

Wednesday, January 19, 2022

Time: 6:00 p.m.

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*"I am still learning." Michelangelo*

## **A G E N D A**

### **A. OPENING PROCEDURES**

ITEM 1

1. Call to Order
2. Electronic Board Meeting Procedures
3. Correspondence
  - Honourable J. Whiteside, Minister of Education
  - Honourable A. Kang, Minister of Advanced Education and Skills Training
  - S. Higginson, President, BC School Trustees Association
  - D. Danyluk, President, BC Principals' & Vice Principals' Association
  - K. Toye, Chairperson, School District No. 52 (Prince Rupert)
4. Approval of Agenda
5. Invitation for Public Input to matters on the Agenda - *Members of the public can provide input on decision items on the Agenda by emailing [board@sd42.ca](mailto:board@sd42.ca) by no later than 5:30 pm on January 19, 2022. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.*

### **B. APPROVAL OF MINUTES**

1. December 8, 2021 ITEM 2

**C. PRESENTATIONS** - *Individuals and groups invited by the Board to make presentations. Time limits for individual presentations will be established to allow all speakers to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

1. Draft Strategic Facilities Plan ITEM 3

**D. DELEGATIONS** - *Registered delegations can make presentations to the Board. Time limits for individual delegations will be established to allow all registered delegations to present within the time limit for this item. This agenda item has a time limit of 20 minutes including questions; extension is at the discretion of the Board.*

### **E. DEFERRED ITEMS**

### **F. DECISION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) School Plans ITEM 4
3. Secretary Treasurer
4. Board Committees and Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
  - e) Education
  - f) Aboriginal Education

### **G. INFORMATION ITEMS**

1. Chairperson
2. Superintendent of Schools
  - a) Superintendent's Update ITEM 5
3. Secretary Treasurer
4. Board Committees & Advisory Committee Reports
  - a) Budget
  - b) Finance
  - c) Facilities Planning
  - d) Board Policy Development
  - e) Education
  - f) Aboriginal Education

**H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS**

**I. TRUSTEE REPORTS**

1. BC School Trustees Association
2. Ridge Meadows Overdose Community Action Team ITEM 6
3. City of Maple Ridge Parks, Recreation and Culture Advisory ITEM 7
4. Good News Items

**J. QUESTION PERIOD** – *Question period will be restricted to questions only –statements and debate will not be permitted. Questions, with the exception of Trustee questions, will be limited to one question per person. Members of the public can submit questions for the board by emailing them to [board@sd42.ca](mailto:board@sd42.ca) prior to the start of question period. The email subject line should read: QUESTION PERIOD. All questions received before the start of the question period will be answered in the order they are received. This agenda item has a time limit of 10 minutes; extension is at the discretion of the board.*

**K. OTHER BUSINESS**

1. Public Disclosure of Closed Meeting Business ITEM 8

**L. ADJOURNMENT**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: January 19, 2022  
(Public Board Meeting)

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**Decision**

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*1. CALL TO ORDER*

We would like to acknowledge that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. We welcome and recognize all First Nations, Métis, and Inuit students and families in our schools and community. We welcome and recognize the many different cultures that are represented in our schools and community.

*2. ELECTRONIC BOARD MEETING PROCEDURES*

For purposes of determining a quorum, at the start of an electronic meeting or during an electronic meeting, the Chairperson shall count as present any trustees who are connected to the meeting by electronic means.

In the absence of pre-circulated material, the Board Chairperson and Officers of the Board as required, shall brief the meeting regarding the matter, or matters before it and shall read the resolution requiring Board consideration and voting.

Voting shall occur by each Trustee identifying themselves and indicating their vote either for or against the resolution.

*3. CORRESPONDENCE*

- Honourable J. Whiteside, Minister of Education
- Honourable A. Kang, Minister of Advanced Education and Skills Training
- S. Higginson, President, BC School Trustees Association
- D. Danyluk, President, BC Principals' & Vice Principals' Association
- K. Toye, Chairperson, School District No. 52 (Prince Rupert)

**RECOMMENDATION:**

**THAT the Board receive all correspondence, for information.**

Attachments

4. APPROVAL OF AGENDA

**RECOMMENDATION:**

**THAT the Agenda be approved as circulated.**

5. INVITATION FOR PUBLIC INPUT TO MATTERS ON THE AGENDA - Members of the public can provide input on decision items on the Agenda by emailing [board@sd42.ca](mailto:board@sd42.ca) by no later than 5:30 p.m. on January 19, 2022. The email subject line should read: INPUT regarding Decision Item. All public input received will be shared with trustees electronically. This agenda item has a time limit of 10 minutes.





November 30, 2021

Ref: 248152

Stephanie Higginson, President  
BC School Trustees Association  
Email: [shigginson@bcsta.org](mailto:shigginson@bcsta.org)

Dear Ms. Higginson:

Thank you for your email of May 25, 2021, requesting that the Ministry of Education and the Ministry of Environment and Climate Change Strategy support climate literacy in all British Columbia schools.

The Ministry of Education acknowledges that the global climate emergency impacts all of society, including the BC school system, teachers, parents and youth. Indeed, youth are disproportionately impacted by this crisis as climate stability will not be achieved within their lifetimes. The Ministry also acknowledges the need to fully integrate an understanding of BC's changing climate, as well as actions to reduce both local and global greenhouse gas emissions and adapt to both current and future climate changes, into classroom education across Grades K–12. Such actions support the overarching goal of ensuring every student acquires the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.

To this end, the Ministry of Education and the Climate Action Secretariat (CAS) within the Ministry of Environment and Climate Change Strategy have agreed to a formal partnership to further support the integration of climate change, adaptation, and Indigenous epistemologies into classroom instruction.

In a preliminary step, in March of 2021 the Ministry of Education and CAS partnered with the BCTF to run two teacher focus groups. These sessions examined how BC's curriculum currently supports climate change education, explored ways to support and enhance the curriculum, and identified opportunities for resource development. Feedback from these sessions identified three immediate priorities:

1. **Update the Environmental Learning and Experience Interdisciplinary Guide for Teachers.** The [Environmental Learning and Experience Guide](#) was created in 2007 through collaboration between the Ministry of Education, Environmental Educators Provincial Specialist Association (EEPSA), and Simon Fraser University. It requires updating to align with the new curriculum, reflect current knowledge about climate change, and better reflect Indigenous ways of knowing.

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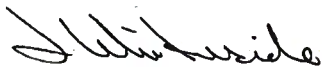
2. **Identify and highlight K-12 climate change curriculum elaborations across learning areas.** BC teachers, EEPsA members, and the BCTF have called for clearer identification and elaboration of the climate change opportunities in the BC curriculum, across grades and learning areas. Both explicit and implicit references will be identified and highlighted in a supporting resource; longer-term, this resource will inform elaborations embedded within the curriculum website.
3. **Support the development of a validated and curated climate education resource collection.** There is broad consensus that the current climate education resource landscape is overwhelming, unvalidated, and biased toward statistics and perspectives specific to the United States. There is also concern that BC-specific resources, and ones that engage meaningfully and respectfully with place-based learning and Indigenous ways of knowing, are either unavailable or unknown. There is a need for a centralized collection of trusted climate education teaching and student learning resources for BC educators.

These three priorities represent three initial paths to improving climate literacy in all BC schools. More information about the collaboration between the Ministry of Education and CAS, as well as next steps to address the above-mentioned priorities, will be released by the Ministry of Education website later in this school year. If you would like to learn more about this work, I encourage you to connect with Nick Poeschek, Director of Curriculum by email at [nick.poeschek@gov.bc.ca](mailto:nick.poeschek@gov.bc.ca).

The Ministry of Education shares the BCSTA's sense of urgency regarding the climate crisis in BC and the understanding that our education system has a vital role to play in preparing our citizens and the leaders of tomorrow. Thank you for taking the time to contribute to this important conversation.

Again, thank you for writing.

Sincerely,



Jennifer Whiteside  
Minister

pc: Nick Poeschek, Director of Curriculum, Ministry of Education



December 8, 2021  
Our Ref. 123465

Stephanie Higginson  
President  
British Columbia School Trustees Association

Email Address: c/o [zjovic@bcsta.org](mailto:zjovic@bcsta.org)

Dear Stephanie Higginson:

Thank you for sharing your letters of November 9, 2021, sent to post-secondary institutions delivering British Columbia's approved teacher education programs, regarding the British Columbia School Trustees Association's request to increase their intake of education students.

I understand your concerns regarding labour market demands and the challenges with teacher recruitment across British Columbia. My Ministry is committed to working with the Ministry of Education and other educational partners to ensure the continued growth and development of teacher education programs, including funded student seats to meet regional workforce and individual learner needs.

Our ongoing commitment is reflected in the increasing annual number of students eligible to become new teachers. Each year there are approximately 1,500 potential new teachers graduating from British Columbia universities, and between the academic years of 2017/18 and 2019/20, there was a 5% increase in the number of graduating students who were eligible for new teacher certification with the Ministry of Education's Teacher Regulation Branch.

Expanding post-secondary education programs, such as teacher education programs, is a complex and intricate undertaking that needs to fit within the larger provincial system. My Ministry continues to work closely at the provincial level with key partners to support the development and delivery of programs that both respond to student needs and meet community labour market demands. Since 2019, targeted investments have also been made to increase the number of seats for French, Indigenous, and special education teacher education programs at British Columbia's public post-secondary institutions.

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Thank you again for bringing this matter to my attention. I gratefully acknowledge our shared concerns regarding teacher education in our province, I appreciate being made aware of the British Columbia School Trustees Association's perspective, and I look forward to our future communication.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anne Kang', with a long horizontal flourish extending to the right.

Honourable Anne Kang  
Minister



British Columbia  
School Trustees  
Association

December 9, 2021

**The Honourable Jennifer Whiteside**

*Minister of Education*

PO Box 9045, Stn Prov Govt

Victoria B.C. V8W 9E2

Dear Minister Whiteside,

**Subject: Increased Funding for the Annual Facilities Grant**

At the October 23, 2021, meeting of the British Columbia School Trustees Association's Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

*"That BCSTA request the Ministry of Education, Province of BC to increase the Annual Facilities Grants provided to School Districts."*

Boards of education across B.C. share a common interest in having safe, healthy schools for students to learn within. Annual Facilities Grants, which focus on the regular maintenance of schools and related facilities, are intended to contribute to this goal.

While these targeted funds are valued, our membership regularly reports that the amounts provided do not adequately fund the needs of districts. Boards of education regularly find that the requirements for annual maintenance exceed the financial resources that the provincial government provides, resulting in boards making difficult decisions on prioritizing needs. These choices can potentially drain funds from other sources, including operational funds, impacting classroom resources.

While districts actively submit annual plans for the grant, spending is often adjusted based on emergent needs and issues not factored into initial outlooks. The resulting lack of funds leads to buildings falling further into disrepair due to deferred maintenance.

It is also worth noting that the requirements of school districts vary. For example, some added pressures faced by certain districts involve seismic upgrades and enrollment growth pressures. School districts have also been impacted by the increasing cost of building supplies, which have risen due to COVID-19 supply chain concerns. These pressures represent only a few of the additional considerations boards of education face that impede the proper maintenance of school facilities.



British Columbia  
School Trustees  
Association

In the spring of 2021, BCSTA's Capital Working Group produced a paper titled *The Case for Increased School Life Cycle Funding*. The document outlined increasing deferred life cycle maintenance concerns faced across the province and provided recommendations to the government, including a request for increases to the Annual Facilities Grant. The paper, with detailed proposals, is enclosed with this letter for reference.

To summarize, these increases are required to address the growing levels of deferred maintenance identified across B.C. as poor-quality learning environments can negatively impact learning outcomes for students. We must prioritize the learning spaces for our students as they rely on them to learn, be safe and flourish.

Thank you for considering this request on behalf of our member boards of education, as well as the students, families and communities they serve.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephanie Higginson", with a long, sweeping horizontal line extending to the right.

**Stephanie Higginson**

*President*

British Columbia School Trustees Association

Motion: P120219.3

Enclosure: The Case for Increased School Life Cycle Funding

CC: Scott MacDonald, Deputy Minister, Ministry of Education  
Suzanne Hoffman, CEO, BCSTA  
BCSTA member boards of education





# THE CASE FOR INCREASED SCHOOL LIFE CYCLE FUNDING

*a report from the BC School Trustees Association | March 2021*

## Introduction

Life cycle maintenance refers to the work which must be completed over the “life” of a building to ensure it remains in peak operating condition. A roof may need to be replaced a few times over the typical 50 to 60 year life of a public school building, as will mechanical and electrical systems. Structural and building envelope upgrading may also be required. This is not an exhaustive list but serves to provide examples of the type of work included in life cycle maintenance.

By all accounts B.C. schools suffer from an ever-increasing level of deferred life cycle maintenance. Several measures of this situation are offered in the following pages. One critical measure suggests the shortfall in 2020 needed to address deferred maintenance in the public school system is \$237M (see Figure 1, page 3).

The intent of this paper is to define the problem and make recommendations for consideration by government to correct the shortfall.

The context of these recommendations is also worthy of consideration given the need for economic recovery following the COVID-19 pandemic and the potential for significant infrastructure investments to fuel that recovery.

Premier Horgan's November 2020 mandate letter to Minister of Education Jennifer Whiteside offers additional context. The letter directs the minister to “continue to invest in new and modernized schools, including focussing on meeting seismic requirements and climate change and energy efficiency standards as set out in our Clean BC plan.”

In 2020 the routine capital program funded by the provincial government for schools totaled \$204M. By comparison the estimated cost of repairs and maintenance recommended by building system engineers engaged by the Ministry was more than double that amount at \$441M.

# Summary of Recommendations

1. That a building life cycle plan be developed for each new public school facility at the time of construction including an indication of the annual contributions necessary to fully implement the plan over time.
2. That the Annual Facilities Grant (currently \$115M) be increased by:
  - a. inflation (currently roughly 2%), plus
  - b. an amount equivalent to the annual contribution necessary to implement the detailed life cycle plan for new buildings (roughly 3%) and
  - c. a minimum of 15% for “catch up” each year amounting to a minimum of \$139.5M in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24, \$246M in 2024/25, etc., noting that annual increases should continue until the recommended deferred maintenance costs can be covered.
3. That School Enhancement Program funding (currently \$64M) be increased by:
  - a. inflation (currently roughly 2%) and
  - b. a minimum of 15% for “catch up” each year amounting to a minimum of \$75M in 2021/22, \$88M in 2022/23, \$103.2M in 2023/24 and \$121M in 2024/25, etc., noting that annual increases should continue until the recommended immediate deferred maintenance costs can be covered and
4. That the Carbon Neutral Capital program be increased a minimum of 100% in 2021/22 and 10% per year thereafter amounting to \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25.
5. That the provincial government carry out the required research to identify appropriate technologies and determine the funding required to achieve provincial government energy conservation objectives for existing public buildings outlined in the Clean BC program; and further, that the provincial government work with the federal government to provide the necessary funding to achieve those objectives.
6. That the need for more up-to-date learning environments to support student success and the level of accumulated deferred maintenance both be given greater consideration in the decision-making process about whether to complete major renovations or replace school buildings as they approach the end of their useful life.
7. That a review of the process to determine the Facility Condition Index be undertaken by the Ministry of Education in concert with school district Directors of Facilities and Maintenance to ensure accuracy incorporating more frequent local updates.
8. That a review of the Building Envelope Program be completed by the Ministries of Education and BC Housing in concert with school district Directors of Facilities and Maintenance to ensure adequate funding is available to finally complete all building envelope repairs that stemmed from the “leaky condo” era.
9. That all of the additional funding identified as being required in this paper be provided beyond the current Ministry of Education funding envelope.



# Background

## Deferred Maintenance

Figure 1 (below) identifies historic routine capital program allocations, deferred maintenance recommended within 1 year, deferred maintenance recommended within 5 years, and the change in the average provincial facility condition index (FCI) of school facility assets.

The listed capital programs in Figure 1 include the Annual Facilities Grant (AFG), the Carbon Neutral Capital Program (CNC), the School Enhancement Program (SEP) and the Building Envelope Program (BEP) all of which contribute to addressing facility life cycle maintenance requirements. It will be noted Figure 1 captures a long term trend toward poorer conditions in school buildings, along with a growing estimate of unfunded immediate deferred maintenance costs (a \$237M shortfall in 2020).

If the trend toward a worse average facility condition index were to continue at a certain point the province would experience a crisis of needing to replace many school buildings all at once. That may not occur for several years, however, the trend is definitely of concern. The FCI descriptor on page four of this paper and the current average FCI rating of 0.47 suggest many school buildings must already be in the poor or very poor rating category.

We have based all of our analysis on data obtained from the Ministry of Education. It has been identified by some districts that more detailed and frequent analysis is needed on the process of assessing school buildings and that the analysis should involve school district staff involved in facility maintenance, to ensure the FCI is accurate and up to date. As a consequence we have made a recommendation for such a review to be completed at the earliest opportunity.

Fiscal Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNC, SEP) plus AFG operating	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year) n.i.c. closed schools	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years) n.i.c. closed schools	Average Provincial Facility Condition Index (FCI) for Total Asset Inventory
2020/21	\$204M	\$441M	\$7.05B	0.47
2019/20	\$192M	\$491M	\$6.95B	0.44
2018/19	\$193M	\$396M	\$6.70B	0.43
2017/18	\$195M	\$343M	\$6.28B	0.43
2016/17	\$174M	\$332M	\$6.26B	0.42
2015/16	\$152M	\$305M	\$6.09B	0.42
2014/15	\$98M	\$296M	\$5.98B	0.41
2013/14	\$98M	\$254M	\$5.41B	0.38
2012/13	\$96M	\$236M	\$5.38B	0.37

Figure 1 - Source: Ministry of Education

## Facility Condition Index

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. 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 that allows 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).

According to VFA Inc.,  
FCI ratings have the following meanings:

### 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.*

## How Deferred Maintenance is Calculated

In Figure 1 immediate deferred maintenance refers to those projects which are recommended by the engineering firm engaged by MOE to complete facility condition assessments each year. While the projects included in those recommendations do not necessarily involve building systems that will fail in the next year, preventive maintenance is always better than reactive or crisis maintenance. Building systems need to be properly maintained before they fail.

Building condition assessments are completed by engineers who are specialists in this field. They rely upon their knowledge of building systems to know where the sweet spot is.....that place where an ounce of prevention avoids a pound of cure and where replacement is more cost effective than constant repairs. Deferred maintenance reflects the work these specialists indicate should be done which has not been done as a result of inadequate funding. It is appropriately a requirement of government that building condition assessments are completed so government can direct limited funding to the areas of greatest need. We commend government for that, however, identifying and not addressing other maintenance requirements must still be considered a shortfall.

## Capital Maintenance Project Requests/ Allocations

Figure 2 (below) documents shortfalls in each of several capital programs over the past five years.

The number of projects and funding for requests beyond the actual number of projects and funding provided by the ministry are reported for

- the Carbon Neutral Capital Program (CNCP),
- the School Enhancement Program (SEP),
- the Bus Acquisition Program (BUS) and
- the Playground Equipment Program (PEP).

All of these programs indicate the inadequacy of current levels of funding. Full program descriptions are available [here](#).

Unlike other programs listed in Figure 2, the Annual Facilities Grant is based on what is provided to districts by formula. Districts seek approval from the ministry on how they intend to use their AFG allocation. The best indication of an AFG shortfall is that provided in Figure 1. Figure 3 (page 5) provides another indication of less than adequate AFG funding.

The Building Envelope Program (BEP) identified in Figure 1 is not listed in Figure 2. We are advised the annual funding provided for this program amounts to approximately \$10M each year and is intended to address building envelope issues arising during the “leaky condo” years and will be phased out over time as they are addressed. Some additional funding for this purpose has been provided through litigation. We are advised by some districts relying on this funding that it is inadequate and, therefore, we are making a recommendation that the program be reviewed by the Ministry of Education and BC Housing Authority in concert with affected school districts and appropriately funded to address outstanding projects.

### Figure 2 - Source: Ministry of Education

#### 2020/21

AFG	2993 projects submitted in district spending plans, \$113.5M total allocated
BUS	165 project requests valued at \$24.2M. 101 projects approved for \$14.6M.
CNCP	124 project requests valued at \$40M. 67 projects approved for \$16.7M.
PEP	137 projects requests valued at \$12M. 40 projects approved for \$5M.
SEP	413 project requests valued at \$207.8M, 164 projects approved for \$64M

#### 2019/20

AFG	2768 projects submitted in district spending plans, \$113.5M total allocated
BUS	148 project requests valued at \$21.8M. 87 projects approved for \$12.8M.
CNCP	112 project requests valued at \$36.3M. 19 projects approved for \$5M.
PEP	146 requests valued at \$14M. 50 projects approved for \$5M.
SEP	431 requests valued at \$219.5M. 138 projects approved for \$65M.

#### 2018/19

AFG	2605 projects submitted in district spending plans, \$113.5M total allocate
BUS	123 project requests valued at \$16.M. 93 projects approved for \$13M.
CNCP	90 project requests valued at \$26.5M. 19 projects approved for \$5M.
PEP	158 project requests valued at \$15M. 51 projects approved for \$5M.
SEP	415 project requests valued at \$145M. 175 projects approved for \$65M.

#### 2017/18

AFG	2704 projects submitted in district spending plans, \$108.5M total allocated
BUS	134 project requests valued at \$16.2M. 73 projects approved for \$10M.
CNCP	91 project requests valued at \$30.6M. 15 projects approved for \$5M.
SEP	346 project requests valued at \$167M. 130 projects approved for \$55M.

#### 2016/17

AFG	2123 projects submitted in district spending plans, \$108.5M total allocated
BUS	126 project requests valued at \$16M. 73 projects approved for \$10.8M.
CNCP	85 project requests valued at \$22.2M. 25 projects approved for \$5M.
SEP	462 project requests valued at \$277.3M. 146 projects approved for \$70M.

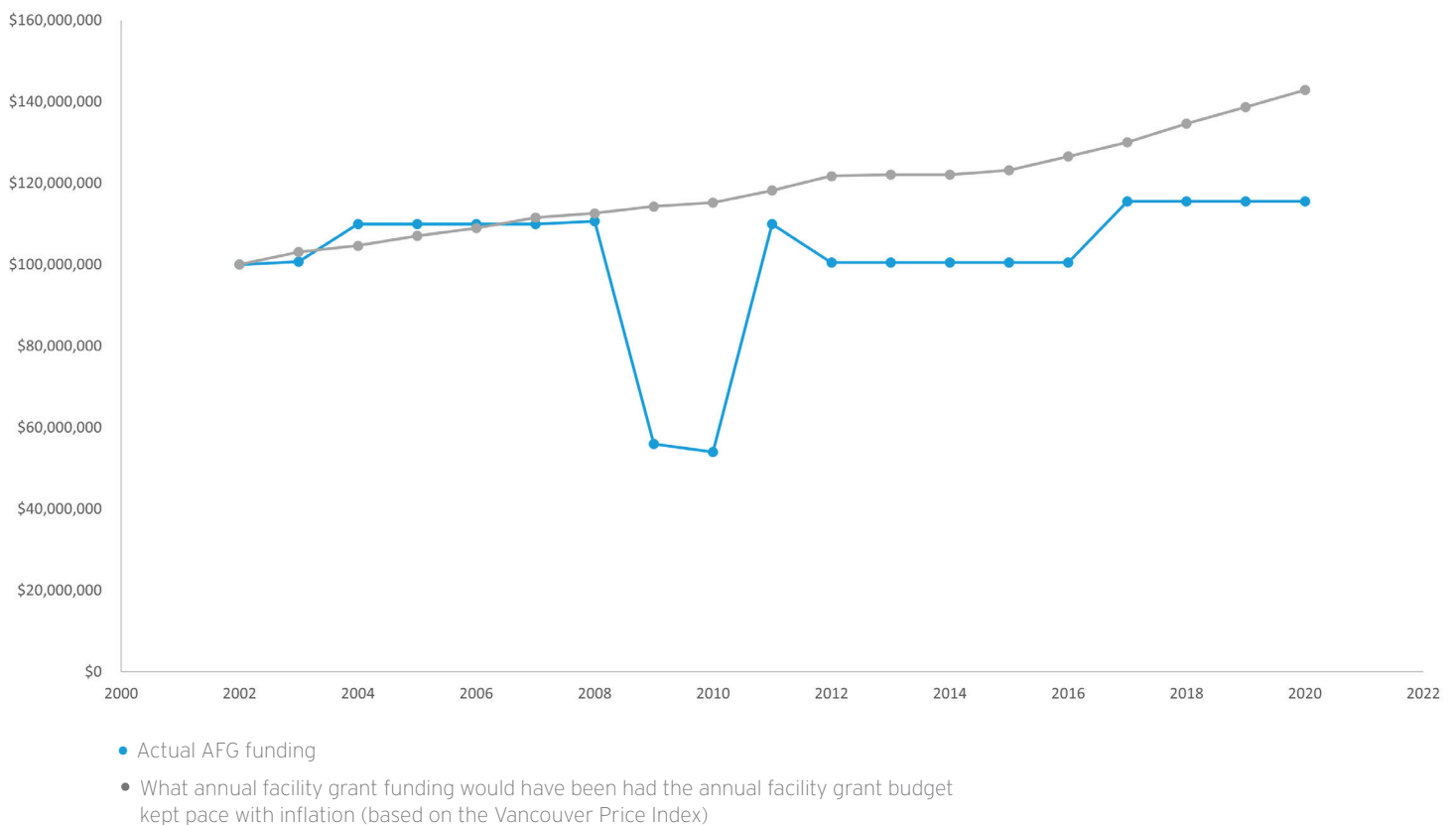
## Annual Facility Grant

Figure 3 tracks changes in the Annual Facilities Grant since 2002 indicating increases in that specific area of funding have risen by far less than inflation even though capital costs have risen significantly during that same period.

