

STRATEGIC FACILITIES PLAN

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

Adopted October 14, 2015

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SCHOOL DISTRICT NO. 42 STRATEGIC FACILITIES PLAN

In order to ensure that future Capital Plan submissions to the Ministry of Education accurately reflect the priorities and needs of the Maple Ridge - Pitt Meadows school district, the board directed staff to prepare a comprehensive School District *Strategic Facilities Plan* in consultation with stakeholders, educators, the community and the two municipalities.

The *Strategic Facilities Plan* identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new education initiatives.

This completed plan, which aligns with the board's strategic direction as outlined in the *Roadmap to Excellence*, will provide the critical context for discussions with the municipalities regarding eligible school sites, the Ministry of Education regarding high priority project requests, and the community regarding the board's vision and priorities surrounding school district facilities.

The *Strategic Facilities Plan* has been created in three steps:

1. Phase I: Strategic Facilities Review

See *Strategic Facilities Review* document, April 2014.

2. Phase II: Strategic Facilities Consultation

See *Facilities and Learning for Today and Tomorrow: Public Consultation Summary* document, September 2015.

3. Phase III: Strategic Facilities Plan

See *Draft Strategic Facilities Plan* document, September 2015.

See *Facilities and Learning for Today and Tomorrow: Public Consultation Summary* document, October 2015.

The information gathered in the first phase was presented in the *Strategic Facilities Review* document, which in turn formed the foundation for phase two consultation. Phase two consultation included a meeting with the City of Maple Ridge and a meeting with the City of Pitt Meadows, a workshop with Board of Education Advisory Committees and Education Partner Groups, as well as a public engagement process consisting of two online surveys and an Open House.

The information presented in the *Draft Strategic Facilities Plan* was a culmination of the work done in phases one and two. It included draft recommendations in the areas of proposed new programs of choice, catchment area changes, and capital plan priorities for existing facilities and future schools. These draft recommendations have been shaped by the feedback the school district collected throughout the consultation process.

In the final step, the school district consulted with the public using a variety of tools to inform Board of Education decisions on the *Strategic Facilities Plan* and deepen public understanding about the proposed draft recommendations. This final consultation included a public board meeting, an online survey, an Open House, a meeting with school principals and vice-principals, a meeting with the City of Maple Ridge and the collection of written feedback from the community. The feedback received through this final consultation process was used to shape the recommendations included in this *Strategic Facilities Plan*. For a summary of recommendations, see section 6 of this document.



1. EDUCATIONAL CONSIDERATIONS

The world outside of education is rapidly changing, and it is our responsibility to ensure our students are well prepared for the challenges they will face.

To support students along their journey, we must scrutinize both our pedagogical practice and our learning spaces with 21st century eyes. Do our current educational methods and learning spaces work for what we know about learning today, or are they more reflective of what we knew about learning in the past?

We need to undertake our facilities review with a “form follows function” approach, within which teaching and learning shape the learning space rather than the other way around. The review needs to be informed by the following considerations:

- We must unshackle teachers from their traditional position in front of the classroom, and encourage them to explore new settings for teaching and learning.
- We must unite the disciplines.
- We must create spaces for large groups, for collaboration and for individual learning.
- We must create active spaces and quiet spaces.
- We must think about ways of bringing local and global community into the classroom.
- We must design spaces in which our students can engage in hands-on learning.
- We must create open spaces in which students can exhibit their work and to which the public can come to review that work.
- We must ensure our learning spaces are able to draw in outside learning opportunities.
- We must develop learning spaces that are adaptable, changeable, personal and movable.
- We must install technology that can simulate real-world situations, and design or retrofit our schools so that today's reality doesn't limit tomorrow's possibilities.

A strategic facilities review is really about preparing spaces for a world we don't yet know, and about giving our students the best chance for success they can possibly have in an ever-changing world.

1.1 CURRENT PROGRAMS OF CHOICE

DISTRICT PROGRAMS

1-TO-1 INQUIRY PROGRAM

Students today need an increasing array of 21st century skills that enable them to meet new challenges, solve problems and use the tools and technology of today and tomorrow.

The 1-to-1 Inquiry Program focuses on inquiry-based learning to combine the strengths of traditional learning with new directions that engage students and extend and deepen their learning.

1-TO-1 IPOD/IPAD LITERACY PROGRAM

The iPod Touch and iPad Mini have transformed the learning experience for students in 19 classrooms in the Maple Ridge - Pitt Meadows School District. Grade 2, 3 and 4 students at nine elementary schools in our district have the unique opportunity to use iPod Touches and iPad Minis within their classroom setting.

With district support, each of the teachers has integrated the use of the iPods or iPad Minis into their daily literacy teaching routines. These new tools are allowing teachers to observe how technology can be used to improve student learning, and reading fluency in particular. The specific goals of the project are to increase students' engagement in school, reading fluency, and oral language abilities.

ABORIGINAL EDUCATION

The Maple Ridge - Pitt Meadows School District has a vibrant Aboriginal Education department, committed to:

- continuing to build relationships in our schools that are welcoming and supportive of Aboriginal children, their families and the Aboriginal community;
- facilitating the excellence and success of all Aboriginal learners at all grade levels;
- promoting the importance of cultural education to increase academic and social success of Aboriginal students;
- meeting the needs of Aboriginal learners by maintaining and expanding meaningful cultural, academic and trades programs where possible while providing the resources for success.

Visit our Aboriginal Education website at <http://schools.sd42.ca/abed/>.

ADVANCED PLACEMENT

The Advanced Placement (AP) program makes college and university courses available for students to take while they are still in secondary school.

Courses offered in this program are administered by the College Board, which is recognized for advanced credit or placement in many Canadian and American universities and colleges.

AP courses are granted credit through the External Credential program and may be used towards district and provincial scholarships.

CONNEX (SD42 ALTERNATE)

The Connex program is a transitional part-time program for students aged 12 to 19 years who have been out of school or are at risk of being out of school due to behaviours (e.g. anxiety, depression) that make it difficult for them to function in a regular setting.

The Connex program has a high adult to youth ratio. Student programs are individualized and administered in an informal environment. Students typically attend school 3 hours per day, although students who are able to do so may arrange to attend full days.

Students are evaluated on an ongoing basis and when ready to do so, return to a regular secondary school with appropriate supports.

CYBERSCHOOL

CyberSchool, offered at a number of elementary schools in the district, provides the traditional curriculum using technology as a 21st century tool to enhance and extend student learning.

Flexibility and choice, collaborative learning, inquiry and knowledge building are key elements of this program.

Students interact with one another and their teacher, utilize internet resources, and discuss issues online while still retaining the personal contact characteristic of traditional face-to-face learning.

ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learner (ELL) support and instruction is available to children whose mother tongue is not English and who require assistance to become fluent.

Presently nearly 600 children representing over 25 nationalities are receiving ELL instruction, further enriching the community of languages in the Maple Ridge - Pitt Meadows School District.

ENVIRONMENTAL SCHOOL

The theory and practice of Environmental School is supported by place-based, imaginative and ecological education. Students learn in context and through activities that engage their minds, bodies and hearts.

The school is based on principles of inquiry and inclusion. Teaching and learning reconnect the natural and human worlds.

The Environmental School is a partnership between several community groups, the Maple Ridge - Pitt Meadows School District, and Simon Fraser University.

FRENCH IMMERSION

The Maple Ridge - Pitt Meadows School District offers both early and late French Immersion choices.

French Immersion is the delivery of regular BC school curriculum in the French Language. By secondary graduation, students achieve a level of bilingualism sufficient to function well in a French-speaking community.

Research has shown that immersion is the most effective way for a child to become functionally bilingual. A second language will open more doors for your child, it will give him/her an increased appreciation of other languages and cultures, it will encourage your child to become an independent and self-disciplined learner, and it will ultimately increase his/her opportunity for employment.

INTERNATIONAL BACCAULAUREATE

The International Baccalaureate (IB) program at Garibaldi Secondary offers coordinated curriculum in grade 11 and grade 12 for talented and highly-motivated students.

IB is recognized throughout North America as providing the equivalent to first year university courses. Students who do well in IB subjects generally receive university credit for their efforts.

Emphasis is placed on higher level skills, including analysis, research, writing, problem-solving and working in cooperative groups.

MONTESSORI

The Montessori program at Hammond Elementary is based on a method of observing and supporting the natural development of children.

Montessori educational practice helps children develop creativity, problem-solving, critical thinking and time-management skills. It creates young learners who contribute to society and the environment, and who become fulfilled persons.

ODYSSEY

The Odyssey program at Fairview Elementary provides a hybrid homeschool/face-to-face model for families looking for an alternative to the traditional school model. Programs for students are personalized and flexible, meeting BC curricular outcomes in a variety of ways.

After a monthly learning plan meeting between parent, student and teacher, parents homeschool their children. Face-to-face help from the teacher is available. Optional field trips are planned to complement learning plans.

OUTREACH

Outreach Alternate Secondary, located in the Mount Crescent Annex at Maple Ridge Secondary School, is a district-wide alternate program for academically capable 16-19 year-olds taking grade 10, 11 and 12 classes. The population consists of students from throughout the district who have fallen behind in their schooling, but who are motivated to complete their high school education. The program helps students overcome the issues that prevented them from achieving success in mainstream school.

SELF-DIRECTED LEARNING

A member of the Canadian Coalition of Self-Directed Learning, Thomas Haney Secondary offers its students a personalized, flexible and unique approach to education.

Although grade 8 students follow a conventional timetable in structured classes, this structure is gradually replaced by a greater degree of flexibility as students move into higher grades.

From grade 9 on, students begin to work individually or in group settings while still receiving some direct instruction in their scheduled classes.

The school design and instructional model anticipates the needs of future students and the knowledge, skills and attitudes needed by future citizens.

WHEELHOUSE

The Wheelhouse program, run out of Alouette Elementary, offers Maple Ridge – Pitt Meadows students in grade 6 and 7 a supportive learning environment that focuses on the development of leadership and citizenship skills while students explore and learn in the surrounding community. It is designed for all types of learners who are passionate about community, technology and making a difference in the world around them.

YEAR-ROUND SCHOOLING

Kanaka Creek Elementary School is one of the few schools in the province to offer a balanced, year-round calendar. Classes run from September to July, with additional breaks spread throughout the year.

DISTRICT ACADEMIES

DIGITAL ARTS ACADEMY

The Maple Ridge Secondary School Digital Arts Academy offers 7 areas of focus for students interested in learning to use computers for creating 21st century artwork. Students can earn certificates of completion in the following areas:

- 3D Animation
- Desktop Publishing
- Digital Art
- Multimedia Computer
- Programming
- Sound Engineering
- Special Effects for Film
- Website Design

EQUESTRIAN ACADEMY

The Equestrian Academy at Thomas Haney Secondary allows students in grades 10 to 12 to earn 16 credits for pursuing equine academic studies and receive credit for practical applications of knowledge.

Horse owners achieve the practical component by working with a coach or trainer, or by riding independently. Non horse owners can attend scheduled barn lessons (not mounted) or may opt for riding lessons at their own expense at affiliate equestrian facilities.

Grade 12 students may opt for concurrent studies with the University of Guelph distributed learning diploma programs.

HAIRSTYLING COSMETOLOGY

The Hairstyling Cosmetology Academy at Samuel Robertson Technical is a partnership between Vancouver Community College and the school district. It provides a unique opportunity for secondary school students to complete grade 12 graduation requirements while earning post-secondary credits and certification in the Hairstyling field. Additionally, students will acquire job-ready skills to enter the job market or pursue other post-secondary education.

HOCKEY ACADEMY

Pacific Rim Hockey Academy and Pitt Meadows Secondary have developed a program (available to students in grades 8 to 12) that allows students to balance their educational requirements with the development of their hockey skills. Students receive credit for Physical Education and/or Advanced Hockey.

Students are tested both on and off the ice so as to monitor individual improvement. They also receive video analysis, fitness assessments, one-on-one reviews and player profile reports.

INTERDISCIPLINARY ARTS

The Interdisciplinary Arts Academy at Garibaldi Secondary gives students an opportunity to pursue an education in theatre and explore career opportunities in theatre, dance, voice, film and television.

During the first term, students earn 10 secondary school credits while being directed and choreographed to sing, act and dance. In second term, students create collaboratively while continuing to focus on musical theatre for performance, earning 6 credits.

MICROSOFT® IT ACADEMY

The Microsoft® IT Academy (ITA) program at Westview Secondary and Samuel Robertson Technical provides students with industry-leading technology skills to help bridge the skills gap. Students receive a digital curriculum and multi-level Microsoft certifications, ranging from Specialist to Expert and Master. The program prepares students for college and career roles in software and application development, provides the core technical skills required to build a sustainable technology career managing infrastructure, and gives students the head start they need to be competitive and successful in today's technologically evolving world.

SOCCER ACADEMY

The Soccer Academy at Westview Secondary offers unique soccer specific courses at grade 8 to 12 levels. In-class instruction includes instruction in fitness, nutrition, strength training, sport philosophy, goal setting, time management, leadership skills, coaching philosophies and laws of the game. On the field, students focus on individual skill development and game principles.

TRADES PROGRAMS

AUTOMOTIVE SERVICE TECHNICIAN

The Automotive Service Technician (AST) program runs from September to April (30 weeks) at Westview Secondary School. Successful participants will acquire the basic knowledge and practical skills for entry into the automotive industry. Graduates may pursue a career as a general repair technician or they may specialize in one particular area.

CARPENTRY LEVEL 1

The Carpentry partnership program at Samuel Robertson Technical allows secondary students to satisfy graduation requirements while completing Level 1 of a 4 level program that can lead to a journey person's certification. The program emphasizes a hands-on approach to training and focuses on industry practice. The necessary theoretical component is integrated into the program to complement and enhance practical work. Students acquire skills that enable them to directly enter the job market should they so choose. Students may enter this program in their grade 12 year.

CONSTRUCTION CARPENTRY

This partnership program between the school district and Kwantlen Polytechnic University runs out of Garibaldi Secondary School. Registered students are able to satisfy graduation requirements while completing level 1 of a 4

level program that can lead to a journey person's certification.

The program emphasizes a hands-on approach to training and focuses on industry practice. The necessary theoretical component is integrated into the program to complement and enhance practical work. Students acquire skills that enable them to directly enter the job market should they so choose. Students may enter this program in their grade 11 year, as the program integrates the grade 11 academics into the partnership. Students may also enter in their grade 12 year should they choose.

ELECTRICIAN LEVEL 1

This partnership between the school district and BCIT provides a unique opportunity for secondary students to complete grade 12 graduation requirements while earning post secondary credits and certification in the electrical field. Students will acquire skills that will enable them to directly enter the job market.

The 24-week program runs from September to February at Garibaldi Secondary. The program provides graduates with the theory and practical skills necessary to enter the electrical trade. The electrical worker plans, assembles, installs, tests, repairs and maintains electrical equipment and systems in a variety of settings.

MASONRY (BRICKLAYING)

The 21 week Masonry program at Thomas Haney Secondary gives students the practical theory and skills to enter the masonry industry. The program is taught by a Kwantlen instructor and follows the provincial apprenticeship curriculum.

Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trades person in today's workforce. The program is designed to be 75% hands on and 25% theory.

METAL FABRICATION

This is a 10-month program running from September to June and is offered at Samuel Robertson Technical Secondary. The Metal Fabrication program deals with the selection, layout, shearing, cutting (with a torch), punching, drilling, forming, fitting and welding of steel plates and structural steel shapes.

PLUMBING APPRENTICESHIP

This 25 week program at Garibaldi Secondary will give students the practical and theory skills to enter the piping / plumbing industry. The program is taught by Kwantlen instructors and follows the provincial apprenticeship curriculum. Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trades person in today's workforce.

Students who successfully complete the Plumbing Foundation program will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumber Apprenticeship program. Students are able to follow one of the four certification streams: plumbing, pipe fitting, gas fitting and sprinkler fitting.

1.2 PROPOSED NEW PROGRAMS OF CHOICE

1.2.1 FINE ARTS

At the elementary level, fine arts programs are not offered in an academy format and all schools are encouraged to deliver fine arts programs. At the secondary level, a number of specialized fine arts programs are offered in our secondary schools.

Expanding an Existing Program

Garibaldi Secondary School’s facilities are most suited to host a Fine Arts Academy. The school already has a fully functioning theatre, including a light booth, a sound board, and a state of the art screen. It also has a fully equipped dance studio and two art rooms - including a spray booth and pottery area - that can be used for all types of art.

The school currently hosts the Interdisciplinary Arts Academy, which gives students an opportunity to pursue an education in theatre and explore career opportunities in theatre, dance, voice, film and television.

An expanded Fine Arts Academy at Garibaldi Secondary School should align with post-secondary fine arts models and should integrate curriculum and performance.

Public Feedback

In the online surveys, respondents expressed strong interest in hosting a Fine Arts Academy at Garibaldi Secondary, and showed strong support overall for increasing access to fine arts options across all our schools. The concerns that were expressed related to the likely popularity of such a program, and its consequent potential to draw students from other schools in the district.

Respondents to the online survey on the draft recommendations were supportive of a Fine Arts Academy at the secondary level and expressed concern with adding a fine arts focus to a specific elementary school and suggested that fine arts should be made available to all elementary students. Interest was expressed in a secondary Fine Arts program hosted in the west area.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.



RECOMMENDATIONS

The development of a thriving Fine Arts program requires the commitment of school staff and the school community. It is recommended that an in depth review of the viability of a Fine Arts academy hosted at Garibaldi Secondary be completed by February 2016 with recommendations for next steps presented to the Board by March 2016.

It is further recommended that a review of elementary fine arts programs, including a review of fine arts programs at Blue Mountain Elementary, be completed by February 2017 with recommendations for next steps presented to the Board by March 2017.

In addition, it is recommended that staff explore the feasibility of post-secondary partnerships in the area of Fine Arts programming in secondary schools and make recommendations about next steps and possible timelines to the Board by March 2016.

1.2.2 INTERNATIONAL BACCALAUREATE - PRIMARY YEARS PROGRAM AND MIDDLE YEARS PROGRAM

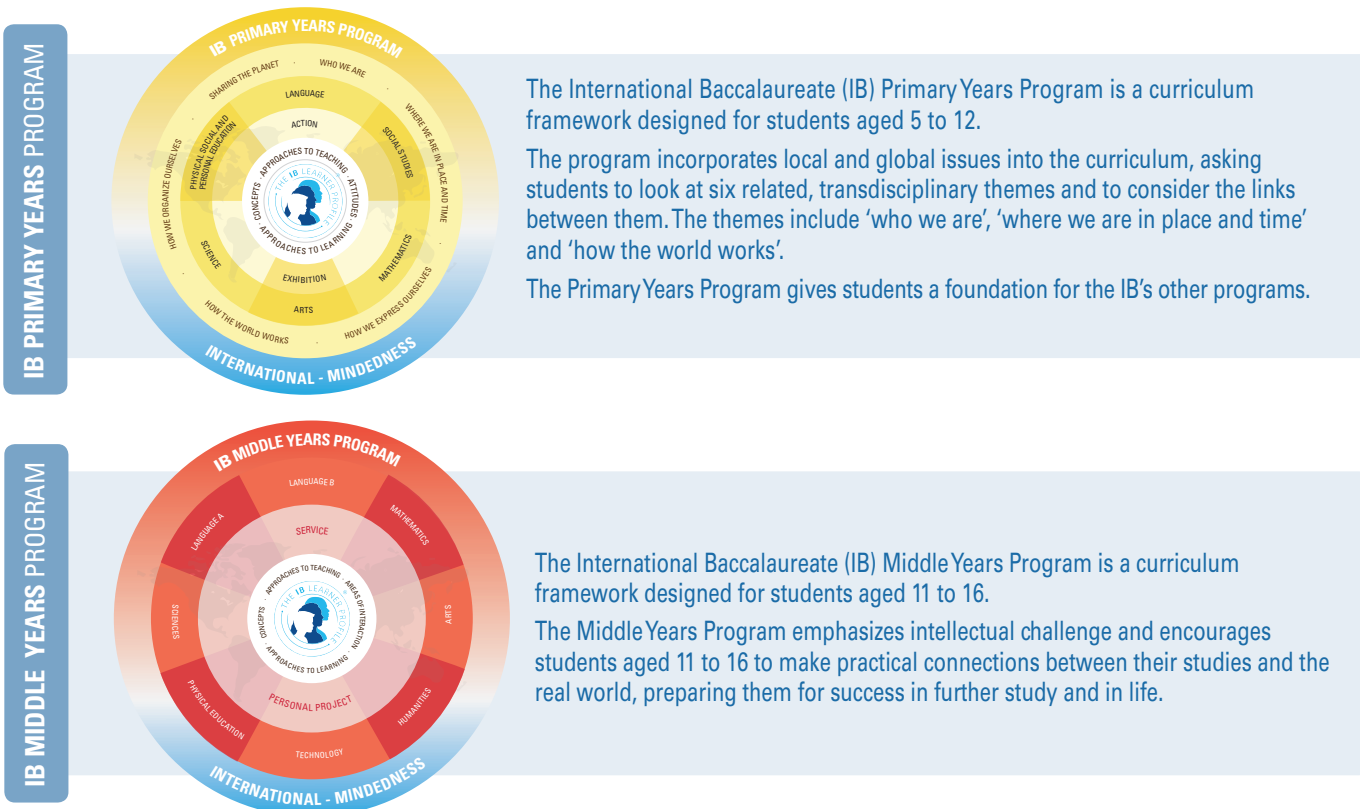
Current Program Offerings

The International Baccalaureate (IB) program hosted at Garibaldi Secondary offers coordinated curriculum at grade 11 and grade 12 for talented and highly motivated students. IB is recognized throughout North America as providing equivalent to first year university courses. Students who do well in IB subjects will generally receive university credit for their effort.

Emphasis is placed on higher level skills, including analysis, research, writing, problem-solving and working in cooperative groups.

Potential Program Expansion

The International Baccalaureate program can potentially be expanded to include a Primary Years program and a Middle Years program. Given that the IB Diploma program is currently hosted at Garibaldi Secondary School, it is proposed that the expansion of the program to Middle Years be hosted at Garibaldi Secondary School.



International Baccalaureate (IB) Program Fees for Students

Currently parents of students enrolled in the IB Diploma program at Garibaldi Secondary School pay a fee of \$800 for the two year diploma program or \$200 per IB course. Fees may be established for the Primary Years program and the Middle Years program to ensure cost recovery of IB fees.

Public Feedback

The proposal to expand the International Baccalaureate program received strong support in our initial survey, with the Middle Years program ranking slightly higher in community interest than the Primary Years program. This support remained consistent in our follow-up survey, where both parents and staff also had an opportunity to flag potential concerns (e.g. any potential costs associated with such programs).

Respondents to the online survey on the draft recommendations were supportive of IB at the secondary level. Many respondents expressed concerns related to having an IB program hosted at Blue Mountain elementary. It was suggested that other elementary schools may be better suited for such a program and that a more central location would be preferred. Concerns were expressed about the costs related to the implementation of the IB program.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS
<p>The expansion of the International Baccalaureate program requires approval from the International Baccalaureate organization, a significant financial commitment as well as school staff and school community support.</p> <p>The International Baccalaureate global authorization process spans over three calendar years, therefore if a submission for consideration was made in January 2016, the earliest implementation date for the new International Baccalaureate programs would be September 2019.</p> <p>It is recommended that an in depth review of the viability of expanding the International Baccalaureate program hosted at Garibaldi Secondary be completed by December 2015, with recommendations for next steps presented to the Board by January 2016. This review shall include further consultation with school staff and school community at Garibaldi Secondary, discussions with the International Baccalaureate organization and a full financial impact analysis.</p> <p>It is also recommended that an in depth review of the viability of expanding the International Baccalaureate program to Primary Years be completed by June 2017, with recommendations for next steps presented to the Board by September 2017. This review shall include further consultation with school district staff and the community, discussions with the International Baccalaureate organization and a full financial impact analysis.</p>

1.2.3 TRADES PROGRAMS - HORTICULTURE



Offered at: TBD
Partnership: TBD
Enrolment: 18 Students

The school district would offer the Horticulture trades program - which would have an anticipated enrolment capacity of 18 students - in partnership with a post-secondary institution. It is anticipated that the addition of this program would boost enrolment at the host school by 18 students.

Public Feedback

When we asked for feedback on any additional programs of choice the school district should consider, the Horticultural trades program received strong support, with a good number of respondents indicating that this would be a program in which they would want to enrol their own child.

The feedback received on this recommendation generally supported the implementation of this program. It was suggested that the program be hosted in Pitt Meadows.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS

It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Horticulture trades program, and make recommendations regarding the program to the Board by February 2016.

1.2.4 TRADES PROGRAMS - AUTO COLLISION REPAIR



Offered at: TBD
Partnership: TBD
Enrolment: 16 Students

The school district would offer the Auto Collision Repair program - which would have an anticipated enrolment capacity of 16 students - in partnership with a post-secondary institution. It is anticipated that the addition of this program would boost enrolment at the host school by 16 students.

Public Feedback

Feedback received from educators in our district was used to shape other potential trades partnership options. Of these, Auto Collision Repair received strong support as a program that would enrich current offerings.

The feedback received on this recommendation generally supported the implementation of this program.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS

It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Auto Collision Repair program, and make recommendations regarding the program to the Board by February 2016.

GENERAL RECOMMENDATIONS: PROGRAMS OF CHOICE

It is recommended that staff continue to work on building awareness of all choice programming available in the school district.

It is recommended that staff continue to work with post-secondary institutions on expanding trades options in all Maple Ridge – Pitt Meadows schools.

2. FINANCIAL BACKGROUND

2.1 FUNDING

The current provincial funding model allocates funding to districts based on student population. In school districts experiencing enrolment decline, this translates to reduced funding from year to year.

The reduction in funding triggered by enrolment decline, however, is greater than the costs that vary directly with enrolment. The cost of maintaining a school facility and its administration, for example, is not reduced when there are 20 fewer students in the school.

The funding formula, moreover, does not account for regular cost increases such as salary increments, increases in employee benefit costs, and inflation on goods and services not covered by provincial operating grants.

Under the School Act, Boards of Education are required to submit balanced budgets every year. When cost increases outpace funding increases, boards must implement reductions in programs, staffing and other costs.

Since 2008-2009, the Maple Ridge – Pitt Meadows School District has made over \$17 million in net reductions in order to balance its annual budgets. Further shortfalls are projected in coming years. Budget changes have been approved for implementation to address an anticipated shortfall of \$2.23 million for 2016-2017, and additional budget changes will have to be implemented to address the predicted shortfall of \$1.43 million for 2017-2018.

