuing Education from Rideau Park to Mitchell is planned to be completed by Fall 2022, subject to Ministry permission.*

## Chapter 7 – Educational Support Facilities

### Welcome Centre/Central Registration

- The Welcome Centre/ Central Registration should be located within a new District Administration Centre.

*A new District Welcome Centre has been created on the 1<sup>st</sup> floor of the renovated School Board Office, completed in 2019/20.*

### Learning and Business Technology Services (LBT)

- The LBT Services, including the Computing Infrastructure and Data Centre should be located in a larger, more modern, low seismic risk facility with adequate temperature control, in order to accommodate all departmental staff and to improve support to schools.

*If and when RCE relocated to the Mitchell site, the vacated spaces at Rideau Park will be converted into offices to accommodate LBT as well as a District Learning Resource Centre with a target occupancy by Spring 2023.*

### Facilities Services Centre

- The Facilities Services Branch is located in a 26 year-old facility situated at the northwest corner of the City.

### International Program

- Richmond International Education (RIE) administration should be located in a space suited for its needs within a new District Administration Centre.

### Transportation

- SD38 operates a fleet of 15 yellow busses to transport students with special needs to and from their school and for those students residing in rural or remote parts of the city to and from their catchment school.

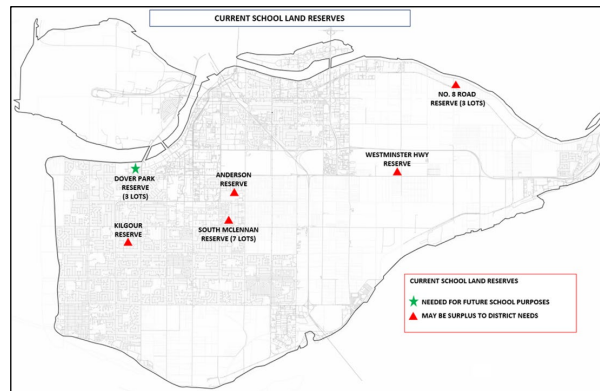
## Chapter 8 – Property

### General

- The Richmond Board of Education holds title to 75 unique parcels of land totaling 157.3 hectares. A total of 16 parcels totaling 6.4 hectares are not used for District schools or operations: one (former Kilgour Elementary Site) is currently leased to the CSF; three comprise the Dover Park School Reserve (needed for future school development).

### School Reserves

- There are currently six sites held in reserve for potential school development, of which only one (Dover Park, 3 lots/1.0 hectares) is expected to be needed in the next 20 years.



### Potential Surplus Land Holdings

- There are 12 potential surplus lots which make up 4 distinct sites, with a total assessed value of \$19,475,000.

### Leases and Rentals

- **Child Care:** SD38 believes that the presence of before- and after-school child care services at school sites benefits our school communities. Where space exists, individual schools may support child care services for the families in the community that they serve. There are currently 30 elementary schools with child care leases in place.

**Kilgour Elementary – Leased to CSF (Conseil Scolaire Francophone de la Colombie-Britannique):** The former Kilgour Elementary school site has been leased to the Conseil scolaire francophone de la Colombie-Britannique (CSF) for many years.

**Residences at Anderson School Reserve, South McLennan School Reserve:** SD38 currently rents out six lots with houses, and the District may need to consider possible “surplus designation” of these properties by the Board of Education, if they are not needed for SD38 educational or administrative purposes.