Given the shortfalls noted earlier we have recommended increases to the AFG program which are considerably greater than inflation beyond 2021/22. These increases and those recommended to other education routine capital programs are required to address the growing levels of deferred maintenance identified in Figure 1.

The result of underfunding public school life cycle funding is that many BC schools suffer from poor life cycle maintenance, looking and feeling tired, and creating less than ideal learning conditions.

As important, they cost more to operate than they should, taking money away from student educational resources. Fairly straight forward energy efficiency upgrades can redirect hundreds of thousands of dollars back into education operating budgets in addition to helping achieve the climate change targets established by the province.



*Figure 3 - data sourced from the Ministry of Education. The graph identifies the value of the Annual Facilities Grants (AFGs) awarded for each year beginning in 2002 compared to the amount which should have been budgeted given inflation (based on the Vancouver Consumer Price Index).*

## Investments in New Schools, Seismic Upgrading and School Replacements

It can be said districts and government do a reasonable job of ensuring schools are safe which is a clear priority. The only exception may be those schools for which recommended seismic upgrading has not yet been completed. To their credit government has identified seismic retrofitting as a priority. Unfortunately, government and the boards of education involved in addressing this situation seem to be having some difficulty catching up to the problem, especially since seismic survivability standards appear to be increasing. Keeping up to the need for capital funding for new schools and additions on top of the seismic upgrade program has been extremely challenging. Despite this Government has made substantial attempts to address these issues with increased funding as noted in Figure 4.

	B2018	B2019	B2020
SEISMIC	126M	220M	310M
NEW & ADDITION	102M	166M	332M

*Figure 4 - Source: Ministry of Education*

A few school replacements are also being funded which will have an impact on the facility condition index as very old schools are fully replaced. The amounts provided over the past three years for full building replacements are \$9.8M in 2018, \$31.4M in 2019 and \$56M in 2020.

All three of these areas of funding (for new schools, additions and seismic upgrading) are important and, although they are not the subject of this discussion paper, we must assume plans have been developed which define the level of funding required to complete seismic upgrades and construct new schools to keep pace with growth in the system.

While these needs are being more appropriately addressed we cannot forget the amount of funding required to address deferred maintenance in existing buildings. New schools and seismic upgrading are both needed. They tend to enjoy a higher profile than maintenance projects in existing schools. However, the latter are equally important if we are to fulfill our responsibility as trustees of important public assets.

Data obtained from the Ministry of Education illustrates a growing level of deferred maintenance and the degree to which we are failing in this responsibility.



## Regional Differences and Equity

During the process of writing this paper the capital working group heard from many school districts both verbally and in writing. A few quotations are shared from the written input on the following page. Apart from validating the need for additional life cycle funding to address deferred maintenance some also raised the need to consider regional differences and matters of equity.

There is no question that growth and seismic survivability are demanding the bulk of limited capital funding. As reported earlier, allocations for 2020 for these two categories of work amounted to \$642 million. This can be compared to education routine capital funding (including AFG from operating) in the same year of \$204M which, as we've noted, is \$237M less than the amount recommended by building system engineers..

Needed upgrades and renovations (deferred maintenance) are often addressed when seismic work or additions are completed. It only makes sense that those upgrades should occur at the same time as major structural work is being undertaken. Of course the addition of upgrades, seismic work and the need for school expansions can also factor into the decision on whether or not to replace an older school. There comes a point in the calculation when complete replacement makes more sense from a purely fiscal analysis.

There really cannot be any arguments as to why \$642M (or more) is needed on an annual basis to address the critical issues of growth and seismic survivability,

especially given the number of portables growing districts are having to purchase from operating funding to ensure there is enough space to accommodate their students. Reducing the number of portables being used in this fashion is a stated goal of government. In the report we've suggested that more detailed analysis and planning may be required to ensure adequate resources in these areas.

However, if funding is limited and seismic mitigation, new schools and school expansions are identified as priorities it means that the replacement of older schools and deferred maintenance (which is the subject of this paper) are severely underfunded. Since the majority of growth and seismic work are occurring in urban areas it is understandable why many of our more rural districts believe they are receiving an inadequate level of attention from government.

On top of that many of them exist in areas that experience more extreme climates, with disproportionate heating and maintenance costs during the winter months. Underfunding programs like the Carbon Neutral Capital Program, which could have an even more significant impact in areas experiencing extreme climates, adds to this sense of regional disparity.

There is another point some districts shared which bears repeating and it is embodied in the following phrase offered by one of our committee members, "your environment fosters your culture". To illustrate, one of the schools referenced by District 72, Campbell River, is 57 years old with an FCI of .69 which is very poor or critical on some FCI scales. Putting any significant amount of money into



deferred maintenance doesn't make a lot of sense at this stage given the strong case for replacement, and yet there is no funding for replacement despite several years of the project topping the district's capital request. It happens that the school is situated in an area of the community experiencing a disproportionate amount of poverty and a vulnerable student population. The result is a community within the district that is perceived to be under-served, with the consequent perception that the need of students for an appropriate and positive physical learning environment is somehow less of a priority in this school than in other SD72 school communities.

This is not a situation we can collectively ignore if we are to create positive learning environments for all of the children of our province....if we are to ensure equity within our education system. The only thing that will address this is increased funding for education routine capital programs and school replacements, and not at the expense of seismic upgrading or addressing growth. All of these needs must be addressed.

## Rules and Standards Have Changed Over the Last Fifty Years.

Standards for health and safety have changed considerably over time with ever increasing and appropriate measures to address such issues as the use of asbestos many years ago, lead content in the water more recently and seismic survivability. The cost of energy has gone up considerably as well, demanding measures to become more efficient, not only to keep costs down but also to reduce green house gas emissions and, literally, save the planet. Government is now requiring that school buildings meet reasonable standards for energy efficiency reducing emissions by 50% from 2007 levels by 2030 and achieving net zero targets for new buildings by 2032. That is very appropriate and to be applauded as we consider the design of new schools, but what about our existing building infrastructure? It is not unusual for schools to be in service for over fifty years. How do we reduce the carbon footprint of buildings constructed that many years ago and ensure they are safe and efficient, not to mention providing positive learning environments for children?

---

*".....it costs more to operate buildings that are in poor repair which takes away from student educational resources.....the quality of our buildings, especially in rural/remote locations is a factor in staff recruitment and retention."*

### SD60 North Peace

*"Thirteen of our twenty buildings are in the poor or very poor FCI category. Thus we utilize every dollar of our annual facilities grant just trying to triage our most urgent maintenance needs. The district submits an annual plan for the spending then always adjusts based on a roof that sprouts a leak or a boiler that fails. There are never enough funds to address all of the needs thus building deferred maintenance requirements and costs continue to grow."*

### SD71 Comox Valley

*"One wonders what our future selves might wish that we had done today to succeed in managing this challenging problem in the long run...In our experience a majority of projects that are a good fit for CNCP funding tend to be more expensive projects, including HVAC rooftop units, heating, water and electrical systems. The gap between existing equipment and the much lower Clean BC targets (to be achieved with enhanced systems and equipment) would possibly justify .....a doubling in the current amount (of available funding)."*

### SD 37, Delta

*"As a district with most of our buildings more than 30 years old funding to do exterior upgrades to schools would greatly improve student, staff, parent and community morale in our public education system."*

### SD 28, Quesnel

*"Since much of the provincial funding for the Building Envelope Program flows through the BC Housing Authority it creates some further complexity. That the fund is only \$10M annually is a significant detriment to addressing more costly maintenance. The funding is simply insufficient. For example, we have two schools each of which require more than the annual fund provided. As a result these projects never get approved, the buildings are deteriorating more rapidly than others which significantly increases operating costs and (reduces) building life.....the leaky condo era was 1981-98 and 22 years later the building envelope is still a significant issue"*

### SD43, Coquitlam

*".....we are particularly concerned about the specific challenges facing many rural and remote communities in northern BC. The window of time that districts are able to perform cost effective building and maintenance is smaller and northern districts can face significantly higher building and maintenance costs during colder months than other districts might."*

### SD57, Prince George

# How Can We Address the Problem?

Boards of education have long expressed the concern that the annual allocation of capital funding to address deferred maintenance is inadequate. Figure 1 provides a relatively clear substantiation of that claim.

Many municipal governments have addressed this problem for their own facility infrastructure by developing life cycle plans at the point of constructing new buildings, identifying each building's life cycle costs well into the future and putting sufficient funding into a reserve each year to ensure the identified work can be addressed as it comes up in the plan. Roofs, mechanical and electrical systems all need to be replaced several times over the life of a building. Given the extremes of our climate regular reviews and repair/replacement of building envelopes is another aspect of the ongoing work which needs to be addressed more than once during the life of a building.

Strata councils are required in legislation to have lifecycle plans which they are wise to implement to avoid surprise assessments as major issues arise. It is a preferred approach to set monthly strata fees at a level sufficient to accommodate everything in the plan rather than wait until something breaks down and requires an emergency repair or replacement and a somewhat unexpected assessment. An unanticipated \$10,000 bill, or greater, can be a significant blow to a family's budget, not to mention the disruption if replacement is left until something like a water line breaks.

Many commercial buildings operate this way as well with a portion of every lease payment for common costs allocated to life cycle projects.

The cost to address the reported shortfalls for school facility life cycle maintenance is significant (\$237M per year) and couldn't possibly be addressed all at once. We have suggested other sources of funding that could be tapped in another paper of the BCSTA Capital Working Group ([School Site Acquisition Charges - Issues and Solutions](#)). Implementing the recommendations offered in that paper would free up more capital funding over the long term. This is a long term problem and, we submit, requires a steady and considered long term approach to address the issue. If the recommended changes had been made in the years prior government could have saved \$42M in land acquisition costs in 2018 and similar amounts going forward. However, nothing we can suggest short of additional government funding will be sufficient to bring the entirety of public K-12 education infrastructure up to the desired level very quickly.

## Life Cycle Plan Recommendations

To begin we are suggesting that the ministry require a standardized life cycle plan be developed for every new school building that is constructed into the future.....and further....that an adequate annual contribution be added to the Annual Facilities Grant of the school district in which the facility is located to address the lifecycle needs of that building over time.

Ideally school districts would work backwards and create such plans for all their existing buildings and apply to the ministry for the annual funding required to sustain the overall building life cycle plan. That is likely unrealistic given the increased amount of funding required as indicated by the high number of requests made and relatively few which are approved. In 2019/20 the amount allocated by the province to lifecycle maintenance (the combination of AFG, SEP, CNCP and BEP) was \$205M against a recommended amount of \$441M. As noted earlier the recommended amount is derived from the work of building system engineers engaged by MOE to complete the facility condition assessment each year.

Ideally the annual allocation from the ministry would address the annual deficit (\$237M). Since that is unrealistic in the short term we are suggesting a gradual "catch up" to eventually achieve enough annual funding to meet existing building life cycle needs, concurrent with a new system of lifecycle planning and funding for new buildings as they come on board.

In summary we are recommending annual increases in the Annual Facilities Grant, the School Enhancement Program and the Carbon Neutral Capital Program until the total recommended level of funding required to complete recommended immediate deferred maintenance can be achieved.



## Annual Facilities Grant Recommendations

The current AFG allocation in 2020/21 is \$115.5M. We are recommending that amount be increased each year with the addition of:

- the annual contribution identified as being required in new facility life cycle plans plus
- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time.

The investment made in constructing new schools and additions in 2020 was \$332M. In order to provide a rough estimate of the annual life cycle contribution required for new facilities we have anticipated that cost to be the initial capital cost divided by a fifty year life or \$6.6M. That can be roughly translated to 3% of the current combined investment in AFG and SEP. The actual amount added to the system each year should be based on the specific lifecycle plans prepared for each building in the prior year. However, for the purposes of this paper and its recommendations we have simplified the calculation.

This formula would amount to AFG funding of approximately \$139.5 in 2021/22, \$168.5M in 2022/23, \$203.6M in 2023/24 and \$246M in 2024/25.

## School Enhancement Program Recommendations

We are also recommending an annual increase in the School Enhancement Program (SEP). The SEP funding provided for 2020/21 is \$64M. We are recommending that amount be increased each year with the addition of:

- inflation (currently roughly 2%) plus
- a minimum of 15% beyond inflation intended to reduce the shortfall for existing buildings over time

This would amount to SEP funding of \$75M in 2021/22, \$88M in 2022/23, 103.2M in 2023/24 and \$121M in 2024/25.

Both of these programs would continue to increase using these formulas beyond 2025 until the amount being budgeted is sufficient to address the deferred maintenance shortfall.

We have selected a 15% factor in our formula for “catch up” recognizing it will still take several years to do so. If the “catch up” provision was increased to 20% over \$500M would be available in 2025. A smaller “catch up” amount would extend the time needed to achieve the required level of funding and complete the required work.

## Carbon Neutral Capital Program Recommendations

We must also consider the Carbon Neutral Capital Program. Expenditures in this program are often used to replace electrical, mechanical or other systems which need to be replaced in the regular course of completing life cycle maintenance. It only makes sense that completing upgrades to systems to make them more energy efficient would be completed at the same time.

There is another significant argument to be made for increased funding beyond the amount already provided in the Carbon Neutral Capital Program. Reduced consumption generally means reduced operating costs, which can then be redirected to student achievement.

We are hoping the total amount of funding required to achieve the net zero targets established by the province for new buildings and improved efficiency for existing buildings (50% reduced consumption by 2030) will be the subject of further investigation and recommendations by government and is beyond the scope of this paper. However, we do feel it is appropriate in the context of this discussion to suggest a minimal ramping up of the Carbon Neutral Capital Program. It can be seen in Figure 2 that funding requests for this work totalled 2.5 times the available funding in 2020. Total requests amounted to \$40M in 2020/21 while the available funding amounted to only \$16.7M.

We are concerned the amount of annual funding currently available in the Carbon Neutral Capital Program for public schools is significantly less than the amount required to achieve Clean BC objectives. We are recommending the annual allocation to the Carbon Neutral Capital Program be doubled in the next year and increased by 10% per year thereafter. At this point we do not know if that level of investment will be sufficient to achieve the goals of the Clean BC program. We do know that most districts have already completed the easiest upgrades beginning with lighting systems followed by more efficient Boiler and HVAC equipment as mechanical systems reach the end of their life expectancy. What remains are projects which will be needed to achieve the Clean BC goals by 2030. They are very likely to be more complex and expensive as conversions from traditional to more innovative systems using alternative clean energy sources are contemplated. We are recommending CNCP allocations over the next four years should be \$33.4M in 2021/22, \$36.74M in 2022/23, \$40.41M in 2023/24 and \$44.45M in 2024/25. These increases are considered to be the minimum required. A more detailed analysis on what it will take to achieve Clean BC goals by 2030 may indicate the need for even greater resources. We are also recommending that analysis be undertaken by the provincial government as soon as possible.

Of course Initial capital funding for new buildings should be based on achieving as close to net zero emission targets as possible going forward, leading to new buildings fully achieving the net zero target by 2032.

Access the Clean BC program details [here](#).

## Renovate or Replace?

Many districts and the Ministry of Education face difficult decisions as schools approach the end of their useful life (fifty to sixty years of service) and encounter the need to complete relatively costly seismic upgrades and building system upgrades if they are to continue safely accommodating students in those facilities.

The dilemma is that schools built so many years ago often do not include the kind of learning environments we want to offer to students. For example most older secondary schools do not include the kind of trades and technical training facilities which are commonplace in modern secondary schools. Most older elementary schools do not provide the kind of break out space needed for Education Assistants to work one on one with students who have specialized needs, resulting in hallways filled with EAs and their assigned students when working in regular classrooms is not appropriate.

Unfortunately in the process of making capital submissions for older facilities to the Ministry of Education many school districts have experienced a direction from government to plan for the least expensive solution which will ensure student safety and meet basic building system requirements. This is often occurring without adequately addressing the needs of students. With that the case we are recommending that decisions concerning whether or not to complete major upgrades or replace older buildings which have effectively reached the end of their useful life (50 to 60 years) include greater consideration of the changing learning needs of students. Full replacement may cost more than renovations in the short term but will often be more educationally effective and justifiable given a longer term perspective.

Moreover, all of the deferred maintenance of an older facility being considered for renovation must be considered in the calculation to determine the comparable costs of renovation vs replacement.

## Conclusion

Building new schools and additions as our student population grows is important as is completing seismic upgrades to ensure our buildings are survivable in the event of an earthquake. With that said ensuring regular, appropriately timed life cycle maintenance on all school facilities is equally necessary to fully achieve our goal of providing safe and efficient school facilities which provide excellent learning environments for children. Accomplishing that can only be achieved with adequate annual funding provided by government. We have offered several recommendations along with a formula which should be used to catch the system up to address the ever increasing levels of deferred maintenance currently being experienced by school districts in British Columbia, and urge consideration of those recommendations and the proposed formula by government. Maintaining our schools is not a luxury that can wait until the economy is better. We need to act now to avoid serious problems in the future.

## Acknowledgements

The historical data used in this report was obtained from available Ministry of Education records.

This discussion paper was developed by the BCSTA's Capital Working Group. Members of the working group include:

JANICE CATON  
SD 71 Comox Valley

GREG FRANK  
BC Association of  
School Business Officials  
SD36, Surrey

ESTRELLITA GONZALEZ  
SD39, Vancouver

KATHLEEN KARPUK  
SD73, Kamloops

MIKE MURRAY  
BCSTA Board,  
SD42, Maple Ridge  
and Pitt Meadows

RAVI PARMAR  
SD62, Sooke

DONNA SARGENT  
BCSTA Board,  
SD38, Richmond

Wednesday December 8, 2021

Stephanie Higginson,  
President, BC School Trustees Association  
[shigginson@bcsta.org](mailto:shigginson@bcsta.org)

**RE: 2021 – Learning and Looking Forward**

Dear Stephanie,

On behalf of our 2,600 B.C. Principals' & Vice-Principals' Association (BCPVPA) members, our Board of Directors, and our BCPVPA staff, I would like to recognize the continuing work and incredible dedication of school trustees all across the province this year.

Late in 2020, I reached out in appreciation of the complex work that had taken place that year as the pandemic continually challenged school boards to reimagine education in the province, and to do so in a way that would ensure the safety of school staff and more than 550,000 K-12 students. While our 2020 selves had all hoped that we would be acknowledging a new and different story in 2021, our learning continues, and we keep looking forward to meet the challenges ahead.

Thank you to the local boards for the support that districts have provided to our BCPVPA members this year. I have spoken with many members in 2021, and have been gratified to hear about the careful and thoughtful actions that have helped them to achieve their objectives in their schools. While the year has not been easy, it has been enriched by the collaboration that our members have experienced with their district leadership, and the partnership that our Association has enjoyed with the BCSTA.

I hope that you can share our sentiments and best wishes with your members, and that you will be able to take some time this holiday season to refresh and recharge.

All the best for the holidays and stay safe,



Darren Danyluk  
President  
B.C. Principals' & Vice-Principals' Association

CC: Suzanne Hoffman, CEO [shoffman@bcsta.org](mailto:shoffman@bcsta.org)

November 15, 2021

BCSTA  
4<sup>th</sup> Floor – 1580 West Broadway  
Vancouver, BC V6J 5K9

Attention: Ms. Stephanie Higginson  
President

Dear Stephanie,

Re: Virtual Attendance for BCSTA Events


On behalf of the Board of Education of School District No. 52 (Prince Rupert), I am writing in support of the letter from School District No. 43 (Coquitlam) with respect to virtual attendance for BCSTA Events. Our community currently has only one flight per day to Vancouver, while driving to Vancouver is a two day trip each way. These challenges mean that trustees in full time work must take considerable time off work in order to attend BCSTA events. In some cases, that time off is not available. Having options available to attend events virtually would reduce the amount of time off required from their regular jobs.

In-person gatherings also have an impact on the environment. Whether flying or driving, trustees and staff travel considerable distances in order to attend these events. Students and staff across the Province are increasingly concerned with the impact of climate change on the world. Holding remote events, or at the very least providing an option to attend events remotely, would acknowledge and respond to these concerns.

There is a wide spectrum of comfort amongst trustees with respect to attending large gatherings. Some are eager and ready to attend, while others are very hesitant to attend – particularly if they have other, underlying health issues that would make them more susceptible to the risks associated with the COVID-19 virus.

As a result, we hope you do consider providing virtual attendance options for trustees to our regular BCSTA events. We are very appreciative that Provincial Council has continued to meet in a virtual setting, and we hope this option can be made available to allow for greater participation at all BCSTA events.

Yours sincerely,  
School District No. 52 (Prince Rupert)



Ms. Kate Toye  
Chair



November 18, 2021

The Honourable Mitzi Dean,  
Minister of Children and Family Development  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Dean,

Re: Family Connection Hubs

I am writing to you on behalf of the Board of Education of School District No. 52 (Prince Rupert). Thank you for your letter, dated October 27, 2021, bringing to our attention the planned changes in the provision of services to children and youth with diverse abilities and disabilities, and their families. We understand that our region of the province will participate in the early implementation of this change.

Our district is keenly aware of the need for appropriate service levels for these children and youth, in large part due to the tragic deaths of Angie and Robert Robinson on April 3, 2014. The report of the Coroner's Inquest into those deaths, dated October 3, 2015, provided a number of recommendations to the Ministry of Children and Family Development. Those recommendations are:

5. Ensure transportation issues are addressed separately from autism and other special needs funding for families in rural and remote communities where travel is required to access services.
6. Ensure transportation costs and availability are part of respite planning for children and youth with special needs when respite services are outside of their home community.
7. Ensure families of children and youth with special needs are aware of advocacy services such as the Representative for Children and Youth, and Inclusion BC.
8. Ensure Child and Youth Special Needs Social Workers establish client lists to update caregivers with information and training on an ongoing basis.
9. Ensure Child and Youth Special Needs Social Workers provide assistance to caregivers in accessing funding and completing necessary paperwork.

10. Ensure caregivers of special needs children, living with conditions such as mental health issues or domestic violence, are assessed to determine appropriate support needs.

Can you assure us that these recommendations will be addressed in this new proposed service model?

Transportation between Northern Communities is a real obstacle for many families. Both weather and a lack of access to safe, affordable and reliable transportation can prevent families from accessing services in other communities. If services are centralized in one community in this region, many children will effectively be cut off from accessing these services. This is true for many families in Prince Rupert, if they need to travel out of town, and it is even more of a challenge for residents of the remote coastal communities in this district. Can you please provide us with more information on how this Hub concept will meet the needs of families in remote communities?

In order for this model to be effective, the ability to staff the wide variety of specialty services must be addressed. District staff, in conversation with Northern Health, understand that there are already a number of unfilled positions in our area. We also have challenges filling a number of specialized positions in the school district. How will this planned change ensure that the recruitment challenges in our area will be addressed?

Thank you in advance for your consideration of our concerns.