In 2015-2016, eighty-five per cent (85%) of the school district's expenditures are tied to instruction (teachers, education assistants, instructional supplies, and school administration, including principals and school office support staff), while ten per cent (10%) is allocated to building operations and maintenance. A little over three per cent (3%) of the district's budget is spent on district administration.

With funding shortfalls projected for future years, budget reductions will be needed. In order to minimize cuts to instruction-related programs and costs, future reductions will have to occur in areas other than the classroom. The efficient use of educational facilities would reduce non-instructional operating costs, which would in effect protect funding for educational programs.

2.2 COST OF OPERATING NEW SCHOOLS

The Ministry of Education provides funding for land acquisition and construction of new schools, however, additional operating funding is not provided for operating the new schools.

When new schools are opened, the school district will incur additional costs in areas such as principal and vice-principal administration time, office support staff, custodians, facility operations, as well as maintenance supplies and expenses. The estimated ongoing facility based cost is \$370,000 for an elementary school and \$960,000 for a secondary school. There would be little increase to student-based costs, including principal and vice-principal teaching time, teachers, educational assistants and instructional supplies and expenses, because these costs would follow the students to their new school. Typical elementary and secondary school budget allocations are included on pages 62 and 63 of this document.

Although, from a purely financial perspective, the most efficient use of resources occurs when schools are operated at full capacity, this is not necessarily the optimal use of facilities. It is not advisable to operate all schools at 100 per cent capacity, because there would be limited flexibility to respond to emergent educational needs or to provide schools with space to support school-based educational and community initiatives. Schools operating at 90 per cent are considered to be operating at a reasonable rate and the Ministry of Education is encouraging school districts to operate schools at an average 95 per cent capacity utilization.

3. CAPITAL PLANNING PROCESS

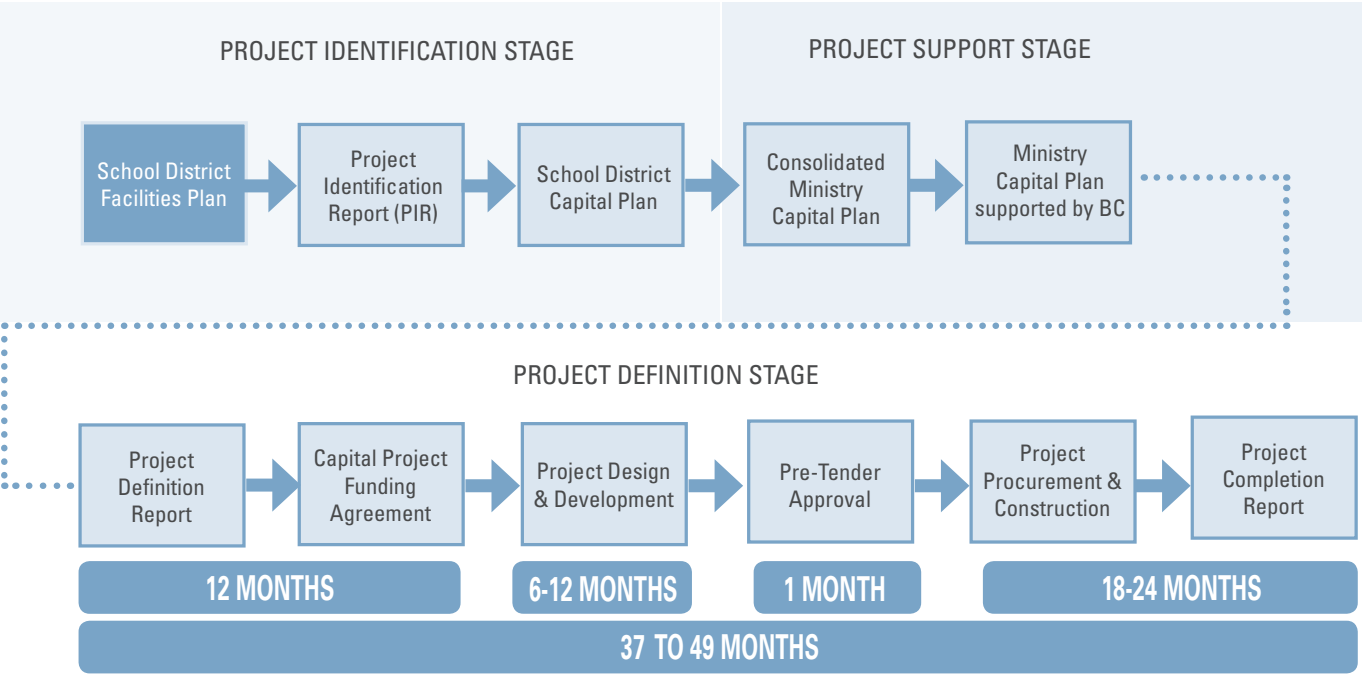
The Ministry of Education requires approval of a School District Facilities Plan (SDFP) prior to approving Five Year Capital Plans and Project Identification Reports.

The Ministry of Education planning and procurement process for Capital Plan submissions requires Boards of Education to develop long-range facilities plans that support capital projects being submitted to the Ministry for capital investment considerations.

These facility plans must identify capital requirements for school expansion and consolidation, school replacement or upgrades on building condition, seismic vulnerability and ongoing maintenance / life-cycle costs, as well as any new government initiatives.

The school district therefore requires a comprehensive long-term facilities plan that provides rationale for specific capital projects that may be proposed as part of the School District's Five-Year Capital Plan.

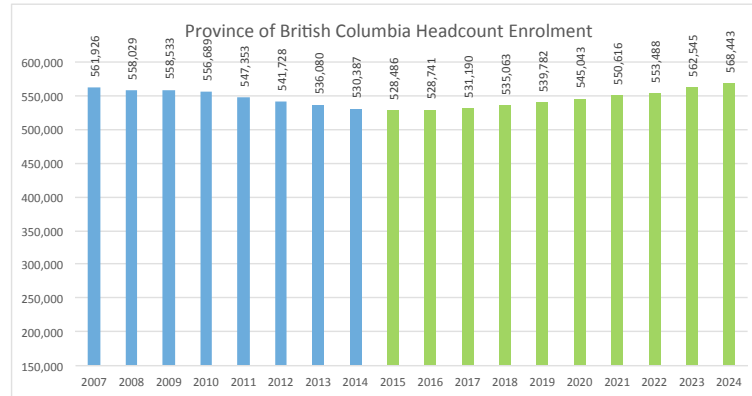
Ministry of Education Capital Plan Framework



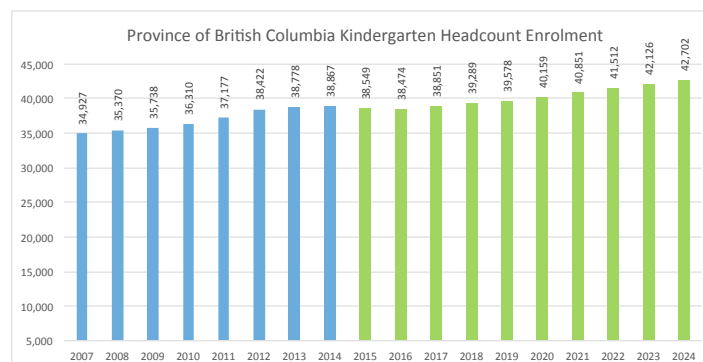
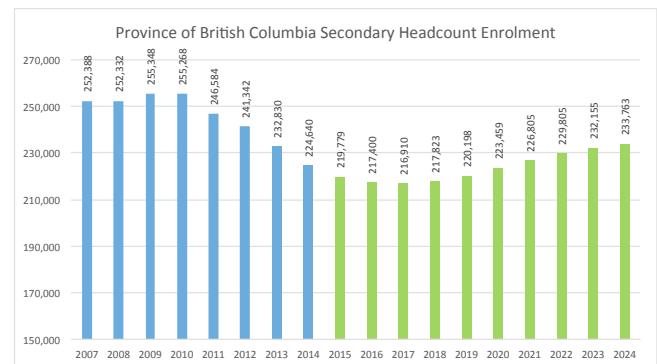
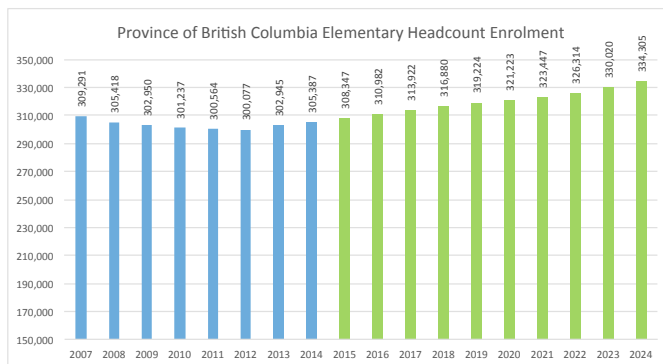
4. MAPLE RIDGE - PITT MEADOWS ENROLMENT PROJECTIONS

4.1 PROVINCIAL ENROLMENT TRENDS

The province's total School Age headcount enrolment has declined from 561,926 in 2007 to 530,387 in 2014, a decline of over 31,000 students.



There are significantly different trends occurring with the provincial elementary (kindergarten to grade 7) and the secondary (grades 8 to 12) enrolment trends. Provincial elementary enrolments, after several years of decline, are now stabilizing, with increasing enrolments projected for the next several years. However, provincial secondary enrolments are projected to continue to decline for the next several years.



The provincial enrolment trends are projected to change in the next few years as increasing provincial births and kindergarten numbers materialize in schools.

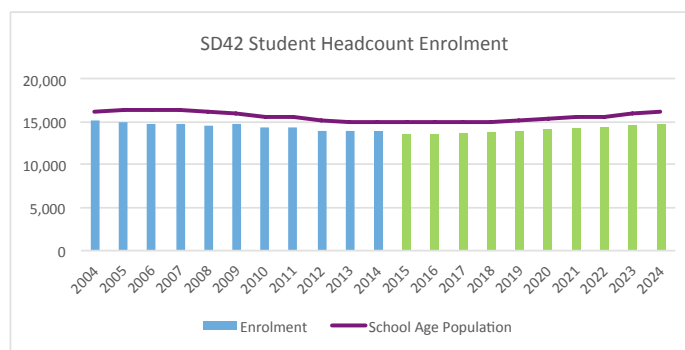
Source: The enrolment history and projected enrolment presented in this section were obtained from The Resource Management Division of BC Ministry of Education and prepared by BC Stats - March, 2015.

<http://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/archive/1558a-2014.pdf>

4.2 MAPLE RIDGE – PITT MEADOWS ENROLMENT TRENDS

4.2.1 DISTRICT WIDE ENROLMENT TRENDS

Since 2004, considerable change has taken place in the Maple Ridge - Pitt Meadows School District. The graph shows the school district's historic headcount enrolment for elementary, secondary, alternate, distributed learning and continuing education and the current enrolment forecast through to 2024.



School age population from: <http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx>

4.2.2 ELEMENTARY ENROLMENT TRENDS

Elementary enrolment has been declining but is now starting to level off. In almost every school district, a reflective change in secondary enrolment tends to lag behind the elementary enrolment. That is because enrolment changes usually start in the lower grades and the impact is felt as students move up through secondary.

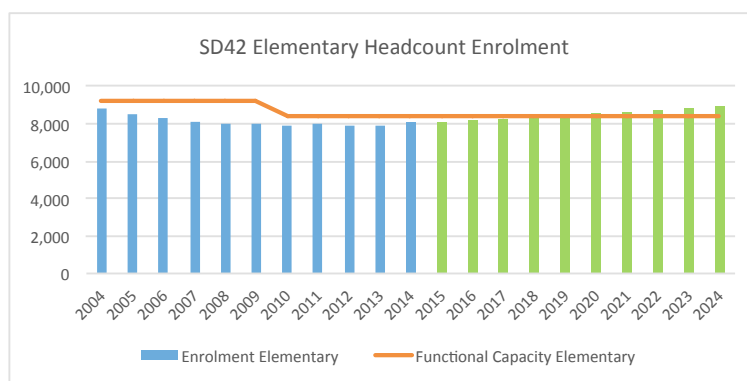
That is also the case in the Maple Ridge - Pitt Meadows School District, since the decline in elementary enrolment becomes noticeable in 2003 but the secondary enrolment decline doesn't really start until 2007.

Over the next decade, elementary enrolment is forecasted to increase slightly each year. This increase could be almost 10% by 2024 if the current forecast materializes.

The school district currently has twenty elementary facilities. The graph shows the current operating capacity of those schools relative to the elementary enrolment.

It can be seen that there was a significant drop in operating capacity in 2009 when Riverside Elementary and Mount Crescent Elementary were re-purposed.

However, there is still a significant excess capacity in elementary schools, currently 494 student spaces. Some excess capacity is expected to exist until at least 2020.



4.2.3 SECONDARY ENROLMENT TRENDS

Secondary enrolment is estimated to experience a slight increase beginning in 2016, however, there is forecasted to be only minor secondary enrolment increase until 2024.

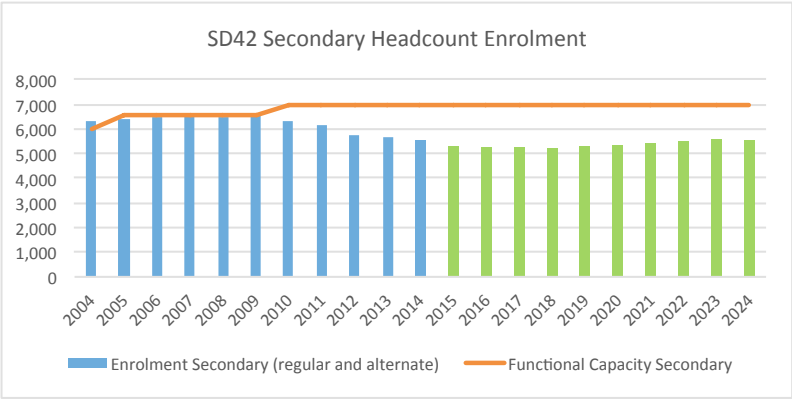
Similarly, this graph shows that after several years of capacity increases at secondary, the capacity finally equals the enrolment in 2009.

Unfortunately, by 2010, enrolment had started to decline.

There is currently a surplus capacity in secondary and that surplus will continue in the immediate future and exist for a long time before enrolment catches up.

However, this does not mean that these schools are currently in the most appropriate location, or that they will be in the correct location for future students. Notwithstanding the excess capacity at secondary, there are currently 12 portable classrooms at Samuel Robertson Technical Secondary School.

These circumstances are not unique to the Maple Ridge - Pitt Meadows School District. However, every district is different and may choose to deal with these challenges in its own way.





5. MAPLE RIDGE - PITT MEADOWS FACILITIES

The Maple Ridge – Pitt Meadows School District currently has facilities of all shapes and sizes. Over the years, as the district demographic shifted, some schools were closed, some were renovated or added to, and new schools were constructed.

The long term facilities planning process gives school districts the opportunity to identify future facility needs based on the future educational requirements of students and the operational goals of the district.

The terms *enrolment*, *capacity* and *utilization* will be used throughout this report. An explanation of what these mean and how they are calculated is provided in the glossary of terms section.

The school district currently operates 21 elementary schools and 6 secondary schools. For capital planning, the school district will be presented and analyzed in three Capital Zones – West, Central and East. While the educational programs offered in each zone are similar, the school circumstances in these three zones are very different.

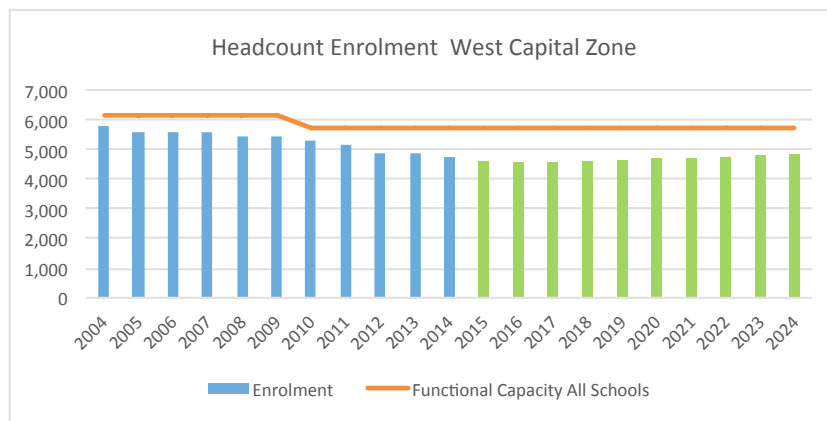
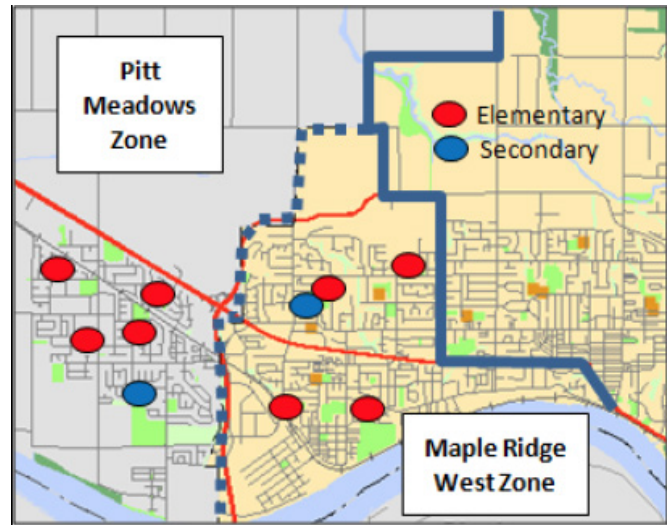
5.1 WEST CAPITAL ZONE

The West Capital Zone consists of eight elementary schools and two secondary schools and will be reviewed in two individual zones – the Pitt Meadows West Zone and the Maple Ridge West Zone.

Each sub-zone has four elementary schools and one secondary school.

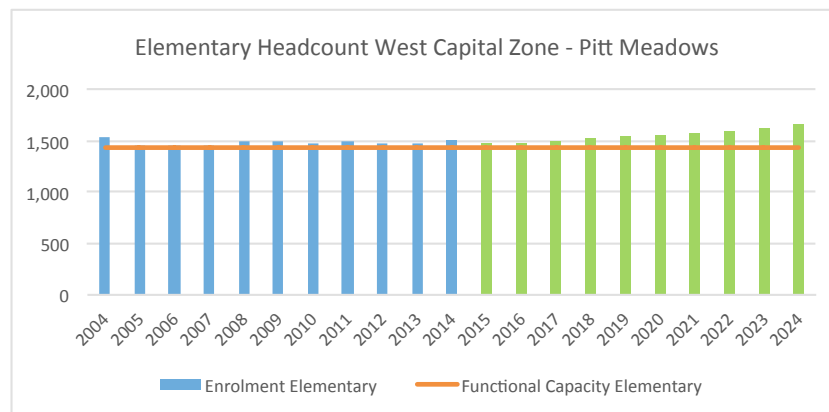
5.1.1 ENROLMENT PROJECTIONS

In the West Zone, the historical and forecasted enrolment is shown relative to the available functional capacity of the schools in this zone. By 2024, the schools in this zone are not expected to be fully utilized.



5.1.2 ELEMENTARY SCHOOLS WEST CAPITAL ZONE

In the Pitt Meadows Zone, the historical and forecasted enrolment is shown relative to the available functional capacity.



The current and forecasted comparison of capacity and enrolment in the 4 elementary schools is as shown in the graph.

Although some schools have excess capacity, the overall utilization of these 4 schools in the Pitt Meadows Zone is 103%.

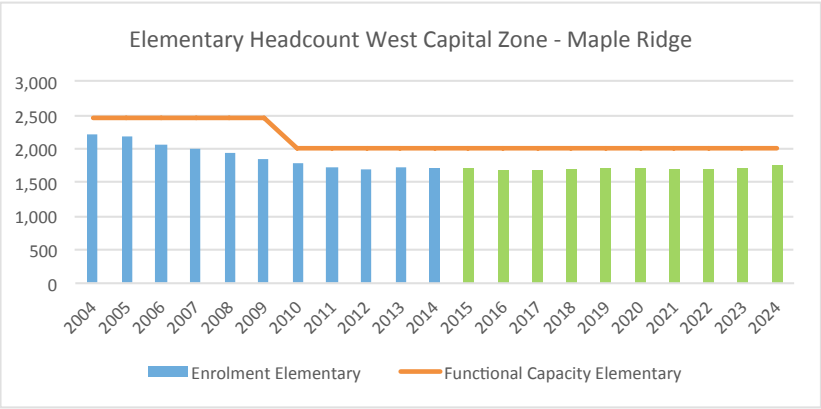
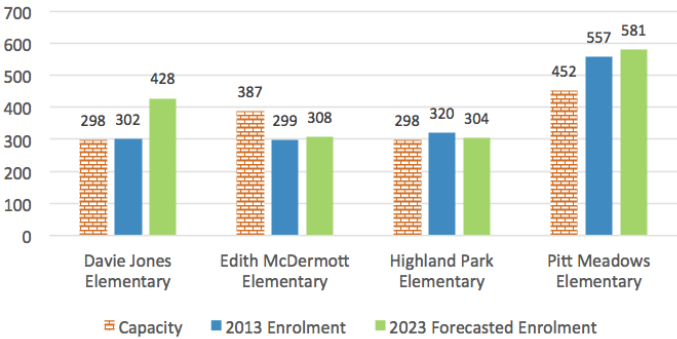
This is largely due to Pitt Meadows Elementary having a utilization of 123%, with 1 modular and 2 portable classrooms on-site to assist with enrolment.

The high student enrolment at Pitt Meadows Elementary is in part due to the fact that this school hosts the Early French Immersion Program for Pitt Meadows and is therefore the choice school for many families in the area.

As families can chose to enroll their children in any Maple Ridge – Pitt Meadows school, the forecasted enrolment pressure for Davie Jones Elementary may not materialize.

In the Maple Ridge West Zone, the historical and forecasted enrolment is shown relative to the available functional capacity.

Pitt Meadows West Capital Zone



Note: Riverside Elementary was re-purposed at the end of 2009.

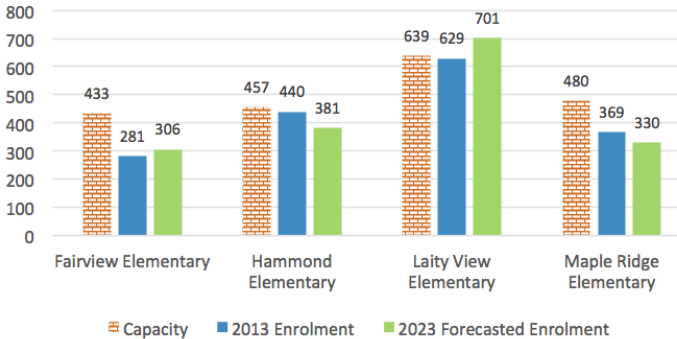
In the Maple Ridge West Zone, there is some surplus capacity in the elementary schools (330 spaces) with all 4 schools having an overall utilization of 83%.

The majority of surplus space is in Fairview Elementary and Maple Ridge Elementary, which are both located on the east side of the catchment.

Although located in the Maple Ridge West Zone, Hammond Elementary hosts a K-5 Montessori Program and Laity View Elementary hosts the Early French Immersion Program for the Maple Ridge West and Central West capital zones. The enrolment in these district programs translates to high utilization for these two schools.

For elementary schools, in the entire West Capital Zone, the overall utilization is 92% and there are currently 287 surplus spaces.

Maple Ridge West Capital Zone



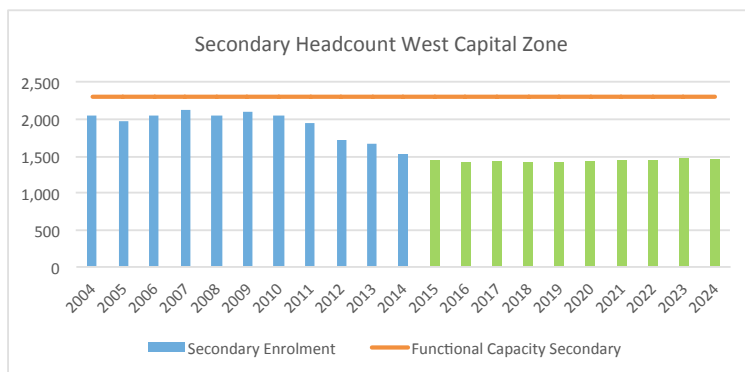
5.1.3 SECONDARY SCHOOLS WEST CAPITAL ZONE

In the West Capital Zone, there are 2 secondary schools, one in each zone – Pitt Meadows Secondary in the Pitt Meadows Zone and Westview Secondary in the Maple Ridge West Zone.

The historical and forecasted enrolment is shown relative to the available functional capacity.



When these schools are combined, the following graph demonstrates that there is significant excess capacity in the zone that will continue until 2024.



The current capacity of the secondary schools greatly exceeds the enrolment in both zones. There is an overall utilization of 71%.

Overall, in the West Capital Zone, there are 659 surplus spaces in secondary for 2013.

SECONDARY	CAPACITY	2013 ENROLMENT	UTILIZATION
Pitt Meadows Secondary	1100	885	80%
Westview Secondary	1200	756	63%
TOTAL	2300	1641	71%

5.1.4 PLANNING AHEAD WEST CAPITAL ZONE

The City of Pitt Meadows has prepared population and growth projections for 2012 to 2024. These projections do not indicate any significant change in the number of school aged children over that time.

Similarly, the City of Maple Ridge expects only minor population growth to occur in the area served by the Maple Ridge West Zone.

Given these forecasts, there are certainly sufficient spaces to accommodate all students in the West Capital Zone for the foreseeable future, including the school district's Early French Immersion Program and Montessori Program.

5.1.5 SCHOOL CONDITION WEST CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

The *facility condition index* (FCI) is a tool used to identify the work that would normally be required to bring the facility up to current standards. Typically, a school condition is expressed using a facility condition index (FCI) and it is a practical tool to compare the overall condition of different schools.

Both elementary and secondary schools in the West Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of "Poor." Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2014	FCI 2015	SEISMIC RISK	BEP Provincial Ranking
Fairview Elementary	0.25	0.51	H3	43.07
Hammond Elementary	0.11	0.26		
Laity View Elementary	0.38	0.39	M	
Maple Ridge Elementary	0.39	0.46	M	54.24
Davie Jones Elementary	0.47	0.57	M	32.72
Edith McDermott Elementary	0.30	0.32		
Highland Park Elementary	0.48	0.56	M	38.46
Pitt Meadows Elementary	0.47	0.54	M	37.34
Westview Secondary	0.43	0.49	H3	26.7
Pitt Meadows Secondary	0.50	0.63	M	37.34

** For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.*

The seismic risk is a consolidated risk classification for the entire school. The school district has a complete list of the seismic status by individual school block. A classification of Medium (M) means that no significant structural mitigation is required, and a classification of Low (L) means there are no structural life safety risks.