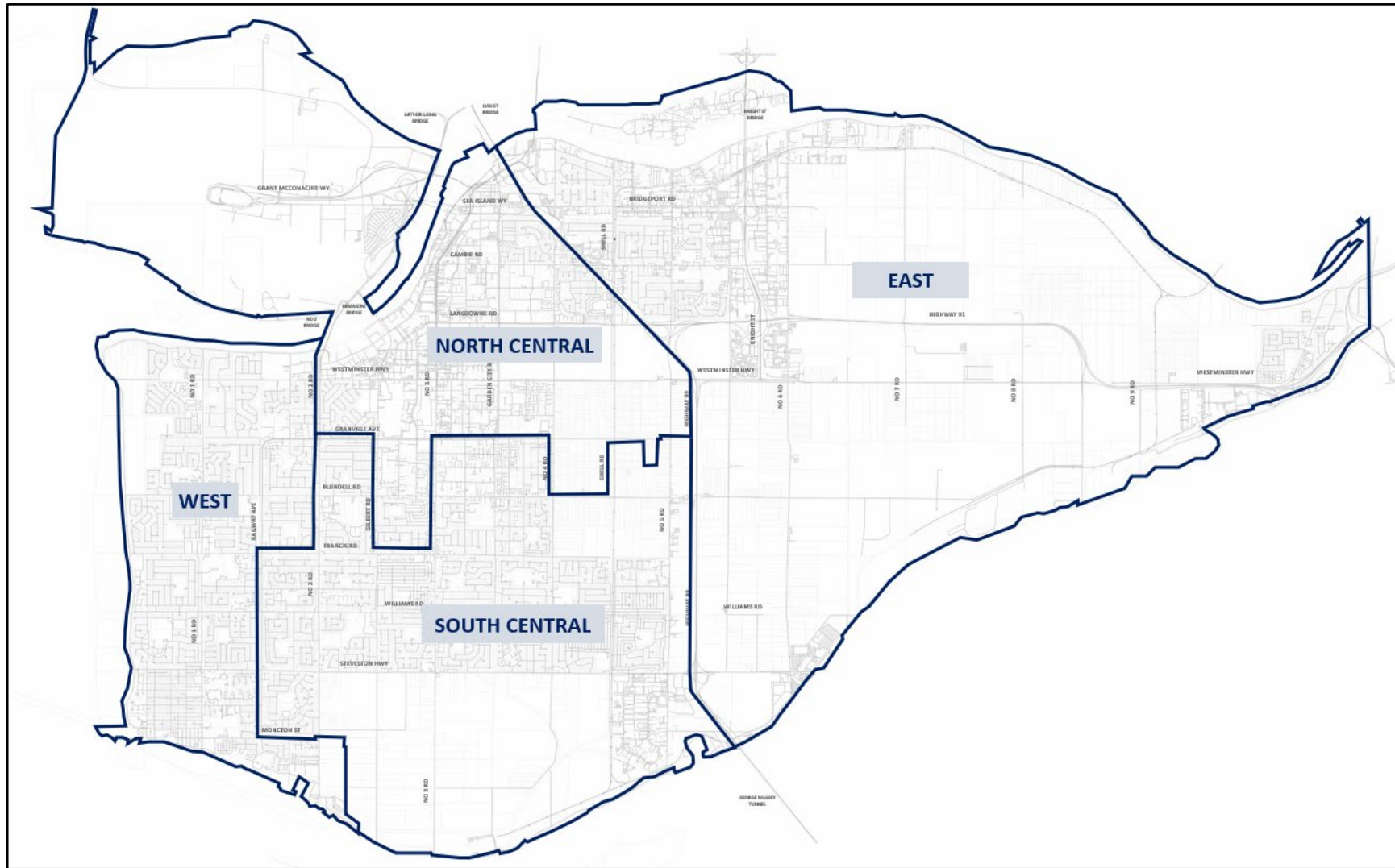
**Other Leases and Rentals:** In addition to child care services, SD38 has long-term license agreements in place for use of school facilities with the City of Richmond, Scouts Canada, Girl Guides of Canada and other groups. Most SD38 facilities are available for rental outside of normal business hours and include classrooms, multipurpose rooms, lounges, foyers and gymnasias.