Yours sincerely,  
School District No. 52 (Prince Rupert)



Ms. Kate Toye  
Chair

cc: MLA Jennifer Rice  
BCSTA



**ITEM 2**

To: **Board of Education**

From: Chairperson  
Korleen Carreras

Re: **APPROVAL OF MINUTES**

Date: January 19, 2022  
(Public Board Meeting)

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**Decision**

**RECOMMENDATION:**

**THAT the Minutes of the December 8, 2021 Public Board Meeting be approved as circulated.**

Attachment



**PUBLIC MINUTES OF THE  
BOARD OF EDUCATION MEETING  
Wednesday, December 8, 2021 (6:00 PM)  
Via Videoconference**

**IN ATTENDANCE:**

BOARD MEMBERS:

Chairperson – Korleen Carreras  
Vice-Chairperson – Elaine Yamamoto  
Trustee – Kim Dumore  
Trustee – Mike Murray  
Trustee – Pascale Shaw  
Trustee – Colette Trudeau  
Trustee – Kathleen Sullivan

STAFF:

Superintendent – Harry Dhillon  
Secretary Treasurer – Flavia Coughlan  
Deputy Superintendent – Shannon Derinzy  
Executive Coordinator – Karen Yoxall

**A. OPENING PROCEDURES**

1. Call to Order

The meeting was called to order at 6:00 p.m.

The Chairperson welcomed and thanked everyone for attending. The Chairperson advised that this meeting is being broadcasted live through the SD42 YouTube channel and on the school district website.

The Chairperson acknowledged that this meeting is taking place on the shared traditional and unceded territories of Katzie First Nation and Kwantlen First Nation. The Chairperson welcomed and recognized all First Nations, Métis, and Inuit students and families in our schools and community. The Chairperson welcomed and recognized the many different cultures that are represented in our schools and community.

2. Electronic Board Meeting Procedures

3. Correspondence

**Moved/Seconded**

- S. Higginson, President, BC School Trustees Association
- First Nations Summit
- S. Warrington, Chairperson, School District No. 57 (Prince George)
- T. Loffler, Chairperson, School District No. 75 (Mission)

THAT the Board receive all correspondence, for information.

**CARRIED**

4. Approval of Agenda

**Moved/Seconded**

THAT the Agenda be approved as circulated.

**CARRIED**



5. Invitation for Public Input to matters on the Agenda

The Chairperson advised that members of the public were able to provide input on decision items on the Agenda by emailing [board@sd42.ca](mailto:board@sd42.ca) by no later than 5:30 pm on December 8, 2021.

No public input was received.

**B. APPROVAL OF MINUTES**

**Moved/Seconded**

THAT the Minutes of the November 17, 2021 Public Board Meeting be approved as circulated.

**CARRIED**

**C. PRESENTATIONS**

1. ADST, Coding and Robotics

**Moved/Seconded**

Assistant Superintendent David Vandergugten presented on ADST, Coding and Robotics reporting on the core competencies, big ideas, the work of teachers in the school district to create prototypes and current school activities in Applied Design, Skill and Technologies (ADST).

THAT the Board receive the presentation on ADST, Coding and Robotics by David Vandergugten, Assistant Superintendent, for information.

**CARRIED**

**D. DELEGATIONS**

**E. DEFERRED ITEMS**

**F. DECISION ITEMS**

1. Chairperson
2. Superintendent
3. Secretary Treasurer

a) Budget Process

**Moved/Seconded**

The Secretary Treasurer spoke to the budget process and noted the addition of meetings with the Aboriginal Education Advisory committee in the proposed Budget Process.

THAT the Board approve the proposed 2022/2023 Preliminary Budget Process Timeline.

**CARRIED**

4. Board Committees and Advisory Committee Reports

- a) Budget
- b) Finance

- i. First Quarter Financial Statements

**Moved/Seconded**

The Secretary Treasurer reported that the First Quarter Financial Statements are being presented to the Board for approval at the recommendation of the Finance Committee of the Whole.

The Secretary Treasurer provided an overview of revenue and expense changes as compared to the 2021/22 Preliminary Budget.

THAT the Board approve the First Quarter Financial Update.

And Further;

THAT the Board allocate \$500,000 from the Local Capital - New Schools budget to create a Capital Plan support budget to be used to fund costs related to the preparation of reports requested by the Ministry of Education as part of the capital planning process, this fund shall be replenished when the Ministry of Education provides refunds to the school district for costs incurred.

**CARRIED**

- c) Facilities Planning
- d) Board Policy Development

- i. Policy Update

**Moved/Seconded**

The Secretary Treasurer reported that no suggested changes were received during the consultation process.

THAT the Board approve Policy 4204: Accumulated Surplus.

**CARRIED**

- e) Education
- f) Aboriginal Education

**G. INFORMATION ITEMS**

1. Chairperson

- a) Committee Appointments

**Moved/Seconded**

The Chairperson presented trustee committee appointments for a period of one year commencing December 8, 2021.

THAT the Board receive for information the committee appointments for a period of one year commencing December 8, 2021.

**CARRIED**

## 2. Superintendent

a) Superintendent's Update**Moved/Seconded**

The Superintendent expressed gratitude for teachers who participate in the training and mentoring of student teachers and provided an update on school events and activities.

THAT the Board receive the Superintendent's Verbal Update, for information.

**CARRIED**

## 3. Secretary Treasurer

## 4. Board Committees and Advisory Committee Reports

- a) Budget
- b) Finance
- c) Facilities Planning
- d) Board Policy Development
- e) Education
- f) Aboriginal Education

**H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS****I. TRUSTEE REPORTS**BC School Trustees Association

The Chairperson reported on the learning sessions at the recent Annual General Meeting.

District Parent Advisory Council

Trustee Shaw reported that Kenneth Headley and Amelia Laidlaw presented "Walking Toward Racial Inclusivity and Equity" at the recent meeting.

Municipal Advisory on Accessibility and Inclusiveness

Trustee Sullivan provided an update on items discussed including the creation of a festival guide and updates from the City of Pitt Meadows and the City of Maple Ridge.

City of Maple Ridge Transportation Advisory

The Chairperson reported that three presentations were received from the Green Infrastructure Sub Committee; ICBC and the City of Maple Ridge.

Youth Planning Table

Trustee Dumore reported that the Youth Planning Table received presentations from Alisa's Wish and the Restorative Justice Program.

Maple Ridge-Pitt Meadows Arts Council

Trustee Sullivan provided an update on the arts learning programs and school programs.

City of Maple Ridge Parks, Recreation and Culture Advisory Committee

Trustee Murray reported that staff provided an update on the Parks, Recreation and Cultural Master Plan.

Good News Items

Trustee Dumore remarked on her enjoyment of meeting in-person at the recent BC School Trustees Association's Annual General Meeting and spoke to her participation in Mental Health First Aid training and UNICEF's Youth Activism Summit; Trustee Yamamoto thanked those trustees who presented at the BC School Trustees Association's Annual General Meeting; Trustee Murray acknowledged the sad passing of Jim Longridge, spoke to the Salvation Army Dignity Breakfast and a presentation by the BCSTA Board to Ministry of Education staff on capital funding; Trustee Shaw also acknowledged the sad passing of Jim Longridge; Trustee Sullivan spoke to the Dignity Breakfast and to the recent Elders Dinner; Trustee Trudeau expressed how wonderful it was to meet with the Elders in person and to her presentations at the BC School Trustees Associations' Annual General Meeting; Chairperson Carreras also spoke of the Elders Dinner and her attendance at the December 6 Vigil: National Day of Remembrance and Action on Violence Against Women.

**J. QUESTION PERIOD****K. OTHER BUSINESS****L. ADJOURNMENT****Moved/Seconded**

THAT the Board adjourn the meeting.

**CARRIED**

The Public Board meeting adjourned at 7:49 p.m.

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Korleen Carreras, Chairperson

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Flavia Coughlan, Secretary Treasurer



**ITEM 3**

To: **Board of Education**

From: Secretary Treasurer  
Flavia Coughlan

Re: **DRAFT STRATEGIC FACILITIES PLAN**

Date: January 19, 2022  
(Public Board Meeting)

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**Information**

**BACKGROUND/RATIONALE:**

At the June 16, 2021, public board meeting the board authorized the Secretary Treasurer to initiate the strategic facilities plan consultation process.

Consultation with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public has now been completed.

A summary of the feedback collected during this engagement process is outlined in the attached "*Facilities of the Future Public Consultation Summary*" (Attachment A).

The *Facilities of the Future* is part of the second phase in the development of the Maple Ridge - Pitt Meadows School District Strategic Facilities Plan. School district staff used the feedback collected during the engagement process to help guide the recommendations presented in the attached *Draft Strategic Facilities Plan* (Attachment B).

The Board will engage in one further round of public consultation before the final *Strategic Facilities Plan* is presented for approval in March 2022.

**RECOMMENDATION:**

**THAT the Board receive the Draft Strategic Facilities Plan, for information.**

Attachments



# **FACILITIES OF THE FUTURE**

## ***PUBLIC CONSULTATION SUMMARY***

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42



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# FACILITIES OF THE FUTURE

**FACILITIES OF THE FUTURE**  
**PUBLIC ENGAGEMENT TIMELINE:**  
June 2021 - February 2022



## Engagement Framework



**SD42 VALUES**

### **RESPONSIBILITY TO ALL LEARNERS**

We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.

### **UNIQUENESS OF EACH INDIVIDUAL**

We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.

### **DIVERSE LEARNING OPPORTUNITIES**

We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.

### **CULTURE AND COMMUNITY**

We celebrate our many cultures and seek ways to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.

### **PERSONAL AND SOCIAL RESPONSIBILITY**

We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.

### **HIGH EXPECTATIONS FOR SUCCESS**

We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.



# BOARD *of* EDUCATION

SCHOOL DISTRICT NO.42



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BOARD CHAIR



**ELAINE YAMAMOTO**  
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**COLETTE TRUDEAU**  
TRUSTEE



## KEY ENGAGEMENT PRINCIPLES

### TRANSPARENT AND ACCOUNTABLE

We will take a proactive approach to communicating accurate and consistent information about the process, issues, and constraints, while also conveying how input provided will be considered in pending Board of Education decisions.

### INCLUSIVE

We will make a fair and reasonable effort to include those affected by a pending Board of Education decision – including local First Nations, the Métis community, urban Indigenous organizations, partner groups, and the public – in the engagement process.

### ACCESSIBLE

We will ensure that our communications are clear and provide information about learning trends, facility trends, issues, and constraints to support people in sharing meaningful input.

### FUTURE ORIENTED

We are committed to working collaboratively and innovatively with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public to identify opportunities that will support learners into the future.

### SUSTAINABLE

We will engage with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public using the foundation provided by our Strategic Plan, the Strategic Facilities Review, and a vision for environmentally and socially sustainable facilities of the future.



## ENGAGEMENT GOAL

To work with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public to create a vision of facilities and programs that reflects educational, operational, and community needs now and into the future.



## ENGAGEMENT OBJECTIVES

- Communicate information clearly and effectively, including what was heard, and how that informed decision making and the plan for facilities of the future.
- Encourage meaningful input by providing information that builds awareness and understanding about current and future trends for school district facilities, planning, and financial constraints
- Understand the needs of local First Nations, the Métis community, urban Indigenous organizations, educational partners, stakeholders, people with diverse lived experiences and the public to ensure these are reflected in the plans for facilities and programs of the future.
- Generate input from local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public through a process that is easy, accessible, and limits the barriers to participation.
- Identify opportunities for collaboration with the City of Maple Ridge and the City of Pitt Meadows to develop new facilities and community amenities.



## DECISION MAKING

- Any decisions regarding facilities planning and engagement, land management, school boundary management, and educational program placement will be made by the Board of Education (trustees).
- Interested and affected parties will be advised of decisions made by the Board of Education (trustees).

## WHERE ARE WE IN THE PROCESS?



**Strategic Facilities Review:** The information gathered in the first phase and presented in the Strategic Facilities Review document forms the foundation for phase two consultation. *[Completed June 2021]*

**Work with Board of Education Advisory Committees and Education Partner Groups** to understand constraints and opportunities created by current educational programming, facilities, enrolment projections, and catchment areas issues, in order to define the survey questions that will be used to gather public input related to facilities and educational programming. *[August - October 2021]*

**Work with the City of Maple Ridge and the City of Pitt Meadows** to build understanding about the needs of mayor and council, the community, and the school district. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward. *[September - October 2021]*

**Consult with the public using a variety of tools** to inform Board of Education decisions and understanding about catchment area changes, program demand, willingness to travel outside of the catchment to attend programs of choice, and preferred alternatives for current and future programs in schools. *[October - November 2021]*

**Draft Strategic Facilities Plan** *[January 2022]*

**Consult 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. *[January -February 2022]*

**Board Adopts the Strategic Facilities Plan** *[March 2022]*

## FACILITIES OF THE FUTURE

*Facilities of the Future* is the second phase in the development of the Maple Ridge - Pitt Meadows School District *Strategic Facilities Plan*. This second phase is informed by the data the school district gathered in the first step of the process, the Strategic Facilities Review (this data is captured in the *Strategic Facilities Review* document, available at <https://www.sd42.ca/board-of-education/strategic-facilities-plan/>).

The second phase consists of strategic facilities planning consultations with local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the two municipalities. The feedback the school district collected throughout the consultation process will shape the recommendations included in the Strategic Facilities Plan.

## WORKSHOP WITH PRINCIPALS AND VICE PRINCIPALS

### Summary of key discussion topics:

Participants were invited to reflect individually on a number of key focus questions in the three following areas: the future of education, programs of the future, and school spaces of the future. Key themes are captured below.

- The continued need for schools to function as hubs that connect families to community. This includes connecting families to child care and other community programming, and ensuring school facilities accommodate and support diverse abilities and needs.
- The need for social emotional learning, a connection to environment, experiential learning, providing students with learning opportunities in the area of technology, and the importance of facilitating connections to culture and land.
- Ensure school spaces are built with flexibility in mind. Classrooms should be more inviting and welcoming and there should be a connection to the outdoors.
- School district should consider spaces that meet the needs of both students and staff.
- Best practices pedagogy should inform school/classroom design.
- Facilitate cross-curricular work, the development of skills that address emerging societal challenges, and a focus on connection to post-secondary work and opportunities.

## WORKSHOP WITH STUDENTS

Eighty-two students (both elementary and secondary) and educators participated in this workshop. The following key themes emerged:

### *Elementary*

- Assess playgrounds for quality and for potential updates or upgrades.
- Ensure parking lots are designed with student safety in mind.
- Ensure school facilities are accessible for all, including for community members with disabilities.
- Provide sheltered outdoor spaces.
- Private change rooms and gender neutral washrooms.
- Teaching kitchens that would provide food to students who need it.
- Mental health supports and safe spaces that are inclusive and accommodate diversity.
- Provide daily opportunities for students to engage in activities they care about, including fine arts classes, clubs, and programs, sports clubs, after-school activities, etc.
- Breakout rooms, rooms for specialized programming like cooking or fine arts, and rooms in which students can gather socially.

### *Secondary*

- Ensure schools have ample space to accommodate all students. Students should have access to spaces in which they can gather socially or on their own. Such spaces should be inviting, calming, comfortable, and built to support diversity. This includes cafeterias and outdoor (both open and covered) spaces like courtyards.
- Flexible classrooms that can accommodate larger furniture, bigger tables, more white boards, etc.
- Windows that open and allow lots of natural light.
- Gender neutral washrooms and change rooms.
- Assess secondary schools for necessary updates, including updates to facilities (e.g. electrical outlets), and equipment (e.g. labs, kitchens, shops).



- Provide mental health supports, more access to counsellors, and spaces that support good mental health.
- Provide program of choice opportunities at all schools so that students don't need to cross-enrol (e.g. trades courses).
- Consider providing specialized courses in areas other than trades, including business, education, engineering, hands-on programs, and medicine.
- Consider program options such as self-directed learning or online learning at all secondary schools.

## WORKSHOP WITH EXPANDED EDUCATION ADVISORY COMMITTEE

On October 6, 2021, thirty-six members of the Aboriginal Education Committee, Education Committee, helping teachers and senior staff participated in the Expanded Education Advisory Committee workshop, which included a discussion of five key themes. A summary of the salient points arising from this discussion is provided below.

### ***What education programs have you heard parents/students are most interested in?***

The following programs were identified: late French Immersion; Environmental School (French and English stream); agricultural programs; early literacy programs; athletic programs; fine arts programs; incorporation of Indigenous language and culture; Montessori (East end of district); trades programs; joint programming with cities and community use of facilities.

### ***Are there any other educational programs not offered in our school district that we should consider offering?***

The following programs were identified: Indigenous language programs; fine arts programs; technology programs; expansion of trades programs to other schools; environmental programs and the expansion of the Environmental School program to grades 10 to 12; an agricultural program; computer technology programs; a digital arts program; partnering with more post-secondary institutions for trades programming; entrepreneurship; community learning hubs; a culinary program at Pitt Meadows Secondary for Katzie First Nations adult learners.

### ***What factors should we consider when determining the location of a new school and new educational program?***

The following suggestions were made in response to this question: staff parking and better traffic control; bike routes and walk routes to/from school; daycare availability; public transit access; proximity to outdoor educational spaces; ecological impacts; building capacities and population densities; consider available data (e.g. Early Development Instrument, Middle Years Development Instrument) when assessing programming options; and add programs where space exists or to draw interest to low population areas.

### ***What factors should we consider when determining the location of a new school and new educational program?***

The following suggestions were made in response to this question: review current SD42 placement policies to ensure they continue to align with district and community need; daycare access; general accessibility, including public transit access, roadways, and walk/bike routes; ensure siblings are considered/accommodated when catchments change; consider the size of the facility; consider a two-year transition period when making catchment changes; consider any planned development in the area or any anticipated growth.

### ***When naming new facilities what factors should we consider?***

The following suggestions were made in response to this question: ensure there is consultation with First Nations, that Indigenous names and perspectives are considered; do not name facilities after individuals; consider local geography and/or geographic features; review and possibly amend current policy on naming facilities; ensure a robust community consultation occurs when naming or renaming facilities.



## WORK WITH THE CITY OF MAPLE RIDGE

**Date:** Wednesday, September 27 from 6 p.m. to 8 p.m. via Zoom

**Participants:** Mayor, Council, City Senior Staff, School District Trustees and Senior Staff



### Summary of key discussion topics:

The discussion focused on neighbourhood schools, enrolment growth/cross boundary students, and city focus on building complete communities that encourage walking, biking, and increased community connections in areas of future growth.

Development trends and population projections for Silver Valley, Albion, Town Centre and Thornhill were discussed.

Continued joint development of facilities and shared use of facilities remains a priority for the City of Maple Ridge and the School District.

## WORK WITH THE CITY OF PITT MEADOWS

**Date:** Wednesday, October 6 from 5 p.m. to 7 p.m. via Zoom

**Participants:** Mayor, Council, City Senior Staff, School District Trustees and Senior Staff



### Summary of key discussion topics:

The discussion focussed on the impact of the updated City of Pitt Meadows Official Community Plan on school district enrolment projections and opportunities for enhanced educational programming for all age groups, including seniors.

Development trends and population projections for City Centre and the Lougheed corridor were discussed.

The status of the Pitt Meadows Secondary School seismic mitigation and major renovation project was discussed with all participants expressing support for building a new school instead of just upgrading the old building.

The City of Pitt Meadows and the School District expressed interest in continuing to work together on exploring potential synergies related to facilities development, parks and recreation, arts and culture.



## FACILITIES OF THE FUTURE

Maple Ridge - Pitt Meadows School District | Facilities of the Future

## CONSULT WITH THE PUBLIC USING A VARIETY OF TOOLS

### FIRST ONLINE SURVEY

Building on the feedback received from school administrators, students, Board of Education advisory committees, the two municipalities and education partner groups, the school district developed the *Facilities of the Future* online survey, which was open from October 28, 2021, until 4 p.m. on November 8, 2021. In developing survey questions, staff considered all the feedback received at these meetings within the framework of educational best practice research, the school district's strategic directions, and information gathered during the facilities review. All the suggestions that fit within this framework were included in the public survey.

In all, the Engagement HQ (Bang the Table) platform received over 1.9K total visits, with 1.1K visitors "engaged," 1.4K "informed," and 1.7K "aware." The survey was completed by 1,053 respondents.

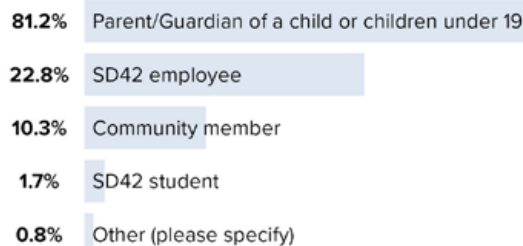
### DEMOGRAPHICS

#### ? Which categories best describe you?

Responses received: 1053

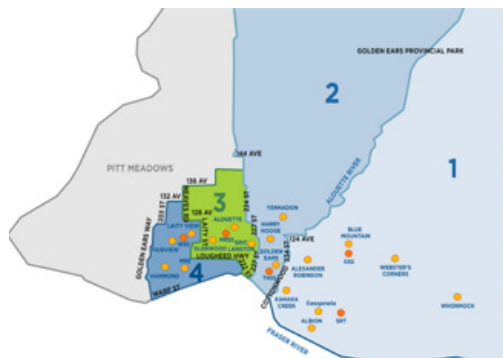
We began the survey by asking survey respondents to identify the category or categories that best described them. Respondents were able to select all categories that applied.

The *parent/guardian of child or children under 19* category was tagged 855 times (81.2%); the *SD42 employee* category was tagged 240 (22.8%) times; *community member* category was tagged 108 (10.3%) times; *SD42 student* category was tagged 18 times (1.7%), and 8 respondents (0.8%) indicated they belonged in the *other* category. The large majority of survey respondents, therefore, were either parents/guardians of children in our school district, employees of the school district, or both.



#### ? In which area do you currently live?

Responses received: 1053



The vast majority of respondents live in Maple Ridge 835 (79.3%), with a smaller percentage coming from Pitt Meadows 163 (15.5%), and the remainder 55 (5.2%) from outside of these two communities.

Because the challenges and opportunities across the district vary by zone, we provided those respondents who selected Maple Ridge as their place of residence with a map that further divided the city into four zones. In reviewing the answers we received to this drill-down question, we learned that zone 1 had the highest percentage of respondents at approximately 351 (42%), followed by zone 2 at 209 (25%), zone 3 at 141 (16.9%), and zone 4 at 133 (15.9%).



## FACILITIES OF THE FUTURE

Maple Ridge - Pitt Meadows School District | *Facilities of the Future*



## IDENTIFYING IMPORTANT FACTORS IN SCHOOL SELECTION

? When choosing a school, how important are the factors listed below?

👤 Responses received: 1053

To get a clear sense of the considerations that play a role in the school selection process, we listed six common factors on our survey and invited respondents to rate these from the most to least important.

The **proximity of the school** to the respondent's current residence emerged as the most important consideration, followed by school reputation, having other siblings in the same school, any specialty program offerings, and having the school on the way to work. Availability of before/after school care ranked as least important overall.

<b>Most important</b>	How close the school is to our current residence
	School reputation
	Siblings in school
	Specialty educational programs offered at the school (e.g. Montessori, International Baccalaureate)
	School on the way to work (can drop off children on the way
<b>Least important</b>	Availability of before/after school care

? If there are other factors you would consider when choosing a school, please list them below.

👤 Responses received: 343

When asked if there were other important factors that influenced choice of school, **343 respondents** provided additional responses and the following key themes emerged:

- Many respondents identified the importance of **inclusive practices and inclusive, accessible school communities**, including accommodations and supports for students with special needs.
- Similarly, **school culture** and the **reputation of staff** were common considerations.
- Many respondents identified the availability of **programs of choice** (e.g. French Immersion), **specialized programming** (e.g. fine arts), and **extracurricular opportunities** (e.g. sports and clubs) as key factors.
- A number of respondents referenced the **condition and/or size of the facility**. This category of responses included the age and physical condition of the facility, the ability of the facility to accommodate specialized programming (e.g. fine arts, etc.), and the ability of the building to accommodate its student population with little or no portables on site. For some, this consideration extended beyond the facility itself to the **fields, spaces, and playgrounds** surrounding it.
- Finally, the availability of **safe transportation to and from school** (e.g. school bus, public transportation, or the opportunity to safely walk or cycle to the school) was also frequently identified.
- Less common responses included considerations such as pick-up and drop-off conditions, parking, friends attending the same school, and — at the elementary level — the secondary school into which the elementary school feeds.