Fairview is the only elementary school in the district with a current seismic classification that requires structural upgrading, however, only the current area leased for childcare and the multi-purpose room are affected. The remainder of the school is classified as Medium, and the west classroom block is classified as Low.

Westview is the only secondary school in the district with a current seismic classification that requires structural upgrading, however, only the central core classrooms and multi-purpose rooms are affected. The remainder of the school is classified as Medium.

Most schools in the West Capital Zone have been assessed for building envelope failures. They are shown in the above table as well. If a building envelope project is considered to be a significant capital project on its own, then the project will be included in the district's Capital Plan.

In addition to their general condition assessment, the two schools with the lowest overall condition, Pitt Meadows Secondary and Westview Secondary, are both on the Capital Plan for building envelope upgrading. Also, one wing of Westview Secondary requires substantial mitigation for seismic risk.

In summary, this zone is home to the schools that require significant facility upgrading over the next several years:

- the three elementary schools in the Pitt Meadows capital zone have some of the highest elementary school FCI in the school district;
- the two secondary schools in this zone have the highest secondary school FCI in the school district.

5.1.6 ADDING CLASSROOM CAPACITY

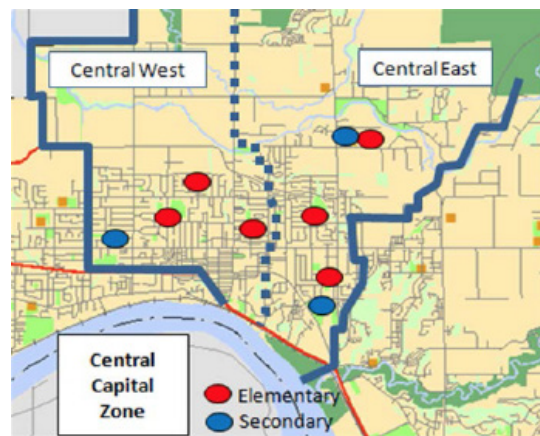
It does not appear that additional classroom capacity will be required for schools in the West Capital Zone. Most schools in this zone can accommodate at least one additional portable classroom on-site, and Davie Jones, Fairview and Highland Park Elementary schools could accommodate an addition of at least 4 classrooms.

However, both Laity View and Hammond Elementary schools have no space available for a portable or an addition.

5.2 CENTRAL CAPITAL ZONE

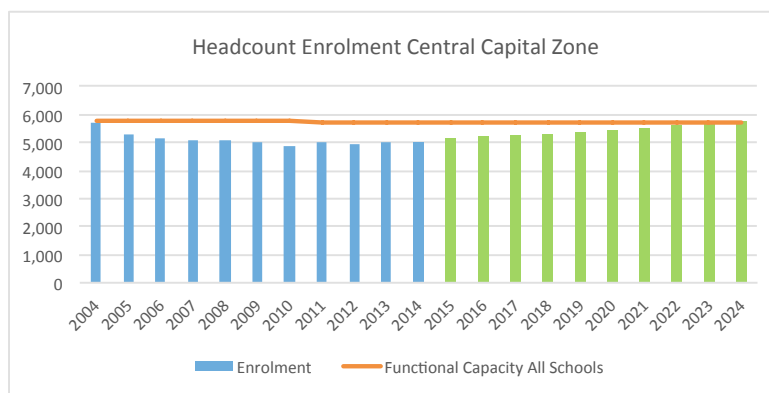
The Central Capital Zone consists of six elementary schools and two secondary schools and will be reviewed in two individual zones – the Central West Zone and the Central East Zone.

Each separate zone has 3 elementary schools and 1 secondary school.



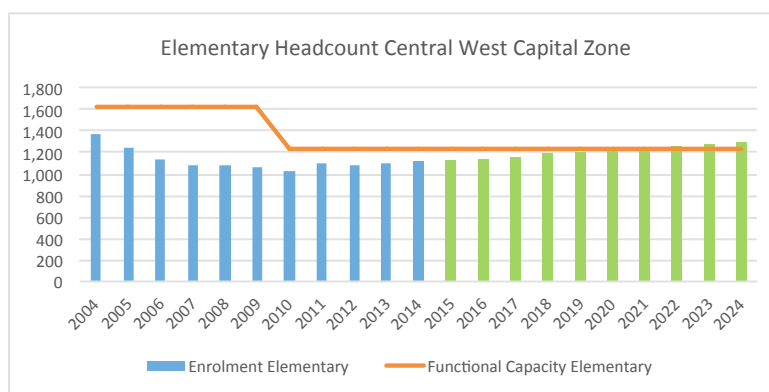
5.2.1 ENROLMENT PROJECTIONS CENTRAL CAPITAL ZONE

In the Central Zone, the historical and forecasted enrolment is shown relative to the available functional capacity of the schools in this zone. By 2024, the schools in this zone are expected to be fully utilized.



5.2.2 ELEMENTARY SCHOOLS CENTRAL CAPITAL ZONE

In the Central West Zone, the historical and forecasted enrolment is shown relative to the available functional capacity. By 2024, the elementary schools in this zone are expected to be fully utilized.



NOTE: Mt. Crescent Elementary was re-purposed at the end of 2009 and is currently used as MRSS Annex

In the Central West Zone, the current and forecasted relationship between capacity and enrolment in the 3 elementary schools is as shown in the graph.

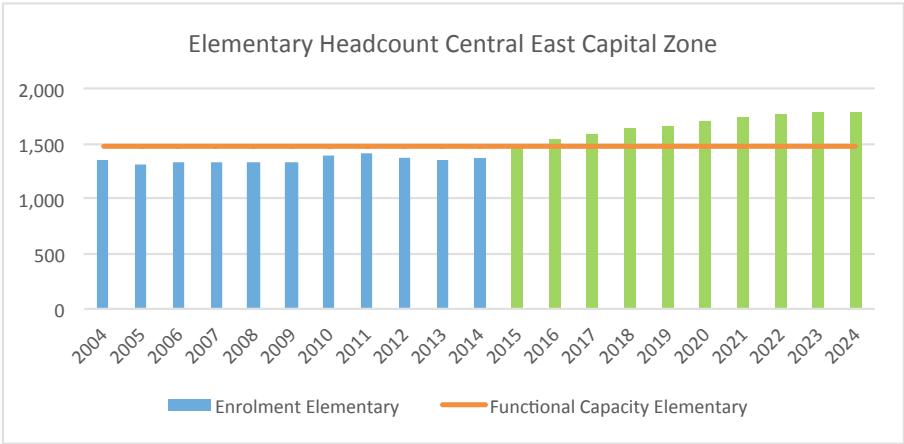
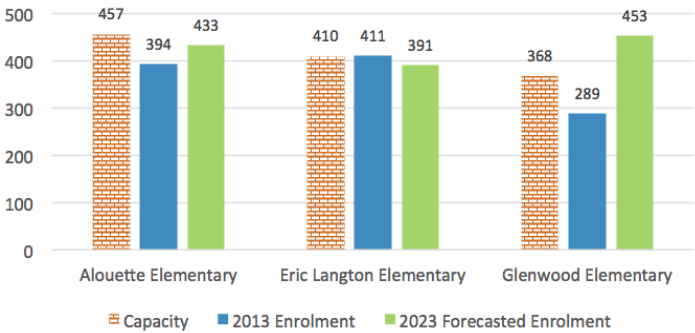
The overall utilization of these 3 schools in the Central West Zone is 89%.

Although Alouette and Glenwood Elementary schools have 142 surplus spaces, Eric Langton is full at 100% utilization.

Eric Langton also has one portable classroom on-site to assist with enrolment, and hosts the Early French Immersion Program for both the Central East and the East capital zones.

In the Central East Zone, the historical and forecasted enrolment is shown relative to the available functional capacity. By 2024, the elementary schools in this zone are expected to be fully utilized and additional space will be required to accommodate the forecasted enrolment.

Central West Capital Zone

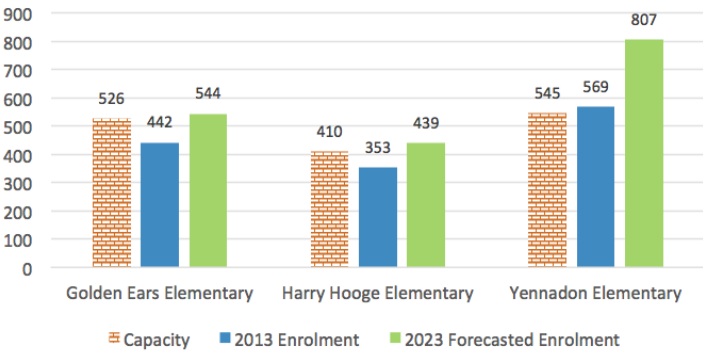


In the Central East Zone, there are also 3 elementary schools and the historical and forecasted enrolment is shown relative to the available functional capacity.

Golden Ears and Harry Hooqe have 101 surplus spaces, even though Golden Ears hosts the school district’s Late French Immersion Program.

Yennadon has a utilization of 104% that in part reflects the enrolment demand from the Silver Valley area.

Central East Capital Zone



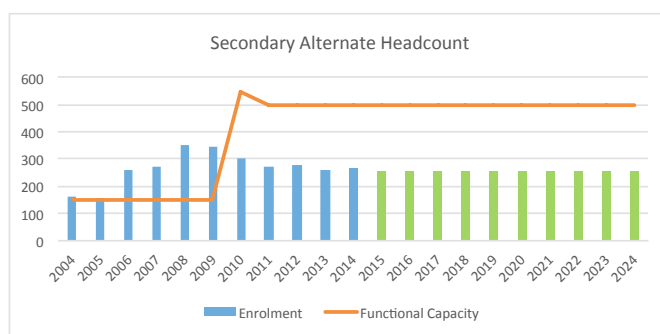
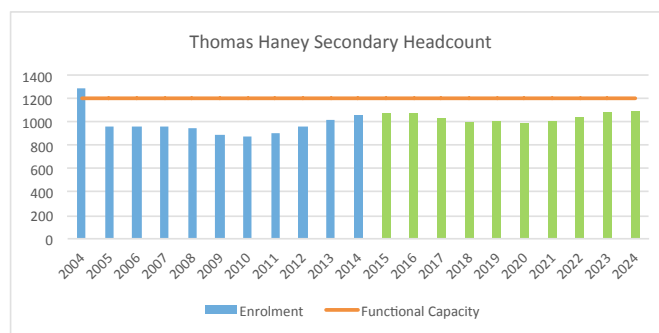
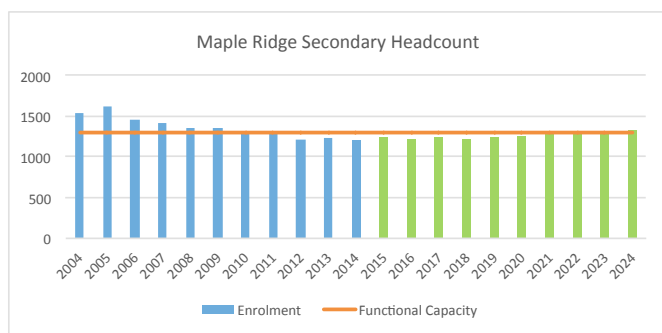
In the Central Capital Zone, the overall utilization of elementary schools is 92% and there are currently 218 surplus spaces.

5.2.3 SECONDARY SCHOOLS CENTRAL CAPITAL ZONE

In the Central Capital Zone, there are 2 secondary schools, one in each sub-zone – Maple Ridge Secondary in the Central West Zone and Thomas Haney Secondary in the Central East Zone. This zone also contains the secondary alternate programs at Maple Ridge Secondary Annex and South Lillooet.

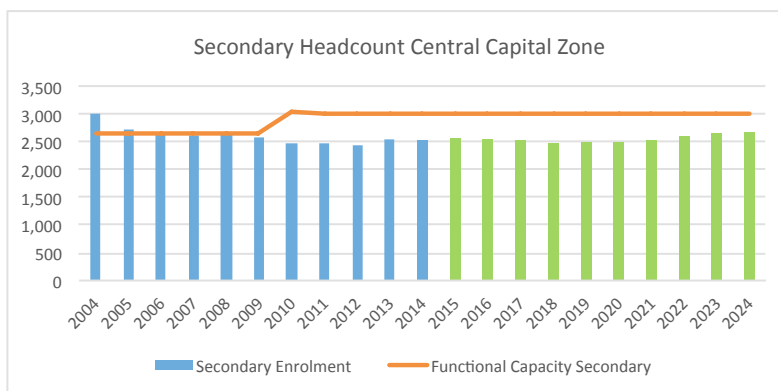
In 2009, the repurposing of Mount Crescent Elementary to Maple Ridge Secondary Annex allowed the transfer of programs from Maple Ridge Secondary to the annex and the removal of portables from the Maple Ridge Secondary site. The annex is not utilized to full capacity by Maple Ridge Secondary.

The historical and forecasted enrolment is shown relative to the available functional capacity.



NOTE: Secondary alternate capacity was increased in 2010 with the conversion of Mount Crescent to MRSS annex, and decreased in 2011 with the closure of Arthur Peak Centre.

When these schools are combined, the following graph demonstrates that there is some excess capacity in the zone at least until 2024.



NOTE: Secondary capacity was increased in 2010 with the conversion of Mount Crescent to MRSS annex.

The capacity of the secondary schools and alternate secondary programs exceeds the enrolment in both zones. There is an overall utilization of 90% for the secondary schools and 55% for the secondary alternate programs.

Overall, in the Central Capital Zone, there are 251 surplus spaces in secondary and 223 in secondary alternate for 2013.

Secondary	Capacity	2013 Enrolment	Utilization
Maple Ridge Secondary	1300	1232	95%
Thomas Haney Centre	1200	1017	85%
Total	2500	2249	90%

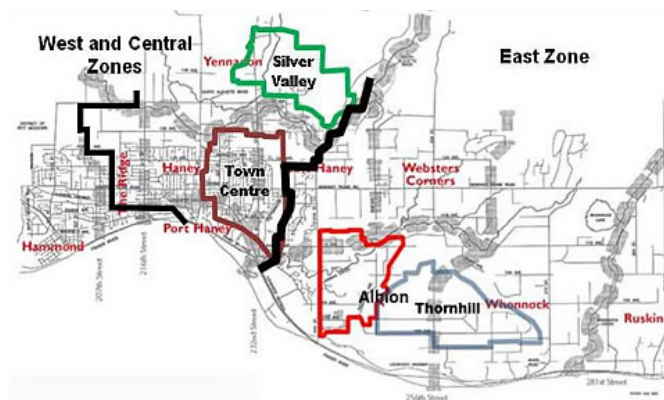
Secondary	Capacity	2013 Enrolment	Utilization
MRSS Annex	400	124	31%
South Lillooet	100	153	153%
Total	500	277	55%

5.2.4 PLANNING AHEAD CENTRAL CAPITAL ZONE

Maple Ridge is one of the BC communities experiencing relatively high growth. The table shows the historical population of Maple Ridge as reported by the Canada Census:

Year	Maple Ridge	% Increase
2001	63,169	
2006	68,948	8.7%
2011	76,052	9.2%

Maple Ridge continues to be a desirable location for youth and younger families where building lots are larger and housing is generally more affordable than other parts of Metro Vancouver. The 2004 Demographic Analysis and Population and Housing Projection for Maple Ridge, 2001-2031, prepared by The Sheltair Group and Kelly & Associates, projects Maple Ridge's population to be between 88,200 and 109,500 dependent on official community plan designation decisions made by Maple Ridge City Council.



The City of Maple Ridge currently forecasts the growth trend will continue, but at a somewhat lower rate than previously predicted.

The majority of the current population is located in an east-west band within 5 kilometers north of the Fraser River. With agricultural and natural geographic boundaries restricting growth northward, the community continues to grow eastward along the Lougheed corridor.

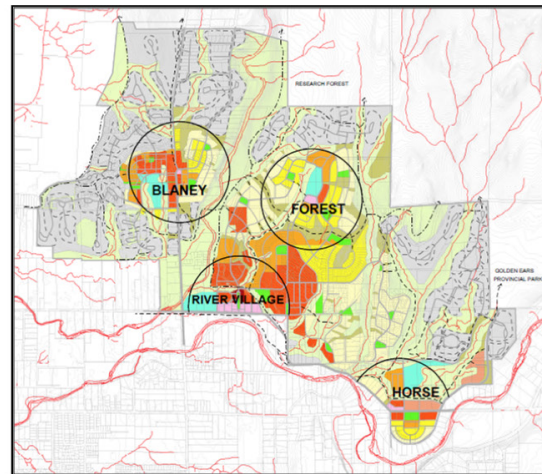
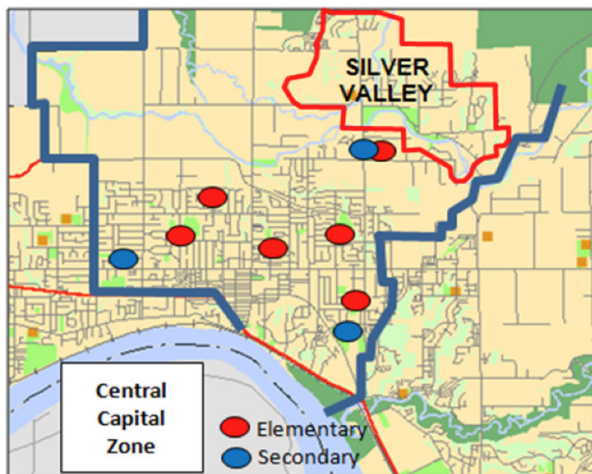
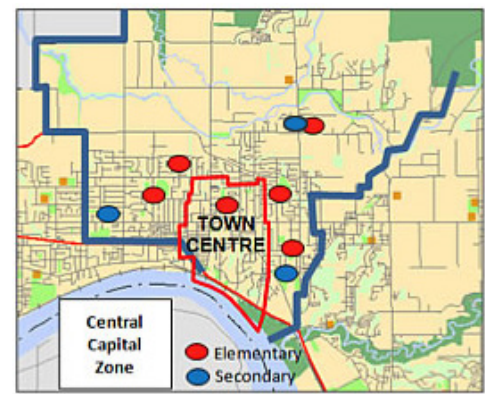
The BLACK lines show the area bounded by the Central Capital Zone. The key growth areas affecting this Zone are the Town Centre and Silver Valley areas.

In this Zone, growth is expected to be in the form of redevelopment in the Town Centre and infill in the Silver Valley area.

There are currently 218 surplus elementary spaces, 251 surplus secondary spaces and 223 secondary alternate spaces in this Zone.

The distribution of schools is generally well located to provide sufficient future spaces for growth in the Town Centre area, even though Eric Langton and Yennadon are currently full.

The challenge for the future will be to supply the additional capacity to accommodate growth from the Silver Valley area.



Currently there are 1,710 dwelling units within the Silver Valley planning area. The municipality estimates the total unit capacity for Silver Valley to be 3,700. As of November 2013, 842 units were under active development applications. The current elementary student population yield for the Silver Valley planning area is 0.29 elementary students per unit. If this yield is applied to the unit capacity of the area, the estimated total number of elementary students in the area at build-out would be 1,073. Parents in this area can choose to enroll their children in the catchment area school or in any other school, and may choose to enroll their children in a district program that is not offered in their catchment school.

The current elementary student yield from the Silver Valley Planning Area is 488 elementary students. In 2013, only 80% of the Silver Valley elementary students attended their catchment school – Yennadon Elementary. If the 80% participation was applied to the projected enrolment at build-out, the estimated total number of elementary students to attend an in catchment school at build-out would be reduced to 858.

In order to accommodate all estimated elementary student enrolment from Silver Valley at build-out, the school district will have to acquire and develop one school site in Silver Valley that would at a minimum accommodate a school with an operating capacity similar to that of Yennadon Elementary (545 students).

The current catchment for Yennadon Elementary includes areas that are not part of the Silver Valley Planning Area. As of September 30, 2013, the total in catchment students was 625, however, only 66% enrolled at Yennadon. In the same year, 140 out of catchment students were enrolled in Yennadon.

Silver Valley continues to develop and by 2023 an additional 313 elementary students are expected. This will place additional enrolment pressure on Yennadon as the closest elementary school.

If we allow some additional elementary growth from the Town Centre area as well, then it can be anticipated that all of the current excess capacity of 218 student spaces will be fully consumed and all elementary schools will approach 100% utilization before 2023.

Both Maple Ridge Secondary Annex and South Lillooet are located in the Central Capital Zone, and their combined utilization is only 55% with 223 available spaces in 2013. If the secondary alternate programs are relocated to facilities outside this capital zone, these two facilities, with some renovation, could be converted to elementary schools.

The secondary schools are already at 90% utilization, with a current excess capacity of 251 student spaces. As the elementary enrolment increases, this will slowly translate to increases in secondary. 251 spaces should be sufficient to accommodate growth in the secondary grades in the Central Capital Zone through to 2023. Enrolment growth past this planning timeframe could be accommodated by increasing the capacity of the existing secondary schools in the area.

5.2.5 SCHOOL CONDITION CENTRAL CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

Both elementary and secondary schools in the Central Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of “Poor”. Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2014	FCI 2015	SEISMIC RISK	BEP Provincial Ranking
Alouette Elementary	0.39	0.39	M	33.21
Eric Langton Elementary	0.38	0.50	M	Complete
Glenwood Elementary	0.43	0.60	L	
Golden Ears Elementary	0.31	0.27	M	
Harry Hooe Elementary	0.48	0.49	M	
Yennadon Elementary	0.43	0.43		Complete
James Best Centre	0.72	0.68		
Maple Ridge Secondary	0.30	0.33	M	In Progress
Thomas Haney Centre	0.32	0.31		51.12
Maple Ridge Secondary Annex	0.57	0.70	M	
South Lillooet Centre	0.79	0.77		

** For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.*

The seismic risk is a consolidated risk classification for the entire school. The school district has a complete list of the seismic status by individual school block. A classification of Medium (M) means that no significant structural mitigation is required. A classification of Low (L) means there is very little seismic risk in this school.

There are no schools in the Central Capital Zone with a current seismic classification that requires structural upgrading.

Most schools in the Central Capital Zone have been assessed for building envelope failures. They are shown in the table as well. The building envelope remediation projects for Alouette Elementary and Thomas Haney Secondary were included in previous school district capital plans.

5.2.6 ADDING CLASSROOM CAPACITY

It does not appear that additional classroom capacity must be acquired for schools in the Central Capital Zone. However, since the forecast indicates all elementary schools in this zone will reach 100% utilization by 2023, it is prudent to review where the possibilities are to expand capacity.

Of the elementary schools in the Central Zone, only Glenwood can accommodate a portable classroom or an addition of at least 4 classrooms. Both Eric Langton and Harry Hooe would have to place a portable or an addition on the current playfield, and even then the location is not desirable.

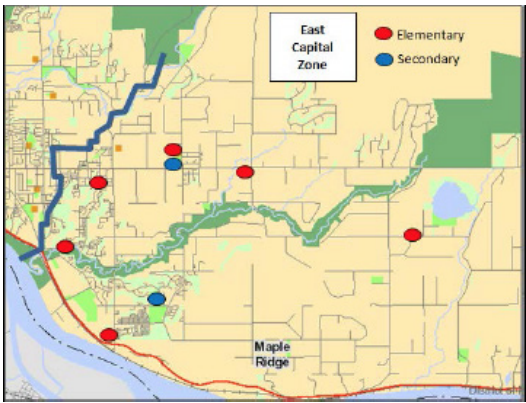
While Alouette may be able to accommodate a portable classroom on-site, neither Alouette, Golden Ears or Yennadon are able to accommodate a substantial addition given the current design of those schools and the land available.

5.3 EAST CAPITAL ZONE

The East Capital Zone consists of only one large zone that extends from central Maple Ridge all the way east to the Mission School District boundary.

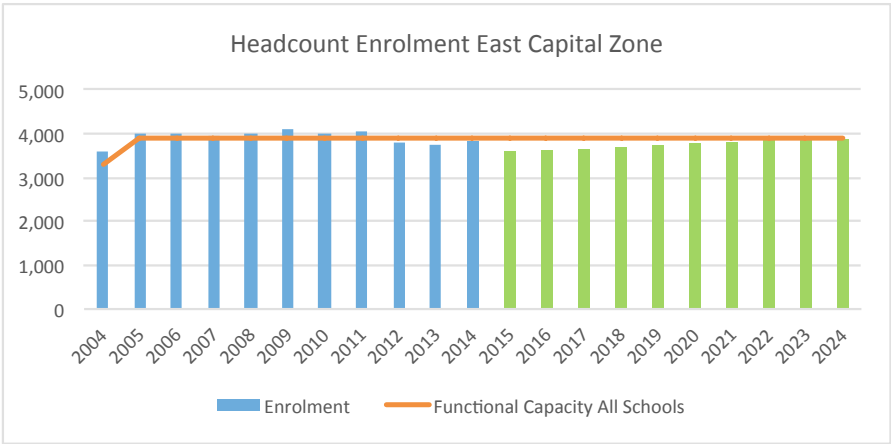
This large geographic zone contains 6 elementary schools and 2 secondary schools.

The zone is bisected by Kanaka Creek, which is a significant natural barrier with limited bridge crossings.



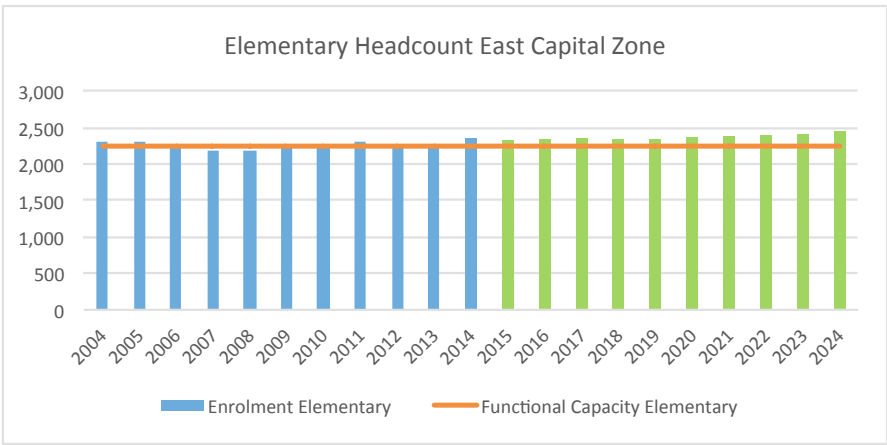
5.3.1 ENROLMENT PROJECTIONS EAST CAPITAL ZONE

In the East Capital Zone, the historical and forecasted enrolment is shown relative to the available functional capacity. By 2024, schools in this zone are projected to be fully utilized.