## Chapter 9 – Communities of Schools Regions

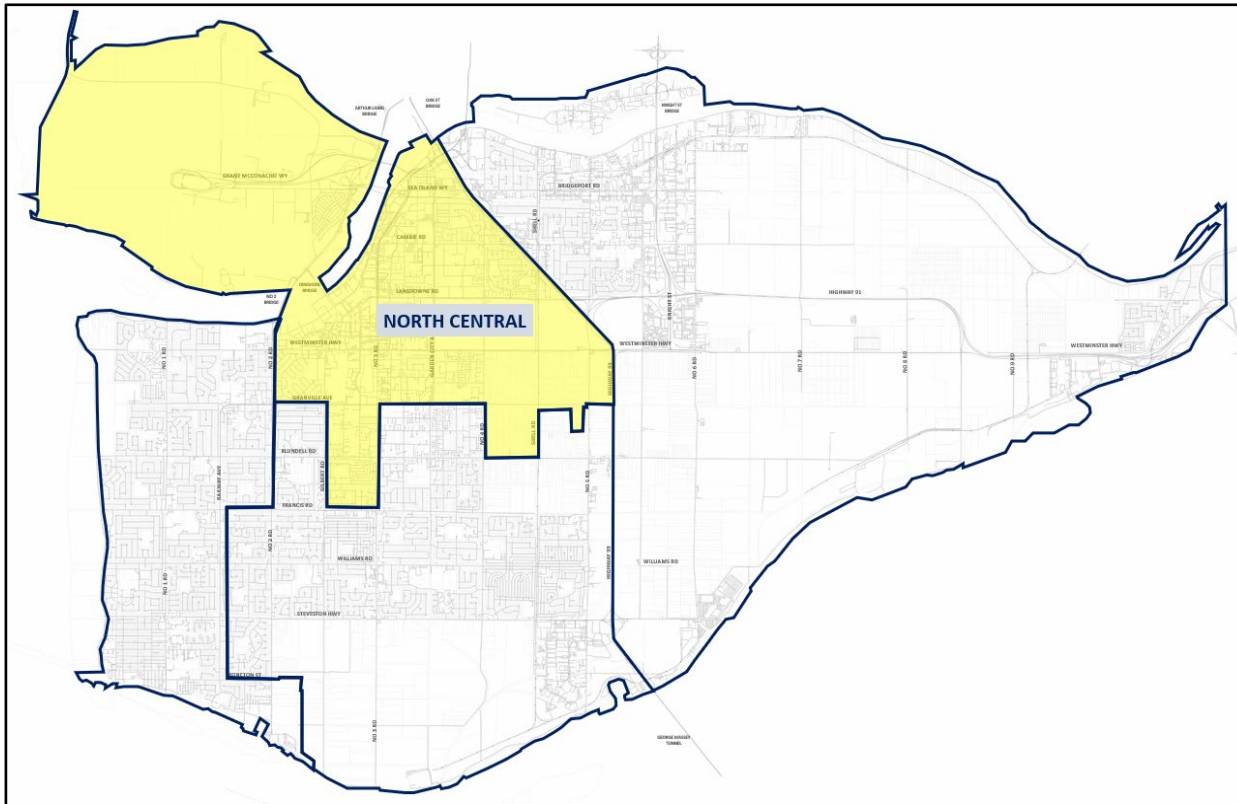
### Communities of Schools Regions

- The District has been separated into four (4) “Communities of Schools Regions” including North Central Region, East Region, South Central Region and West Region. Schools have been categorized into communities based on current school catchments and the District’s geography.
- Assessing capacity utilization through the lens of communities of schools regions improves the District’s ability to undertake catchment area boundary reviews and to better understand unique socio-economic characteristics leading to program placement locations and facility decisions.
- The boundaries for the four communities of schools regions are illustrated in the map below:



## Chapter 9 – Communities of Schools Regions

### North Central Community of Schools Region



#### **Key Recommendations (2019 LRFP):**

##### **Comprehensive Boundary Review:**

- A comprehensive boundary review to consider future boundary scenarios and capacity alternatives for new schools and expansion proposals for City Centre Planning Area schools.
- Expand R.C. Talmei Elementary Catchment to include portion of the current catchment for Tait Elementary west of Highway 99 and north of Bridgeport Road. Dover Park.

- Review the strategic options for combining the Sea Island K-3 catchment with the Brighthouse Elementary K-7 catchment and when constructed, with the future K-7 catchment of a new school at

##### **Expansions:**

- Implement North Central Region Expansion Strategy for City Centre Area Schools.

#### **2021 LRFP Progress Update:**

##### **1. Comprehensive Boundary Review:**

On 11 December 2019, the Board of Education considered several boundary revisions impacting schools in the North Central Region supported by the 2019 LRFP.

##### Approved Boundary Revisions:

- Three (3) Elementary Boundary Alignment Revisions to Improve Student Safety.
- Three (3) Secondary Boundary Alignment Revisions to Improve Student Safety.
- One (1) Elementary Boundary Revision to Reflect New Regions Defined in the LRFP.
- One (1) Secondary Boundary Revision to Reflect New Regions Defined in the LRFP.
- One (1) Secondary Boundary Revision to Reduce Elementary Split-Feeder Catchments.