## FACILITIES OF THE FUTURE

Maple Ridge - Pitt Meadows School District | Facilities of the Future



## WILLINGNESS TO TRAVEL FOR A SCHOOL OR PROGRAM OF CHOICE

? How far east would you travel to a school or program of choice?

Responses received: 1046

To get a clearer understanding of the willingness in our community to travel for schools/programs of choice, we asked how far east and how far west respondents would be willing to travel.

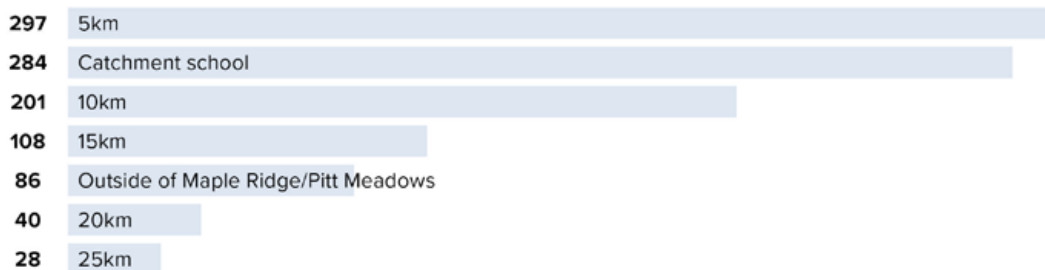
**1046 respondents** replied to the question of how far east they would travel to a school or program of choice. In general, respondents preferred a short commute, with the catchment school emerging as the most common distance. 75 respondents indicated they would be willing to travel outside of the school district to access the school or program of choice for their child(ren).



? How far west would you travel to a school or program of choice?

Responses received: 1044

**1044 respondents** replied to the question of how far west they would travel to a school or program of choice. A similar response pattern emerged here as for the previous question, although parents/guardians travelling west indicated a willingness to travel slightly outside of their catchment school area with 5 km as the most popular response. 86 respondents indicated they would be willing to travel outside of the school district.



## IDENTIFYING KEY CONSIDERATIONS WHEN REVIEWING AND/OR CHANGING CATCHMENT BOUNDARIES

❓ *How important do you feel the considerations listed below should be when the school district reviews and/or changes catchment areas (school boundaries)?*

👤 **Responses received: 1053**

When asked to rank the considerations that should influence the school district's decision-making when reviewing and adjusting school boundaries (catchment areas), respondents weighted the **impact on students currently attending** the schools as generally most important, while impact on families that will move into the area in future years emerged as least important overall.

<b>Most important</b>	Impact on students currently attending the schools
	Impact on school population
	School is central to the catchment area
	Student population projections
	Public transportation infrastructure in the area (roads, sidewalks, public transit)
	Impact on choice educational programming
	Housing development in the area
<b>Least important</b>	Impact on families that will move into the area in future years

## SUSTAINABILITY FACTORS, FACILITY UPGRADES, AND THE DESIGN OF NEW FACILITIES

❓ *When designing new facilities, what sustainability factors do you think are the most important for the school district to consider?*

👤 **Responses received: 1053**

To assess the sustainability factors that our community considers most and least important, we provided six key potential factors and asked respondents to rank them from most important to least important. Facilities that provide **high quality indoor air** emerged as most important, while facilities that reduce water use ranked as least important overall.

<b>Most important</b>	Facilities that provide high quality indoor air
	Facilities that are energy efficient
	Facilities that produce and/or store renewable energy on-site
	Facilities that reduce or avoid completely the dependence on fossil fuels to operate the building
	Facilities that reduce the environmental impact of construction materials
<b>Least important</b>	Facilities that reduce water use

❓ *When designing new facilities, what other sustainability factors should the school district consider?*

👤 **Responses received: 327**

When asked what other sustainability factors the school district should consider when designing new facilities, **327 respondents** provided additional suggestions. The following key themes emerged:

- Many respondents noted that **accessibility and public transit options** to/from the facility should be considered so that students and staff can either walk to their school or take a bus and thus reduce the carbon footprint. In a similar vein, a number of respondents also advocated for **parking options** at pick-up/drop-off to minimize the number of idling vehicles, and for neighbourhood schools to which all students can easily walk.



- The suggestion that the district explore adding **natural, green spaces** with emphasis on native plants outside of the buildings was also popular, and in some cases included the contemplation of **roof gardens** and/or other garden spaces. It was suggested such spaces could also be used for instruction. Ensuring facilities have **adequate playground space** for outdoor learning and play was also flagged as important.
- A number of respondents noted that the **ecological impacts** (on local wildlife, trees, waterways, or other biodiversity) of the facility should be a key consideration.
- The importance of **responsible waste collection**, including recycling, and composting gardens was flagged.
- Some respondents also spoke about the need to use quality, long-lasting, sustainable, locally, and ethically sourced **building materials**.
- A number of respondents urged that the district explore **remediating and upgrading existing facilities** before contemplating adding new facilities. Additionally, some respondents stressed the importance of constructing facilities large enough to accommodate future population growth (to minimize the use of portables on site).
- Several respondents reflected on the continued need to integrate **practical lessons** about sustainability into the curriculum.
- **Other suggestions** included electric vehicle charging stations; solar powered buildings; rain capture; more windows to take advantage of natural light; timed lights; modular classrooms that can be expanded or contracted to accommodate changes in student enrolment; replacing paper towels in washrooms with HEPA filtered hand dryers; and using technologies like carbon sequestration to reduce CO<sub>2</sub>.

? *When considering upgrades to existing facilities, what sustainability factors do you think are the most important for the district to consider?*

👤 Responses received: 1053

To assess community priorities when it comes to upgrades to existing facilities in the context of sustainability, we provided the six following key considerations and asked respondents to rank them from most to least important. Respondents generally favoured **projects that improve the functionality of the building**, while aesthetic considerations were overall least important.

<b>Most important</b>	Projects that improve the functionality of the building
	Projects that enhance the use of outdoor spaces
	Projects that result in lower operational costs
	Projects that result in lower use of fossil fuels to operate the building
	Projects that result in lower use of water
<b>Least important</b>	Projects that improve the aesthetics (look) of the building

? *When considering upgrades to existing facilities, what other sustainability factors should the school district consider?*

👤 Responses received: 246

When asked what other sustainability factors the school district should consider when contemplating upgrades to existing facilities, **246 respondents** provided additional suggestions. The following key themes emerged:

- Projects that enhance **year-round use of outdoor spaces and outdoor learning areas**, including outdoor areas that are shaded/covered. This category also included calls for green spaces, garden spaces, and **adequate fields and playgrounds**.
- Ensuring **good air quality**, ventilation, climate control, and backup generators for power outages.
- **Upgrades to make facilities more sustainable**. This category included calls for water run-off and rain water collection systems, solar panels, filtration systems, making use of natural light, exploring renewable energy sources, waste management, and composting systems.



- **Safe access to facilities**, including proper walkways and drainage, and accessibility considerations both inside and outside the facility. Safe spaces for all students and staff.
- Consider improvements to **pick-up/drop-off areas and parking areas**, and supporting more sustainable methods of commuting by providing electric vehicle chargers and secure bicycle racks on site.
- **Expand the existing facility** (build up or out) instead of adding portables to the site.
- **Consider the overall condition** of the building, including the need for seismic upgrades. This category included suggestions that the district consider emergency access points, and assess/address the potential for flooding.
- **Other suggestions** included ensuring adequate washroom facilities, creating spaces to support sports programs (e.g. shower facilities), and hosting before and after school care on school grounds.

? *How important do you feel the considerations listed below should be when the school district determines priorities for the upgrade of existing facilities?*

👤 **Responses received: 1053**

To assess priorities when it comes to upgrades to existing facilities, we provided the nine following key considerations and asked respondents to rank them from most to least important. Respondents favoured most **projects that improve health and safety**, while universal (gender neutral) bathrooms and change rooms were considered less important overall.

<b>Most important</b>	Improved health and safety
	Overall condition of the facilities
	Seismic risk
	Improved accessibility (supportive of learners with diverse abilities)
	Age of the facility
	Projected future enrolment
	Environmental sustainability
	Outdated design
<b>Least important</b>	Universal (gender neutral) bathrooms and change rooms

? *How important do you feel the considerations listed below should be when the school district designs new facilities?*

👤 **Responses received: 1053**

To assess community priorities for key considerations when the school district designs new facilities, we presented respondents with nine potential considerations and asked that they rank them from most to least important. Ensuring that the new design considers **accessibility and supports learners with diverse abilities** emerged as the key consideration, while universal (gender neutral) bathrooms again ranked as least important overall. The full rankings are captured in the table that follows.

<b>Most important</b>	Accessible for all (supportive of learners with diverse abilities)
	Promote the social emotion well-being of users
	Projected future enrolment
	Environmental sustainability
	Ability to use facilities for other after school/community programs
	Educational research/trends and their impact on space
	Community input
	Land-based design
<b>Least important</b>	Universal (gender neutral) bathrooms and change rooms



## NAMING NEW FACILITIES AND RENAMING EXISTING FACILITIES

? What factors should be considered when naming new facilities or renaming existing facilities?

👤 Responses received: 1053

To establish community priorities for when the school district names new facilities or renames existing ones, we provided respondents with four key potential factors and asked that they rank them from most to least important. **Geographical features emerged** as most important overall while recognizing people who made a significant contribution to the community was considered less important than other factors.

<b>Most important</b>	Geographical features
↓	Community input
↓	Honouring Indigenous context/history
<b>Least important</b>	Recognizing people who made a significant contribution to the community

? What (if any) other factors should be considered when naming new facilities or renaming existing facilities?

👤 Responses received: 151

When asked what other factors the school district should consider when naming new facilities or renaming existing facilities, **151 respondents** provided additional suggestions. The following key themes emerged:

- The district should design a **consultation process** that is purposeful and that considers feedback from all stakeholders, including local First Nations, the Métis community, urban Indigenous organizations, students, staff, etc.
- **Local heritage** should be considered. This category of responses included an acknowledgement of Japanese Canadians who were under-represented and contributed to the local heritage, and observations about the unceded territories on which school district facilities are built.
- Some respondents suggested schools should only be renamed if the original names are insensitive in the current cultural context. In this same vein, some noted the importance of ensuring marginalized groups are respected when a facility is named or renamed.
- Names should be **easy to pronounce, spell, and remember**. The district should consider providing pronunciation guides or assigning dual names to schools for school names that are difficult to spell and pronounce.
- **Other feedback** included the following: school name sponsorship should be considered with funding going toward educational programming at the school; names could reflect the specialization areas of the school(s); the possibility of using numbers for schools instead of names; the suggestion that school facilities could be named after community members; and the reverse caution that school facilities should not be named after any individuals.



## PROGRAMS OF CHOICE

**The Maple Ridge – Pitt Meadows School District currently offers a number of choice educational programs. Please check off the programs you know about:**

**Responses received: 1053**

To assess the level of familiarity in the community with the various programs of choice offered in the Maple Ridge - Pitt Meadows School District, we provided respondents with a list of current programs and asked them to check off all those they knew about. **French Immersion** emerged as the program most commonly known about (81.9%), while only 8% of respondents knew about the landscape horticulture program. 7.9% of respondents indicated they had not been aware of any of the listed programs.



## FACILITIES OF THE FUTURE

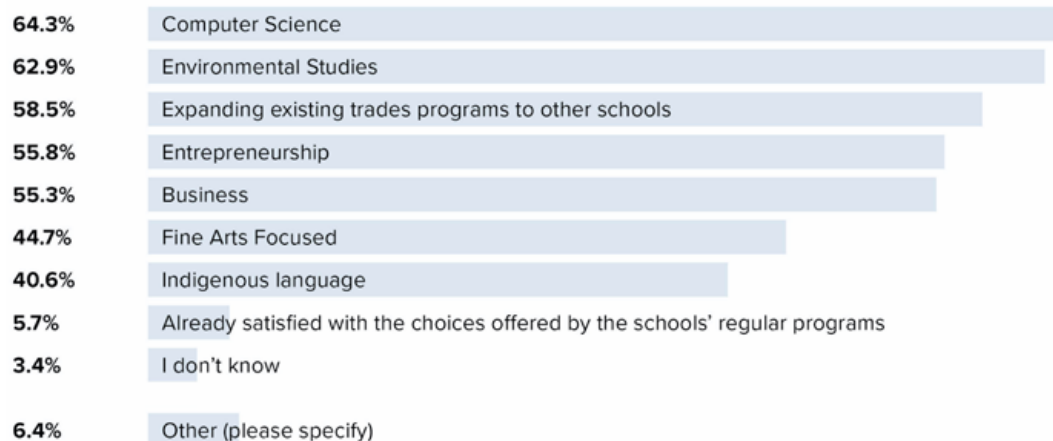
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❓ Please select from the following list the programs of choice you think the school district should consider offering in the future. (Check off all that apply.)

👤 Responses received: 1053

To understand what additional programs the community might welcome, we presented respondents with seven options and asked them to check off all those they felt we should consider. **Computer science** emerged as the most popular suggestion at 677 (64.3%) with Indigenous language receiving less support overall at a still strong 428 (40.6%).

A small percentage of respondents (36 or 3.4%) indicated they were not sure which of the programs should be offered, 60 (5.7%) indicated they were already satisfied with the choices offered by their child's school, and 67 (6.4%) suggested the district should also consider other programs.



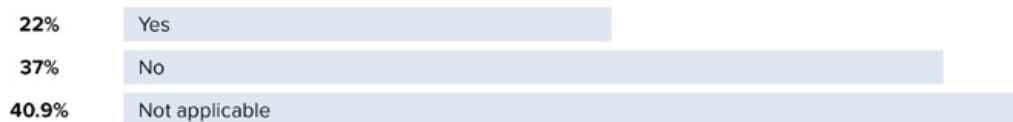
Of the 67 (6.4%) respondents who suggested the district should consider offering **other programs**, 31 provided specific examples, which are summarized below:

Develop programming based on assessed student needs; ensure programs of choice are spread equitably across schools in the district; offer programs that support students with special needs; offer self-directed learning at the elementary level; health care services and nursing preparation courses; finance courses; sport and recreation programs, including football and basketball academies; AP courses and honours programs; the opportunity to learn other languages and to learn about other cultures (for first and second generation immigrants in particular); literacy-based programs; STEM programs; graphic design and coding; the middle school model; French Immersion option in all catchments; anti-racism pedagogy and Indigenous Ways of Knowing. Finally, one respondent suggested that increased support for existing metal and woodworking programs at the secondary level would be beneficial.

❓ If the school district offered an early French Immersion program in East Maple Ridge, would you enrol your kindergarten or Grade 1 child (the two points of entry for early French Immersion) in this school?

👤 Responses received: 1053

To assess the community desire for an early French Immersion program in East Maple Ridge, we asked respondents if they would enrol their kindergarten or Grade 1 child in this school. 431 respondents (40.9%) indicated this question was not applicable to them, 390 (37%) said they would not enrol their child in the program, and 232 (22%) indicated they would.

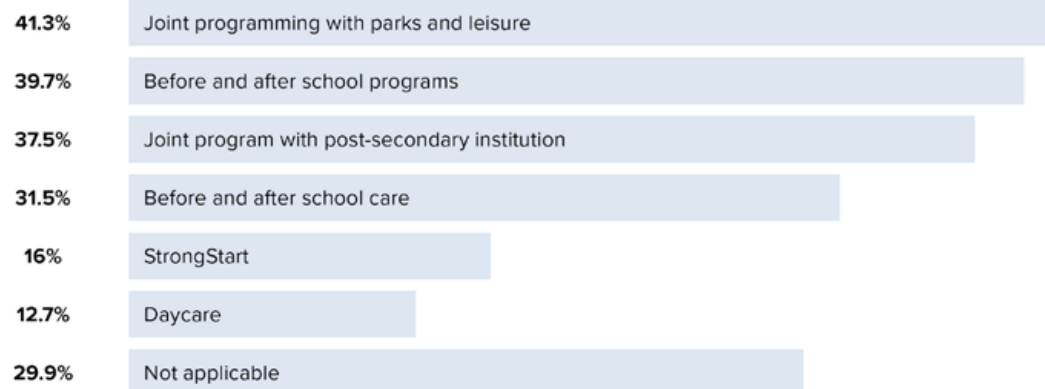




? If one of these services were offered in your neighbourhood school, would you enrol your child in this program? (Check off all that apply.)

Responses received: 1053

A number of schools in the district host programs and services that address an identified need in the community. To assess the appeal of these programs more generally, we asked respondents if they would enrol their child in these programs if they were offered in their neighbourhood schools. 332 (29.9%) respondents indicated this question did not apply to them. For the rest, **joint programming with parks and leisure** was the most popular choice at 41.3%, while only 12.7% felt they would have need for daycare. The full results are captured in the graph below.



## ENROLMENT QUESTIONS

? Do you have one or more children enrolled in a school in our district?

Responses received: 1053

In preparation for subsequent, more targeted questions, we asked respondents if they had one or more children enrolled in a school in our district. Of the 1053 respondents, 852 (80.9%) indicated they did, 158 (15%) said they did not, and 43 (4.1%) said they currently did not have a child enrolled in the district but expected to enrol a child in the next five years.



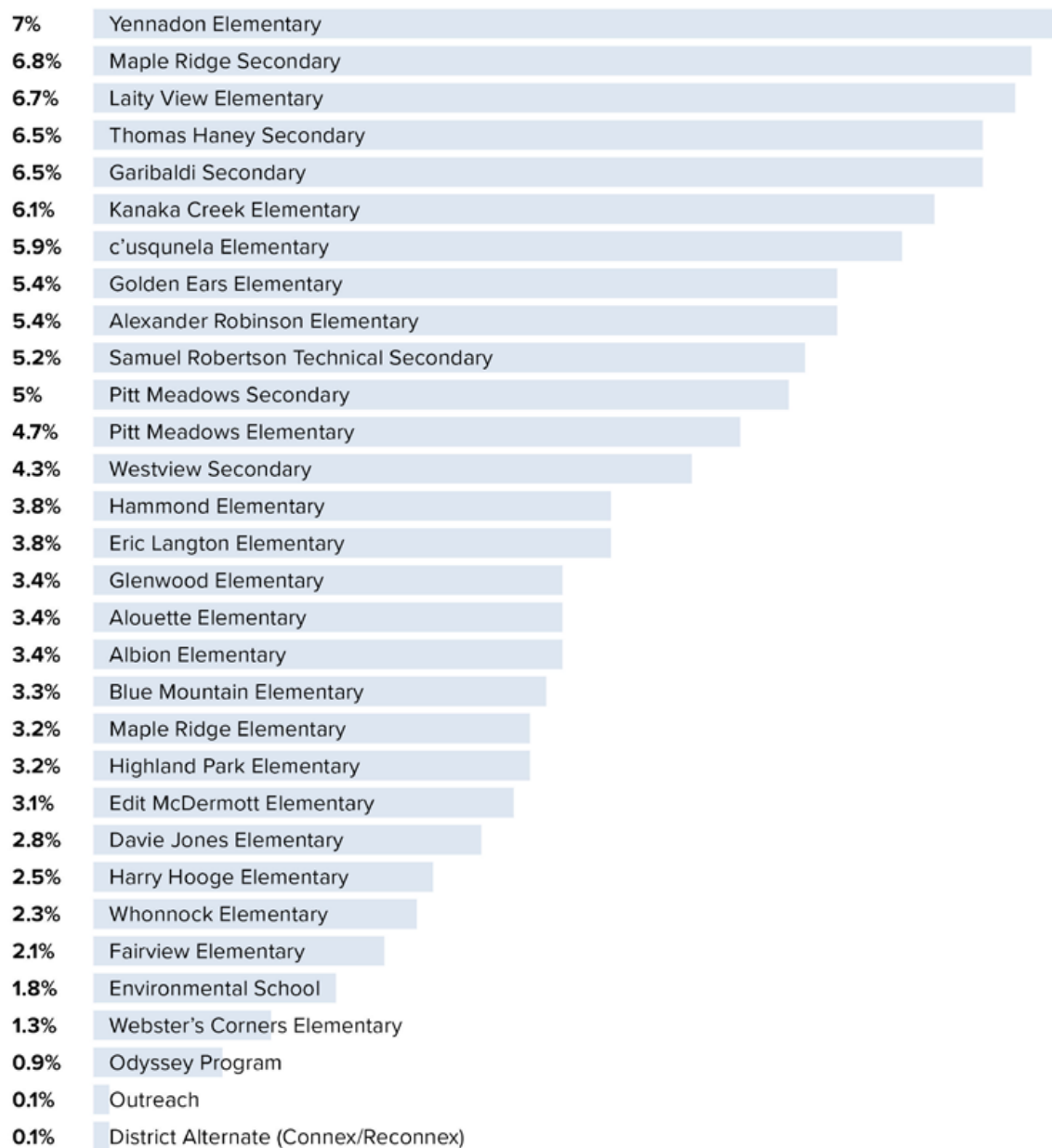
Once they replied to this question, respondents who indicated they did not have one or more children enrolled in a school in our district were taken to the final question of the survey, which invited all respondents to share any final thoughts they may have.



? Select the school(s) in which your child(ren) is/are currently enrolled:

Responses received: 852

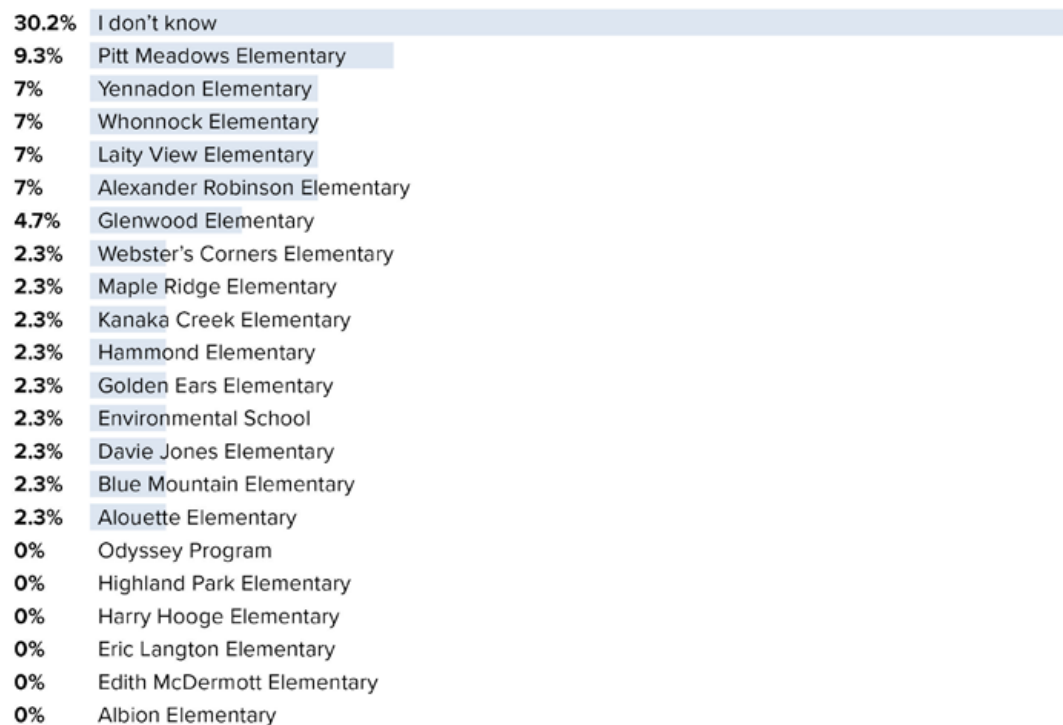
The 852 respondents who indicated they had one or more children registered in a Maple Ridge - Pitt Meadows school were asked to identify the school their child(ren) attended. The results are captured in the graph below.



? Please select the school in which you are planning to enrol your child:

Responses received: 43

In the meantime, the 43 respondents who replied they were planning to enrol a child in the school district in the next five years were asked to indicate the schools in which they anticipated their child would be enrolled. The responses are captured in the graph below.



Once they replied to this question, this group of respondents were taken to the final question of the survey, which invited all respondents to share any final thoughts they may have.

## ENROLMENT IN FRENCH IMMERSION

? Do you have a child/children enrolled in French Immersion in an SD42 elementary school?