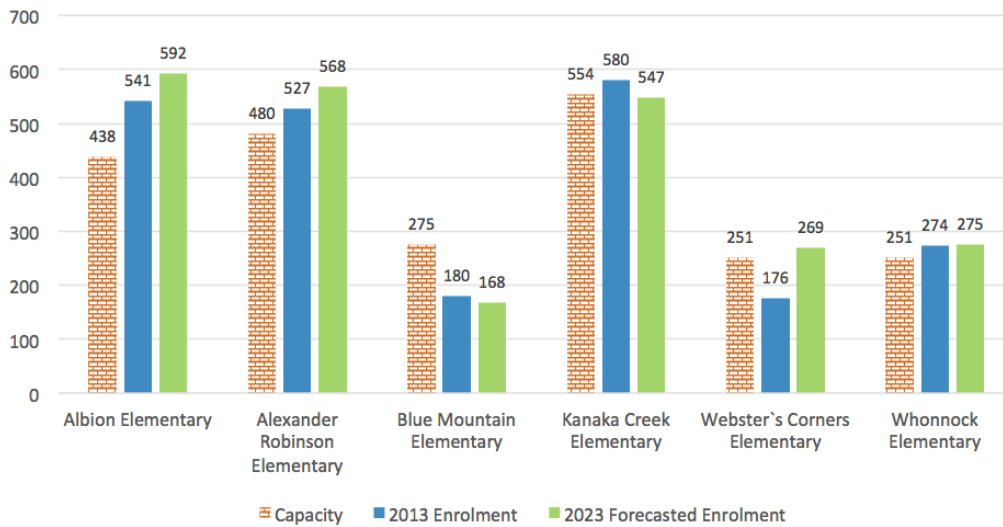
5.3.2 ELEMENTARY SCHOOLS EAST CAPITAL ZONE

In the East Capital Zone, the historical and forecasted elementary enrolment is shown relative to the available functional capacity.



The individual relationship between capacity and current and forecasted enrolment in the 6 elementary schools is as shown in the graph.

East Capital Zone



Although Blue Mountain and Webster's Corners currently have excess capacity, the other 4 elementary schools all exceed 100% utilization and have portable classrooms on-site to provide the additional capacity required.

The overall utilization of all 6 elementary schools in the Capital East Zone is 101%.

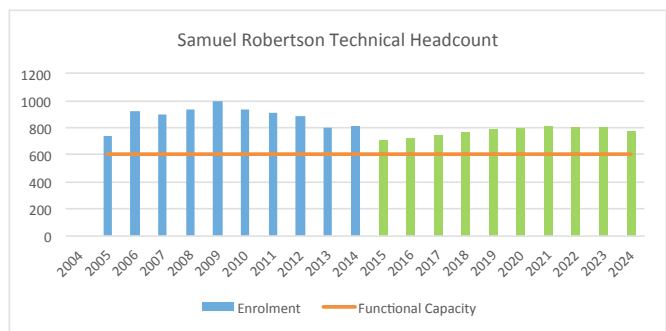
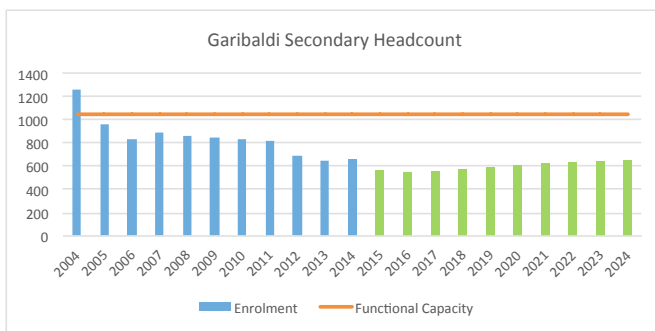
Kanaka Creek elementary is the only school in the district offering a balanced calendar. The full utilization of this facility is in part due to families choosing this school over their catchment school.

The majority of the current demand is in the South Albion area as reflected by the current 124% utilization of Albion Elementary.

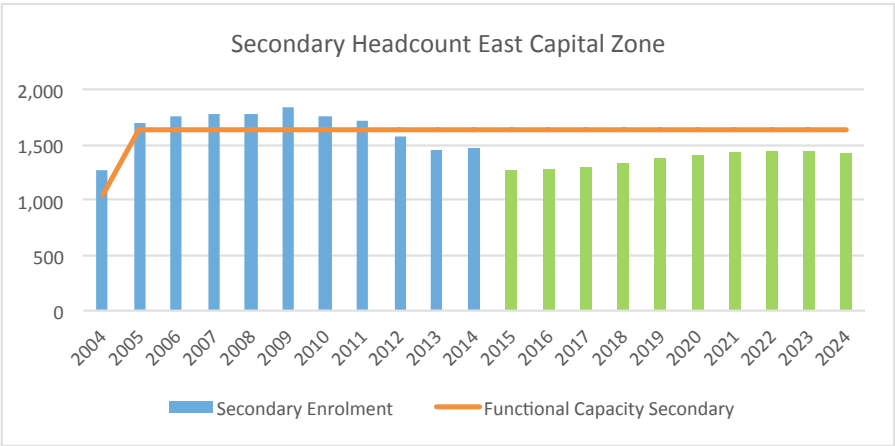
5.3.3 SECONDARY SCHOOLS EAST CAPITAL ZONE

In the East Capital Zone, there are 2 secondary schools – Samuel Robertson Technical in the south and Garibaldi Secondary in the north.

The historical and forecasted enrolment by school is shown relative to the available functional capacity.



When these schools are combined, the following graph demonstrates that there is some excess capacity in the zone at least until 2024.



Note: SRT opened in 2005.

Although the capacity of the secondary schools in this zone exceeds the current enrolment and the overall utilization is 89%, there is an imbalance in both the enrolment and utilization.

There is significant enrolment demand at Samuel Robertson Technical Secondary (SRT) and currently there are 12 portable classrooms on-site. This is in part due to the fact that SRT is host to multiple trades programs, which attract students who would not otherwise attend this school.

Also, SRT is the newest secondary school in the Maple Ridge – Pitt Meadows School District. Garibaldi Secondary currently has an excess capacity of 395 spaces. The calculated excess capacity does not take into account the over 100 international students that attend Garibaldi secondary every year.

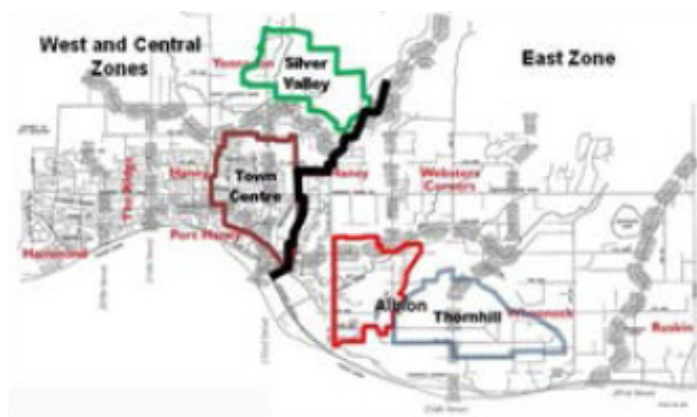
SECONDARY	Capacity	2013 Enrolment	Utilization
Garibaldi Secondary	1050	655	62%
Samuel Robertson Technical	600	807	135%
Total	1650	1462	89%

5.3.4 PLANNING AHEAD EAST CAPITAL ZONE

As seen previously, the majority of the population in Maple Ridge is located in an east-west band within 5 kilometers north of the Fraser River.

Over the years, growth has continued to move eastward as agricultural and geographic conditions preclude significant development from occurring to the north.





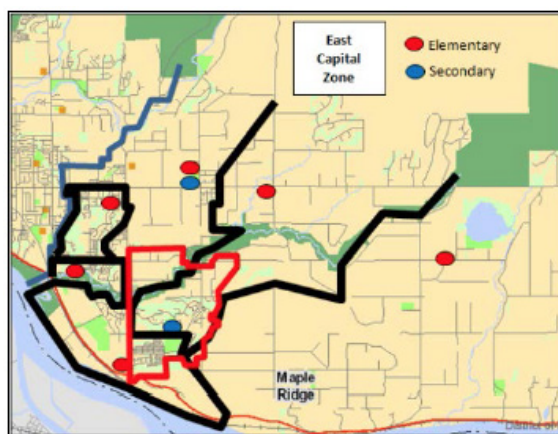
The **BLACK** line shows the area boundary between the East Capital Zone and the West and Central Zones.

The City of Maple Ridge currently forecasts the majority of their future growth will continue in the East area along the Lougheed corridor.

The primary growth area is south of Kanaka Creek in the Albion planning area. This area is shown on the map above outlined in **RED**. The area to the east of the Albion area is Thornhill, currently designated as Urban Reserve. The areas west and north of the Albion planning area are also experiencing new growth through continued development.

The current catchment areas for the East Zone elementary schools are as shown on the map.

From this, it is easy to visualize how all of the elementary schools in the East Zone are impacted by continued growth and development in and around the Albion planning area.



Based on a detailed enrolment forecast, the table below shows the most probable effect of the development on the elementary schools serving the East Capital Zone.

EAST ZONE ELEMENTARY	Functional Capacity	Portables	2013 Actual			2023 Forecasted		
			Enrolment	Utilization	Surplus Space	Enrolment	Utilization	Surplus Space
Albion Elementary	438	5	541	124%	(103)	592	135%	(154)
Alexander Robinson Elementary	480	2	527	110%	(47)	568	118%	(88)
Blue Mountain Elementary	275	0	180	65%	95	168	61%	107
Kanaka Creek Elementary	554	2	580	105%	(26)	547	99%	7
Webster's Corners Elementary	251	0	176	70%	75	269	107%	(18)
Whonnock Elementary	251	1	274	109%	(23)	275	110%	(24)
Total East Capital Zone	2,249	10	2,278	101%	(29)	2,419	108%	(170)

The forecast shows an enrolment growth projection of 141 elementary students for the East Capital Zone.

However, while the forecast may reflect the anticipated enrolment growth due to area development, it will likely not be distributed as forecasted. For example:

1. Kanaka Creek Elementary is currently at 105% utilization and has 2 portable classrooms on site. Kanaka Creek Elementary contains a district program that historically has been well subscribed. It is very probable that it will continue to operate at full capacity.
2. Albion Elementary is currently at 124% utilization with 5 portable classrooms on site. It is not practical to add more portable classrooms or an addition to Albion Elementary since the current site is already less than the Ministry guidelines in the Area Standards. There is a large portion of the site on the west side that is environmentally restricted from development.
3. Alexander Robinson Elementary is currently at 110% utilization with 2 portable classrooms on site. Without encroaching on the existing playfield, it is not practical to place additional portable classrooms at Alexander Robinson.
4. Whonnock Elementary is currently at 109% utilization with 1 portable classroom on site. It is not practical to place additional portable classrooms at Whonnock due to the location of the sewage treatment field.

This means the forecasted enrolment growth will need to be accommodated at the other two schools or with a new elementary school.

The forecasted enrolment at Blue Mountain Elementary is expected to decrease. Currently there are 95 surplus spaces. By 2023, this will increase to 107 spaces.

By 2023, although there is forecasted to be some increase in enrolment, Webster's Corners Elementary is expected to still have 18 surplus spaces.

Between these two elementary schools, the total surplus spaces should be 125 students by 2023. A portable classroom could be added on site at either school to accommodate all of the forecasted increase of 141 elementary enrolment until 2023.

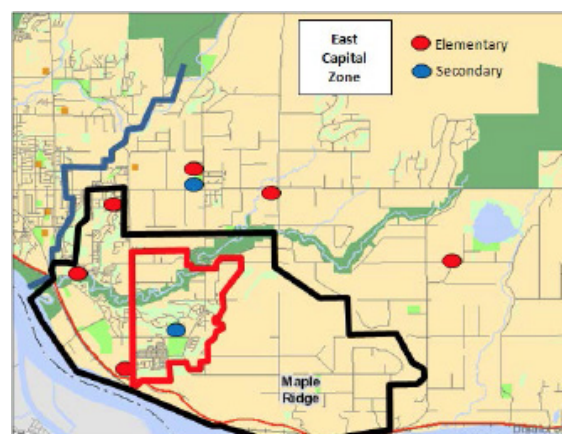
The school district may also consider requesting Ministry of Education funding for building an additional elementary school, as requested in previous capital plans. This would also provide sufficient space for future enrolment growth beyond 2023.

There are two secondary schools serving the East Capital Zone - Samuel Robertson Technical (SRT) in the south and Garibaldi Secondary in the north.

SRT is situated in the central area of the Albion planning area and its catchment area is shown in BLACK on the map at right. SRT is currently at 135% utilization and has 12 portable classrooms on-site.

Garibaldi is at 62% utilization and there are no portable classrooms on-site.

The City of Maple Ridge continues to forecast the highest growth to be in the Albion and surrounding areas. The challenge for the future will be to provide sufficient capacity to accommodate growth.



5.3.5 SCHOOL CONDITION EAST CAPITAL ZONE

There are many criteria used to evaluate a school and whether any or what investment should be made in the facility. Typical criteria are location, educational suitability, size and condition.

Some of these are subjective, but the key technical criteria are the overall facility condition, the seismic risk and building envelope condition. Explanations of these terms are included in the glossary of terms section of this report.

Both elementary and secondary schools in the East Capital Zone and their FCI are as shown in the table. Schools with an FCI greater than 0.30 have a condition rating of "Poor". Immediate attention to some significant building systems will be required.

FACILITY NAME	FCI 2014	FCI 2015	SEISMIC RISK	BEP Provincial Ranking
Albion Elementary	0.28	0.52	M	43.09
Alexander Robinson	0.11	0.24		
Blue Mountain Elementary	0.11	0.31		
Kanaka Creek Elementary	0.39	0.39		Complete
Webster's Corners Elementary	0.27	0.40	M	
Whonnock Elementary	0.24	0.32		22.83
Garibaldi Secondary	0.30	0.33		
Samuel Robertson Technical	0.04	0.05		

** For additional information about the Facility Condition Index (FCI), see pages 49-51 of this document.*

The seismic risk is a consolidated risk classification for the entire school. A classification of Medium (M) means that no significant structural mitigation is required.

Most schools in the East Capital Zone have been assessed for building envelope failures and are shown in the table. If a building envelope project has been assigned a priority in the district's Capital Plan, the building envelope project would be considered as a significant capital project.

All of the schools in this zone are in reasonable condition for their age, even though some of the facilities have a calculated FCI for 2015 that exceeds 0.30.

5.3.6 ADDING CLASSROOM CAPACITY

Additional capacity is required for schools in the East Capital Zone.

Only Blue Mountain or Webster's Corners could accommodate an addition of at least 4 classrooms. The other schools have restricted site space, or the design and layout of the school on the site makes it very inefficient for an addition.

Alexander Robertson, Blue Mountain, Webster's Corners and Whonnock Elementary schools could accommodate at least one additional portable classroom. Albion and Kanaka Creek Elementary schools are not able to accommodate additional portable classrooms without encroaching on to the existing playfields.

5.4 OTHER FACILITIES

The school district owns other properties: the District Education Office, the District Maintenance Facility and Riverside Centre.

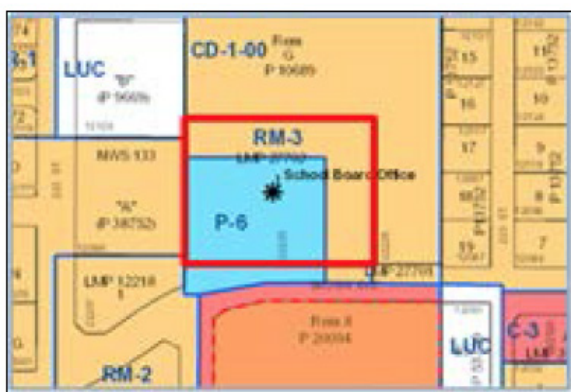
5.4.1 DISTRICT EDUCATION OFFICE (DEO)

The District Education Office is located at 22225 Brown Avenue, Maple Ridge, and houses the Board offices and administrative staff for the school district.

A building envelope remediation project was recently completed at the DEO. Because the facility cannot house all district services, alternate accommodation was found for the International Education Department and Learning Services.

The actual property is larger than the portion currently used by the school district, with the unused property on the east side as shown on the aerial.

The DEO property has two separate zones as shown below. The unused portion to the east, shown by dashed RED lines, is approximately 1,800 m² and is zoned RM-3, Multi-Family Residential.



While this property is surplus to the school district's current needs, it may be required in the longer term, even if just for parking. Over the following decade, the student enrolment in the Maple Ridge – Pitt Meadows School District is expected to level off and start growing and with that will come increased demand for administrative services in the longer term.

5.4.2 DISTRICT MAINTENANCE

The District Maintenance facility is located at 23889 Dewdney Trunk Road, Maple Ridge, and houses all of the maintenance, support staff and repair equipment and stores for the school district.

The District Maintenance Facility is considered good accommodation and is suitable for the foreseeable future.

The property currently has an unused portion on the southeast side adjacent to the City of Maple Ridge Operations Yard and fronting on Dewdney Trunk Road, as shown on the following page.



This property is approximately 3,000 m² and generally flat. It is currently not serviced but all services are available from Dewdney Trunk Road.

A subdivision would be required to create a lot for disposal followed by a rezoning and OCP amendment in order to re-develop the site.

The property is potentially beneficial for future expansion of District Maintenance. It is very difficult to find suitable properties for maintenance facilities and the current location is considered very good.



5.4.3 RIVERSIDE CENTRE

In 2009, the district closed Riverside Elementary at 20575 Thorne Avenue, Maple Ridge.

The school has been re-purposed as Riverside Centre. This site is home to a number of district programs: Online Learning, Continuing Education, International Education and Ridge Meadows College.

While the building is being utilized, the playfield, shown shaded in YELLOW on the aerial, is not necessary for the delivery of the programs currently housed at Riverside Centre.

To dispose of this property, a subdivision followed by a rezoning and OCP amendment would be required.



5.4.4 ALOUETTE RIVER CAMPUS

The Alouette River Campus property is only 1.755 ha, is long and thin and is not large enough for an elementary school. Access to this property is currently circuitous. The currently assessed value of the land and buildings is \$1,060,000. The current uses in this facility would need to be assessed for re-location to other district facilities if necessary.

Property disposal would need to include the entire site. The property has a “Conservation” designation under the OCP.



5.4.5 ARTHUR PEAKE CENTRE

The Arthur Peake Centre is located on the south side of the Golden Ears Elementary property, fronting on 116 Avenue. This facility is not currently used by the school district. The potential surplus property is shown bounded by the dashed RED lines.

This is a large parcel of almost 13,000 m² and with almost 100 m of frontage along 116th Avenue.



5.4.6 JAMES BEST CENTRE

The James Best Centre is located on the east side of the Eric Langton Elementary property. The portion of the site currently used by the James Best Centre is approx. 2,500 m². The facility is currently used by the Environmental School.



5.4.7 SOUTH LILLOOET CENTRE

The South Lillooet Centre is located on the Yennadon Elementary site. Its frontage is on 232nd Street. The South Lillooet Centre houses the Maple Ridge Alternate district program.

The Yennadon Elementary site is approximately 1,750 m² larger than required by the Ministry's Area Standards. The portion of the site currently used by South Lillooet is approx. 3,300 m² and is shown bounded by the RED lines.



5.5 LAND MANAGEMENT

5.5.1 SCHOOL SITE ACQUISITION

As a part of the Ministry of Education capital planning process, all school districts are required to develop a capital plan based on a ten-year projection horizon to allow identification of future site acquisition needs.

All districts requesting the acquisition of new school sites or the expansion of existing school sites in response to potential enrolment growth generated by new residential development must have School Site Acquisition Charges (SSAC) in place before the Ministry will support a site request.

Once SSAC have been established in a school district, updated ten-year enrolment projections will inform the district's annual consultations with its local government regarding the need for new school sites and the calculated values of the per-unit SSAC.

Additional information about School Site Acquisition Charges is provided in the Implementation Guide: School Site Acquisition Charge at <http://www.bced.gov.bc.ca/capitalplanning/ssac/ssacguide.pdf>.

The capital planning process is the means by which boards obtain capital funding approval (based on board priorities), including support for site acquisitions. The primary driver for site acquisition support and funding from the Ministry of Education is forecasted enrolment pressure.

There are a number of requirements that must be met before acquiring a school site. The process is outlined in the School Site Selection Guide. When the school district considers the purchase of a site using SSAC funds, it must follow the School Site Selection Guide. A copy of the guidelines is available at: <http://www.bced.gov.bc.ca/capitalplanning/projectmanagement/documents/siteselectionguide.pdf>.

MINISTRY OF EDUCATION GUIDELINES

The Ministry of Education Area Standards prescribes areas and other standards established by the Ministry of Education for space in elementary, middle and secondary schools and areas and other standards for sites and grounds and district service facilities. These standards apply to all facilities that are to be either newly constructed or enlarged. The standards are also to be used to establish the nominal capacity of existing schools.

In the Ministry of Education - Area Standards (05/2012) it is noted that the required site area for a new school should be based on a reasonable estimate of the eventual maximum nominal capacity of the school. For an elementary school the maximum nominal capacity under Ministry of Education standards is 800 students.

Nominal Capacity	Elementary Site Area in Hectares	Playfield Area (included in Site Area)
350	1.9	1.0
400	2.3	1.0
450	2.5	1.0
500	2.7	1.0
550	2.8	1.0
600	3.0	1.0
650	3.1	1.2
700	3.3	1.2
750	3.5	1.2
800	3.7	1.2

New site areas described above for elementary schools are subject to the following exceptions:

- Additional area requirements for sewage lagoons and septic fields will be considered on an individual basis;
- Topographical and/or other environmental conditions will be considered in acquiring additional land for the school building and playfields;
- Bus drop-off areas will be considered only where busing is required.

SITE SELECTION CRITERIA

In selecting a school site the School Site Selection Criteria as outlined in the School Site Selection Guidelines from the Ministry of Education must also be applied.

In addition, the following criteria should be applied when considering the acquisition of a new school site:

- 10 year enrolment projections confirm the need for a new school to be built;
- The shape and size of the parcel can accommodate the building of a school facility with a nominal capacity of at least 500 students and the site size permits future expansion of the school;
- The parcel has adequate road frontage that would permit adequate pick-up and drop-off.

5.5.2 DISPOSAL OF LAND OR IMPROVEMENTS

The board may only dispose of board owned land or improvements subject to the orders of the Minister of Education. The Disposal of Land or Improvements Order (“M193/08”), effective September 3, 2008, is currently the most recent order regarding disposals. The related School Opening and Closure Order (“M194/08”) has also been in effect since that date.

Under the School Act the Board of Education may acquire or dispose of property owned or administered by the board only by bylaw.

M193/08 requires ministerial approval of any disposal of land or improvements by sale and transfer in fee simple, or by way of a lease of 10 years or more, unless the disposal is to another school board or to an independent school for educational purposes. Approval is in the minister’s absolute discretion and may be made on any terms or conditions.

The minister has issued a checklist of Mandatory Documents for Ministerial Approval, dated December 2, 2008, and a list of Questions and Answers regarding M193/08, dated February 2009. Those documents state Ministry policies, which may change from time to time. Those documents identify at least three factors that should be considered by school boards, although they are not express requirements of M193/08.

1. **Broad Consultation:**
The Ministry considers broad public consultation regarding a potential disposal to be important for procedural fairness and transparency. M194/08 specifies what consultation should occur before a school closure. The Ministry has stated that a school closure consultation should be followed by a separate consultation process regarding a proposed disposal.
2. **Alternative Community Use:**
The consultation process should include local government, community organizations and the public, and any potential alternative community uses should be considered. The Ministry appears willing to permit school boards to determine the form of consultation that is appropriate in each case.
3. **Appraisals:**
The Ministry’s checklist requires two appraisals from licensed property appraisers, but provides that a property assessment may be acceptable in situations where it is impractical to obtain two appraisals.

5.5.3 ALLOCATION OF PROCEEDS FROM THE DISPOSITION OF LAND OR IMPROVEMENTS

The allocation of proceeds from the disposal of board owned capital assets including land is made in accordance with the Ministry of Education Policy Allocation of Proceeds from the Disposition of Capital Assets issued February 18, 2004.

In accordance with the School Act, when a Board of Education receives money from the disposition of a capital asset, the proceeds must be allocated between the Minister as minister-restricted capital funds and the board as local capital funds, according to the original contributions made by the province and the Board of Education, respectively.

The Board of Education must determine how any proceeds should be allocated, based on its historical records of the capital fund sharing arrangement between the province and the board for site acquisition and any improvements.

In situations where the original contributions by the province and a board cannot be determined, the minister has the authority, under section 100 (3) of the School Act, to allocate the proceeds.

By this authority, the minister has determined that the proceeds of a disposition may be apportioned at 25 per cent as local capital funds and 75 per cent as minister-restricted capital funds. This applies to those cases where the board cannot determine the original provincial or local contributions, or the board's original contribution is known to be equal to or less than 25 per cent.

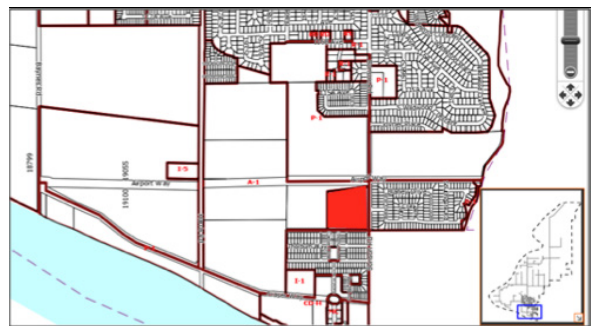
5.5.4 CROWN LAND GRANT

School sites that are the subject of a Crown Land grant are not affected by the Disposal of Land and Improvements Order. Crown Land grants no longer required for educational purposes revert to the Crown as per Section 99 of the School Act.

5.5.5 SCHOOL DISTRICT OWNED SCHOOL SITES

The school district owns two properties suitable for construction of a new school:

- Bonson Road – this is a vacant parcel at 11225 Bonson Road in Pitt Meadows south. This property is located in the West Capital Zone where the projected enrolment can be accommodated within existing facilities for the foreseeable future. See West Capital Zone section for additional information.
- 104th Avenue – this is a vacant parcel in the Albion area of Maple Ridge south. There is already significant enrolment demand in this area and property acquisition and construction of a new school in the Albion Area may be required in the foreseeable future.