##### **2. Major Capital Projects:**

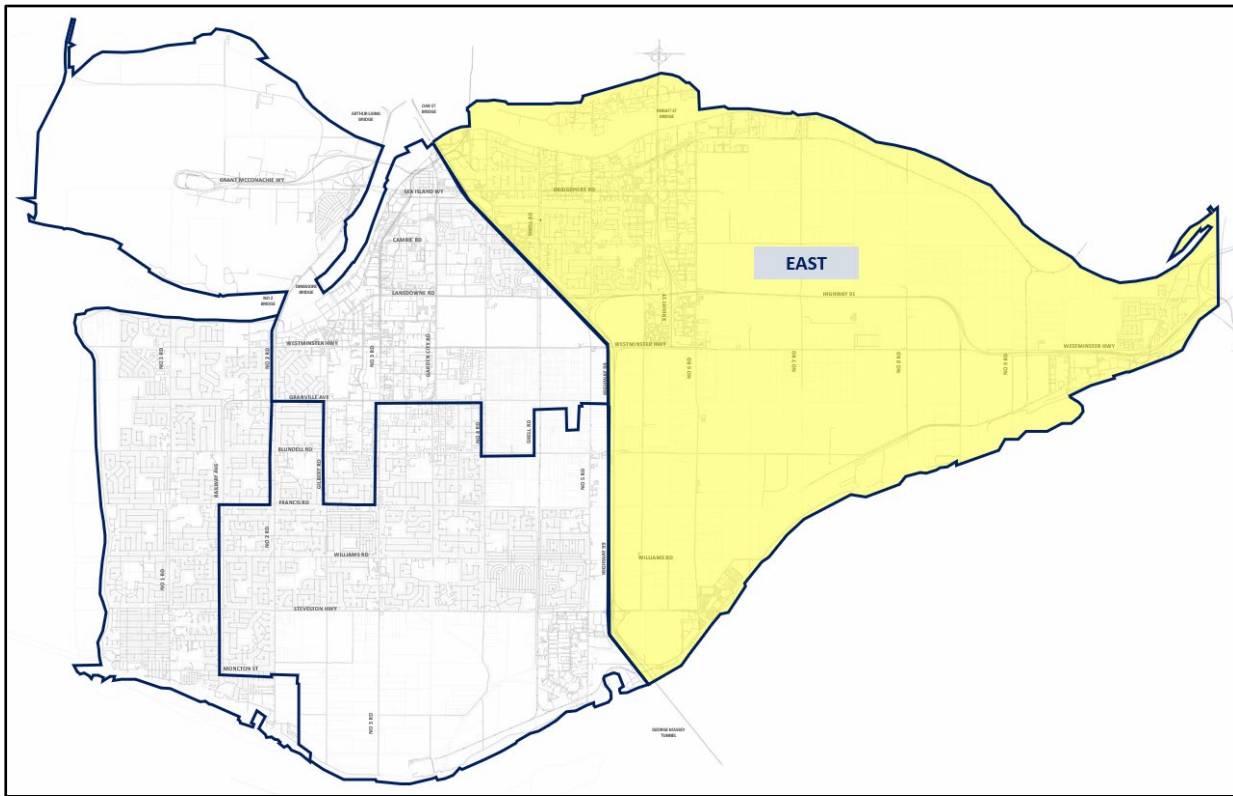
Progress has been made on the following Major capital projects in North Central Community of Schools Region:

- William Cook Elementary (structural and liquefaction seismic upgrade/partial replacement/expansion) – **completed Fall 2020.**
- W.D. Ferris Elementary (structural seismic upgrade) – **completed Fall 2020.**
- F.A. Tomsett Elementary (structural and liquefaction seismic upgrade/expansion) – under construction, **targeted for completion in early 2022.**



## Chapter 9 – Communities of Schools Regions

### East Community of Schools Region



#### **Key Recommendations (2019 LRFP):**

##### **Comprehensive Boundary Review:**

- A boundary move will be considered for the area west of Highway 99 from Tait Elementary to Talmei Elementary.
- Expand McNeely Elementary catchment to include portions of Kingswood Elementary and Woodward Elementary lying east of Highway 99.