Responses received: 852

Respondents who indicated they currently had a child registered in an SD42 school were asked if their child or children were enrolled in a French Immersion program in our school district. 142 (16.7%) indicated they did, while 710 (83.3%) indicated they did not.

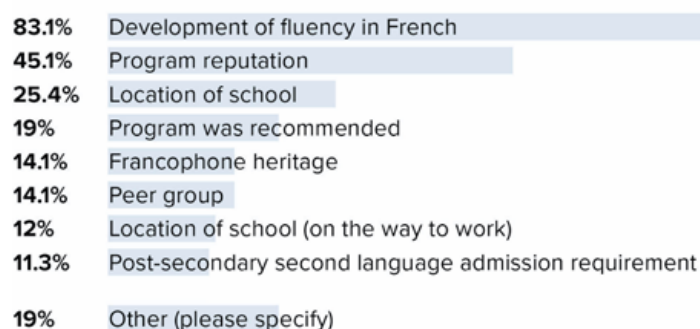


### ? Why did you choose the French Immersion program for your child(ren)?

**Responses received: 142**

The 142 respondents who indicated they had a child registered in the French Immersion program were asked to indicate why they selected this program of choice for their child(ren). Respondents were provided with eight likely reasons and were also given the option to specify a reason other than those that were listed.

118 (83.1%) respondents selected the **development of fluency in French** as the motivating factor for registering their child(ren) in French Immersion. This was overwhelmingly the most popular reason. Only 16 respondents (11.3%), in the meantime, registered their child(ren) in this program due to the post-secondary language requirement.



27 (19%) respondents had **other reasons** for registering their child(ren) in French Immersion. Of these, 13 specified their motivating reasons, which fell into the following categories: cognitive benefits; the challenge of the program; the fact that French was the second official language in the country; increased opportunities both at home and abroad; demographics of the French Immersion school; exposure to another language and culture; availability of before and after school care and/or day care pick up; parents had gone through the program and wanted this experience for their child(ren); acquisition of transferrable skills; possible help with the transition to high school; and the sense that the child would benefit from a potentially more structured classroom space.

### ? Will your child continue French Immersion track in secondary school?

**Responses received: 142**

All 142 respondents also answered our next follow up question, which was whether they had planned to have their child continue French Immersion track in secondary school. 100 (70.4%) replied yes, only seven (4.9%) replied no, while 35 (24.6%) were uncertain.



### ? Why not?

**Responses received: 7**

The seven respondents who indicated their child(ren) will not be continuing with French Immersion were asked to clarify why. Three respondents indicated the location of the French Immersion program at secondary was an issue, one indicated they may explore other programs of choice, while three indicated they had “other” reasons. Of these three, one respondent clarified that the child wanted to switch to English stream for ease of learning.



**Is/Are your child/children enrolled in a choice educational program other than French Immersion in the Maple Ridge – Pitt Meadows School District?**

**Responses received: 852**

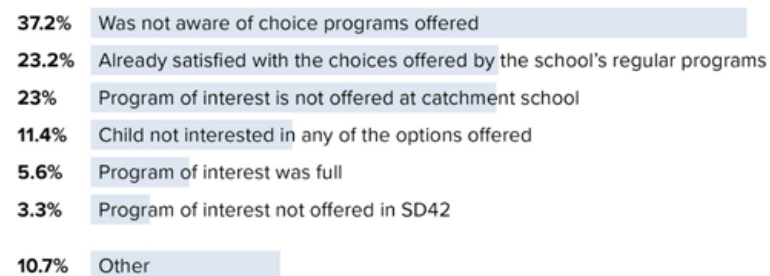
Respondents were then asked if their child or children were enrolled in an SD42 choice program other than French Immersion. 717 respondents (84.2%) replied no, and 135 (15.8%) replied yes.



**Why is/are your child(ren) not enrolled in a choice educational program in the Maple Ridge – Pitt Meadows School District?**

**Responses received: 717**

The 717 respondents who indicated their child was not enrolled in an SD42 choice educational program other than French Immersion were asked to indicate why not. We provided a number of likely options but also presented respondents with the opportunity to identify other factors as appropriate. 267 (37.2%) respondents noted they were not aware of the choice programs, and 166 (23.2%) were already satisfied with the choices offered at their child's school. Only 24 (3.3%) indicated that the program of interest was not offered in the Maple Ridge - Pitt Meadows School District.



77 respondents indicated that they had a reason other than those listed on our survey. Those who provide further clarification listed motivating factors that included the following: the programs are not offered in schools that are nearby; student(s) have special needs; the child is not old enough yet; the family has moved into the district from a different school district; preference for English stream so that child develops strong English literacy skills; the program of choice was full and waitlisted; the programs offered do not meet the child's needs; the catchment school is good and there isn't a feeling that a choice program is needed; and availability of after school care.



## FINAL THOUGHTS SHARED

? Any final thoughts that you would like to share with us?

👤 Responses received: 299

**299 respondents** took the opportunity to provide further feedback at the end of the survey. This feedback fell into the following general categories:

- A number of respondents advocated for a **new school** in the Silver Valley area of Maple Ridge; one respondent stressed the need for a new elementary school in Pitt Meadows.
- The need to use **population density and planned development forecasts** to drive decision-making.
- A call for more **gender-neutral, single-stalled bathrooms** at secondary schools, as well as a call for washrooms that are not gender neutral.
- Emphasis on the need to consider how students use spaces, **incorporating natural spaces**, keeping trees for shaded play areas, more windows, make use of natural light, more storage, updated furniture, longer overhangs to provide shelter from the rain.
- Some stressed the importance of focusing on the **provision of strong academic programs** (including math, science, STEM curriculum, and additional languages), strong fine arts programs, trades programs, and addressing student needs. This category also included the call for specialized support for student with special needs (e.g. dyslexia, attention deficit hyperactivity disorder), and additional resources for resolving conflicts among students, including incidents of bullying.
- A number of respondents suggested the school district **prioritize repairs and expansions of existing facilities and playgrounds** before building new facilities, while others advocated in a similar vein for the need to invest in meeting student needs before making any investments in infrastructure. This category of suggestions included providing specialized support for students struggling with dyslexia and other learning needs, and finding more effective ways to limit conflicts between students.
- A number of respondents advocated for **school and community after school programs**, including social groups for high school students, childcare and after school sports programming. In this category, one respondent spoke to the importance of lunch programs at schools, and another suggested the district consider bringing back optional morning or lunch library time.
- Several respondents expressed their desire for more **flexible catchment boundaries** to accommodate choice, while one requested that the school district consider a middle school option.
- A number of respondents spoke about the need for **safe travel to school, and safe pick-up and drop-off areas**. In this category, some respondents spoke about the benefits of being able to walk to a neighbourhood school, both in the context of health benefits and climate change.
- Finally, some respondents also made **suggestions for specific schools**. These included the following: the need to improve outdoor spaces that can accommodate athletics at Garibaldi Secondary; the possibility of designating Kanaka Creek a choice school as it has a balanced calendar that may not work for all families; the need for an improved playground at cəsqənelə Elementary; the need for an expansion at Samuel Robertson Secondary; the request to address pick-up/drop-off congestion at Yennadon Elementary; the need for more programming options and facility upgrades at Pitt Meadows Secondary; a request for a larger space to house the district Aboriginal Education Department; a suggestion the school district renovate or rebuild the Maple Ridge Annex; as well as a number of suggestions that some district programs of choice be expanded (e.g. Connex, Odyssey, Environmental School, Montessori, French Immersion).



## FACILITIES OF THE FUTURE

Maple Ridge - Pitt Meadows School District | Facilities of the Future



# DRAFT STRATEGIC FACILITIES PLAN

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42  
January 2022





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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 update the comprehensive school district Strategic Facilities Plan in consultation with local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, the public, and the two municipalities. .

The Strategic Facilities Plan will identify and rationalize 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.

The completed plan 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 will be created in three steps:

- 1. Phase I: Strategic Facilities Review**

June 2021 – Strategic Facilities Review is presented to the Board of Education.

The information gathered in the first phase and presented in the Strategic Facilities Review document, forms the foundation for phase two consultation.

- 2. Phase II: Strategic Facilities Planning Consultation**

September – March 2022 – Strategic facilities planning consultation with local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, the public, and the two municipalities. The feedback the school district collects throughout the consultation process will shape the recommendations included in the Strategic Facilities Plan.

- 3. Phase III: Strategic Facilities Plan**

March 2022 – Board adopts new Strategic Facilities Plan.



## 1. EDUCATIONAL CONSIDERATIONS

The purpose of the British Columbia school system is to enable learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. In the Maple Ridge - Pitt Meadows School District, we have relied on our vision, mission, values, and strategic planning to guide our responsive and progressive program planning. This approach to our work has resulted in a wide and ever-expanding range of program options for students of all ages.

The world outside of education is rapidly changing, and it is our responsibility to ensure that our students are well prepared for the challenges they will face. To support students along their journey, our pedagogy must be research-informed and we must ensure that our learning spaces/facilities meet the learning and programming needs of all students. We need to undertake strategic facilities planning with a “form follows function” approach, within which teaching and learning shape the learning space rather than the other way around.

A strategic facilities plan 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. What follows is an overview of the existing program options in our school district, each of which requires appropriate space/facilities. While we know that enrolment growth brings new challenges, we recognize that it also creates opportunity to be aspirational in planning for learning spaces/facilities that best meet the future needs and interests of our students.

# 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 Grade 6/7 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.

### ABORIGINAL EDUCATION

The Maple Ridge – Pitt Meadows School District lies within the traditional territories of the Katzie First Nation and the Kwantlen First Nation. Our Aboriginal Education department supports all students in our schools who self-identify as having either First Nations, Métis, or Inuit ancestry in their family line.

The department's goals as outlined in its fourth Aboriginal Enhancement Agreement are to continue to develop a strong sense of community for Aboriginal students and families; to support and improve the quality of school achievement for all students; and to transition Aboriginal students into future learning, employment and life experiences beyond the completion of their secondary program.

### CONNEX (DISTRICT 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.

### CONTINUING EDUCATION AND CONNECTED LEARNING COMMUNITY

Housed in Riverside Centre, the Continuing Education Department offers a broad range of day and evening classes and online learning for adults. Course selections include *Adult Graduation*, *High School Graduation*, and *English Language Foundations*. The department also houses our online school, the Connected Learning Community.

### 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.

### EARLY LEARNING

The goal of early learning programs is to provide nurturing, caring, and exciting places to play and learn, and to welcome young children into our schools before entering kindergarten. Our programs follow the BC Ministry of Education Early Learning Framework and focus on social, emotional, physical and academic development.



## **ENGLISH LANGUAGE LEARNERS (ELL)**

English Language Learner (ELL) support and instruction is available to children whose first language/dialect is not English and who require assistance to become fluent.

Presently, nearly 900 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 K-9**

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.

## **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, give them an increased appreciation of other languages and cultures, encourage them to become an independent and self-disciplined learner, and ultimately also increase their opportunity for employment.

## **INTERNATIONAL BACCALAUREATE**

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

IB is recognized throughout North America as providing the equivalent to first-year university courses. Students in IB subjects may receive university credit.

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

## **INTERNATIONAL BACCALAUREATE MIDDLE YEARS**

International Baccalaureate (IB) Middle Years at Garibaldi Secondary is designed for students in Grades 8-10. The internationally-recognized curriculum delivers a breadth and depth of understanding through 8 main subject categories: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design.

IB Middle Years also prepares younger learners to meet the rigorous academic challenges of the IB certificate and diploma programs.

## **INTERNATIONAL EDUCATION**

The Maple Ridge - Pitt Meadows School District has educated students of all ages from all over the world since 1993. Our students excel in university and college entrance programs, fine arts, sports, and career education.

We provide excellent opportunities for international students to study in Canadian schools and prepare for their future university life, and offer a variety of school district organized activities that allow international students to experience Canadian culture.

We are committed to providing high quality educational programming and homestay support to ensure our students have an authentic Canadian experience. The relationships formed between our international students and our resident students are equally beneficial for both, with international students improving their English language skills and resident students benefiting from the richness of other cultural perspectives.



## **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, care about the environment, and who become fulfilled persons.

## **ODYSSEY K-9**

Odyssey is a K-9 school program where the learning is designed and developed by our teaching staff in an alternative way to meet the needs of students and parents who want to combine home and school learning as a partnership.

Odyssey is committed to providing quality educational instruction and support to students and families who want to pursue an educational program that is flexible and individualized.

## **OUTREACH**

Outreach Alternate Secondary, located 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.

## **RIDGE MEADOWS COLLEGE**

Ridge Meadows College provides high-quality and multi-faceted learning opportunities for students in every stage of life, and is licensed to offer a variety of certificate programs, including programs for early childhood educators, education assistants, and building service workers.

## **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. The program is designed for all types of learners who are passionate about community, technology, and about making a difference in the world around them.

## **YEAR-ROUND SCHOOLING**

Kanaka Creek Elementary 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**

### **BASKETBALL ACADEMY**

The Basketball Academy at Westview Secondary offers students from across the school district an opportunity to grow their game with elite-level instruction that takes place on the court, in the classroom, and in the weight room.

The academy is open to students in Grades 8-10.

To make the program available to all students, sessions are scheduled outside of the regular school timetable, including mornings and on the weekends, outside of the official BC high school basketball season.

### **DANCE ACADEMY**

The Impact Dance Academy at Thomas Haney Secondary is designed for student dancers who want to improve their technique and creativity.

Students will have 62 studio sessions during the year. Classes cover jazz, contemporary, modern, hip-hop and Latin dance styles, as well as conditioning sessions that include Pilates, yoga, barre, and boot camp.

### **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.

### **HOCKEY ACADEMY**

Pacific Rim Hockey Academy has teamed up with Pitt Meadows Secondary and Samuel Robertson Technical to develop a program for students in grades 8-12 that allows them to balance their educational requirements with the development of their hockey skills.

Students receive credit for physical education and/or advanced hockey. On and off the ice testing monitors individual improvement throughout the year. Students 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 work collaboratively while continuing to focus on musical theatre for performance.

## **MICROSOFT® IT ACADEMY**

The Microsoft® IT Academy (ITA) program at Westview Secondary, Thomas Haney Secondary, Pitt Meadows Secondary, and Samuel Roberts Technical Secondary 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 app 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 technology-reliant workplace.

## **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.

## **SOFTBALL ACADEMY**

The Softball Academy at Garibaldi Secondary offers students the chance to hone their skills on the diamond while also earning credits towards graduation. Academy students will learn fundamental and advanced softball skills, tactics and strategies, as well as sport-specific mental skills.

As the year progresses, the focus switches to transferring skills developed in training into the competitive environment with a greater emphasis on optimal team performance. The academy, a partnership with the Ridge Meadows Minor Softball Association (RMMSA), is based on the Long Term Athlete Development Model developed by Sport Canada.

## **TRADES PROGRAMS**

### **AUTOMOTIVE SERVICE TECHNICIAN**

The Automotive Service Technician (AST) program at Westview Secondary is a partnership between the British Columbia Institute of Technology (BCIT) and Maple Ridge - Pitt Meadows School District.

This 30-week program provides a unique opportunity for secondary school students to complete Grade 12 graduation requirements while earning post-secondary credits and certification in BCIT's Automotive Service Foundations Program. At the end of the program, students will complete a two-week practicum. Graduates may pursue a career as automotive service technicians or choose to specialize in one of the many career options in the industry.

### **CARPENTRY LEVEL 1 APPRENTICESHIP**

This partnership between Kwantlen Polytechnic University (KPU) and the Maple Ridge - Pitt Meadows School District provides students with the necessary skills and knowledge to pursue a career in the building construction industry.

In this program, which is offered at Garibaldi Secondary and Samuel Robertson Technical Secondary, skills are developed through hands-on shop experience.

The program is developed around the individual needs of students and is offered Monday through Friday for the full school year (10 months). Students also attend classes at Cloverdale Kwantlen campus for four weeks to complete the program.

### **CULINARY ARTS**

The Culinary Arts program at Samuel Robertson Technical Secondary provides a unique opportunity for secondary school students to complete Grade 12 graduation requirements while earning post-secondary credits and certification in the culinary arts industry. Additionally, students will acquire work-ready skills to enter the job market.

Led by a professional chef, students develop skills in cooking and baking desserts, and learn basic kitchen management, including food costing. The program will also cover theory and related information along with hands-on cooking practice.

Students who complete the program will receive a Certificate in Professional Cooking.

## **ELECTRICIAN LEVEL 1 APPRENTICESHIP**

This partnership between the Maple Ridge - Pitt Meadows School District and British Columbia Institute of Technology (BCIT) provides a unique opportunity for students to complete Grade 12 graduation requirements while earning post secondary credits and certification in the electrical field.

This 24-week program runs at Garibaldi Secondary School. The program provides graduates with the theory and practical skills necessary to enter the electrical trade.

## **HAIRSTYLIST (SALON 42)**

Hosted at Samuel Robertson Technical Secondary, this partnership between Vancouver Community College (VCC) and the Maple Ridge - Pitt Meadows School District gives secondary school students the opportunity to complete Grade 12 graduation requirements while earning post-secondary credits and certification in the hairstyling field.

The program covers theory and related information, and also provides hands-on experience.

## **LANDSCAPE HORTICULTURE**

Students attend this Thomas Haney Secondary program at the Kwantlen Polytechnic University (KPU) Langley Campus during their Grade 12 year.

During the program, students also have the option of working with a horticulture employer.

This is a Level 1 Apprenticeship Technical Training program that provides the core technical knowledge needed to move into the next levels of landscaping and/or production. Work placements will be arranged by school district staff based upon recommendations from KPU faculty.

## **MASONRY (BRICKLAYING)**

This 21-week program at Pitt Meadows Secondary gives students the practical theory and skills to enter the masonry industry. The program is taught by a Kwantlen Polytechnic University (KPU) 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 partnership between the Maple Ridge - Pitt Meadows School District and British Columbia Institute of Technology (BCIT) provides a unique opportunity for secondary school students to complete Grade 12 graduation requirements while earning post-secondary credits and certification in the metal fabricator field. Additionally, students will acquire skills to enter the job market or pursue other post-secondary education.

Metal fabricators deal with the selection, layout, shearing, cutting (with a torch), punching, drilling, forming, fitting and welding of metal plates and structural metal shapes into products for the forest, mining, construction, transportation and agricultural industries. This program runs out of Samuel Robertson Technical Secondary.

## **PLUMBING/PIPEFITTING APPRENTICESHIP**

This 21-week program at Garibaldi Secondary will give students the knowledge and skills to enter the piping/plumbing industry. The program is taught by Kwantlen Polytechnic University (KPU) 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. Upon successful completion of the program, students will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumbing/Pipefitting Apprenticeship program.

Students are able to follow one of the four certification streams: plumbing, pipe fitting, gas fitting and sprinkler fitting.

## 1.2 FUTURE EDUCATION CONSIDERATIONS

The focus of the engagement process to date has been on identifying community priorities for adding or expanding programs of choice and identifying if existing educational programming meets the needs of our learners.

From our education leaders we heard of the need for social emotional learning, a connection to environment, experiential learning, providing students with learning opportunities in the area of technology, and the importance of facilitating connections to culture and land.

From our students we heard of the need for elementary level students to have daily opportunities to engage in activities they care about, including fine arts classes, clubs, programs, sports clubs, after-school activities, etc., and for secondary level students we heard of the need to provide program of choice opportunities at all schools, adding specialized courses in areas including business, computer science, engineering, and medicine.

Individuals participating in the consultation process with our Expanded Education Advisory committee identified the need for the following educational programs: Indigenous language programs; fine arts programs; technology programs; expansion of trades programs to other schools; environmental programs and the expansion of the Environmental School program to grades 10 to 12; an agricultural program; computer technology programs; a digital arts program; partnering with more post-secondary institutions for trades programming; entrepreneurship; community learning hubs; a culinary program at Pitt Meadows Secondary for Katzie First Nations adult learners.

Through our public survey we learned that most respondents prefer that their children attend a program of choice at their catchment school and that school selection is primarily based on how close the school is to their current residence.

To understand what additional programs the community might welcome, we presented respondents with seven options and asked them to check off all those they felt we should consider. Over 50% of respondents indicated interest in the following programs: computer science, environmental studies, expanding trades programming at other schools, entrepreneurship and business.

The development of thriving new programs of choice requires the commitment of school staff and the school community. It is recommended that an in-depth review of the viability of new programs of choice in the areas of computer science, environmental studies, entrepreneurship and business be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

It is further recommended that a review of the viability of expanding existing trades programming at other secondary schools, including a review of enhanced partnerships with post-secondary institutions, be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

With ample space for enrolment growth, it is further recommended that staff explore the addition of a program of choice at Westview Secondary that would draw the interest of Grade 7 students as they transition to high school.

It is also recommended that an in-depth review of the viability of Indigenous language programming be explored along with all other educational programming recommendations forthcoming in the in the report – *Deepening Indigenous Education and Equity to Support the Wholistic Success of Indigenous Learners, Families and Communities in School District 42*.

In addition, it is recommended that staff explore the feasibility of expanding programs of choice at new schools or schools that have available space to host programs of choice.

## 2. FINANCIAL BACKGROUND

### 2.1 FUNDING

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

The increase in funding triggered by enrolment growth, however, is not sufficient to cover both the costs that vary directly with enrolment and the cost of new facilities required to support the increased enrolment. The cost of portable classrooms, for example, is not covered when there are 20 more students enrolled in a school that is operating at capacity.

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.

In 2021-2022, eighty-five per cent (85.27%) 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 just under nine per cent (8.75%) is allocated to building operations and maintenance. A little over five per cent (5.27%) 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 approximately \$0.60 million for an elementary school and \$1.18 million 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.

Sample elementary and secondary school budget allocations are included in Appendix A.

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% 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% 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% capacity utilization.

In 2017/18 we implemented the restored collective agreement language with teachers and the Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. At the elementary level the implementation of these provisions resulted in 9% (32) more classrooms being required district wide.



### 3. CAPITAL PLANNING PROCESS

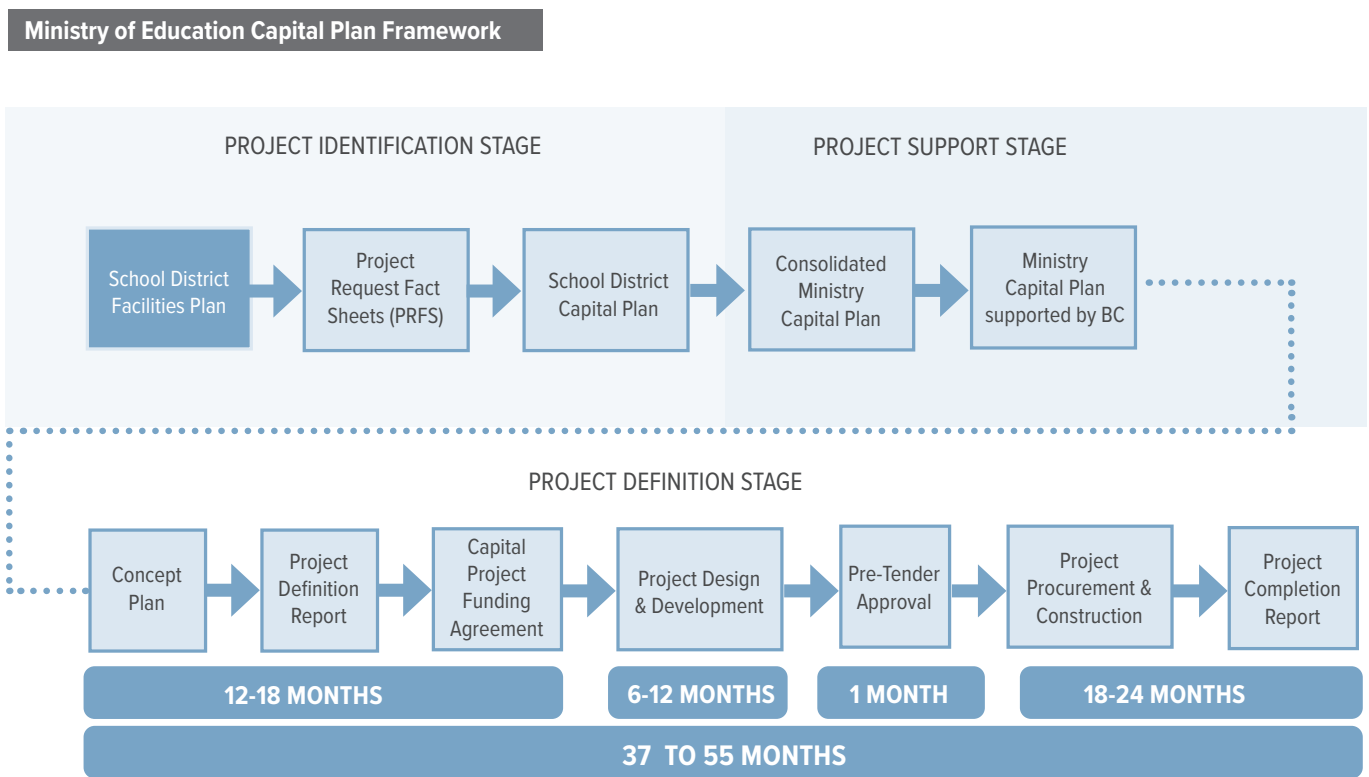
The Ministry of Education planning and procurement process for Capital Plan submissions requires Boards of Education to develop long-range facilities plans that support capital projects being submitted to the Ministry for capital investment considerations.