5.6 CATCHMENT AREAS

A student may enroll in an educational program at any school in our school district, providing that the application to enroll is received by a specified date and there is space, as outlined by Sections 2(2) and 74.1 of the School Act, SD42 Policy 9200 - School Catchment Areas and Student Placement and Procedure 9200.1 Student Placement.

The Board of Education designates school catchment areas in the school district in order to:

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

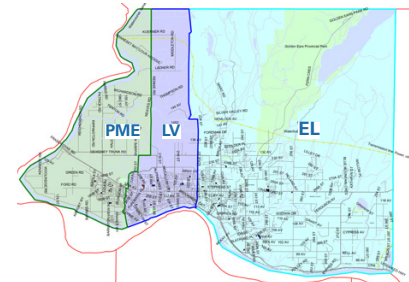
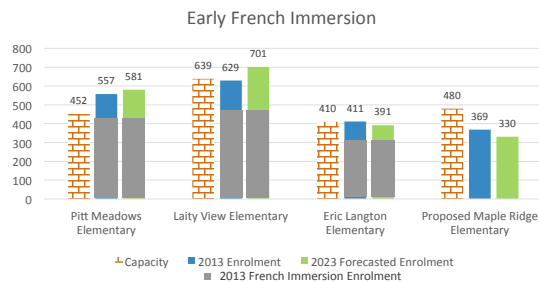
In order to accommodate projected enrolment in existing facilities to the best extent possible all catchment areas have been reviewed. Proposed catchment changes were presented at the *Facilities and Learning for Today and Tomorrow* Open House on June 10, 2015. The proposed catchment changes have also been included in the *Facilities and Learning for Today and Tomorrow* survey that closed on June 29, 2015.

5.6.1 EARLY FRENCH IMMERSION CATCHMENT AREAS

Early French Immersion is offered in three sites in Maple Ridge- Pitt Meadows. Currently we have approximately 10% of our population choosing French Immersion. By 2023 it is projected that enrolment will exceed the capacity of Laity View and Pitt Meadows Elementary.

There is expressed interest in the community to expand the French Immersion program to new sites. Within existing facilities a new Early French Immersion program can be hosted at Maple Ridge Elementary starting September 2016. The expansion of this program will also be considered in the planning for new schools in East Maple Ridge.

It is anticipated that students completing the French Immersion program at Maple Ridge Elementary will be given priority to enrol in the secondary French Immersion program at Pitt Meadows Secondary.

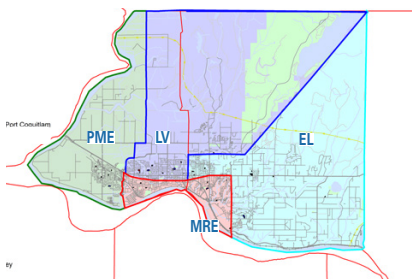


CURRENT FRENCH IMMERSION CATCHMENT AREAS

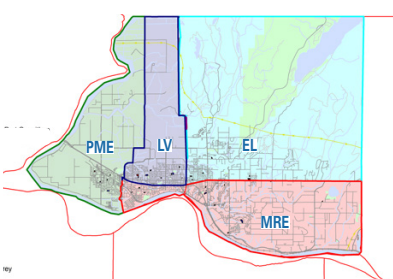
Proposed Early French Immersion School Boundaries

District staff prepared three options for a revised French Immersion catchment, and invited respondents to indicate which of these three options they prefer and why.

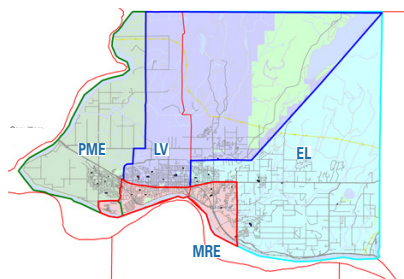
MAP A



MAP B



MAP C



* Enlarged copies of all maps are included in the Appendix at the back of this document.

Public Feedback

Through the public consultation process, the catchment areas proposed in Map B received the most support. The implementation of the catchment areas proposed in Map B will result in no changes for Pitt Meadows Elementary and reduced catchment areas for Laity View Elementary and Eric Langton Elementary. In addition, the newly created catchment area for Maple Ridge Elementary Early French Immersion is big enough to ensure the viability of the program long term.

Respondents to the online survey on the draft recommendations were generally supportive of establishing a new Early French Immersion program at Maple Ridge Elementary. Concerns expressed related to limiting the intake at Pitt Meadows Elementary and costs associated with the implementation of the new Early French Immersion program.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS

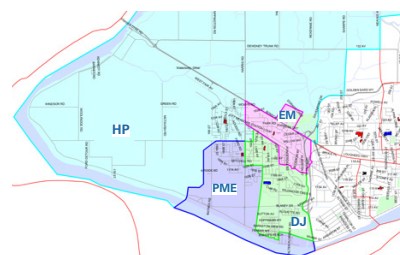
It is recommended that a new Early French Immersion program be established at Maple Ridge Elementary starting September 2016 and that an implementation plan is created by senior staff in consultation with the school community.

It is recommended that the catchment areas for Early French immersion as outlined in Map B be adopted effective September 2016 with students currently enrolled in the school and their siblings not being subject to the newly drawn catchment areas.

It is recommended that the French Immersion program intake for September 2016 be reduced at Pitt Meadows Elementary by limiting the growth of the French Immersion program to two kindergarten classes annually. This will ensure a balance between the English and French programs in dual-track schools, and limit the growth of the school to the existing capacity of the facilities.

5.6.2 PITT MEADOWS ELEMENTARY CATCHMENT AREAS

The school district projects that enrolment in Pitt Meadows schools will be unevenly distributed, with some schools operating over capacity by 2023. In order to accommodate future students in existing facilities, the catchment areas for the Pitt Meadows elementary schools must be reviewed and redrawn.

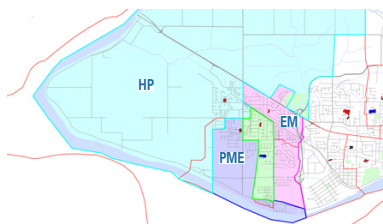


CURRENT PITT MEADOWS ELEMENTARY CATCHMENT AREAS

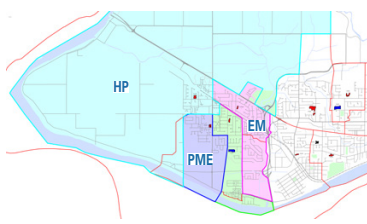
Proposed Pitt Meadows Elementary School Boundaries

District staff prepared three options for redrawing school boundaries, and invited respondents to indicate which of these three options they prefer and why.

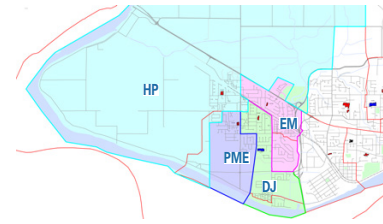
MAP A



MAP B



MAP C



* Enlarged copies of all maps are included in the Appendix at the back of this document.

Public Feedback

Through the public consultation process, the catchment areas proposed in Map C received the most support. The implementation of the catchment areas proposed in Map C will result in increased catchment areas for Highland Park Elementary and Edith McDermott Elementary, and reduced catchment areas for Pitt Meadows Elementary and Davie Jones Elementary.

Respondents to the online survey on the draft recommendations were generally supportive of implementing the proposed boundary changes. Concerns expressed related to limiting access to schools of choice.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS

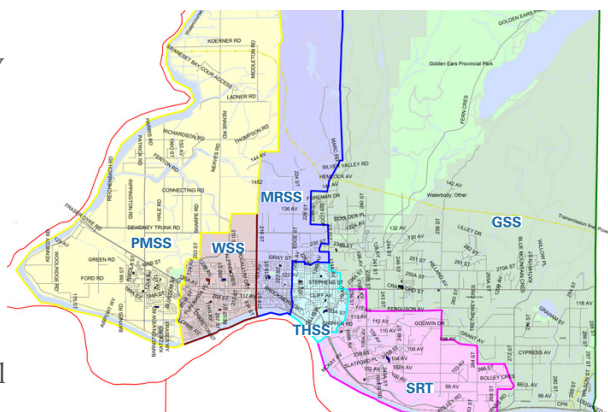
It is recommended that the catchment areas for Pitt Meadows as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.

5.6.3 SECONDARY CATCHMENT AREAS

The current catchment for Samuel Robertson Secondary (SRT) includes over 1200 eligible secondary aged students; however, only 600 students can be accommodated within the school's existing functional capacity.

The school district projects that enrolment in SRT will continue to exceed the school's capacity over the next decade. At the same time, significant space is available in the neighbouring secondary school, Garibaldi.

In order to accommodate future students in existing facilities, the catchment areas for two secondary schools, Samuel Robertson Technical Secondary and Garibaldi Secondary, must be reviewed and redrawn.

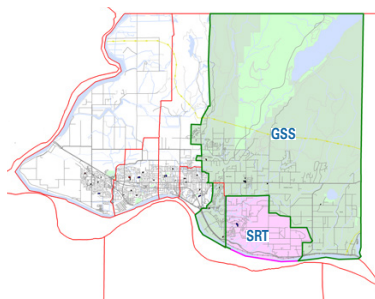


CURRENT SECONDARY CATCHMENT AREAS

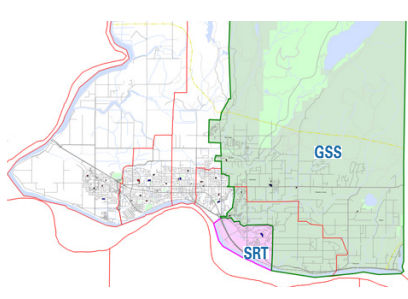
Proposed Secondary School Boundaries

District staff prepared three options for a revised SRT - Garibaldi catchment and invited respondents to indicate which of these three options they prefer and why.

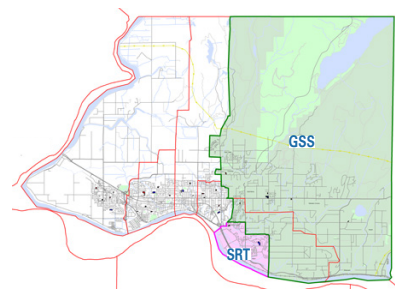
MAP A



MAP B



MAP C



* Enlarged copies of all maps are included in the Appendix at the back of this document.

Public Feedback

Through the public consultation process, the catchment areas proposed in Map A received the most support. At the same time, however, respondents wanted the school district to ensure that the new SRT catchment includes a large enough student population to support current enrolment levels in the school. A number of SRT staff, survey respondents and attendees at the public consultation meeting expressed concern about maintaining the school's current programming. SRT staff, students and parents worried that course options, particularly in the area of senior science and math, would be lost from the school if school size were reduced.

The implementation of the catchment areas proposed in Map A will result in an increased catchment area for Garibaldi Secondary School that adds to the current Garibaldi catchment the catchment areas for Alexander Robinson Elementary, Kanaka Creek and part of Albion Elementary catchment (West of 240th street). The implementation of this option would result in students from the Albion area that could potentially walk to Samuel Robertson Technical having to travel north to Garibaldi. The student population remaining in the proposed catchment is 585 students which is lower than the 600 capacity of Samuel Robertson Technical. Given the additional feedback received related to school size, this alternative is not the most desirable.

The second most supported option is Map C. The implementation of the catchment areas proposed in Map C will result in an increased catchment area for Garibaldi Secondary School that adds to the current Garibaldi catchment the catchment areas for Alexander Robinson Elementary and part of Webster's Corners and Whonnock Elementary. The implementation of this option would result in the Samuel Robertson Technical catchment encompassing all Albion area as well as the catchment for Kanaka Creek Elementary. The student population remaining in the proposed catchment is 759 students, which is very close to the enrolment level that Samuel Robertson Technical has operated at in recent years. To achieve this change, along with the catchment changes, the intake of grade 8 students annually at Samuel Robertson Technical will be limited to 150, which would maintain the school population at about 750 students.

Respondents to the online survey on the draft recommendations were generally supportive of implementing the proposed boundary changes and the intake limit of 150 for SRT. Concerns expressed related to pace of development in Albion and potential increased enrolment pressure for SRT in the future, availability of public transit in the area, discontinuation of regular busing and its impact on Garibaldi students, and the exclusion of Thornhill from the new SRT catchment.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS

It is recommended that the catchment areas for Garibaldi Secondary School and Samuel Robertson Technical Secondary School as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.

It is further recommended that the intake of grade 8 students annually at Samuel Robertson Technical will be limited to 150, which would maintain the school population at about 750 students.

5.7 CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

The BC Ministry of Education has established a Capital Asset Management System (CAMS) for all schools in the province and has contracted with VFA Inc. to conduct facility condition audits.

The purpose of undertaking the facility condition assessments is to determine the age and condition of school facilities, and their building systems, and to determine what additional capital funding resources will be required to improve the condition of school facilities. The condition assessment includes structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings and life safety. An audit of site conditions is also included.

In the Maple Ridge – Pitt Meadows School District the last VFA facility condition audits were completed in 2010 for most school district facilities and in 2013 for Samuel Robertson Technical and Alouette River Campus. The next VFA on-site re-assessment is scheduled to be completed in 2017.

In a facility condition assessment, the industry standard for when a building system component life-span is applied as well as the current replacement value of the building system component. Through recording of the building system data, and visual observations, an overall facility condition index (FCI) is developed for each school district facility. The Facilities Condition Index is a comparative indicator of the relative condition of facilities. The FCI is expressed as a percentage, or ratio, of the cost of remedying maintenance deficiencies to the current replacement value. This is a comparative index allowing the Ministry to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value i.e. 0.26.

For practical purposes, the ratings have the following meaning:

FCI RATING	CATEGORY	GENERAL ASSESSMENT
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 may no longer be in stock or very difficult to obtain. High risk of failure of some systems.
0.60 and above	Very Poor	Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for rejuvenation or replacement projects. Generally, a school will not be considered for replacement unless the FCI is close to 0.60 or above.

The Ministry of Education prioritizes funding to capital projects that contribute to ensuring the existing school assets are maintained at or better than the provincial average FCI of 0.43. The FCI calculated as at August 2015 will be used by the Ministry of Education to prioritize capital funding requests included in the 2015 Five Year Capital Plan.

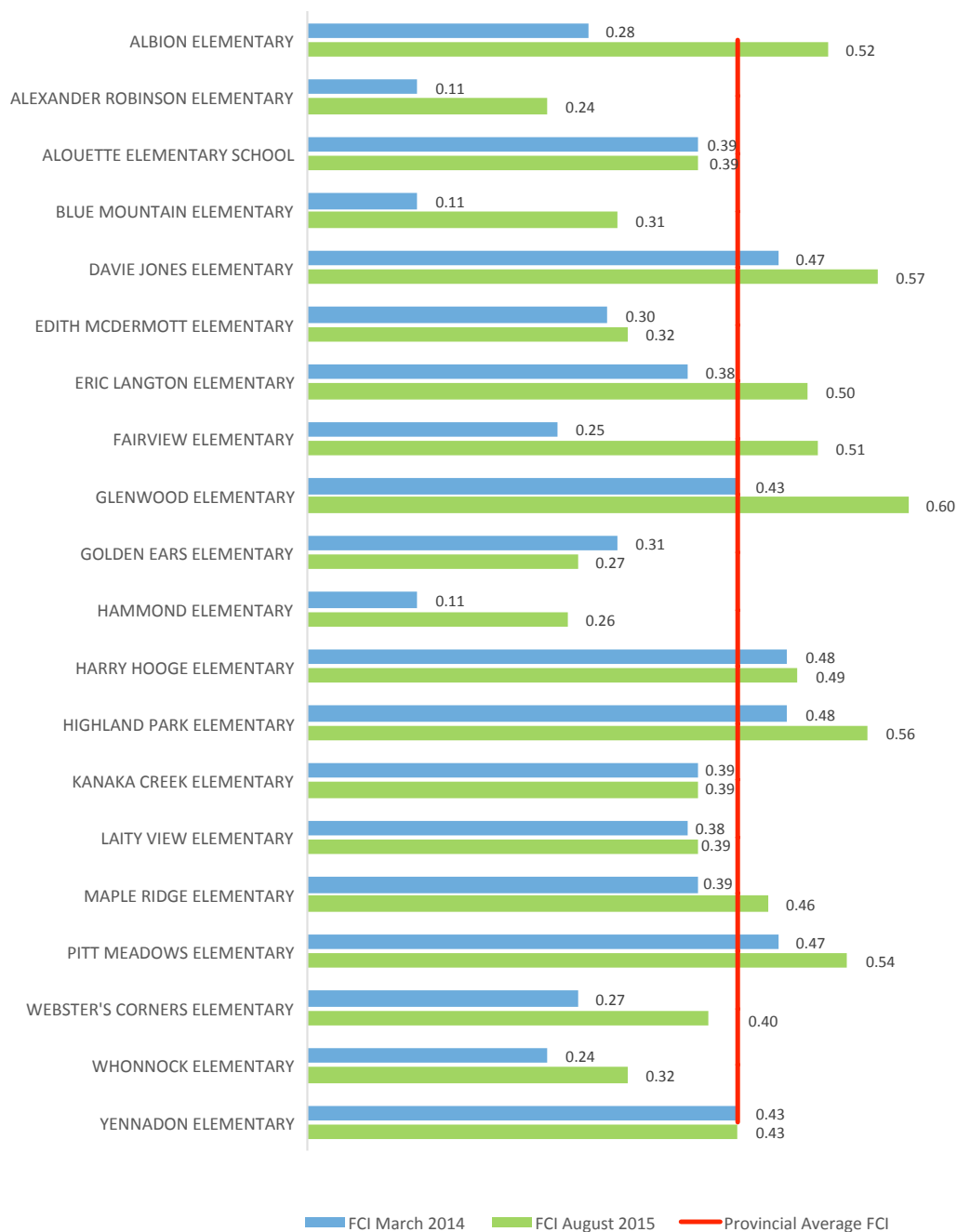
The FCI calculated by the Ministry of Education for Maple Ridge – Pitt Meadows School District facilities as at August 2015 does not reflect any facility maintenance or upgrades that were completed after April 1, 2013. As a result the FCI of most facilities in our school district shows a significant deterioration between March 2014 and August 2015. This is not a true representation of facilities condition in our school district.

For facilities planning and maintenance planning purposes the CAMS information should only be considered as a starting point in the planning process. Before significant capital investments are made into any school district facility a physical inspection and an assessment of the facility must be performed by school district professional staff and/or professional consultants to determine the need and timing of the building maintenance or upgrade required.

In the Maple Ridge – Pitt Meadows School District in 2014, there were only two facilities with an FCI that exceeded 0.60: the James Best Centre which is currently used by the Environmental School as a storage facility and the South Lillooet Centre which currently houses Maple Ridge Alternate. In the 2015 FCI update the following facilities were added to the list: Pitt Meadows Secondary School, Maple Ridge Secondary Annex, Glenwood Elementary, and the District Education Office.

The following figures show the FCI for all school district facilities for both March 2014 and August 2015 compared to the provincial average FCI.

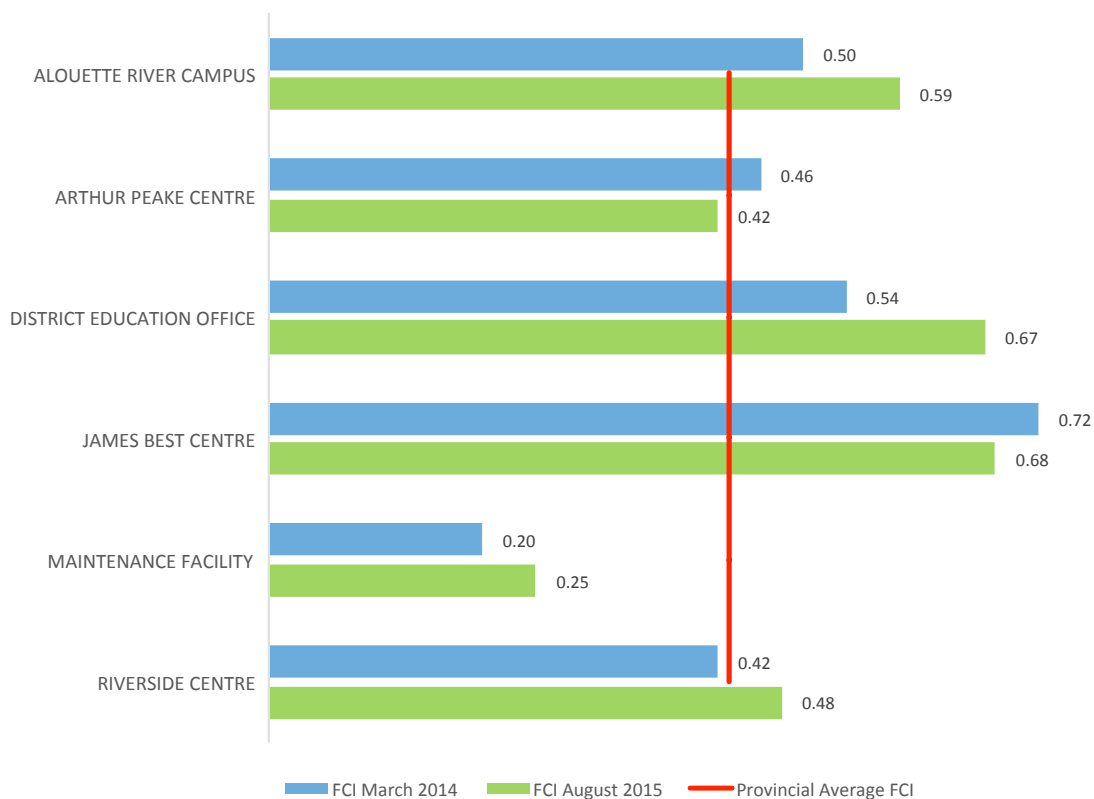
ELEMENTARY SCHOOLS FCI



SECONDARY AND ALTERNATE SCHOOLS FCI



OTHER FACILITIES FCI



INVESTMENT IN OUR FACILITIES

On an annual basis a budget for minor capital projects (e.g. roofing, exterior painting) is allocated under the Annual Facilities Grant (AFG) to the highest need facilities. AFG funding is not sufficient to support all building upgrade needs identified through CAMS and capital projects that require a significant capital investment need to be submitted to the Ministry of Education for funding as part of the Five Year Capital Plan under the Routine Capital category.

ENERGY MANAGEMENT PLAN

Over the next four years the lighting and HVAC controls in all Maple Ridge – Pitt Meadows facilities will be upgraded as part of the district wide Energy Management Plan. The estimated cost of this initiative is \$4.16 million and it is funded from local capital, AFG, Carbon Neutral Capital Plan, BC Hydro grants and Ministry of Education restricted capital reserve. For a full overview of the planned lighting and HVAC controls upgrades planned for the next four years, refer to the *Energy Management Plan* document.

RENOVATION PROJECTS

The top school district priorities for renovation projects require a combination of upgrades to the exterior building envelope, interior architectural finishes, mechanical and electrical systems, fire protection, accessibility, site improvements and compliance renovations to meet current codes. Further detail and cost estimates will be submitted with the Five Year Capital Plan. The top sites identified for renovation projects in the next decade are:

- Pitt Meadows Secondary School
- Glenwood Elementary
- South Lillooet Centre
- Maple Ridge Secondary Annex

BUILDING ENVELOPE REMEDIATION PROJECTS

The top school district priorities for building envelope remediation projects as recommended by building envelope engineering consultants are identified as:

- Maple Ridge Elementary
- Thomas Haney Centre

ROUTINE CAPITAL PROJECTS

The top school district priorities for routine capital projects as recommended by consultants are identified as:

- Boiler Plant replacement at the following facilities: Fairview Elementary, Harry Hooge Elementary, Albion Elementary, Pitt Meadows Secondary, Riverside Centre
- Rooftop Units replacement at Westview Secondary

Public Feedback

Respondents to the online survey on the draft recommendations were supportive of the proposed criteria for inclusion of projects in the school district capital plan. Concerns were expressed related to the funding available for the maintenance of school district facilities. Suggestions were made that the school district dispose of surplus property in order to fund some of the deferred maintenance and that the best used of school district facilities not needed for delivery of education should be explored.

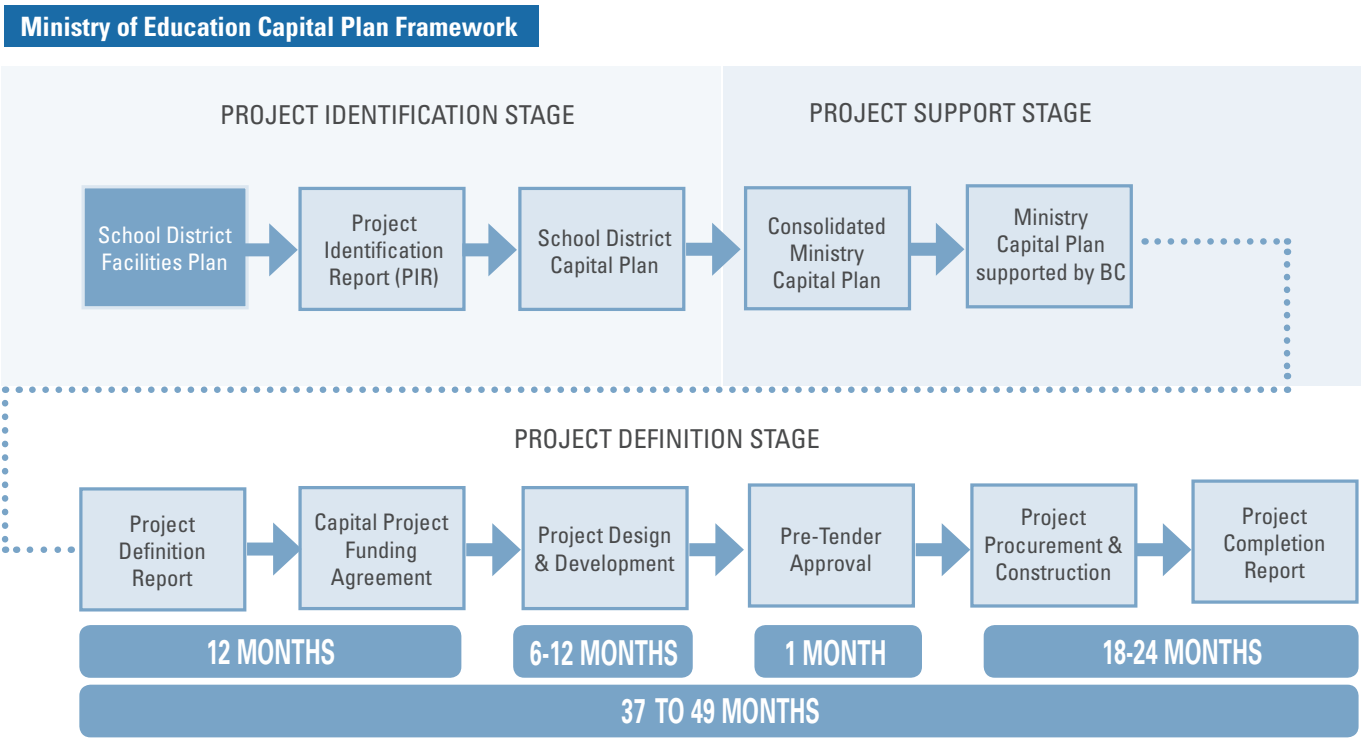
For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS
It is recommended that staff with the assistance of consultants develop renovation, building envelope remediation and routine capital projects for inclusion in the school district Five-Year Capital Plan with the following priorities for existing school district facilities:
<ul style="list-style-type: none">• high risk safety deficiencies are addressed;• the facility has a facility condition index (FCI) greater than the provincial average of 0.43; and• the facility is used at or over the average capacity utilization for the school district and will continue to be needed for the foreseeable future.
It is further recommended that staff identify best use for underutilized school district facilities and make recommendations to the Board.