- Expand Cambie Secondary catchment to include portions of Kingswood Elementary and Woodward Elementary lying east of Highway 99 and all of Hamilton Elementary catchment.

##### **Expansions:**

- Hamilton Elementary is projected to grow rapidly with new residential development and an addition to the school will be required by 2025.

#### **2021 LRFP Progress Update:**

##### **1. Boundary Revisions:**

On 11 December 2019, the Board of Education considered several boundary revisions impacting schools in the East Region supported by the 2019 LRFP.

##### Approved Boundary Revisions:

- Five (5) Elementary Boundary Alignment Revisions to Improve Student Safety.
- One (1) Elementary Boundary Revision to Reflect New Regions Defined in the LRFP.
- One (1) Secondary Boundary Revision to Reflect New Regions Defined in the LRFP.

##### Deferred Boundary Revisions for future consideration:

- Two (2) Elementary Boundary Revisions to reflect new regions defined in the LRFP.
- One (1) Secondary Boundary Revision to reflect new regions defined in the LRFP.

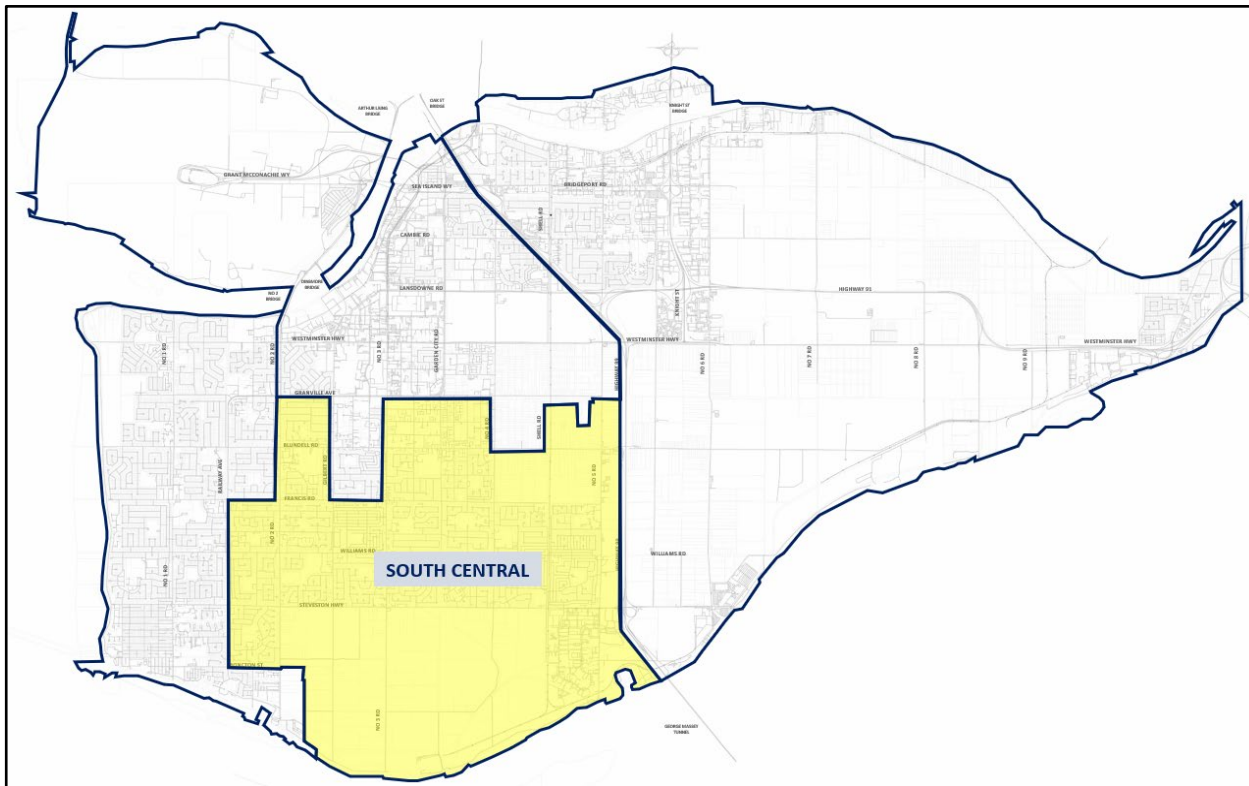
##### **2. Major Capital Projects:**

Progress has been made on the following Major capital projects in East Community of Schools Region:

- R.J. Tait Elementary (structural and liquefaction seismic upgrade) – **completed Fall 2020**
- Mitchell Elementary (structural and liquefaction seismic upgrade and partial replacement) – **completed Fall 2021**

## Chapter 9 – Communities of Schools Regions

### South Central Community of Schools Region



#### Key Recommendations (2019 LRFP):

##### **Comprehensive Boundary Review:**

- Reduction of split feeder elementary school catchments and expand Cambie Secondary catchment and McNeely Elementary catchment to include portions of Kingswood Elementary and Woodward Elementary lying east of Highway 99 (currently feeding McNair Secondary). Hamilton Elementary will also feed Cambie Secondary.

- Consider Secondary School boundary and program moves, space alterations and where appropriate, school catchment consolidations in the South Central Region to decrease the combined secondary seat surplus in the South Central Region by the equivalent of one secondary school by September 2021.
- Consider Elementary School boundary and program moves, space alterations and where appropriate, school catchment consolidations to decrease the combined seat surplus in the South Central Region by the equivalent of up to two medium sized elementary schools.

#### **2021 LRFP Progress Update:**

##### **1. Boundary Revisions**

On 11 December 2019, the Board of Education considered several boundary revisions impacting schools in the South Central Region supported by the 2019 LRFP.

##### Approved Boundary Revisions:

- Six (6) Elementary and four (4) Secondary Boundary Alignment Revisions to Improve Student Safety.
- One (1) Secondary Boundary Adjustment to Reduce Elementary Split-Feeder Catchments.

##### Deferred Boundary Revisions for future consideration:

- One (1) Elementary Boundary Revision to reflect New Regions defined in the LRFP.
- Two (2) Secondary Boundary Revisions to Reduce Elementary Split-Feeder Catchments.
- One (1) Elementary and one (1) Secondary Boundary Alignment Revision to Improve Student Safety.