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.

#### 3.1 MINISTRY CAPITAL PROGRAMS

The Ministry of Education seeks capital project requests under the following capital programs:



#### Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)
- Building Envelope Program (BEP)



### Minor Capital Programs:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- Annual Facility Grant (AFG)

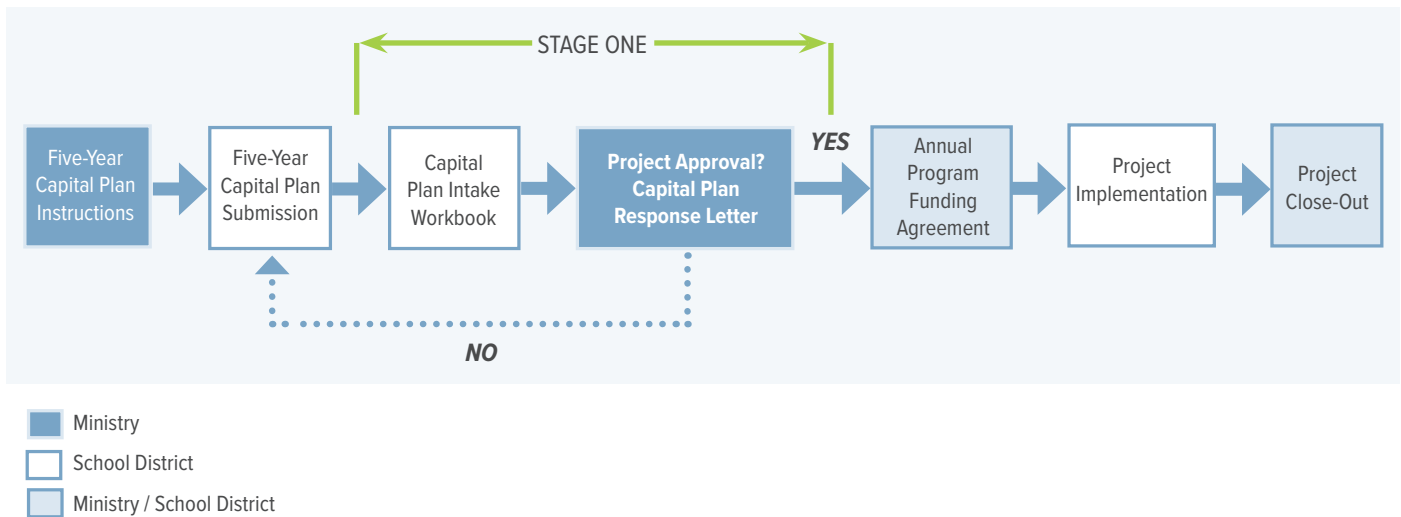
## 3.2 CAPITAL PROJECT APPROVAL PROCESSES

Project requests will follow an approval process dependent on the capital program the project is associated with, as follows:

### ONE-STAGE APPROVAL PROCESS

All requests made for projects in SEP, CNCP, BUS, PEP, BEP, and AFG will undergo a one-stage approval process. Ministry support for a qualifying project request is based on the information provided by school districts in annual capital plan submissions.

Figure 1 illustrates this process:



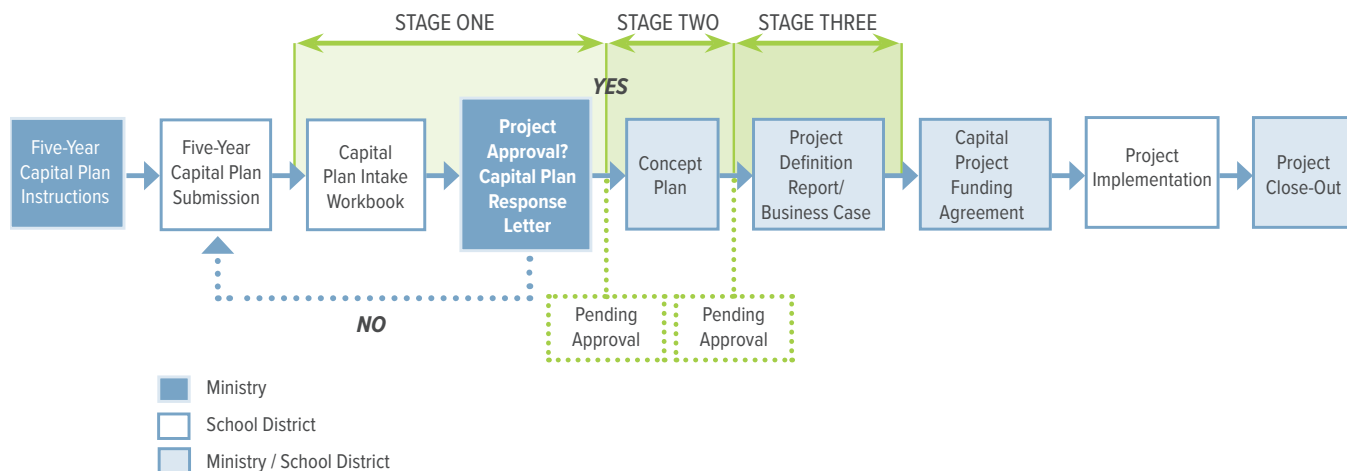
### TWO AND THREE-STAGE APPROVAL PROCESSES

Requests made for projects in SMP, EXP, and REP will undergo a more extensive two or three-stage process, dependent upon project risk level, complexity and dollar value.

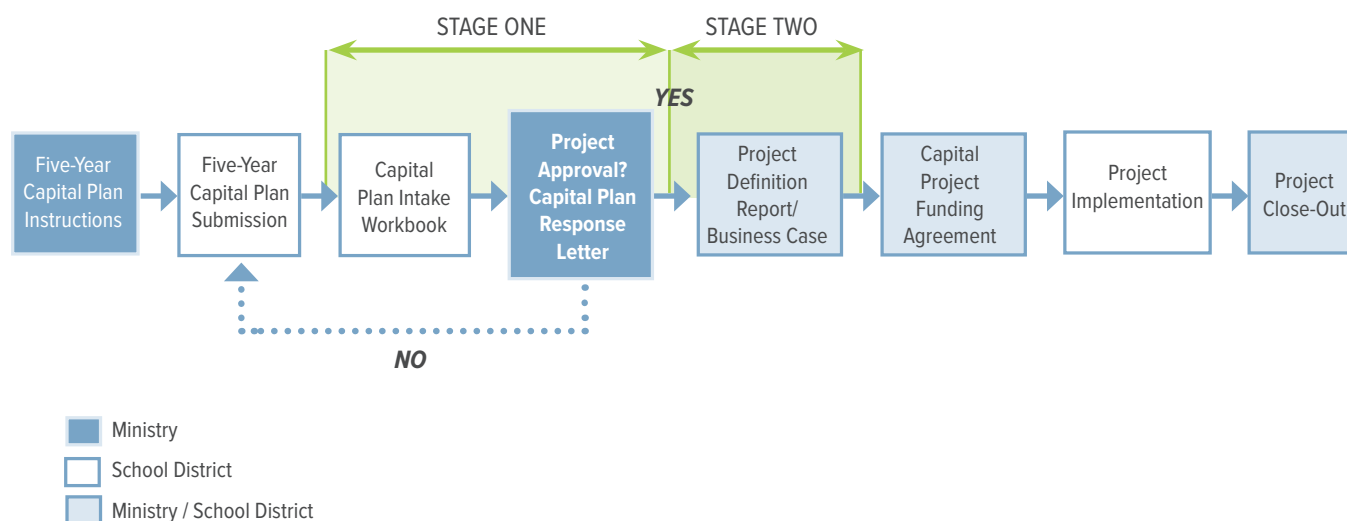
Initial Ministry support for a qualifying project request is based on the preliminary information provided in a Seismic Project Request Fact Sheet (SPRFS) for SMP projects; a Project Request Fact Sheet (PRFS) for EXP and REP projects; and, a Rural Demolition Project Request Fact Sheet (RDPRFS) for RDP projects.

If supported for further business case development, confirmation of direction to Stage Two (Concept Plan) or Stage Three (Project Definition Report) is provided as part of the annual Capital Plan Response Letter based upon review of the provided Stage One documentation (PRFS, SPRFS or RDPRFS).

**Figure 2** illustrates the process for SMP, EXP and REP:



**Figure 3** illustrates the process for RDP:



Under all processes, a board of education is responsible for using its local funds to cover the initial costs for any planning work and reports required to determine a proposed scope and preliminary cost estimates for a requested capital project.

### 3.3 ANNUAL FACILITIES GRANT

The Annual Facilities Grant (AFG) is provided by the Ministry of Education to support the following:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

The Maple Ridge - Pitt Meadows School District is required to prepare an annual AFG spending plan and submit it to the Ministry of Education for approval.

For planning purposes AFG funded projects are grouped in 3 major categories:

- **Interior upgrades** – upgrades made inside a facility, including floor replacements, electrical upgrades, plumbing upgrades, interior painting, etc.
- **Exterior upgrades** - upgrades made to the envelope of the building such as exterior walls, foundations, roofing, windows, and doors.
- **Site upgrades** - upgrades made to the grounds surrounding the building including paving, field upgrades or replacements, site accessibility enhancements, etc.

The AFG allocation for 2021/22 is \$2.61 M and is not expected to increase significantly in future years. This funding allocation does not allow the school district to address all deferred maintenance needs identified for existing facilities.

### 3.4 CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

The focus of the engagement process to date has been on identifying community priorities for existing facilities regarding sustainability enhancements and upgrades.

#### **FACILITY UPGRADES**

To assess priorities when it comes to upgrades to existing facilities, we provided the nine following key considerations and asked respondents to rank them from most to least important. Respondents favoured projects that improve health and safety, while universal (gender neutral) bathrooms and change rooms were considered less important overall.

<b>Most important</b>	Improved health and safety
	Overall condition of the facilities
	Seismic risk
	Improved accessibility (supportive of learners with diverse abilities)
	Age of the facility
	Projected future enrolment
	Environmental sustainability
	Outdated design
<b>Least important</b>	Universal (gender neutral) bathrooms and change rooms

#### **SUSTAINABILITY**

To assess community priorities when it comes upgrades to existing facilities in the context of sustainability, we provided the six following key considerations and asked respondents to rank them from most to least important. Respondents generally favoured projects that improve the functionality of the building, while aesthetic considerations were overall least important.

<b>Most important</b>	Projects that improve the functionality of the building
	Projects that enhance the use of outdoor spaces
	Projects that result in lower operational costs
	Projects that result in lower use of fossil fuels to operate the building
	Projects that result in lower use of water
<b>Least important</b>	Projects that improve the aesthetics (look) of the building

Additional suggestions focused on the following themes:

- Ensuring good air quality, ventilation, climate control, and backup generators for power outages
- Expand the existing facility (build up or out) instead of adding portables to the site
- Safe access to facilities, including proper walkways and drainage, and accessibility considerations both inside and outside the facility

- Safe spaces for all students and staff
- Improvements to pick-up/drop-off areas and parking areas, and supporting more sustainable methods of commuting by providing electric vehicle chargers and secure bicycle racks on site
- Adding natural, green spaces with emphasis on native plants
- Enhance year-round use of outdoor spaces and outdoor learning areas, including outdoor areas that are shaded/covered. This category also included calls for green spaces, garden spaces, and adequate fields and playgrounds
- Responsible waste collection, including recycling, and composting gardens

The following data will be used to identify the facilities that will be prioritized in the capital plan:

FACTOR	DESCRIPTION
<b>Seismic Risk</b>	Seismic risk is a consolidated risk classification for the entire facility. The school district has a complete list of the seismic status by individual school blocks. A classification of High (H) means that seismic mitigation is required, Medium (M) means that no significant structural mitigation is required, and a classification of Low (L) means there are no identified structural life safety risks.
<b>Facility Condition</b>	The Facility Condition Index (FCI) is a standard facility management benchmark that is used to objectively assess the current and projected condition of a building asset and reflects the overall condition for each facility. The FCI helps to identify schools with aging equipment, infrastructure, and structures that might require additional maintenance or full replacement. This will be supplemented by assessment of building and building component condition completed by subject matter experts.
<b>Energy Management Rank</b>	The Energy Management Rank (EM Rank) is a weighted ranking system that uses energy consumption, energy cost, building emissions, and FCI to rank all facilities against one another. This rank allows the school district to better allocate capital funding to energy upgrades and ensure that the worst performing buildings are being addressed year over year.
<b>Future Utilization</b>	Projected enrolment for each facility is used to assess the need for the facility long term and the need for future additions or major renovations.

It is recommended that capital plan priorities for existing facilities be determined using the following:

1. Guiding principles
  - a. Improved health and safety
  - b. Improved accessibility
  - c. Enhanced sustainability
  - d. Improved building condition
  - e. Improved functionality
  - f. Increased building capacity to accommodate increased enrolment
2. Facilities data
  - a. Seismic risk
  - b. Facility condition
  - c. Energy management rank
  - d. Future utilization

### 3.5 CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

The focus of the engagement process to date has been on identifying community priorities for new facilities regarding design, location and sustainability.

#### FACILITY DESIGN

To assess community priorities for key considerations when the school district designs new facilities, we asked respondents to rank nine considerations from most to least important. Ensuring that the new design considers accessibility and supports learners with diverse abilities emerged as key consideration, while universal (gender neutral) bathrooms again ranked as least important overall. The full rankings are captured in the table that follows.

<b>Most important</b>	Accessible for all (supportive of learners with diverse abilities)
	Promote the social emotional well-being of users
	Projected future enrolment
	Environmental sustainability
	Ability to use facilities for other after school/community programs
	Educational research/trends and their impact on space
	Community input
	Land-based design
<b>Least important</b>	Universal (gender neutral) bathrooms and change rooms

#### SUSTAINABILITY

To assess the sustainability factors that our community considers most and least important when designing a new facility, we provided six key potential factors and asked respondents to rank accordingly. Facilities that provide high quality indoor air emerged as most important, while facilities that reduce water use ranked as least important overall.

<b>Most important</b>	Facilities that provide high quality indoor air
	Facilities that are energy efficient
	Facilities that produce and/or store renewable energy on-site
	Facilities that reduce or avoid completely the dependence on fossil fuels to operate the building
	Facilities that reduce the environmental impact of construction materials
<b>Least important</b>	Facilities that reduce water use

From additional suggestions, the following themes emerged:

- school spaces to be built with flexibility in mind;
- classrooms should be inviting and welcoming and there should be a connection to the outdoors;
- best practices pedagogy should inform school/classroom design;
- gender neutral washrooms and change rooms;
- accessibility and public transit options to/from the facility should be considered so that students and staff can either walk to their school or take a bus and thus reduce their carbon footprint;
- pick-up/drop-off areas designed to increase safety and minimize the number of idling vehicles,
- there should be neighbourhood schools to which all students can easily walk;
- electric vehicle charging stations in parking lots;
- green spaces with emphasis on native plants and gardens on school grounds;
- adequate playground space for outdoor learning and play;
- ecological impacts (on local wildlife, trees, waterways, or other biodiversity) of the new facility should be a key consideration;
- need to use quality, long-lasting, sustainable, locally, and ethically sourced building materials;
- solar powered buildings;
- more windows to take advantage of natural light;
- modular classrooms that can be expanded or contracted to accommodate changes in student enrolment.

It is recommended that following guiding principles are utilized when designing new facilities:

- accessible for all users
- sustainable (the impact on the environment is minimized)
- connected to the environment
- use of outdoor spaces is maximized
- informed by education research and trends
- informed by community input

It is recommended that new school site acquisitions and new space requests be prioritized in the capital plan based on the following data:

- long-term enrolment projections by capital zone
- development areas and the associated projected student enrolment in each development area
- available space in existing facilities
- potential for expansion of existing facilities
- potential for joint development with the City of Maple Ridge or City of Pitt Meadows

## 3.6 CATCHMENT AREAS

The Board of Education establishes school catchment areas in accordance with Policy 9200: School Catchment Areas and Student Placement and its procedures. The principles outlined in the policy for setting/changing catchment areas include the requirement for boundaries to:

- reflect traditional neighbourhoods, subdivisions, and regions;
- minimize safety concerns for elementary students;
- reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
- maximize the efficiency of schools;
- maintain a cohort of students at each grade level offered at the school to support the long-term sustainability of the school.

Through the consultation process, we solicited feedback regarding considerations that should influence the school district's decision-making when reviewing and adjusting school boundaries (catchment areas). Respondents weighted the impact on students currently attending the schools as generally most important, while impact on families that will move into the area in future years emerged as least important overall.

<b>Most important</b>	Impact on students currently attending the schools
	Impact on school population
	School is central to the catchment area
	Student population projections
	Public transportation infrastructure in the area (roads, sidewalks, public transit)
	Impact on choice educational programming
	Housing development in the area
<b>Least important</b>	Impact on families that will move into the area in future years

While the current policy is, by in large, aligned with the feedback that we collected through the consultation process, some revisions are required to reflect the priorities identified through this process.

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update Policy 9200: School Catchment Areas and Student Placement and its procedures.

### 3.7 NAMING OF SCHOOL FACILITIES

The Board names school district facilities in accordance with Policy 6600: Naming of School District Facilities. This policy states that school district facilities should be named in reference to historical, geographical, or operational characteristics, and highlights the importance of broad-based constituency consultation and the consideration of indigenous perspectives in the naming and re-naming of district facilities.

Through the consultation process, we solicited feedback regarding key potential factors to consider when naming new facilities and re-naming existing facilities. Geographical features emerged as the most important factor overall, followed by community input, and the honouring of Indigenous context/history. Recognizing people who made a significant contribution to the community emerged as the least important factor.

<b>Most important</b>	Geographical features
↓	Community input
	Honouring Indigenous context/history
<b>Least important</b>	Recognizing people who made a significant contribution to the community

Below are the key themes that emerged from the feedback collected:

- The district should design a consultation process that is purposeful and that considers feedback from all stakeholders, including local First Nations, the Métis community, urban Indigenous organizations, students, staff, etc.
- Local heritage should be considered. This category of responses included an acknowledgement of Japanese Canadians who were under-represented and contributed to the local heritage, and observations about the unceded territories on which school district facilities are built.
- Some respondents suggested schools should only be renamed if the original names are insensitive in the current cultural context. In this same vein, some noted the importance of ensuring marginalized groups are respected when a facility is named or renamed.
- Names should be easy to pronounce, spell, and remember. The district should consider providing pronunciation guides or assigning dual names to schools for school names that are difficult to spell and pronounce.
- Other feedback included the following: school name sponsorship should be considered with funding going toward educational programming at the school; names could reflect the specialization areas of the school(s); the possibility of using numbers for schools instead of names; the suggestion that school facilities could be named after community members; and the reverse caution that school facilities should not be named after any individuals.

While the current policy is, by in large, aligned with the feedback that we collected through the consultation process, some revisions are required to reflect the priorities identified through this process.

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update Policy 6600: Naming of School District Facilities.

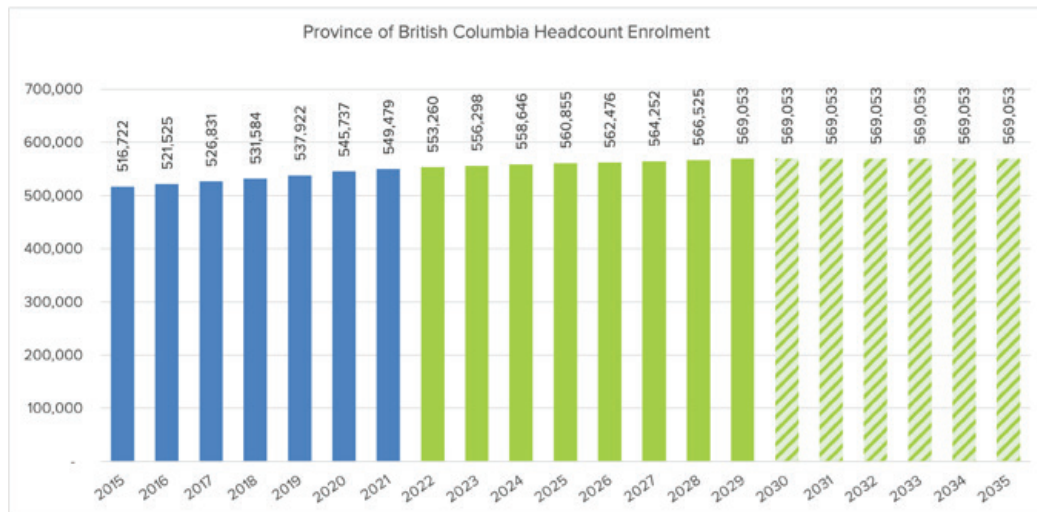


## 4. ENROLMENT PROJECTIONS

In order to properly plan for the future, a comprehensive understanding of the enrolment expected at each facility is required.

### 4.1 PROVINCIAL ENROLMENT TRENDS

Provincial enrolment trends are prepared by BC Statistics. Overall student enrolment in the province has been consistently growing from 2015 to present and is expected to continue to increase up to 2029, as shown in the graph below. Enrolment is shown as stable from 2029 to 2035, as BC Statistics projections are not available for this period.