5.8 CAPITAL PLAN PRIORITIES FOR FUTURE SCHOOLS

The April 2014 Facilities Review identified that in order to accommodate all estimated student enrolment at build-out in the Albion and Silver Valley areas of Maple Ridge, the school district will have to acquire and develop additional school sites. The Board’s long term capital plan includes the need for new schools in these areas within our community.

The graph below outlines the Ministry of Education Capital Plan Framework for new schools:



The Ministry of Education provides capital funding for new schools. The estimated ongoing operating facility based costs of \$370,000 for an elementary school must be funded within the existing operating budget.

The timing for building new schools is highly dependent on student population yields and pace of development in Silver Valley and Albion. It is projected that in the next decade a new school will be required in the Albion area (104th site) and that one additional school site in this area will also need to be acquired. In Silver Valley, at full built out, one new school will be required and the school site will need to be acquired in the next decade.

When the building of new schools is approved by the Ministry of Education, the Board will consult with stakeholders on school design so as to ensure facilities decisions today do not limit future educational innovation.

5.8.1 ALBION AREA OF MAPLE RIDGE

The City of Maple Ridge continues to forecast the highest growth to be in the Albion and surrounding areas. The challenge for the future will be to provide sufficient capacity to accommodate growth.

Based on a detailed enrolment forecast, the table below shows the most probable effect of the development on the elementary schools serving the East Capital Zone.

The forecast shows an enrolment growth projection of 141 elementary students for the East Capital Zone or 311 elementary students over the existing functional capacity in the schools serving this area.

The school district will consider requesting Ministry of Education funding for building an additional elementary school with a nominal capacity of 550 students, as requested in previous capital plans. This would also provide sufficient space for future enrolment growth beyond 2023. This new school would be located on 104th Avenue where the school district already owns part of the required school site.

To accommodate future growth in the Albion area an additional elementary school site for a school with a nominal capacity between 450 and 550 students should be considered as part of future community planning.

EAST ZONE ELEMENTARY	Functional Capacity	Portables	2013 Actual			2023 Forecasted		
			Enrolment	Utilization	Surplus Space	Enrolment	Utilization	Surplus Space
Albion Elementary	438	5	541	124%	(103)	592	135%	(154)
Alexander Robinson Elementary	480	2	527	110%	(47)	568	118%	(88)
Blue Mountain Elementary	275	0	180	65%	95	168	61%	107
Kanaka Creek Elementary	554	2	580	105%	(26)	547	99%	7
Webster's Corners Elementary	251	0	176	70%	75	269	107%	(18)
Whonnock Elementary	251	1	274	109%	(23)	275	110%	(24)
Total East Capital Zone	2,249	10	2,278	101%	(29)	2,419	108%	(170)

5.8.2 SILVER VALLEY AREA OF MAPLE RIDGE

Currently there are 1,710 dwelling units within the Silver Valley planning area. The municipality estimates the total unit capacity for Silver Valley to be 3,700. As of November 2013, 842 units were under active development applications. The current elementary student population yield for the Silver Valley planning area is 0.29 elementary students per unit. If this yield is applied to the unit capacity of the area the estimated total number of elementary students in the area at build-out would be 1,073. Parents in this area can choose to enroll their children in the catchment area school or in any other school and may choose to enroll their children in a district program which is not offered in their catchment school.

The current elementary student yield from the Silver Valley Planning Area is 488 elementary students. In 2013, only 80% of the Silver Valley elementary students attended their catchment school – Yennadon Elementary. If the 80% participation was applied to the projected enrolment at build-out the estimated total number of elementary students to attend an in catchment school at build-out would be reduced to 858.

In order to accommodate all estimated elementary student enrolment from Silver Valley at build-out the school district will have to acquire and develop one school site in Silver Valley that would at a minimum accommodate a school with an operating capacity similar to that of Yennadon Elementary (545 students).

Public Feedback

Respondents to the online survey on the draft recommendations were supportive of the proposed actions with regards to future schools in Maple Ridge and noted that a new school in Albion is needed now to address the overcrowding in existing schools. Concerns expressed related to the timeline for a new school and the impact of the new school on existing schools.

The City of Maple Ridge also expressed strong support for a new school in Albion and the acquisition of additional school sites.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

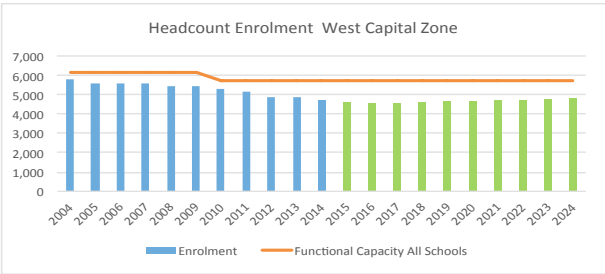
RECOMMENDATIONS

It is recommended that the Board take the following actions with regards to Maple Ridge future school sites and new schools:

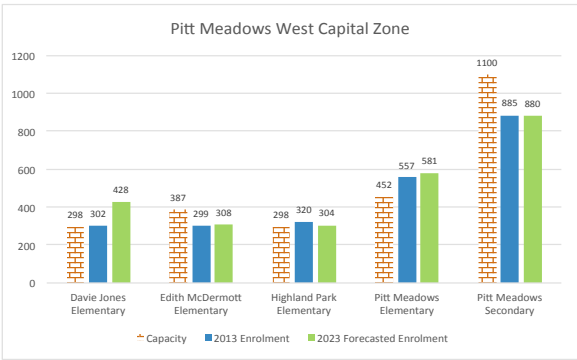
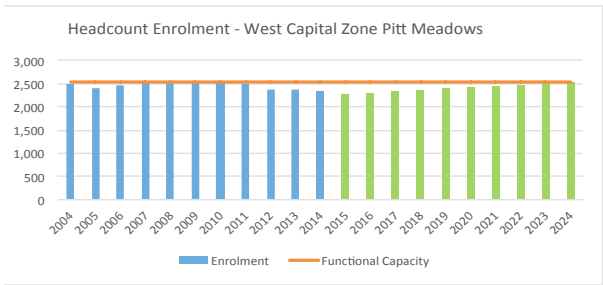
- in order to accommodate all estimated elementary student enrolment from Albion at build-out, ask for Ministry of Education support to expand the 104th school site to accommodate a school with a nominal capacity of 550 students and acquire one additional school site in Albion that would at a minimum accommodate a school with a nominal capacity of 550 students; and
- in order to address current enrolment pressures in the Albion area, continue to ask for Ministry of Education funding to build a new school on the expanded 104th school site; and
- in order to accommodate all estimated elementary student enrolment from Silver Valley at build-out, ask for Ministry of Education support to acquire one school site in Silver Valley that would at a minimum accommodate a school with a nominal capacity of 550 students; and further
- once Ministry of Education approval is received for acquisition of new school sites, work with the City of Maple Ridge to jointly acquire the school/park sites; and finally
- when the building of new schools is approved by the Ministry of Education, the Board will consult with the municipality and other stakeholders on school design so as to:
 - ensure facilities decisions today do not limit future educational innovation, and
 - explore opportunities for the joint development of new facilities.

5.8.3 WEST CAPITAL ZONE

The current and forecasted enrolment in all West Capital Zone schools is shown in the graph below. The graph shows that there will be available capacity in West Capital Zone schools for the foreseeable future.



NOTE: Riverside Elementary was re-purposed at the end of 2009



The current and forecasted comparison of capacity and enrolment in Pitt Meadows Secondary and the 4 elementary schools is as shown in the graphs above. Although some schools have excess capacity, the overall utilization of these 4 elementary schools in the Pitt Meadows Zone is 103%.

The high student enrolment at Pitt Meadows Elementary is in part due to the fact that this school hosts the Early French Immersion Program for Pitt Meadows and is therefore the choice school for many families in the area.

As families can chose to enroll their children in any Maple Ridge – Pitt Meadows school, the forecasted enrolment pressure for Davie Jones Elementary and Pitt Meadows Elementary may not materialize.

The City of Pitt Meadows has prepared population and growth projections for 2012 to 2024. These projections do not indicate any significant change in the number of school aged children over that time. Similarly, the City of Maple Ridge expects only minor population growth to occur in the area served by the Maple Ridge West Zone.

Given these forecasts, there are certainly sufficient spaces to accommodate all students in the West Capital Zone for the foreseeable future, including the school district’s Early French Immersion Program and Montessori Program.

Public Feedback

Respondents to the online survey on the draft recommendations expressed concerns related to the potential population increase in the area and the costs associated with acquiring a property in the future. Others were supportive of the school district disposing of all surplus property.

For a full overview of the feedback received, refer to the *Facilities and Learning for Today and Tomorrow* engagement document.

RECOMMENDATIONS
Because the school district will not require the Pitt Meadows South Bonson site for the foreseeable future, it is recommended that the Board begin the property disposal process.
It is also recommended that staff review all school district owned vacant land and make recommendations for best use or potential disposal to the Board.

6. SUMMARY OF RECOMMENDATIONS

The summary of recommendations in the table below includes the page number within this document where background information is discussed. For a full summary of the consultation process and the public feedback received, please refer to the *Facilities and Learning for Today and Tomorrow* document.

RECOMMENDATION AREA	RECOMMENDATION(S)	PAGE
NEW PROPOSED PROGRAMS OF CHOICE: FINE ARTS	<p>The development of a thriving Fine Arts program requires the commitment of school staff and the school community. It is recommended that an in depth review of the viability of a Fine Arts academy hosted at Garibaldi Secondary be completed by February 2016 with recommendations for next steps presented to the Board by March 2016.</p> <p>It is further recommended that a review of elementary fine arts programs, including a review of fine arts programs at Blue Mountain Elementary, be completed by February 2017 with recommendations for next steps presented to the Board by March 2017.</p> <p>In addition, it is recommended that staff explore the feasibility of post-secondary partnerships in the area of Fine Arts programming in secondary schools and make recommendations about next steps and possible timelines to the Board by March 2016.</p>	9
NEW PROPOSED PROGRAMS OF CHOICE: INTERNATIONAL BACCALAUREATE	<p>The expansion of the International Baccalaureate program requires approval from the International Baccalaureate organization, a significant financial commitment as well as school staff and school community support.</p> <p>The International Baccalaureate global authorization process spans over three calendar years, therefore if a submission for consideration was made in January 2016, the earliest implementation date for the new International Baccalaureate programs would be September 2019.</p> <p>It is recommended that an in depth review of the viability of expanding the International Baccalaureate program hosted at Garibaldi Secondary be completed by December 2015, with recommendations for next steps presented to the Board by January 2016. This review shall include further consultation with school staff and school community at Garibaldi Secondary, discussions with the International Baccalaureate organization and a full financial impact analysis.</p> <p>It is also recommended that an in depth review of the viability of expanding the International Baccalaureate program to Primary Years be completed by June 2017, with recommendations for next steps presented to the Board by September 2017. This review shall include further consultation with school district staff and the community, discussions with the International Baccalaureate organization and a full financial impact analysis.</p>	10
NEW PROPOSED PROGRAMS OF CHOICE: TRADES PROGRAMS	<p>HORTICULTURE It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Horticulture trades program, and make recommendations regarding the program to the Board by February 2016.</p> <p>AUTO COLLISION REPAIR It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Auto Collision Repair program, and make recommendations regarding the program to the Board by February 2016.</p>	12
GENERAL RECOMMENDATIONS: PROGRAMS OF CHOICE	<p>It is recommended that staff continue to work on building awareness of all choice programming available in the school district.</p> <p>It is recommended that staff continue to work with post-secondary institutions on expanding trades options in all Maple Ridge – Pitt Meadows schools.</p>	13

Continued on next page...

RECOMMENDATION AREA	RECOMMENDATION(S)	PAGE
EARLY FRENCH IMMERSION	<p>It is recommended that a new Early French Immersion program be established at Maple Ridge Elementary starting September 2016 and that an implementation plan is created by senior staff in consultation with the school community.</p> <p>It is recommended that the catchment areas for Early French immersion as outlined in Map B be adopted effective September 2016 with students currently enrolled in the school and their siblings not being subject to the newly drawn catchment areas.</p> <p>It is recommended that the French Immersion program intake for September 2016 be reduced at Pitt Meadows Elementary by limiting the growth of the French Immersion program to two kindergarten classes annually. This will ensure a balance between the English and French programs in dual-track schools, and limit the growth of the school to the existing capacity of the facilities.</p>	46
PITT MEADOWS ELEMENTARY CATCHMENT AREAS	<p>It is recommended that the catchment areas for Pitt Meadows as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.</p>	47
SECONDARY CATCHMENT AREAS	<p>It is recommended that the catchment areas for Garibaldi Secondary School and Samuel Robertson Technical Secondary School as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.</p> <p>It is further recommended that the intake of grade 8 students annually at Samuel Robertson Technical will be limited to 150, which would maintain the school population at about 750 students.</p>	47
CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES	<p>It is recommended that staff with the assistance of consultants develop renovation, building envelope remediation and routine capital projects for inclusion in the school district Five-Year Capital Plan with the following priorities for existing school district facilities:</p> <ul style="list-style-type: none"> • high risk safety deficiencies are addressed; • the facility has a facility condition index (FCI) greater than the provincial average of 0.43; and • the facility is used at or over the average capacity utilization for the school district and will continue to be needed for the foreseeable future. <p>It is further recommended that staff identify best use for underutilized school district facilities and make recommendations to the Board.</p>	49
CAPITAL PLAN PRIORITIES FOR FUTURE SCHOOLS	<p>It is recommended that the Board take the following actions with regards to Maple Ridge future school sites and new schools:</p> <ul style="list-style-type: none"> • in order to accommodate all estimated elementary student enrolment from Albion at build-out, ask for Ministry of Education support to expand the 104th school site to accommodate a school with a nominal capacity of 550 students and acquire one additional school site in Albion that would at a minimum accommodate a school with a nominal capacity of 550 students; and • in order to address current enrolment pressures in the Albion area, continue to ask for Ministry of Education funding to build a new school on the expanded 104th school site; and • in order to accommodate all estimated elementary student enrolment from Silver Valley at build-out, ask for Ministry of Education support to acquire one school site in Silver Valley that would at a minimum accommodate a school with a nominal capacity of 550 students; and further • once Ministry of Education approval is received for acquisition of new school sites, work with the City of Maple Ridge to jointly acquire the school/park sites; and finally • when the building of new schools is approved by the Ministry of Education, the Board will consult with the municipality and other stakeholders on school design so as to: <ul style="list-style-type: none"> - ensure facilities decisions today do not limit future educational innovation, and - explore opportunities for the joint development of new facilities. 	53
	<p>Because the school district will not require the Pitt Meadows South Bonson site for the foreseeable future, it is recommended that the Board begin the property disposal process.</p> <p>It is also recommended that staff review all school district owned vacant land and make recommendations for best use or potential disposal to the Board.</p>	55

7. GLOSSARY OF TERMS

This section explains common terms utilized in this report.

ENROLMENT

In this report, “enrolment” refers to the number of registered students in each school as at September 30, 2013 as confirmed by the Ministry of Education’s 1701 Verification Report.

The 2013 actual enrolment and 2023 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s International Education program is not included in this report.

The forecasted enrolment distribution by school is based on 2013 catchment areas. Changes to catchment areas will affect the distribution of enrolment by school. Current catchment areas can be viewed on the school district website (www.sd42.ca).

NOMINAL CAPACITY

In order to determine the number of student instructional spaces in a school, the Ministry of Education uses a nominal capacity based on the following criteria:

This nominal capacity forms a standard baseline across the province and the Ministry allocates all other non-instructional school space – gymnasium size, office space, hallways, etc. based on this.

Kindergarten:	20 pupils per classroom
Elementary:	25 pupils per classroom
Middle & Secondary:	25 pupils per classroom and vocational module

A typical nominal capacity would be 20K + 450, such as Albion Elementary. This means there are 20 spaces allocated to kindergarten and 450 spaces allocated to grades 1-7. The total school nominal capacity is then 470.

Modular classrooms were added to many school districts to accommodate Full Day Kindergarten. The Ministry of Education treats modular classrooms as permanent space, even though they may ultimately be relocated. When they are added to a school, such as Edith McDermott Elementary, an additional 20K will be added to the nominal capacity.

The nominal capacity may also be reduced if a classroom is used for an alternate approved educational program. A typical example is for a Strong Start Centre. If a classroom is not used and is removed from the educational space, such as the use of a portable classroom or multi-purpose room, then no change would occur in the school nominal capacity.

FUNCTIONAL CAPACITY OR OPERATING CAPACITY

As a more practical alternative and to accommodate adjustments in student capacity for the various grade structures i.e. Grades K-3, K-5 or K-7 for elementary, the nominal capacity is adjusted to an operating capacity. The Ministry has a standard formula for these, for example:

Grade Structure	K-7	
Classroom Student Capacity	Kindergarten	19
	Grades 1-3	21
	Grades 4-7	25
Average Classroom 1-7 Capacity		23.29

The operating capacity and nominal capacity may be the same value for most middle and secondary schools. For example, Garibaldi Secondary has both a nominal and operating capacity of 1050.

CONVERSION OF NOMINAL CAPACITY TO OPERATING CAPACITY

For an elementary school, to determine the number of educational spaces, nominal capacity is converted to operating. For example, Albion Elementary, at 20K + 450 would have an operating capacity of 438 students, calculated as follows:

Kindergarten classrooms	1	= 19 capacity
Grade 1 - 7 classrooms (at 450/25 spaces per classroom)	18 x 23.29	= 419
Total		= 438

The Ministry's designated nominal and operating capacities are used as a standard across the province, and are not mandated capacities. For new facilities, school boards determine their own operating capacities, based on local decisions, subject to the limits established by the School Act.

UTILIZATION

Utilization is usually expressed as a percentage. It usually refers to the entire school rather than a percent of kindergarten or of grades 1-7. Therefore, Albion Elementary, with an operating capacity of 438 and an enrolment of 544 would have a school utilization of 544/438 or 124.2%. This is consistent with Albion Elementary being full and having an additional 5 portable classrooms on-site.

As another example, Edith McDermott Elementary has a nominal capacity of 40K + 375 equals an operating capacity of 387 students. With 299 students registered for 2013, this is a school utilization of 77.3%.

Utilization is an easy method for understanding the current capacity situation in a school and for comparing it with other schools.

FACILITY CONDITION INDEX (FCI)

The BC Ministry of Education has established a Capital Asset Management system (CAMS) for all schools in the province and has contracted with VFA Inc. to conduct facility condition audits.

The purpose of the facility condition audit is to determine the equivalent age and condition of each school building(s). The condition includes structural, architectural, mechanical, electrical, plumbing, fire protection, equipment and furnishings and life safety. An audit of site conditions is also included.

The audit determines what resources will be required over the coming years to maintain or replace aging facilities. Each school is given a rating called the Facility Condition Index (FCI). This is a comparative index allowing the Ministry to rank each school against all others in the province and is expressed as a decimal percentage of the cost to remediate maintenance deficiencies divided by the current replacement value i.e. 0.26. For practical purposes, the ratings have the following meaning:

FCI RATING	CATEGORY	GENERAL ASSESSMENT
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 may no longer be in stock or very difficult to obtain. High risk of failure of some systems.
0.60 and above	Very Poor	Does not meet requirements. Immediate attention required to most of the significant building systems. Most building systems at the end of their life cycle. Parts may no longer be in stock or very difficult to obtain. High risk of failure of some systems.

The FCI is a significant factor the Ministry of Education uses to determine funding priorities for rejuvenation or replacement projects. Generally, a school will not be considered for replacement unless the FCI is close to 0.60 or above.

SEISMIC MITIGATION

In 2004, the Ministry of Education launched the School Seismic Mitigation Program in an effort to identify schools that may have structural risks associated with a seismic event.

In 2004, a partnership was developed with the Association of Professional Engineers and Geoscientists of BC as well as leading post educational research facilities to evaluate schools for seismic safety based on the latest research from major earthquakes around the globe.

Since 2004, these experts have developed new guidelines and new assessment tools to conduct a comprehensive reassessment leading to a more accurate picture of seismic safety risks in BC schools. Risk categories have been established to determine the various levels of seismic risks in schools. All schools in BC have now been assessed against this criterion.

In general, the seismic risk increases in BC as one travels from the Alberta border to the ocean. The entire lower mainland of BC, including the Maple Ridge - Pitt Meadows School District, is located in a seismic zone with a higher risk than many other parts of BC.

RATING	DEFINITION
High 1 (H1)	Most vulnerable structure, at highest risk of widespread damage or structural failure, not repairable after a large seismic event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure, at high risk of widespread damage or structural failure, likely not repairable after a large seismic event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure of building elements such as walls are expected, building not likely repairable after a large seismic event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected, non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be repairable after a seismic event. Non-structural upgrades may be required.

The latest Seismic Structural Risk Rating report was issued in September 2013 and shows updated risk ratings by block for all schools within the Province's 37 high risk seismic zones, including the Maple Ridge - Pitt Meadows School District schools.

Blocks are essentially areas within a school that are of different construction types, therefore having different structural characteristics. For example, gymnasiums are typically a different type of structure than classroom blocks. The list shows the overall risk rating for the school, as well as the status by block.

Schools constructed since 1992 are not listed on the report. These schools were constructed to modern structural codes and should not require structural seismic upgrading.

BUILDING ENVELOPE

In the early 1980s, the provincial Building Code underwent a significant change. The revised Building Code made many changes to the way the exterior of buildings were to be constructed to better accommodate weather effects and to promote sustainable and energy efficient construction principles.

Some of the buildings constructed under this revised code had problems with deteriorating conditions within the exterior walls, windows and other penetrations through what is called the "building envelope".

In an effort to mitigate long term deterioration and damage to the building, the province created a public sector program to repair identified problems in the building envelope. This Building Envelope Program (BEP) is administered by the Risk Management Branch of the BC Ministry of Finance.

It should be noted that not all schools qualify for this program. First, it only applies to schools constructed after 1984 and second; schools must first undergo an assessment before funds or project numbers are assigned. The assessment will determine if there is a building envelope condition and there is a complicated rating system to assign the building a score. The rating score will determine the priority for repairs if they are needed.

School districts can apply for funding under this program. School districts work with their Ministry of Education Planning Officer to confirm or amend the priority order, based on the planned utilization of the individual school facilities and other rejuvenation work that may be completed in conjunction with the building envelope remediation work. Individual BEP projects may then be submitted as part of the Capital Plan submission.

The Maple Ridge - Pitt Meadows School District has a list of the currently identified projects that qualify under this program. They are identified in this report and where numbers are shown in the report, they are the current rating score.

There are two important things to note about building envelope:

1. Although a school (or part of a school) has been identified and a rating score determined, there is no guarantee that the building envelope repair or remediation will promptly proceed. The program is large and the funding is not unlimited.
2. It is not just these buildings that may have building envelope concerns. Many of the older schools (or even new schools) may develop building envelope concerns just due to age, or as part of a newer addition or other work in the school. These defects are often identified through school district maintenance and routine inspection programs.

OFFICIAL COMMUNITY PLAN

The Official Community Plan (OCP) is a long range (20 year) guide for the municipality that helps Council in making decisions on matters such as land use and growth, transportation, agricultural preservation, economic development and housing.

The City of Maple Ridge Official Community Plan (OCP) was last updated with minor housekeeping amendments and adopted on January 20, 2014 through OCP Adoption Bylaw No. 7060-2014. A copy of the OCP is available online at: <http://www.mapleridge.ca/316/Official-Community-Plan>

The City of Pitt Meadows Official Community Plan (OCP) was adopted through Official Community Plan Bylaw No. 2352-2007. A copy of the OCP is available online at:

<http://www.pittmeadows.bc.ca/assets/Planning/pdfs/OCP%2007jan2009.pdf>

ATTACHMENTS

TYPICAL BUDGET - ELEMENTARY SCHOOL

Number of students (FTE) enrolled			370
	FTE	\$/FTE ¹	Total Cost
Facility Based Costs			
Principal	1.00	129,038	129,038
Clerical Support Staff	1.43	44,870	64,119
Building Utilities ²			62,753
Building Operations ³			112,958
Total Facility Based Costs			368,868
Student Based Costs			
Enrolling Teachers ⁴	17.07	92,130	1,573,868
Non-Enrolling Teachers ⁵	3.19	92,130	294,079
Lunch Hour Supervisors	4.00	3,920	15,679
District Instructional Support ⁶			611,240
School Supplies ⁷			31,361
MyEdBC ⁸			3,700
Transportation ⁹			29,970
Total Student Based Costs			2,559,897
Allocated District Costs			
Building Maintenance ¹⁰			118,478
District Support ¹¹			133,200
Information Technology ¹²			58,090
Total Allocated District Costs			309,768
TOTAL TYPICAL ELEMENTARY SCHOOL BUDGET			3,238,533

¹ Includes average annual salary and the cost of employee benefits

² Based on an average of \$16.07 per square meter

³ Custodial salary and benefit costs

⁴ Includes teacher in charge allowance - \$840 per school

⁵ Non-enrolling teachers include non-classroom teachers such as teacher librarians, resources teachers (ELL, SPED and counselling, etc.)