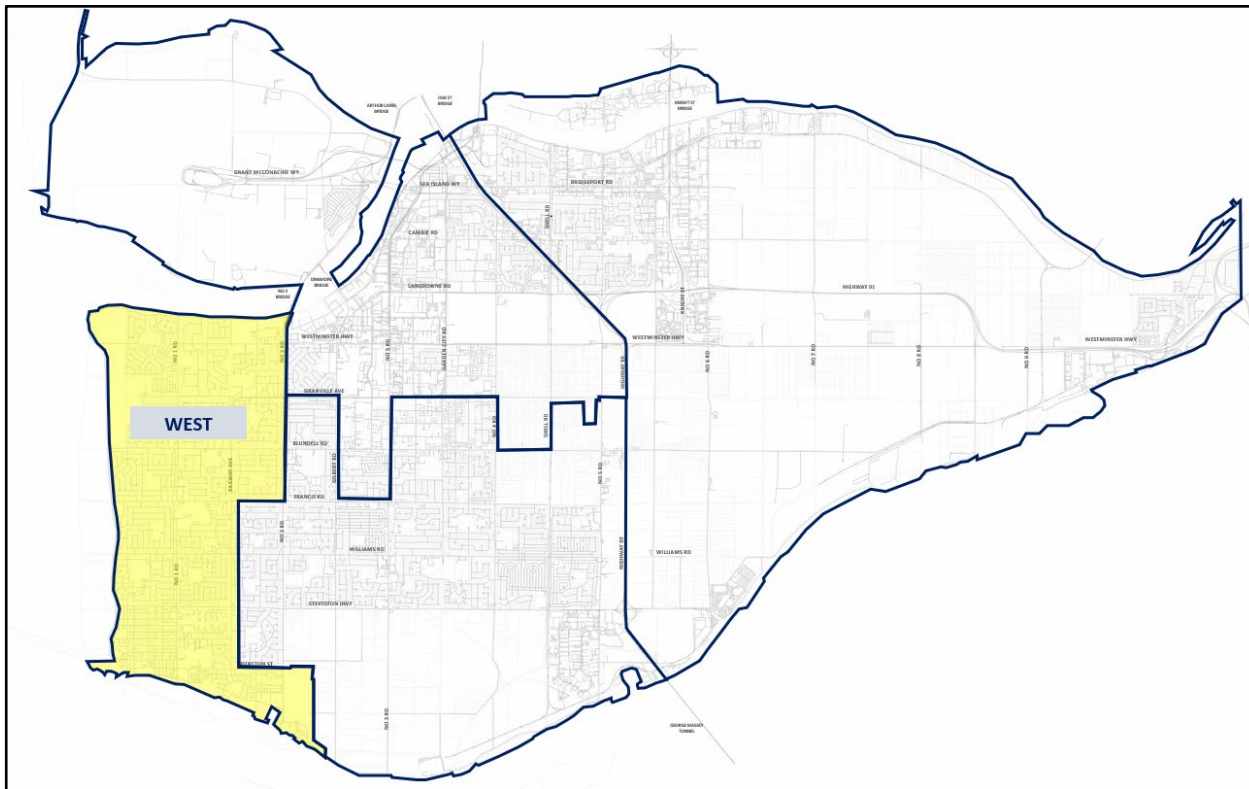
##### **2. Major Capital Projects:**

Progress has been made on the following Major capital projects in South Central Community of Schools Region:

- R.J. Tait Elementary (structural and liquefaction seismic upgrade) – **completed Fall 2020**
- Mitchell Elementary (structural and liquefaction seismic upgrade and partial replacement) – **completed Fall 2021**
- Maple Lane Elementary (structural seismic upgrade) – under construction, **targeted for completion in early 2022.**
- McKinney Elementary (structural and liquefaction seismic upgrade) – under construction, **targeted for completion in early 2022.**
- Bridge Elementary (structural and liquefaction seismic upgrade) – under construction, **targeted for completion in early 2023.**
- Whiteside Elementary (structural and liquefaction seismic upgrade) – under construction, **targeted for completion in early 2023.**

## Chapter 9 – Communities of Schools Regions

### West Community of Schools Region



#### Key Recommendations (2019 LRFP):

##### Comprehensive Boundary Review:

- Reduction of split feeder elementary school catchments.
- Consider phased boundary moves initiated in 2008 from McMath Secondary to Boyd Secondary fully implemented, and ensure all new regular secondary students residing in Diefenbaker and Steves elementary catchments will attend their catchment school, Boyd Secondary.
- Consider Elementary School boundary and program moves, space alterations and where appropriate, school catchment consolidations to decrease the combined seat surplus in the West Region by the equivalent size of up to two medium sized elementary schools by September 2021.

#### 2021 LRFP Progress Update:

##### 1. Boundary Revisions

On 11 December 2019, the Board of Education considered several boundary revisions impacting schools in the West Region supported by the 2019 LRFP.

##### Approved Boundary Revisions:

- Two (2) Secondary Boundary Revisions to Reduce Elementary Split Feeder Catchments.
- Six (6) Boundary Alignment Revisions to Improve Student Safety.

##### Deferred Boundary Revisions for future consideration:

- One (1) Secondary Boundary Revision to Reduce Elementary Split-Feeder Catchments.

##### 2. Major Capital Projects:

Progress has been made on the following Major capital projects in West Community of Schools Region:

- Steves Elementary (structural and liquefaction seismic upgrade) – **completed Fall 2021**
- Boyd Secondary (structural and liquefaction seismic upgrade and partial replacement) – **completed Fall 2020**