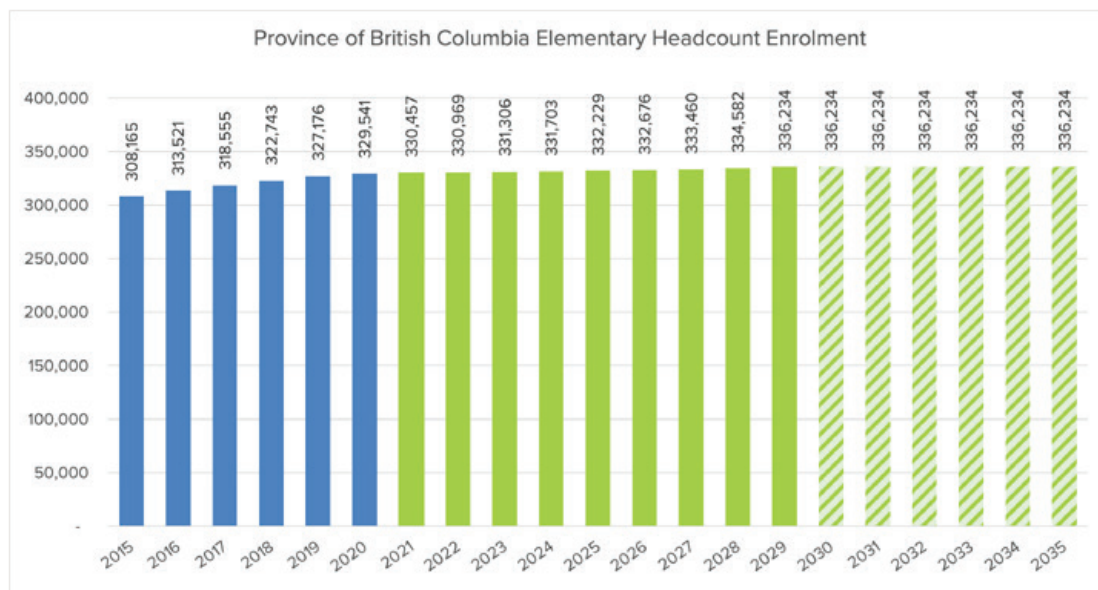


Source: <https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>

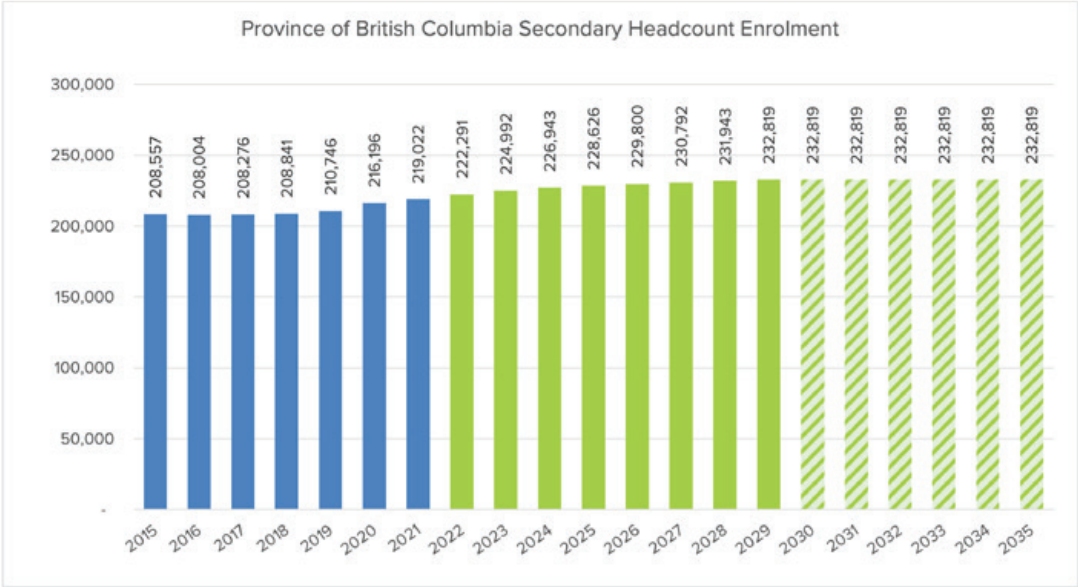
Projections (2020 onward) are based on current year enrolment projected forward using a special Provincial Population Projections (PEOPLE 70).

Base age/sex estimated populations are 2019, rather than PEOPLE 2019's 2018. PEOPLE 70 input parameters remain unchanged. Independent province-level population projections, used as control totals, are BC Stats' PROJ 201912.

This upward trend is largely a result of two factors: a significant increase in the birth rate and an increase of the general population from in-migration. The impact of the birth rate and in-migration can clearly be seen on the provincial elementary school forecast below.



Secondary student enrolment has been increasing since 2017 and is forecasted to continue to grow over the planning period ending in 2035.



## 4.2 MAPLE RIDGE - PITT MEADOWS ENROLMENT TRENDS

### 4.2.1 LOCAL RESIDENTIAL GROWTH PROJECTIONS

The City of Pitt Meadows and the City of Maple Ridge are within our school district boundaries.

#### **CITY OF PITT MEADOWS**

The population of the City of Pitt Meadows has grown from 15,278 in 2000, to 19,717 in 2020. This is 29% of growth over a 20-year period.

The land use plan for the urban area of Pitt Meadows shows that the majority of residential area is already developed and future growth is expected through the densification of the downtown area.

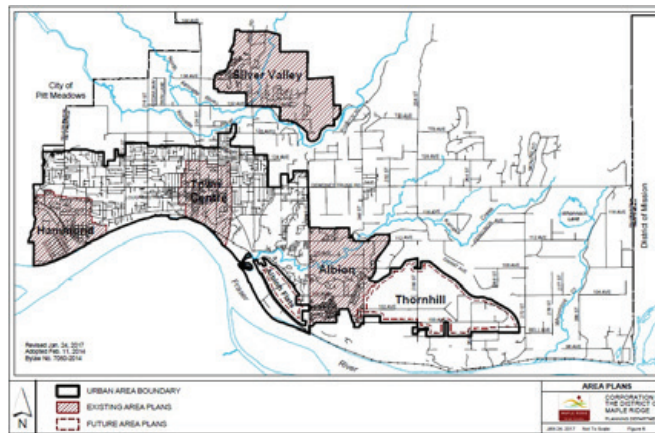
In 2020, the City of Pitt Meadows initiated the North Lougheed Area Land Use Plan which includes a substantial new development north of Lougheed Highway. Estimated residential development in this area ranges from 3,400 single family detached homes to 7,000 units achieved through denser townhouse and triplex structures. The estimated student yield for this development area is from 1,200 to 1,400 students.



## CITY OF MAPLE RIDGE

The population of the City of Maple Ridge has grown from 65,850 in 2000 to 97,479 in 2020 (39% growth over 20 years).

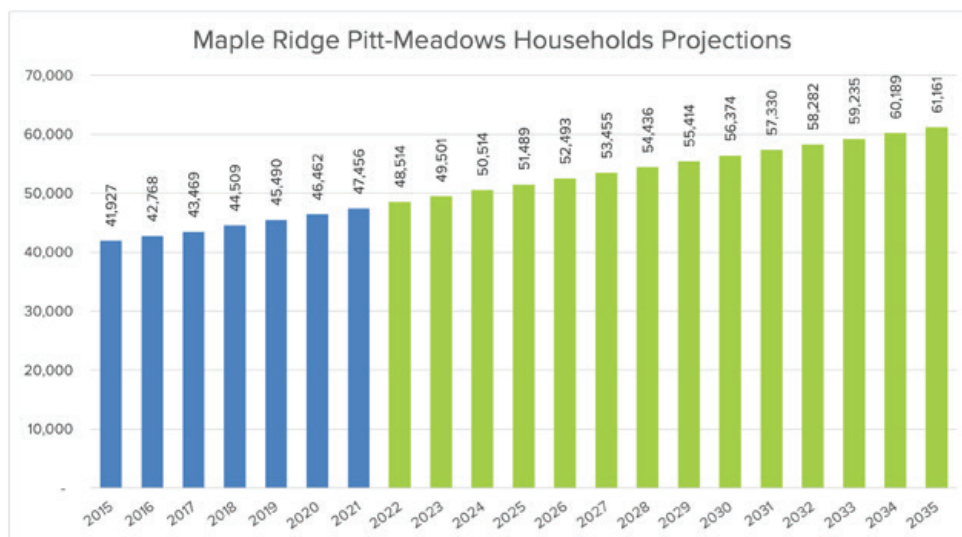
In the City of Maple Ridge, the main residential development and growth areas are Albion, Silver Valley, Town Centre, and the Lougheed Corridor.



It is projected that development in these areas will continue to produce most growth in Maple Ridge for the foreseeable future. Beyond 2030:

- as the Albion area builds out, Thornhill will start to develop, pushing residential expansion further to the east; and
- in Silver Valley, development has largely been on the west side of 232 Street due to access and servicing issues. As development pressure continues here, and in order to service the east side of Silver Valley, the City will likely construct a bridge across the Alouette River at 240th Street. The City has not yet established a time frame for this. This will result in additional development in Silver Valley.

Both Pitt Meadows and Maple Ridge are desirable locations for families escaping the high cost of residential properties in the west part of Metro Vancouver. The provincial forecast for household growth within the school district boundaries supports this conclusion. Showing an increase from 46,462 households in 2020 to 61,161 by 2035 – a 32% increase in living spaces in 15 years.

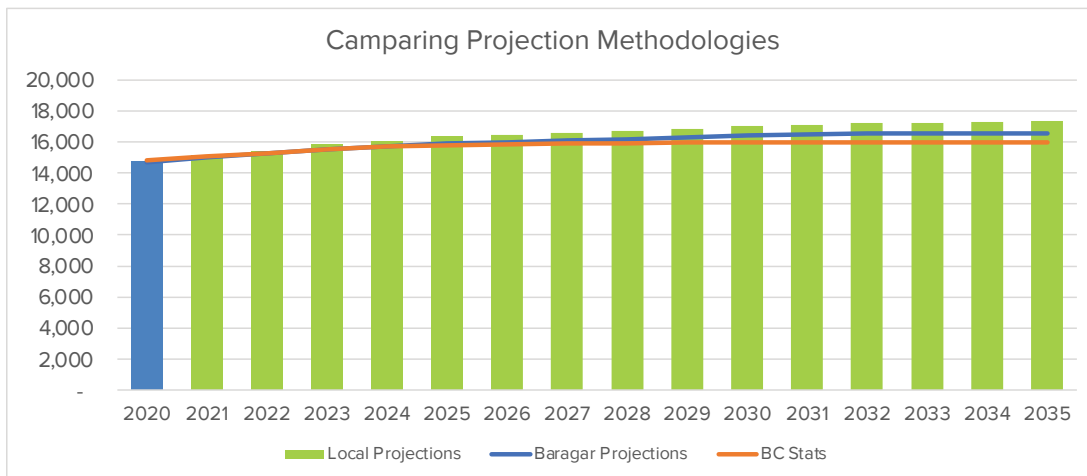


Source: Produced by BC Stats, data version Households 2020.

## 4.2.2 PROJECTION METHODOLOGY

In order to better represent the expected changes in our community, a local projection of enrolment was developed using Baragar assumptions as the baseline, with adjustments being made to yield and migration for each school and zone based on development data provided from the City of Pitt Meadows and the City of Maple Ridge.

The projections used in this analysis are benchmarked against BC enrolment trends and the original Baragar assumptions in the following graph.



Enrolment projections prepared by BC Statistics are seen as conservative compared to the local and Baragar projections, showing divergence in predictions around 2025 from Baragar projections, and 2023 from local projections.

Baragar assumptions are slightly more optimistic as they consider the historically high migration rates for various areas in the East Capital Zone of the school district that have been observed for the past few years.

Finally, local projections are higher than both Baragar and BC Statistics as they consider the impact of planned residential development. Local projections build on the Baragar enrolment projections with the following assumptions:

- development in the Albion and Silver Valley areas of Maple Ridge will continue for 10 years;
- Thornhill is expected to begin development in 2030, around the same time as Albion and Silver Valley reach 100% buildout;
- continued increased density in the Town Centre area over the next five years; and
- residential development in the North Lougheed area of Pitt Meadows will begin in 2030 at a rate of 125 residential units per year.

## 4.2.3 PROJECTED DEVELOPMENT AREA EFFECTS

To understand the effect of each individual development area on schools, details were gathered from the official community plans for the City of Maple Ridge and City of Pitt Meadows. These plans along with direct communication with each city were combined to develop population projection assumptions.

From official community plans, units under application are assumed to be built and completed in the next four to five years, these units and current development patterns provide context to how migration rates will be used in projections. Historically, new units will more often yield increased elementary aged population as new families move in and the growth is later felt in secondary schools.



## SILVER VALLEY

Silver Valley is at a buildout of 63% with a further 1,362 units to be built in the next 10 years. 40% of new units are expected to be single family or duplexes, and 60% multi-family townhomes. Units under application are expected to be completed in the next four to five years with the remaining units to be completed by 2030. Estimated migration rates have been used to estimate the impact of development on enrolment in the schools serving Silver Valley.

SCHOOLS AFFECTED BY DEVELOPMENT	NEW UNITS FROM 2021-2026	PROJECTED ENROLMENT YIELD	PROJECTION ASSUMPTIONS
Garibaldi Secondary	410	70	Local projections assume migration rates for Garibaldi Secondary will follow the average migration pattern of the past five years for the years from 2021 to 2030, with a modified migration pattern from 2030-2035 caused by Thornhill development coming online.
Yennadon Elementary	410	166	Local projections assume that migration rates for Yennadon Elementary will follow a similar migration pattern as the past five years for the remaining 10 years of the development, with a slow down there-after as families mature and development slows down.

## ALBION

Albion is at a buildout of 71% with a further 1,162 units to be built by 2030. 47% of these units are expected to be single family duplexes with the remaining 53% being multifamily townhomes. Units under application are expected to be completed in the next four to five years with the remaining units to be completed by 2030. Estimated migration rates have been used to estimate the impact of development on enrolment in the schools serving Albion.

SCHOOLS AFFECTED BY DEVELOPMENT	NEW UNITS FROM 2021-2026	PROJECTED ENROLMENT YIELD	PROJECTION ASSUMPTIONS
Albion Elementary	26	10	Almost completely builtout. Lower average migration rate used from 2021 to 2030 to reflect maturing families and lower new unit counts.
Blue Mountain Elementary	254	103	Continued development expected to 2030 – mostly low-density units remain to be built. Historical five-year average migration rates used for local projections to 2030.
Časqənele Elementary	477	191	Lands to be developed along Kanaka Creek – mostly low/medium density units. Historical 5-year average migration used for local projections to 2030.
Garibaldi Secondary	562	101	The majority of remaining development will occur in the Garibaldi catchment area. Local projections assume migration rates for Garibaldi Secondary will follow the average migration pattern of the past five years for the years from 2021 to 2030, with a modified migration pattern from 2030-2035 caused by Thornhill development coming online.
Samuel Robertson Technical Secondary	195	31	Majority of development is completed in this catchment area. A low historical average is used for local projections to 2030.

## THORNHILL

The Thornhill development area has yet to start building units, and approximate unit counts are unknown. It's assumed that once Albion and Silver Valley are developed to 100% buildout near 2030, Thornhill will begin development. Based on feedback received from the City of Maple Ridge, enrolment projections for 2030 to 2035 have been adjusted to 50% of enrolment trends observed in the first 5 development years of Silver Valley.

SCHOOLS AFFECTED BY DEVELOPMENT	PROJECTED ENROLMENT YIELD	PROJECTION ASSUMPTIONS
Garibaldi Secondary	80	50% of average secondary student yields during the start of Silver Valley are used to project enrolment from 2030 to 2035.
Whonnock Elementary	156	50% of average elementary student yields during the start of Silver Valley are used to project enrolment from 2030 to 2035.

## TOWN CENTRE

The City of Maple Ridge is currently undergoing a densification in the town centre, that does not have a clear long term buildout plan. Therefore, instead of using migration rates to adjust enrolment in these schools, complexes were added to projections instead. There are currently 3,920 units under application with the City. 92% of the units are medium to high rise apartments, 7% are multi-family townhomes and 1% are single family duplex. The table below represents the units that were added to enrolment projections with the following yield rates per unit:

1. apartments – 0.03 students/unit
2. multi family townhomes – 0.42 students/unit\*
3. single family/duplex – 0.38 students/unit

\*Yield rates for multi-family townhomes were calculated using Silver Valley/Albion Townhomes study analysis.

SCHOOLS AFFECTED BY DEVELOPMENT	NEW UNITS FROM 2021 - 2026			PROJECTED ENROLMENT YIELD
	Apartments	Multi family townhomes	Single family duplex	
Alouette Elementary	78	0	0	2
Eric Langton Elementary	2,852	27	0	97
Golden Ears Elementary	471	244	0	117
Glenwood Elementary	186	0	6	8
Harry Hooge Elementary	0	17	3	8
Maple Ridge Elementary	36	0	0	1
Maple Ridge Secondary	2,219	0	6	68
Thomas Haney Secondary	1,404	288	3	86

## LOUGHEED CORRIDOR

The Lougheed Corridor is a development area from the merging of the Lougheed Highway and Dewdney Trunk to 221 St. The development is expected to be a combination of mixed commercial use, medium density, and some low-density housing. Although there are over 11,000 units planned, these developments are happening on in-fill locations, which take longer than green field development, and are not expected to be constructed well into and beyond 2050. For this reason, the historical averages of development for Lougheed corridor are used to estimate enrolment in this area. Long term, enrolment in this area needs to be closely monitored and planned for.

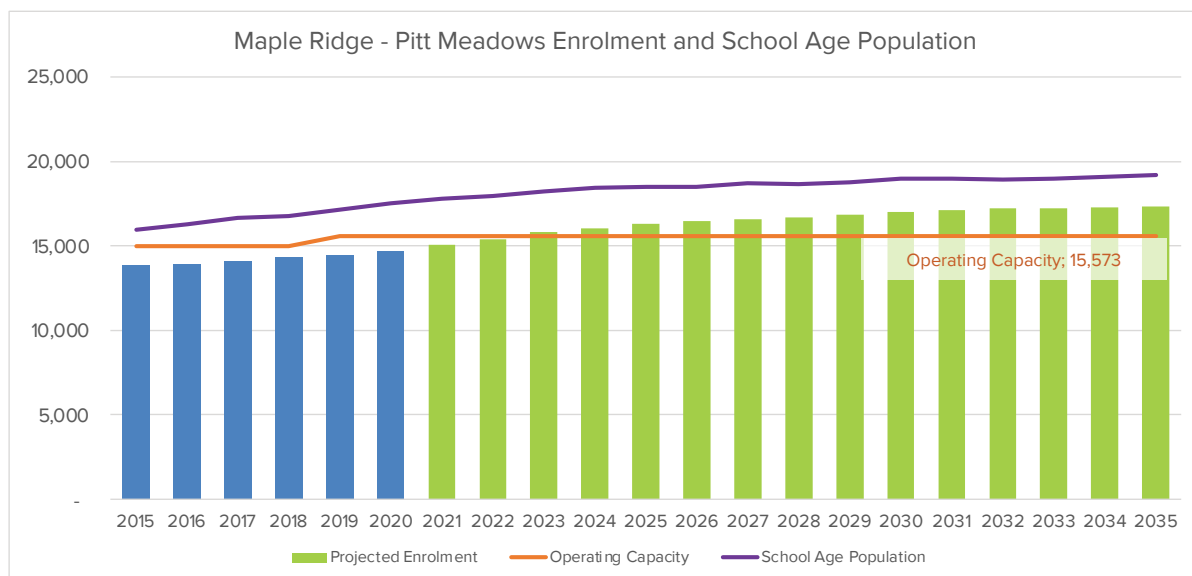
## NORTH LOUGHEED

North Lougheed is currently in a planning phase with the City of Pitt Meadows and has yet to break ground. Based on discussions with the City, development could start as soon as 2030, with an expected buildout rate of 125 units per year. Without a direct comparable to this potential development in Pitt Meadows, housing complexes were added to projections for schools shown in the table below, using a standard yield rate of 0.34 elementary students/unit and 0.16 secondary students/unit. It's assumed all units will be multi family townhomes. For projection purposes, all enrolment related to North Lougheed is applied to Highland Park Elementary and Pitt Meadows Secondary because they are currently the only schools servicing this development area; however, this enrolment could split between other schools in the West Capital Zone.

SCHOOLS AFFECTED BY DEVELOPMENT	NEW UNITS FROM 2030-2035	PROJECTED ENROLMENT YIELD
Highland Park Elementary	600	204
Pitt Meadows Secondary	600	96

### 4.2.4 SCHOOL DISTRICT ENROLMENT TRENDS

Since 2015, the Maple Ridge - Pitt Meadows School District experienced consistent growth. The graph shows the school district's historical Ministry of Education funded headcount enrolment for elementary, secondary, alternate, distributed learning and continuing education, and the estimated enrolment growth to 2035. The gap between school age population and student enrolment numbers represents students who attend private schools, are home schooled, or attend schools outside of the district.



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

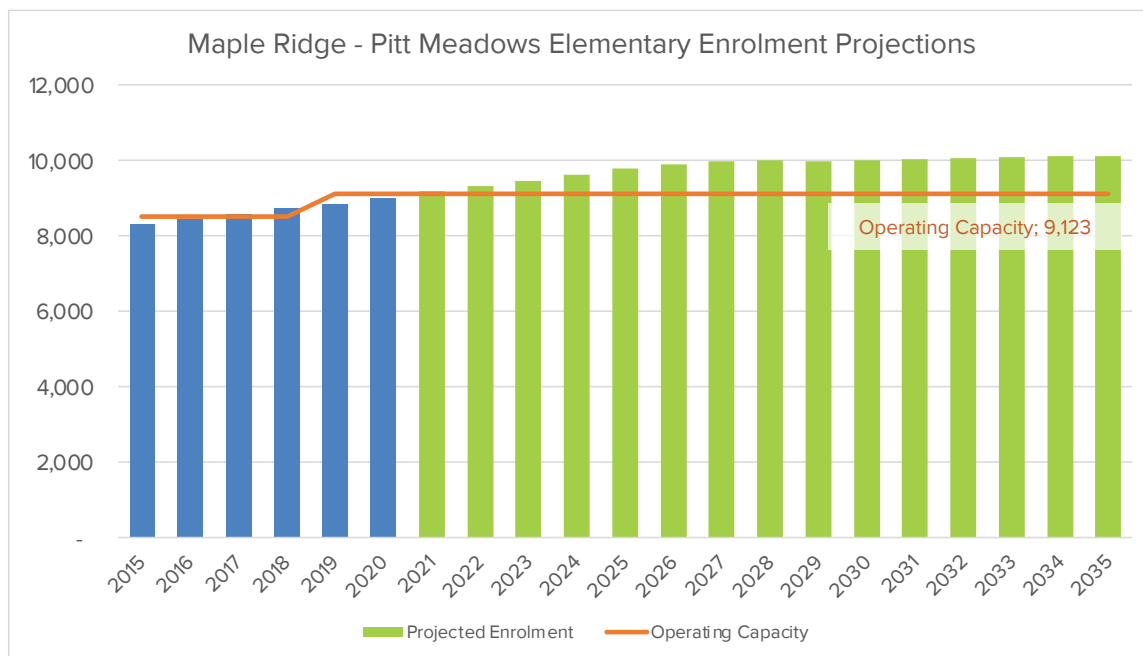
In addition, every year, 450-500 international students are enrolled in elementary and secondary schools.

#### 4.2.4.1 ELEMENTARY ENROLMENT TRENDS

Elementary enrolment has been steadily increasing since 2015 and is forecast to continue to slightly increase each year. This increase could be nearly 12% by 2035 if the current enrolment forecast materializes.

The school district currently has 21 elementary facilities. The following graph shows the current operating capacity of those schools relative to elementary enrolment. The 2019 increase in operating capacity is owed to the opening of Caspella elementary. The total operating capacity in the district is currently 9,081 and it is 99% utilized. Projections show that in 2030 the district will require an additional 895 spaces, and by 2035 will require an additional 1,002 spaces.

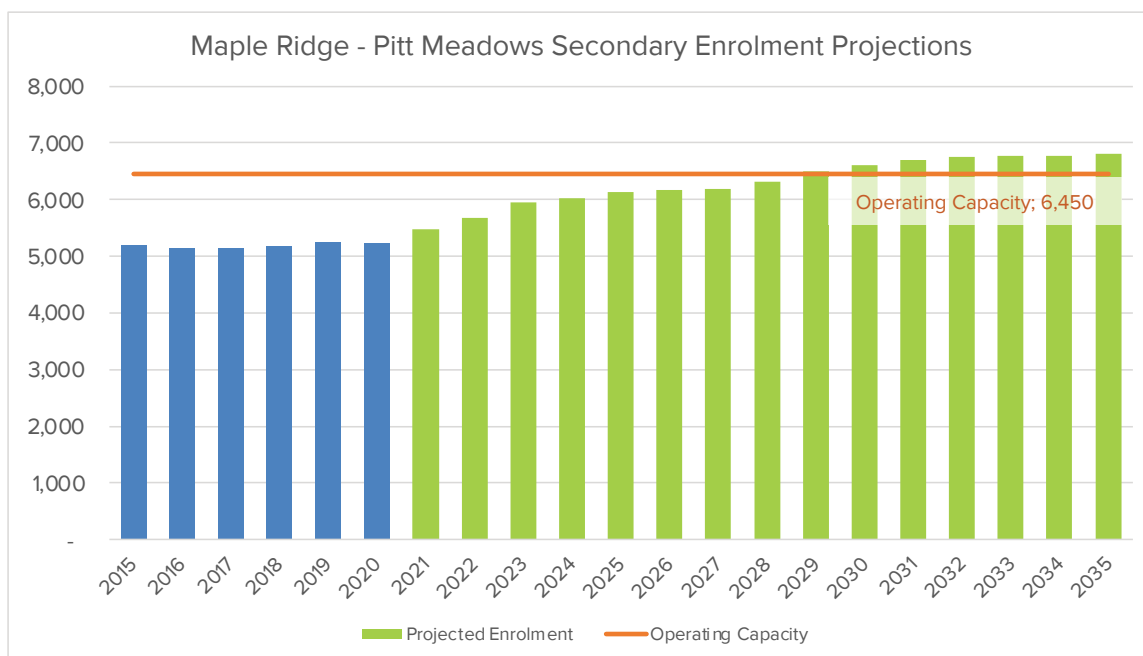




#### 4.2.4.2 SECONDARY ENROLMENT TRENDS

Secondary enrolment has been stable for the past five years and is estimated to increase slightly each year. This increase could be nearly 27% by 2035 if the current enrolment forecast materializes.