⁶ Includes district teachers, TOCs, SEAs and District education departments and Aboriginal Education - \$1,652 per student

⁷ Includes \$45.57 per student plus additional allocations for FSNS, Summer Clerical hours, gifted supplies and PAC supply and Learning Resources, \$1,500 Principal Pro-D

⁸ \$10 per MOE funded student FTE

⁹ Based on an average of \$81 per student (actual cost \$1,400/student)

¹⁰ Based on an average of \$30.34 per square meter

¹¹ Includes Trustees, Secretary-Treasurer's Office, HR, Payroll, Purchasing, Communications - \$360 per student

¹² Based on an average of \$157 per student

TYPICAL BUDGET - SECONDARY SCHOOL

Number of students (FTE) enrolled			972
	FTE	\$/FTE ¹	Total Cost
Facility Based Costs			
Principal	1.00	147,286	147,286
Vice Principal - Admin Time	1.25	123,824	154,780
Clerical Support Staff	4.41	43,803	193,360
Building Utilities ²			213,345
Building Operations ³			253,884
Total Facility Based Costs			962,655
Student Based Costs			
Vice Principal - Teaching Time	0.75	123,824	92,868
Enrolling Teachers ⁴	36.12	92,130	3,356,520
Non-Enrolling Teachers ⁵	8.10	92,130	750,772
Career Planning Assistant	0.50	42,044	21,022
Cafeteria Support Staff	2.01	43,776	88,179
Lunch Hour Supervisors	3.00	3,810	11,432
District Instructional Support ⁶			1,605,744
School Supplies ⁷			166,346
MyEdBC ⁸			9,720
Transportation ⁹			78,732
Total Student Based Costs			6,181,334
Allocated District Costs			
Building Maintenance ¹⁰			402,794
District Support ¹¹			349,920
Information Technology ¹²			152,604
Total Allocated District Costs			905,318
TOTAL TYPICAL SECONDARY SCHOOL BUDGET			8,049,308

¹ Includes average annual salary and the cost of employee benefits

² Based on an average of \$16.07 per square meter

³ Custodial salary and benefit costs

⁴ Includes Department Head Allowances \$28,600 per school

⁵ Non-enrolling teachers include non-classroom teachers such as teacher librarians, resources teachers (ELL, SPED and counselling, etc.)

⁶ Includes district teachers, TOCs, SEAs and District education departments and Aboriginal Education - \$1652 per student

⁷ Includes \$89.48 per student plus additional allocations for FSNS, In-house TOC, Summer Clerical hours, gifted supplies, PAC supply, school fees, Career Prep and Learning Resources, \$1,500 - P/VP Pro-D

⁸ \$10 per MOE funded student FTE

⁹ Based on an average of \$81 per student (actual cost \$1,400/student)

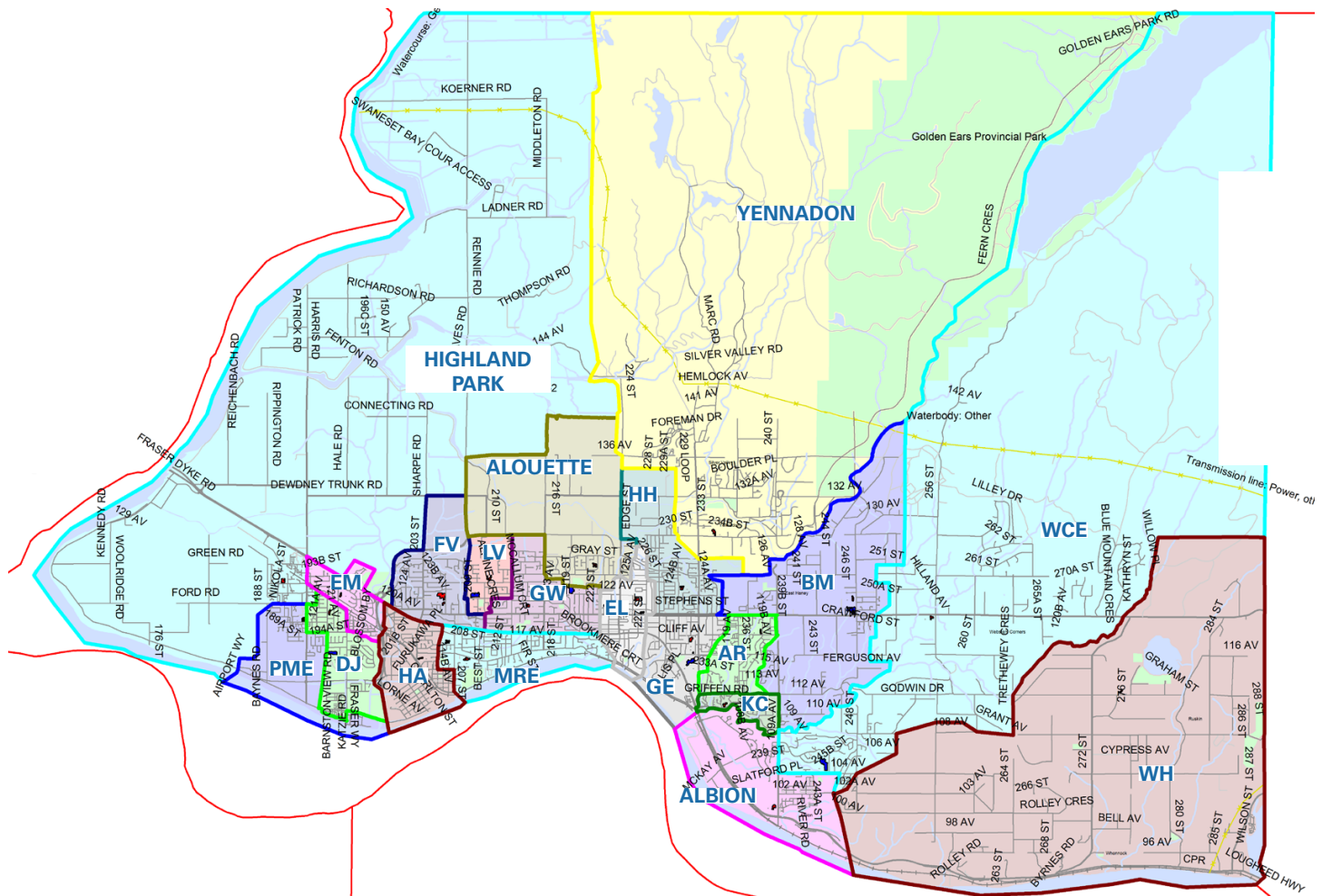
¹⁰ Based on an average of \$30.34 per square meter

¹¹ Includes Trustees, Secretary-Treasurer's Office, HR, Payroll, Purchasing, Communications - \$360 per Student

¹² Based on an average of \$157 per student

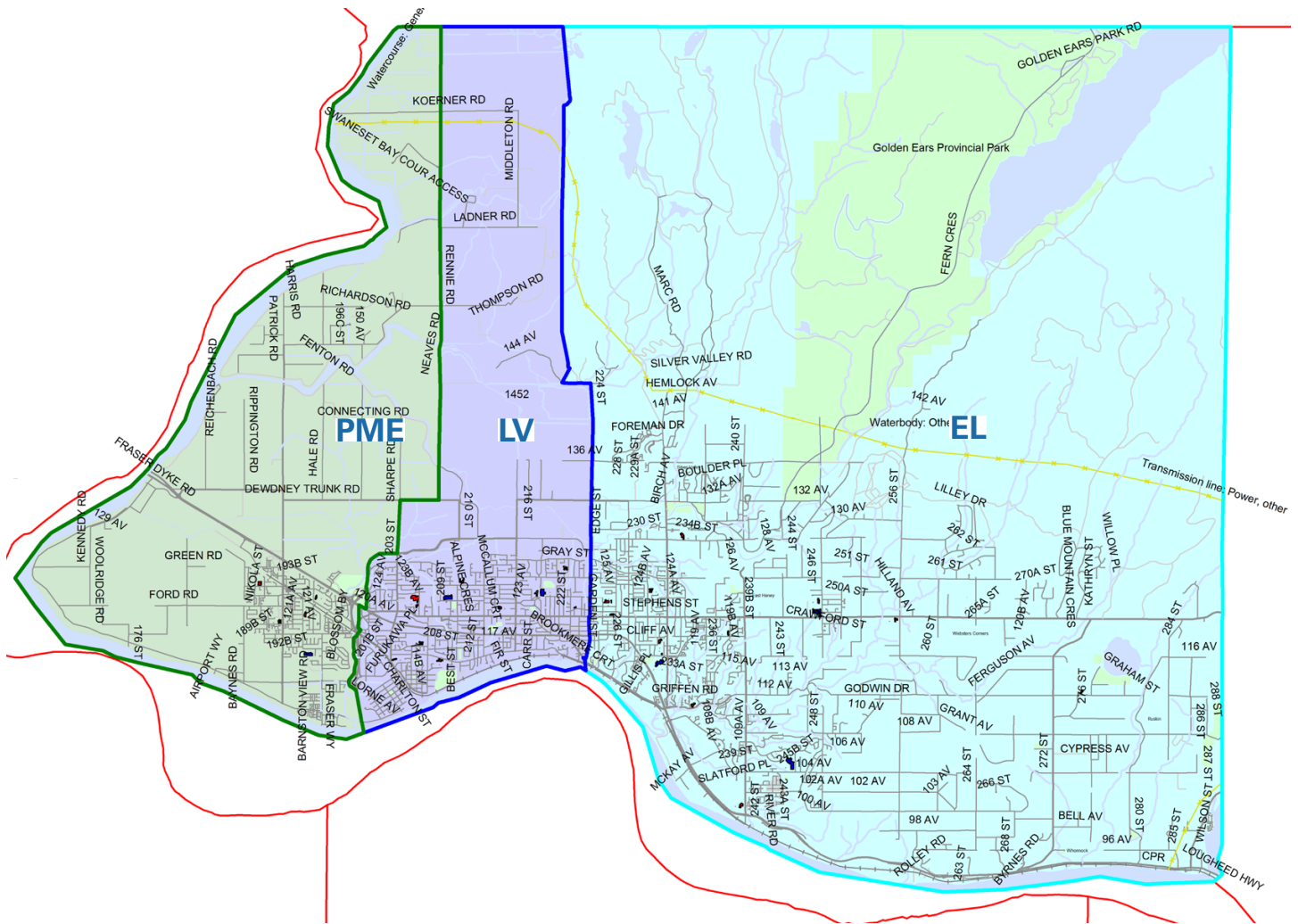
APPENDIX

ELEMENTARY CATCHMENT MAP



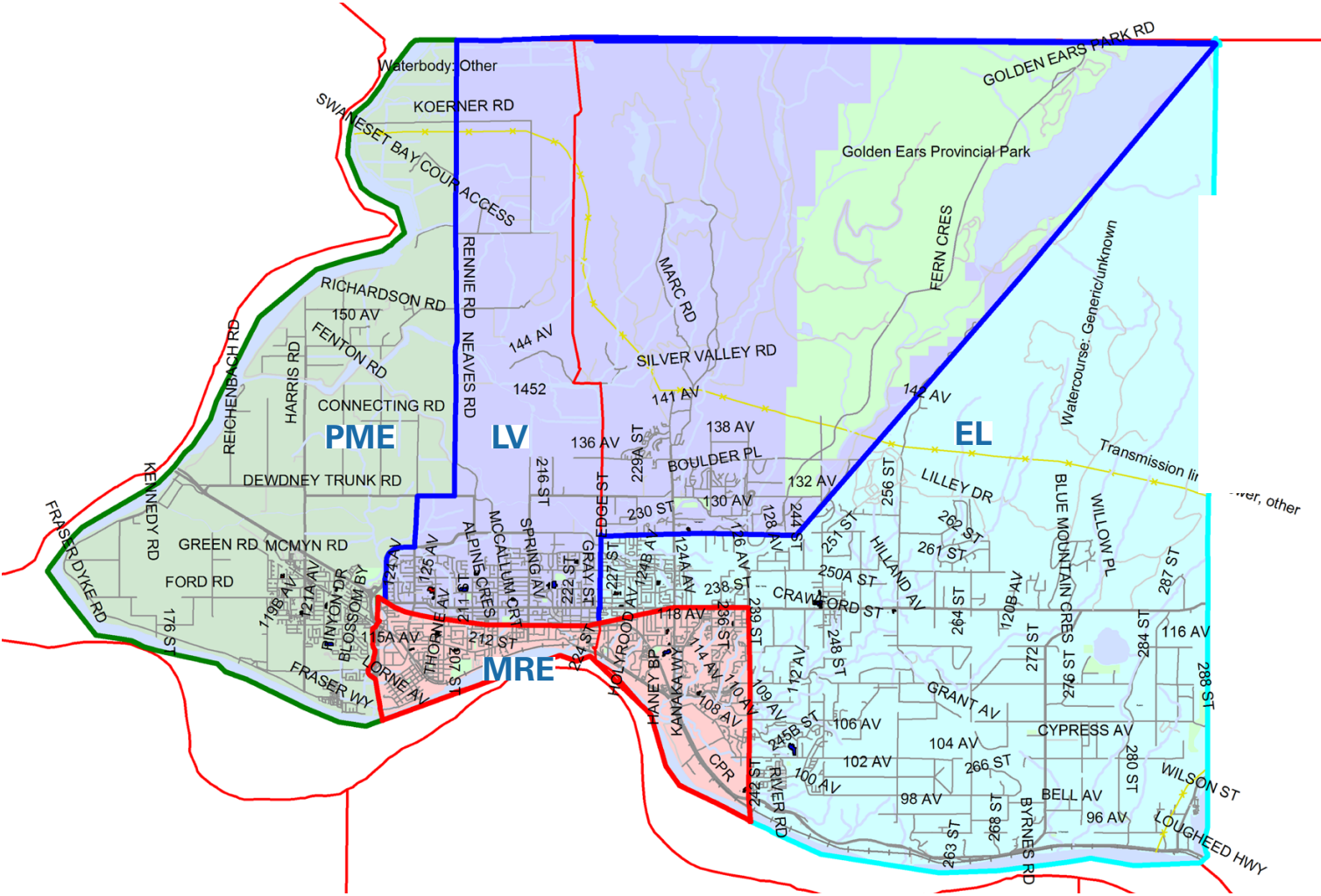
- AR** Alexander Robinson Elementary
- BM** Blue Mountain Elementary
- EL** Eric Langton Elementary
- EM** Edith McDermott Elementary
- DJ** Davie Jones Elementary
- FV** Fairview Elementary
- GE** Golden Ears Elementary
- GW** Glenwood Elementary
- HA** Hammond Elementary
- HH** Harry Hooe Elementary
- KC** Kanaka Creek Elementary
- LV** Laity View Elementary
- MRE** Maple Ridge Elementary
- PME** Pitt Meadows Elementary
- WCE** Webster's Corners Elementary
- WH** Whonnock Elementary