## Long Range Facilities Plan Strategy Recommendations

1. Ensure that Grade Configuration(s) are providing the most benefit to all learners.
2. Allow flexibility to provide grad configuration options for unique circumstances or to locate programs to support specific student needs.
3. Review locations and long term accommodation requirements of Early Learning Pre-Kindergarten Programs and Services.
4. Review locations and long term accommodation requirements of District Choice Programs.
5. Explore use of District space to replace existing leased premises for existing Alternate Programs.
6. Review and address the long term accommodation requirements of Continuing Education.
7. Richmond Continuing Education should continue to utilize a variety of District Facilities for Continuing Education if needed, until a single facility can be established to accommodate all Continuing Education programs in the future.
8. Explore the possibility of eliminating leased premises by maximizing Continuing Education program schedules at Mitchell Education Centre.
9. Strive to incorporate enhanced technology and supporting resources into any new construction, renovation or upgrade project.
10. Ensure that all learners are counted and projected enrolment is as accurate as possible in determining the space requirements for capital projects and associated Ministry funding.
11. Determine more precisely, the rationale, timing, location and concept designs of all capital projects, including elementary school expansions to accommodate the projected City Centre Area Enrolment (existing school additions and a new school at Dover Park) and Hamilton Area Enrolment (addition to Hamilton Elementary).
12. Collaborate with City of Richmond and the Development Community to identify opportunities to locate a new elementary school in the City Centre of Richmond.
13. Support the expansion strategy summarized in Chapter 9 of the Long Range Facilities Plan for City Centre Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.
14. Support the expansion strategy summarized in Chapter 9 of the Long Range Facilities Plan for Hamilton Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.
15. Determine an optimal capacity utilization for schools proposed for Major Capital Projects consistent with restored class and composition provisions for BC schools.
16. Undertake catchment area boundary reviews in areas of growth in order to achieve a closer balance between enrolment and capacity across the District and facilitate efficient and effective enrolment management.
17. Develop a strategy to address areas of lower growth and utilization, including offering additional programs of choice to additional sites and measures to optimize school assets, consistent with Section 5.4 of this Plan and the facilities strategy developed for communities of schools regions in Chapter 9 of this Plan.
18. Where the Board of Education determined that there is a need to consolidate space, implement boundary moves, or consider choice program locations, the District will undertake consultation and engagement with the public to provide feedback to the Board before decisions are made.
19. Identify opportunities to receive funding to create new permanent child care spaces when completing Major Capital and Seismic Upgrade Projects.
20. All consultations should follow requirements outlined through the School Act, Board Policy and Direction.

## Long Range Facilities Plan Strategy Recommendations

21. Strive to maintain all schools in Good/Fair condition with a Target FCI of 0.3 or lower.
22. Maintain current annual facility operations and maintenance funding, and enhance maintenance at schools through reductions in surplus floor area.
23. Advocate for additional government funding in the forms of Annual Facility Grant and School Enhance Program to reduce deferred maintenance and extend the useful life of schools.
24. Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve Carbon Neutrality.
25. Adopt and submit the annual Five-Year Capital Plan, with adjustments made as the Long Range Facilities Plan evolves.
26. Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including seismic upgrade projects.
27. Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.
28. Support the Richmond Project Team as it continues to accelerate the delivery of major capital improvements, including school expansions and seismic upgrades.
29. Mitigate seismic risk at schools that have a high structural risk and/or moderate to high liquefaction risk through the Seismic Mitigation Program, using the project prioritization development by the Richmond Project Team.
30. Develop guiding principles, to be followed on each seismic upgrade project, for the temporary displacement of students that best manages disruption.
31. Identify opportunities to repurpose schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy development for Communities of Schools Regions in Chapter 9 of this Plan.
32. Investigate opportunities under the Seismic Mitigation Program whereby an elementary school that has a High Seismic Risk and high FCI may be replaced with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a High Seismic Risk. this would accelerate the Seismic risk reduction and the provision of safer seats in the district, consistent with the facilities strategy development for Communities of Schools Regions in Chapter 9 of this Plan.
33. Develop options and concepts for combining District Administration and District-level services at one location.
34. Continue to provide student transportation for students residing in rural/remote areas and for students with special needs.
35. Advocate for additional government funding in the form of the Bus Acquisition Program to Support Bus Fleet Electrification.
36. Designate and dispose of surplus property holdings to create capital reserves for the upgrade/renewal and expansion of facilities.
37. Continue to manage available space based on existing practice to support child care programs and community uses in schools where appropriate.
38. Support community partners in providing equitable opportunities for engagement and enrichment, including the provision of daycare and after school programming across communities.
39. Review long term needs of the former Kilgour Elementary site to determine whether to retain or designate surplus to District needs and offer to sell the site to School District 93 (CSF) if appropriate

**For more information, please visit us at:**

<https://facilities.sd38.bc.ca/long-range-facilities-plan>