FRENCH IMMERSION: CURRENT BOUNDARIES

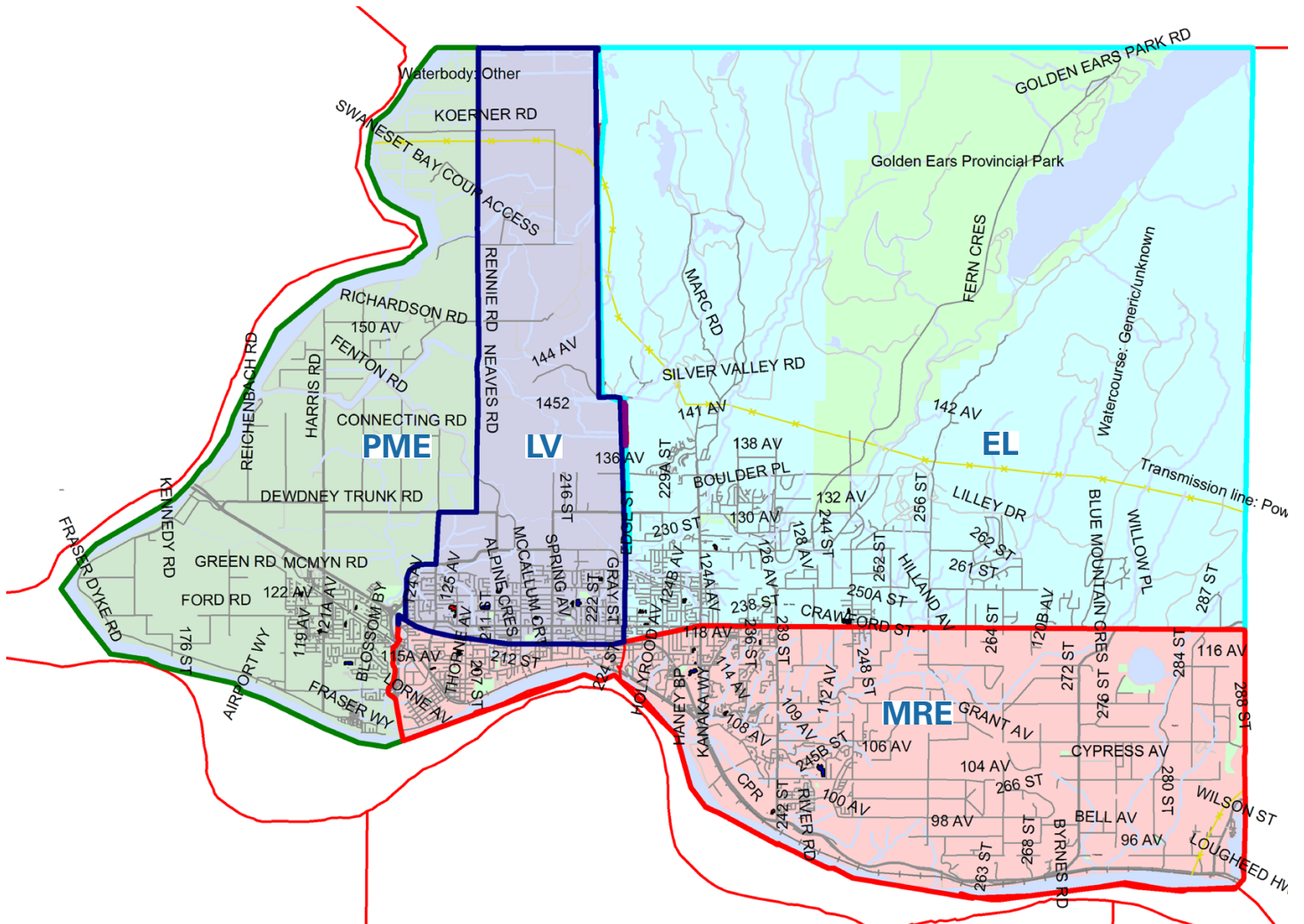


EL Eric Langton Elementary
LV Laity View Elementary
PME Pitt Meadows Elementary

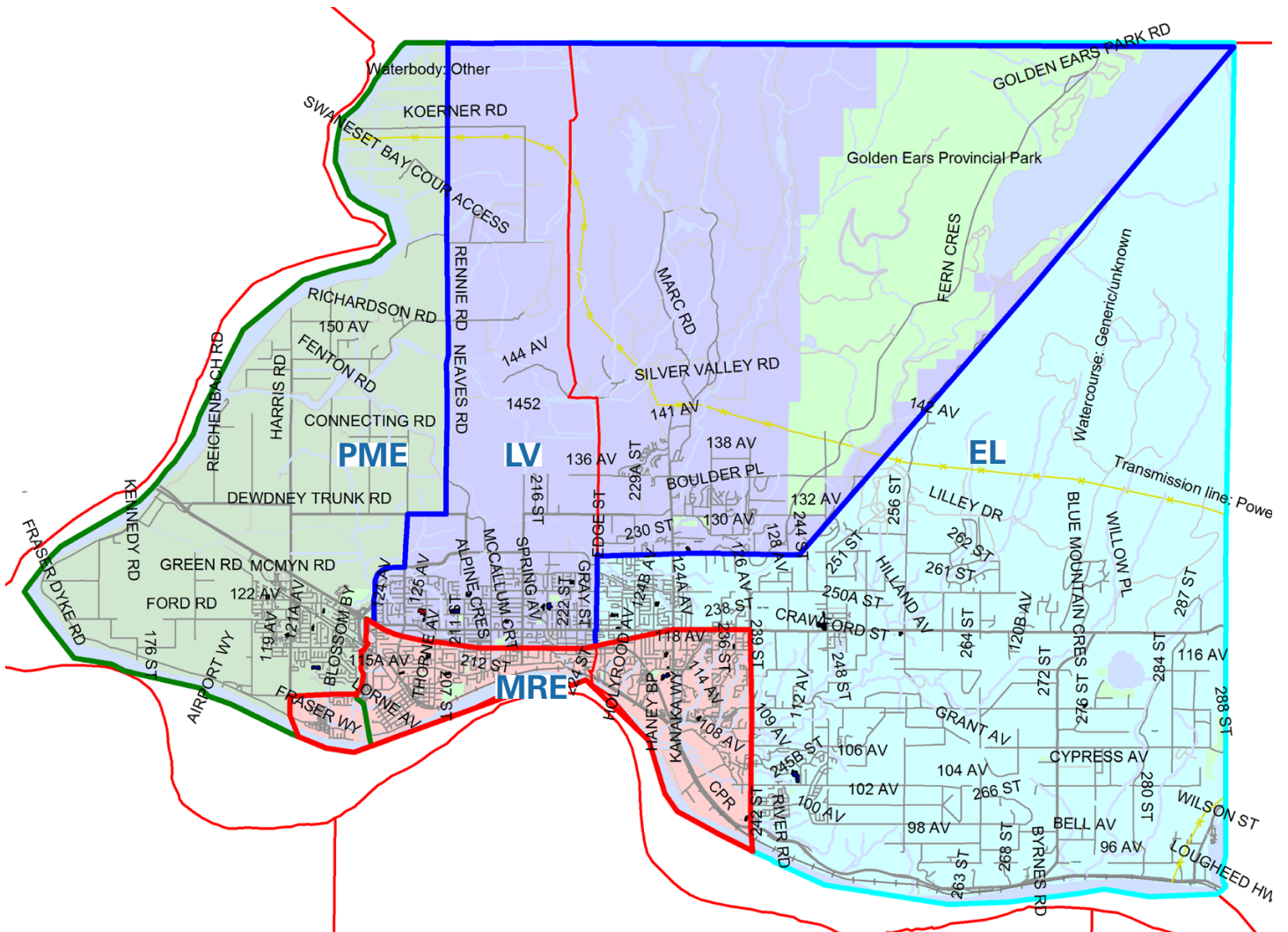
FRENCH IMMERSION: MAP A



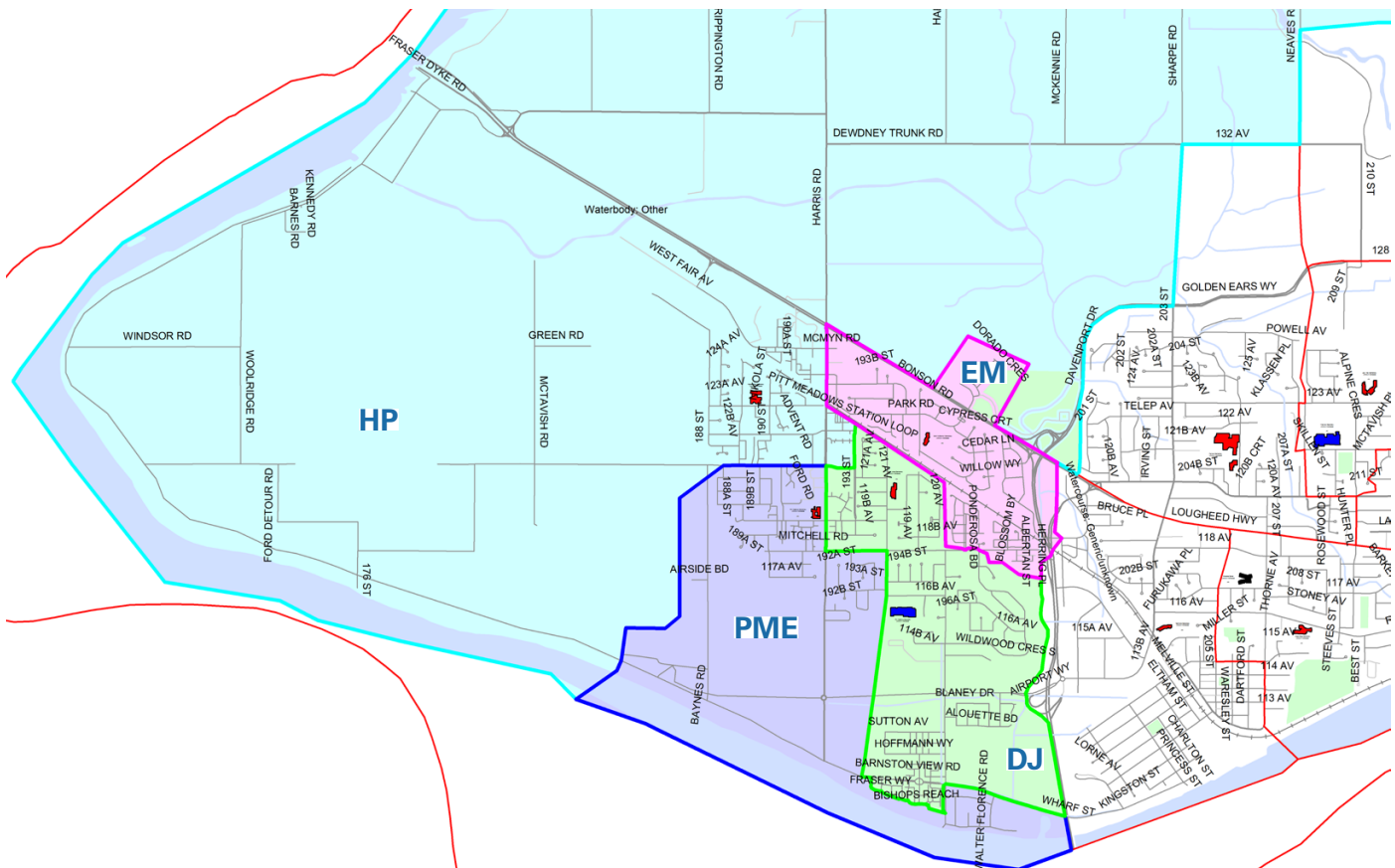
FRENCH IMMERSION: MAP B



FRENCH IMMERSION: MAP C

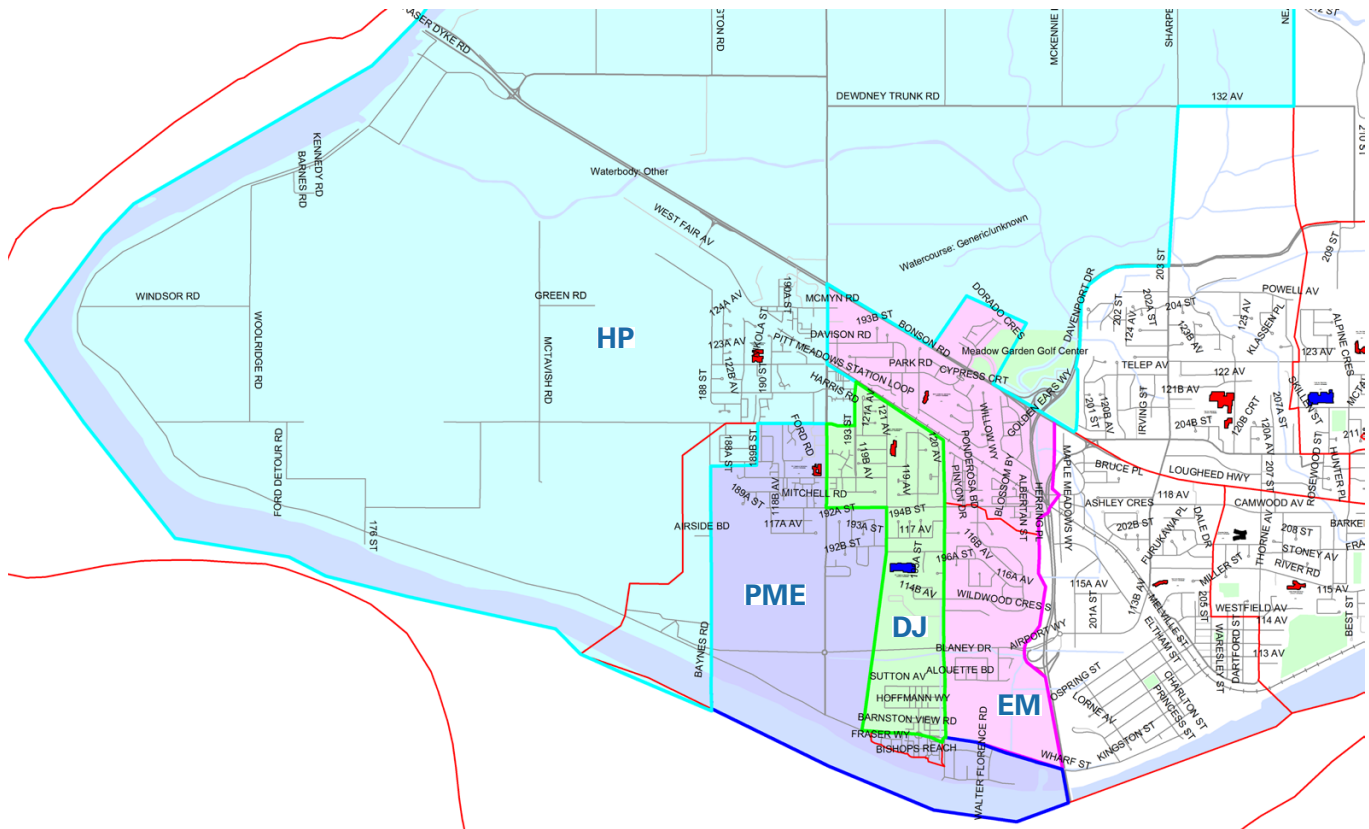


PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: CURRENT BOUNDARIES

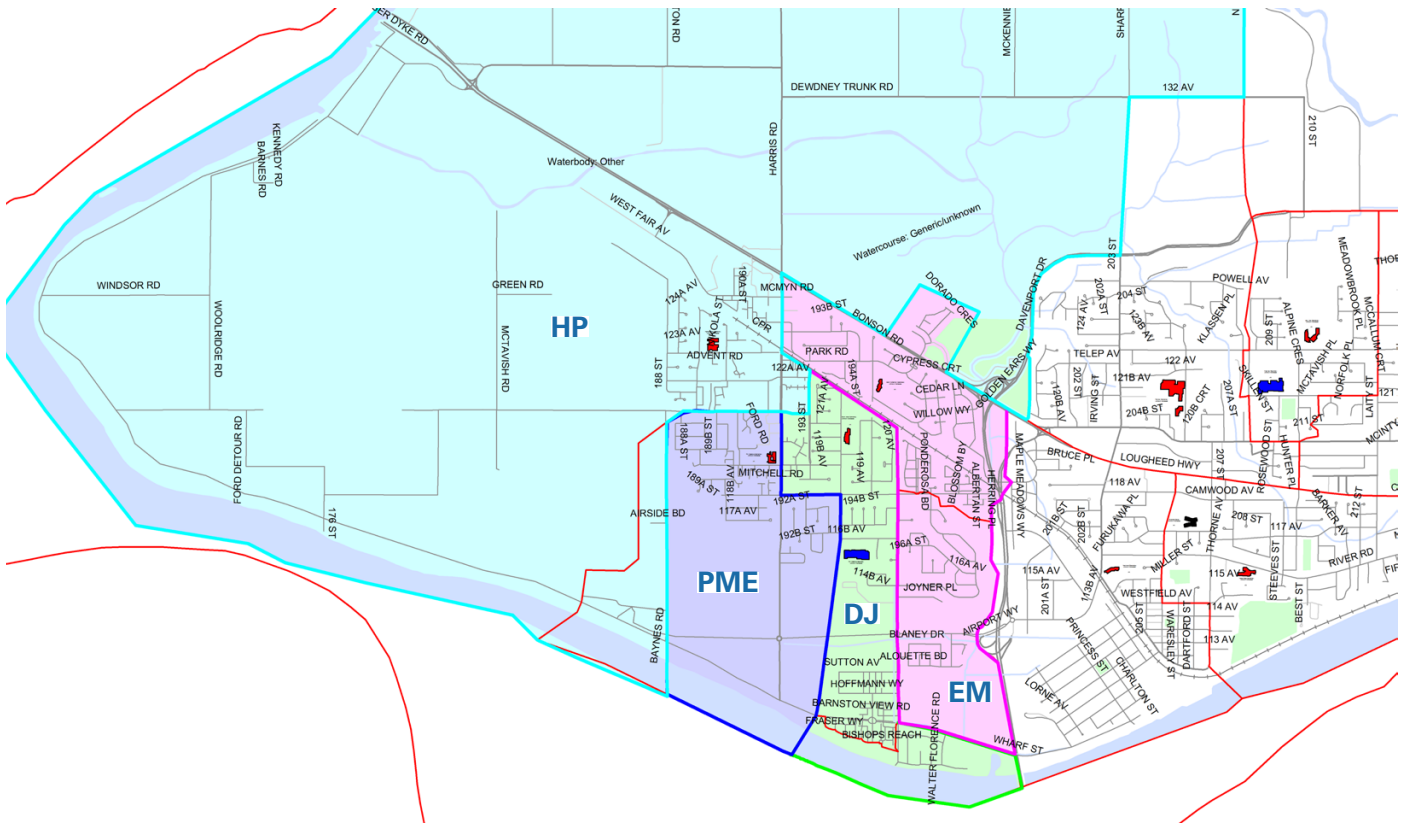


- DJ** Davie Jones Elementary
- EM** Edith McDermott Elementary
- HP** Highland Park Elementary
- ME** Pitt Meadows Elementary

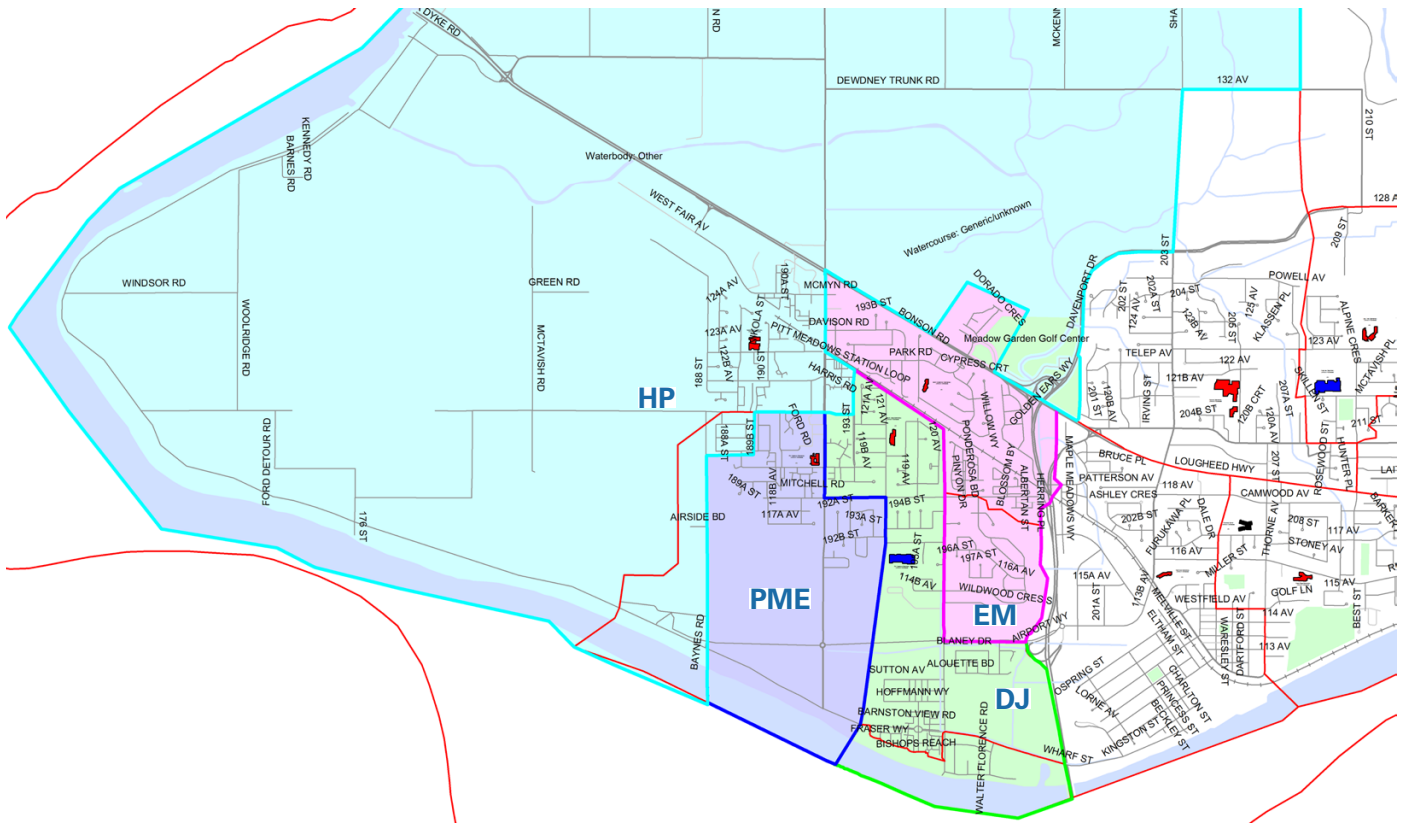
PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: MAP A



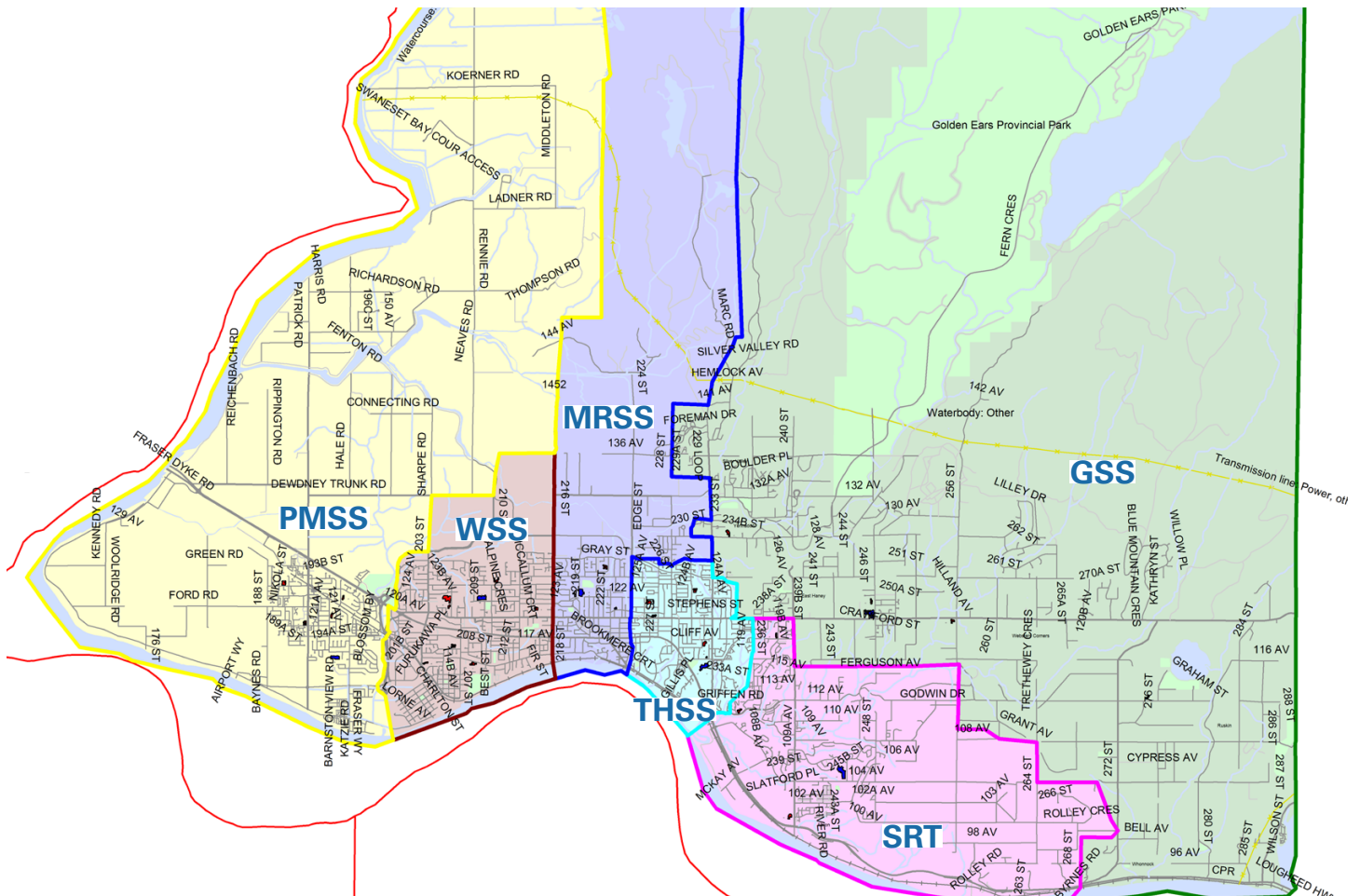
PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: MAP B



PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: MAP C

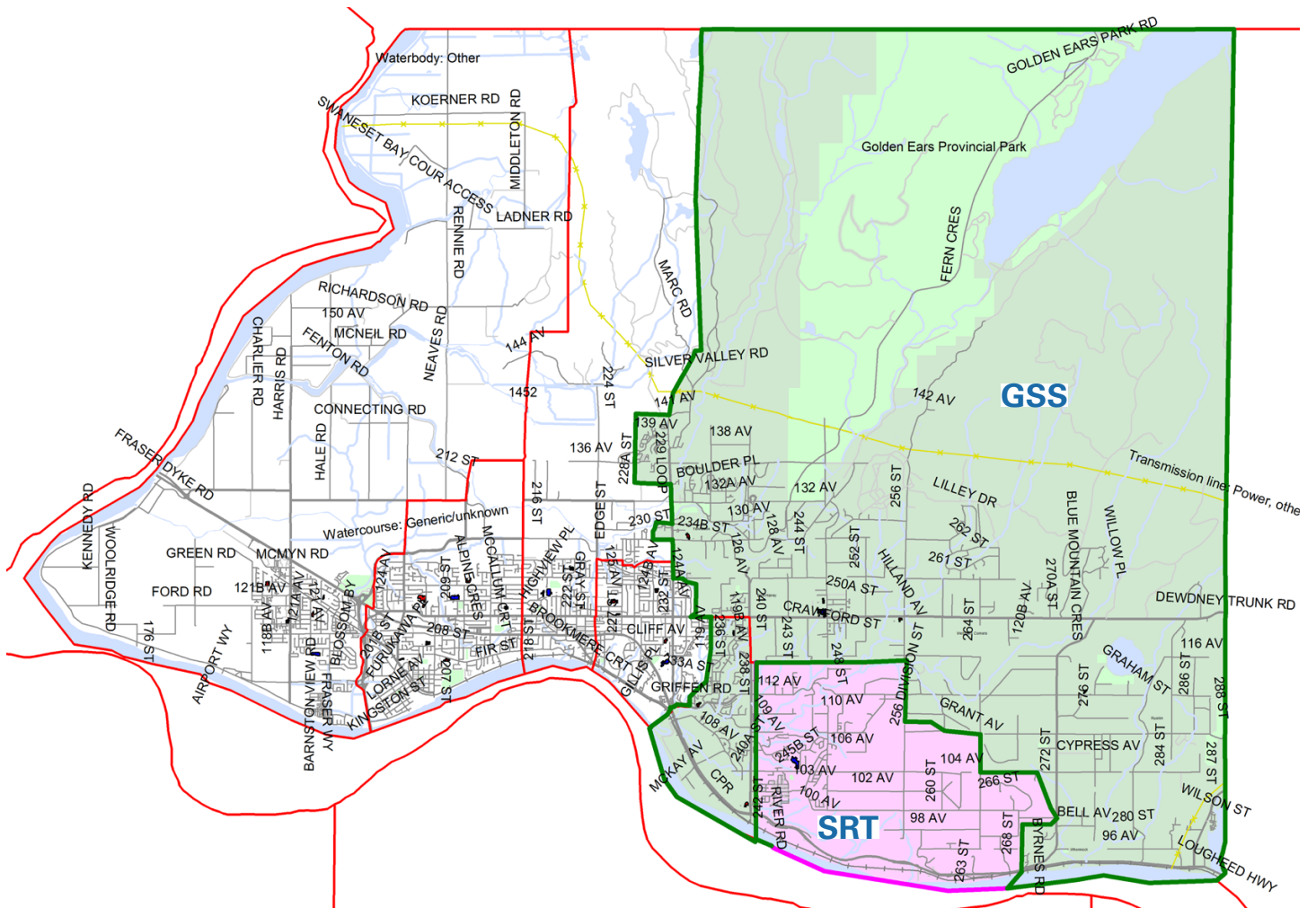


SRT & GARIBALDI SECONDARY CATCHMENT REVIEW: CURRENT BOUNDARIES

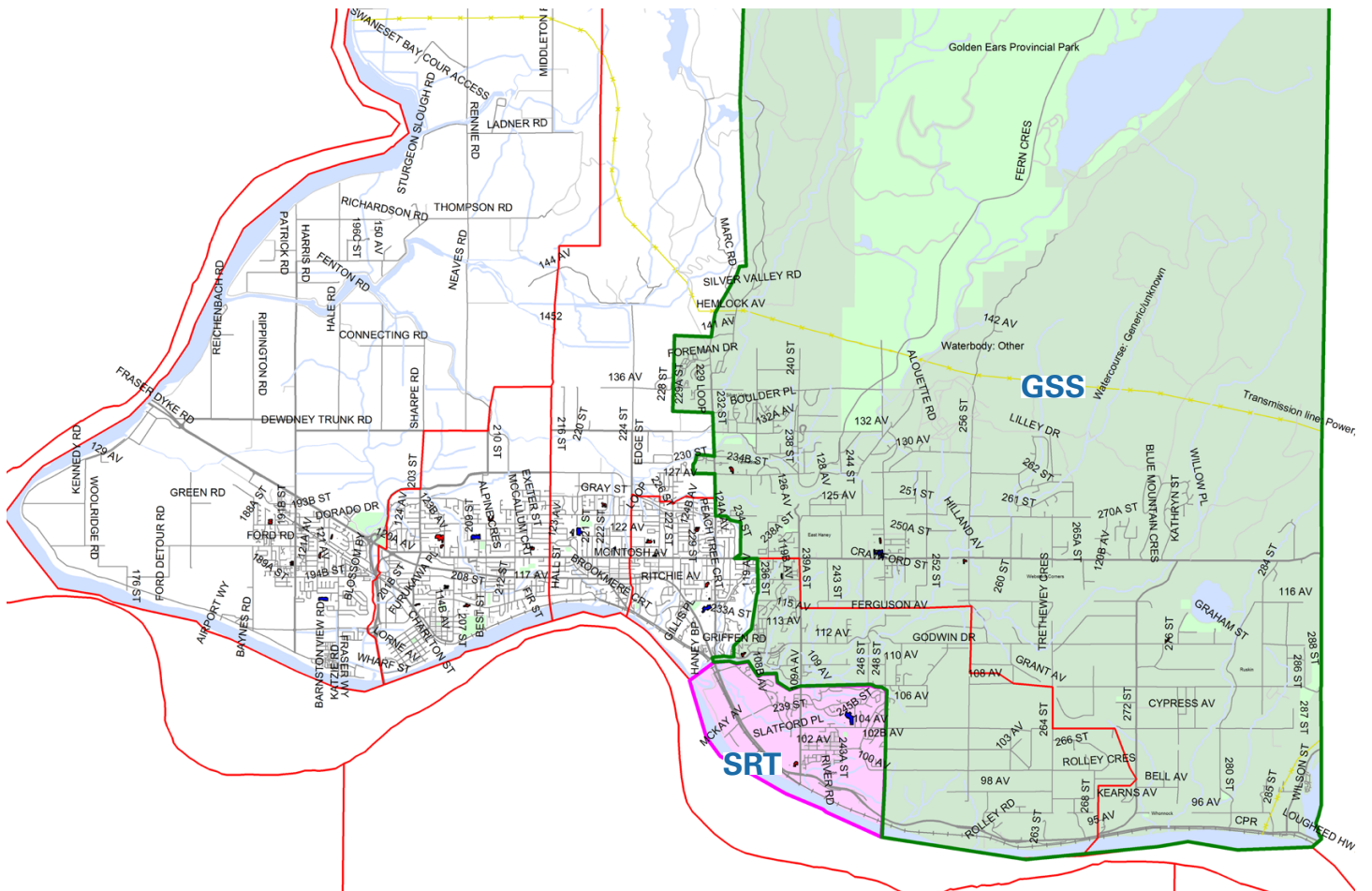


- GSS** Garibaldi Secondary
- MRSS** Maple Ridge Secondary
- PMSS** Pitt Meadows Elementary
- SRT** Samuel Robertson Technical
- THSS** Thomas Haney Secondary
- WSS** Westview Secondary

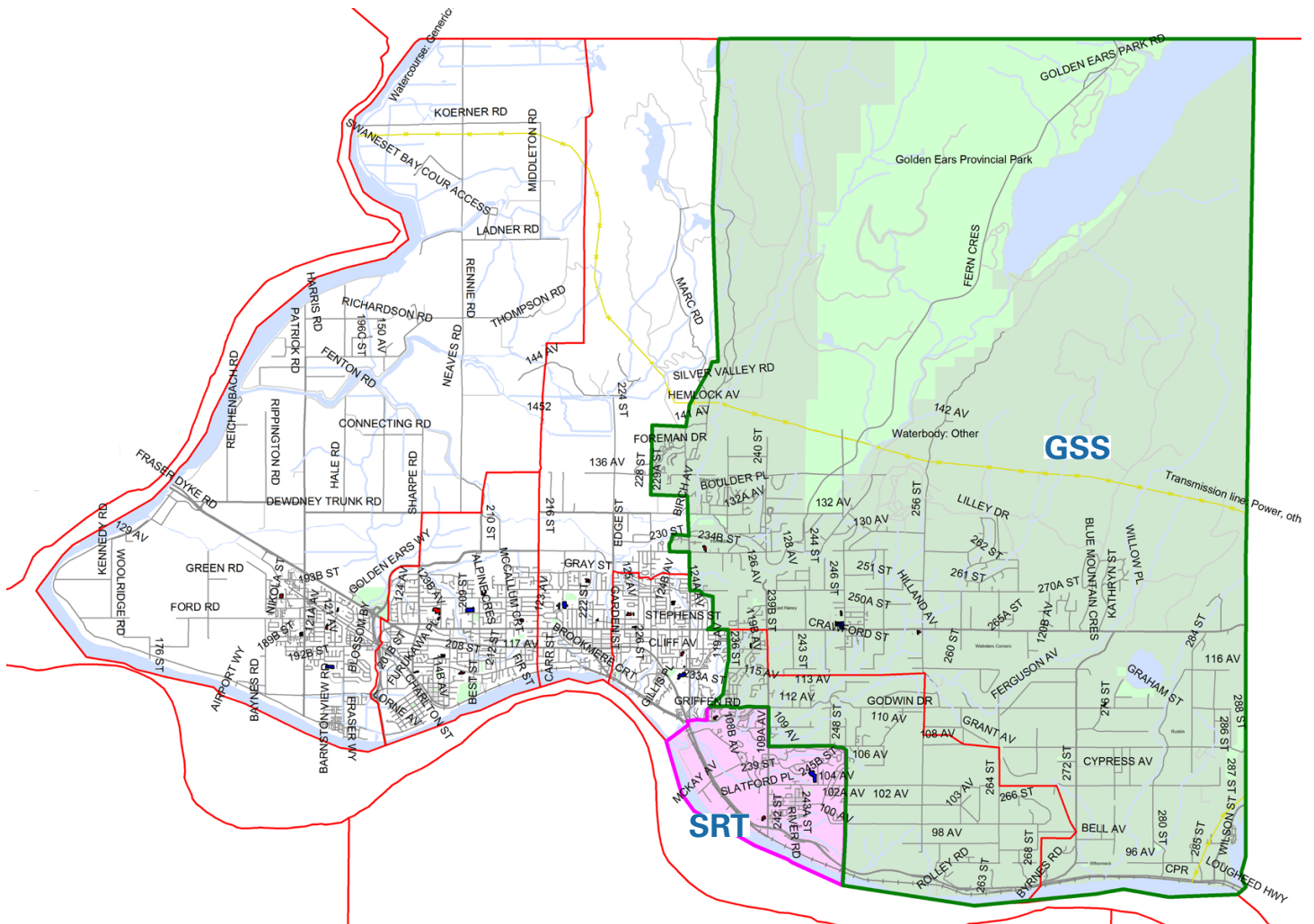
SRT & GARIBALDI/ SECONDARY CATCHMENT REVIEW: MAP A



SRT & GARIBALDI SECONDARY CATCHMENT REVIEW: MAP B



SRT & GARIBALDI/ SECONDARY CATCHMENT REVIEW: MAP C





Maple Ridge - Pitt Meadows School District No. 42

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