The school district currently has six secondary schools with varying degrees of utilization.



There is currently surplus capacity in secondary schools and it is estimated that surplus will continue until 2029.

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 and four portable classrooms at Maple Ridge Secondary School.

In addition, the programs offered at select schools draw enrolment from all over the district, such as French Immersion at Maple Ridge Secondary and Pitt Meadows Secondary, and the International Baccalaureate at Garibaldi Secondary.



## 5. MAPLE RIDGE – PITT MEADOWS FACILITIES

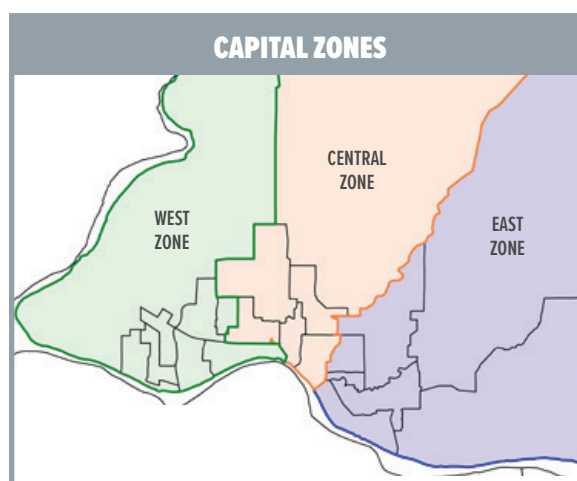
The Maple Ridge - Pitt Meadows School District currently has facilities of all shapes and sizes. Over the years, as the district demographic has shifted, some schools were closed, some renovated, and some new schools constructed.

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, six secondary schools, and two alternate 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.

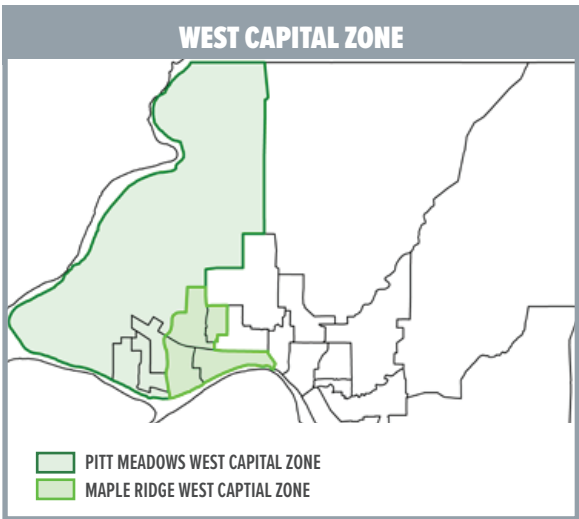
Detailed information about the 27 schools can be reviewed in Appendix B *Facilities Condition Index* and Appendix D *School Fact Sheets*.



# 5.1 WEST CAPITAL ZONE

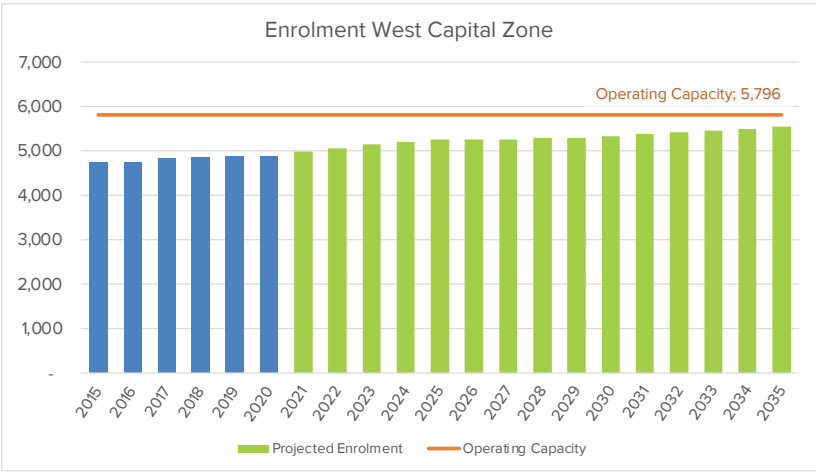
The West Capital Zone consists of eight elementary schools and two secondary schools, and will be reviewed in two individual zones – the Pitt Meadows West Zone and the Maple Ridge West Zone.

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



## 5.1.1 ENROLMENT PROJECTIONS

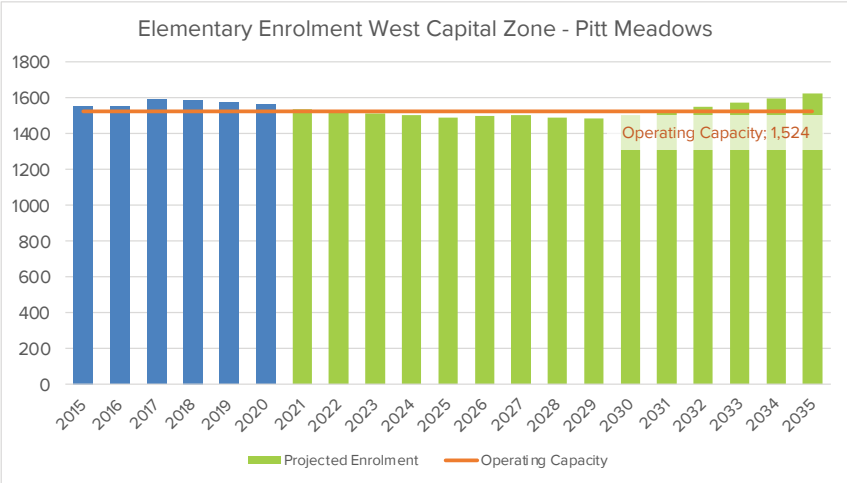
In the West Zone, the historical and forecasted enrolment is shown relative to the available operating capacity of the schools in this zone. By 2035, the schools in this zone are expected to be over 95% utilized.



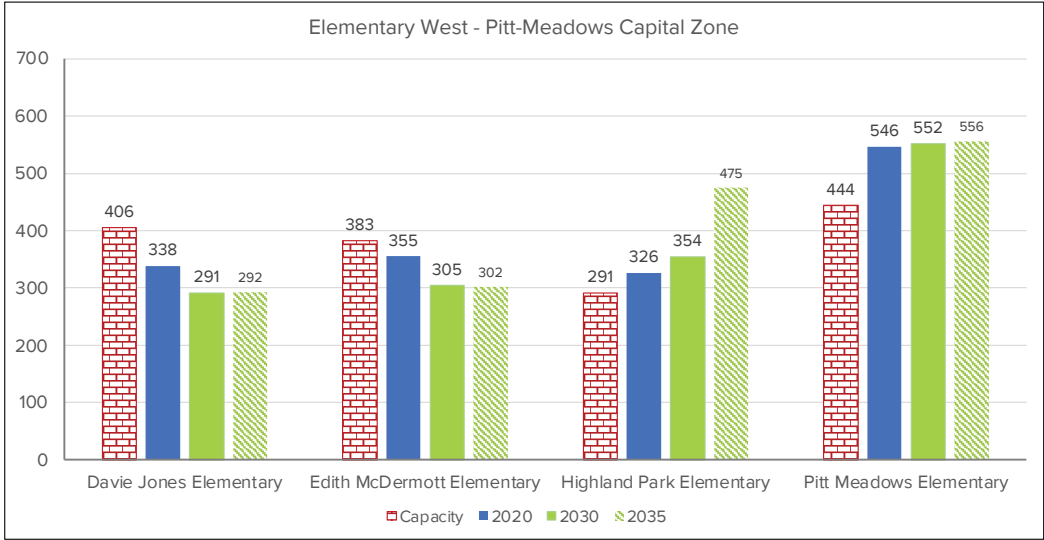
## 5.1.2 ELEMENTARY SCHOOLS WEST CAPITAL ZONE

### 5.1.2.1 PITT MEADOWS

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



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



Pitt Meadows has seen relatively flat enrolment for the past five years and is currently operating at 103% utilization rate (41 spaces over operating capacity).

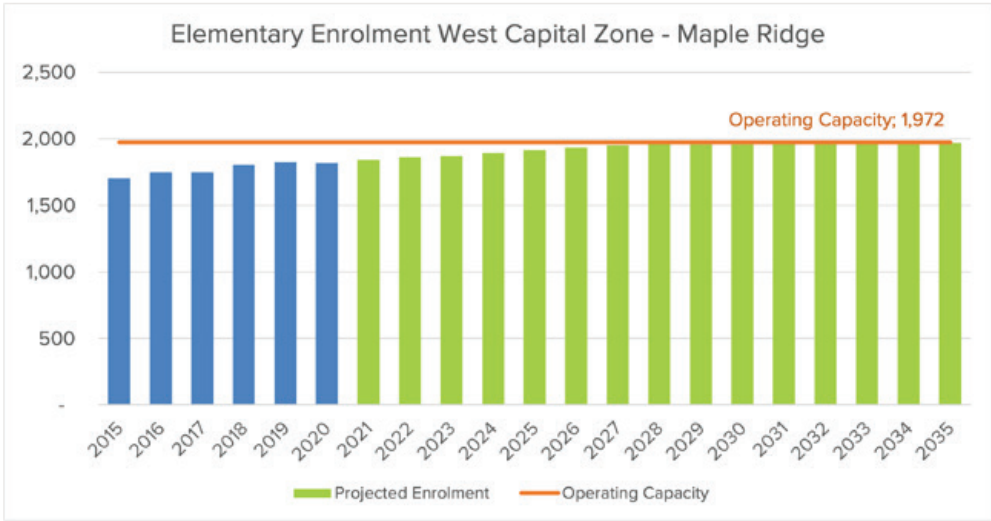
In recent years, the additional enrolment has been accommodated by six portable classrooms – one at Edith McDermott, two at Highland Park and three at Pitt Meadows Elementary.

Overall, total enrolment is expected to stay the same over the short term and increase as development occurs in either the North Lougheed or Harris Road Corridor.

The school district owns a property at Airport and Bonson Road but is unclear whether this property will help ease the enrolment pressures seen in Highland Park which is located two school catchments zones North of the property.

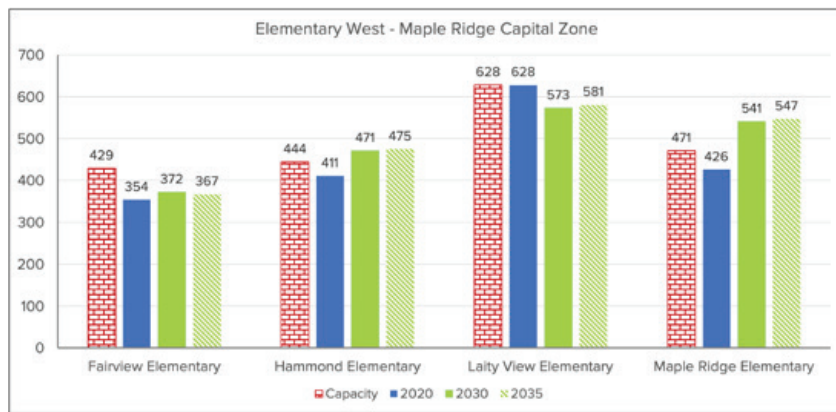
5.1.2.2 MAPLE RIDGE

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



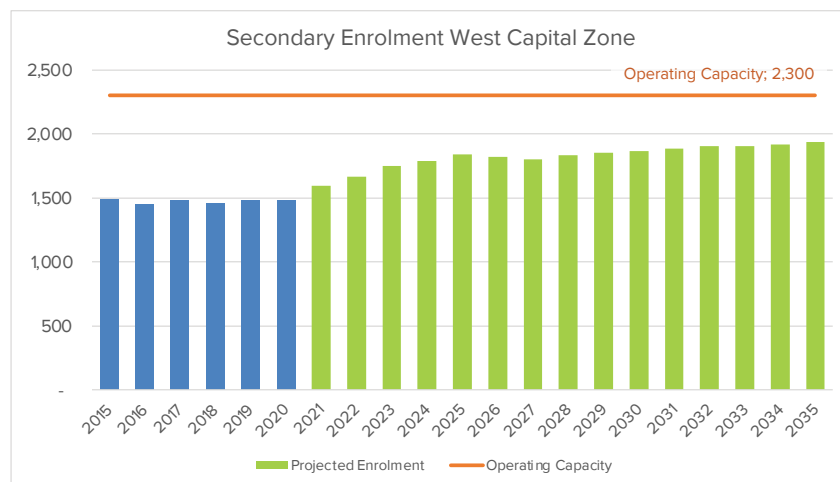
There is projected to be sufficient elementary capacity in the Maple Ridge West Capital Zone for the foreseeable future. Currently, there are no portable classrooms at these four schools. With schools collectively operating at a utilization rate of 92% (153 spaces open). By 2030, the elementary schools in this area will be fully utilized.

This forecast does not account for the potential cross boundary and cross city migration once North Lougheed development begins. Although residing in the Highland Park catchment zone, this development is likely to also increase enrolment in Fairview Elementary because of relative proximity to North Lougheed.



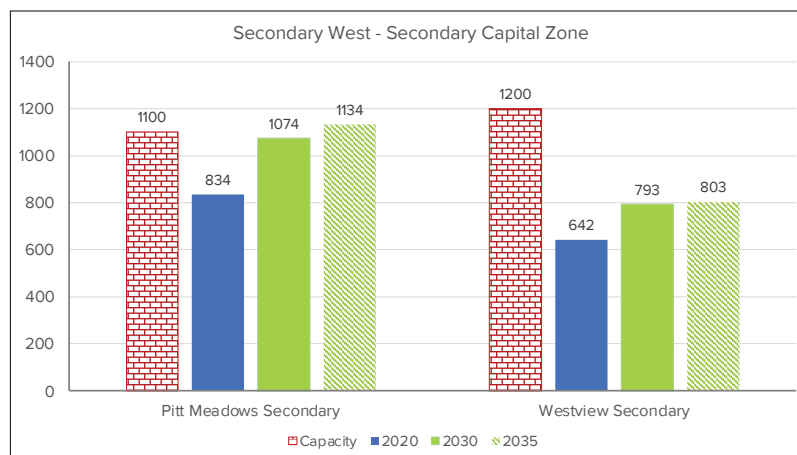
### 5.1.3 SECONDARY SCHOOLS WEST CAPITAL ZONE

The historical and forecasted enrolment for secondary schools in the West Capital Zone is shown relative to the available operating capacity.



The current capacity of the existing secondary schools greatly exceeds student enrolment. There is an overall utilization of 64% for secondary schools in the West Capital Zone with an estimated 824 available spaces.

In the West Capital Zone, there are two secondary schools, one in each sub-zone – Pitt Meadows Secondary in the Pitt Meadows Zone and Westview Secondary in the Maple Ridge West Zone. In this graph, the historical and forecasted enrolment is shown relative to the available operating capacity.



Although there is currently excess capacity in these facilities, in the long-term this will be needed to accommodate the forecasted increase in secondary enrolment.



## 5.1.4 PLANNING AHEAD - EXISTING FACILITIES

### 5.1.4.1 WEST CAPITAL ZONE - EXISTING FACILITIES ANALYSIS

There are many criteria used to evaluate a school and determine what investments should be made to improve the facility. Typical criteria are location, educational suitability, size, and condition. Some of these criteria 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), which is a practical tool to compare the overall condition of different facilities.

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

The Energy Management Rank (EM Rank) is a district metric that compares each facility’s energy consumption, energy costs, facility condition index, and annual emissions to rank each facility from one to 35. A school with a ranking of one demonstrates the best overall performance while a school with an EM Rank of 35 would be the worst performing facility in the district. The purpose of this ranking system is to target schools with highest EM Rank and implement energy conservation projects to address their shortfalls. Appendix C contains a summary of baseline energy management key performance indicators and environmental sustainability measures that can be implemented to improve these indicators.

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

SCHOOL NAME	2021 FCI	SEISMIC RISK	BEP RATING	EM Rank
Davie Jones Elementary	0.62	H2		28
Edith McDermott Elementary	0.44		43.07	3
Fairview Elementary	0.61	H2		19.5
Hammond Elementary	0.48			5
Highland Park Elementary	0.71	H2		15
Laity View Elementary	0.52			12
Maple Ridge Elementary	0.67	H1 - P2		22
Pitt Meadows Elementary	0.68	H1 - P2	37.34	31
Pitt Meadows Secondary	0.70	H1 - P2	33.08	34
Westview Secondary	0.56			23
<b>Average</b>	<b>0.60</b>			<b>19.3</b>

The general facility condition of the schools in the West Capital Zone have the highest average FCI of the zones within the district at 0.60. Highland Park, Pitt Meadows Elementary, and Pitt Meadows Secondary have three of the five worst FCIs in the district – all of which also need to be seismically upgraded.

Three schools in the West Capital Zone have been assessed for building envelope failures. 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.

Davie Jones Elementary, Pitt Meadows Elementary, and Pitt Meadows Secondary have the three worst EM rankings in this zone. All three schools require significant capital investments to improve their overall building energy consumption and reduce operating emissions in the next five years.

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

- six schools require seismic mitigation;
- three schools require building envelope remediation;
- six schools have an FCI of over 0.60 and require significant upgrades;
- six schools with an EM Rank higher than 17 need upgrades that will improve their overall building energy consumption and reduce operating emissions.

#### 5.1.4.2 WEST CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

A summary of proposed capital plan priorities for facilities in the West Capital Zone is included in the table below. The year noted in the table is the school year when the proposed project is expected to be completed (i.e. 2028 means September 2028).

		MAJOR CAPITAL				MINOR CAPITAL		
		Seismic	Major Renovation	Addition	Building Envelope	School Enhancement	Playground	Carbon Neutral
ELEMENTARY	Davie Jones	2029						
	Edith McDermott							
	Fairview				2022	2022		
	Hammond							
	Highland Park	2027					2022	2022
	Laity View							
	Maple Ridge	2027						
	Pitt Meadows	2028						
SECONDARY	Pitt Meadows *	2028	2028					
	Westview							

\* Projects that are currently supported by The Ministry of Education.

The table shows completion dates based on planned submissions to the Ministry of Education, and project execution times. If projects are not approved as expected by the Ministry of Education the completion of the proposed projects will be delayed accordingly.

#### PITT MEADOWS SECONDARY

Pitt Meadows Secondary School opened in 1961 and has had 9 additions to reach the total current floor area of 13,276sqm. The current FCI of this facility is 0.73 as compared to a provincial average of 0.49. The Seismic Project Identification Report (SPIR) identified 7 blocks classified as High 1 and the 2002 block not classified (constructed in 2002).

With the high safety classification determined in the seismic assessment and the high Facility Condition Index (FCI) of 0.73, undertaking the seismic mitigation on its own is not desirable.

In March 2020, the Ministry of Education authorized a Seismic Project Definition Report (SPDR) to proceed for a full seismic upgrade with functional upgrades. The SPDR was submitted on April 02, 2020.

On July 15, 2020, the Ministry requested a SPDR to consider:

- Option 1 - Full seismic upgrade, and
- Option 2 - Full seismic upgrade with functional upgrades

On December 08, 2020, the Ministry requested this SPDR to add:

- Option 3 – Full Replacement – LEED Gold Equivalent
- Option 4 – Full Replacement – Energy and Emissions (GHG Reduction Strategy)

In May 2021, the school district submitted to the Ministry of Education the requested SPDR and recommended the funding of option 3 – Full Replacement – LEED Gold Equivalent. This option has the potential to improve the functionality of the school, reduce district emissions by 6%, and better support the Pitt-Meadows community. The estimated cost of this project is \$89.71 M.

If a funding decision is made by September of 2023 the new school will open September 2028.

#### PITT MEADOWS ELEMENTARY

Pitt Meadows Elementary requires significant seismic upgrades, and renovations worth over \$19M. This facility should be prioritized in future capital plans with the option to replace the school being given consideration.



### 5.1.4.3 WEST CAPITAL ZONE - ANNUAL FACILITIES GRANT PRIORITIES

The proposed West Capital Zone AFG funded upgrades for 2022 to 2027 are summarized in the table below.

	Interior Upgrades	Exterior Upgrades	Site Upgrades
Fairview Elementary	2022, 2024, 2025		
Hammond Elementary	2023	2022	
Laity View Elementary		2022	2022
Maple Ridge Elementary			
Davie Jones Elementary	2022, 2025	2023	
Edith McDermott Elementary			
Highland Park Elementary	2027		
Pitt Meadows Elementary	2023		
Pitt Meadows Secondary			
Westview Secondary			

## 5.1.5 PLANNING AHEAD - NEW FACILITIES

### 5.1.5.1 WEST CAPITAL ZONE - NEW FACILITIES ANALYSIS

In the West Capital Zone, enrolment growth is forecasted to be accelerated by the development of the North Lougheed area. It is forecasted that new residential units will be built between 2030 and 2035 at an average rate of 125 new units per year.

This increased residential development is estimated to result in increased enrolment at Highland Park Elementary and Pitt Meadows Secondary.

By 2030, elementary schools in this zone will not require any additional spaces above operating capacity, but will require an additional 99 spaces by 2035. There are currently portables to support 138 additional spaces and should suffice to 2031.

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY *
Davie Jones Elementary	406	0	406	3	475
Edith McDermott Elementary	383	1	406	0	406
Fairview Elementary	429	0	429	2	475
Hammond Elementary	444	0	444	0	444
Highland Park Elementary	291	2	337	3	406
Laity View Elementary	628	0	628	0	628
Maple Ridge Elementary	471	0	471	2	517
Pitt Meadows Elementary	444	3	513	1	536
	<b>3,496</b>	<b>6</b>	<b>3,634</b>	<b>11</b>	<b>3,887</b>

\* Capacity calculated based on an estimated portable classroom capacity of 23 spaces.

By 2030, secondary schools in this zone will have excess capacity to support existing enrolment. Pitt Meadows Secondary will require an additional 18 spaces by 2030 and will continue to grow as the North Lougheed population matures. Currently there are no portables on-site at secondary schools, and there are no viable options to install portable classrooms in the future

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY *
Pitt Meadows Secondary	1,100	0	1,100	0	1,100
Westview Secondary	1,200	0	1,200	0	1,200
	<b>2,300</b>	<b>0</b>	<b>2,300</b>	<b>0</b>	<b>2,300</b>

.\* Capacity calculated based on an estimated portable classroom capacity of 25 spaces

## PORTABLES

For elementary schools, there is currently sufficient capacity when including existing portables to accommodate growth until 2035. Beyond 2035, as schools reach capacity there is sufficient space available for 11 portable classrooms to accommodate short term enrolment pressures, allowing an additional 253 spaces to open up.

## ADDITIONS

An expansion of Highland Park Elementary would create 318 additional spaces to the region. This would effectively eliminate the need for the six portables in the zone, and in the long term allow the district to accommodate the North Lougheed development beyond 2035.

## NEW SCHOOLS

In the long term the district could consider building a new elementary school at the Bonson Road property.

There is no requirement for additional secondary school space in this zone for the foreseeable future.

## ELEMENTARY

The table below summarizes the space needs for elementary schools in the West Capital Zone based on existing and planned capacity for facilities in the zone compared with the projected student enrolment for the zone.

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	3,385	3,387	3,398	3,403	3,433	3,453	3,455	3,439	3,459	3,487	3,518	3,544	3,570	3,595
Existing Operating Capacity	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496
Proposed Additions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Planned Operating Capacity	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496
<b>Operating Space Available (Required)</b>	<b>111</b>	<b>109</b>	<b>98</b>	<b>93</b>	<b>63</b>	<b>43</b>	<b>41</b>	<b>57</b>	<b>37</b>	<b>9</b>	<b>(22)</b>	<b>(48)</b>	<b>(74)</b>	<b>(99)</b>
Portable Classrooms	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Total Temporary Spaces	138	138	138	138	138	138	138	138	138	138	138	138	138	138
<b>Total Space Available (Required)</b>	<b>249</b>	<b>247</b>	<b>236</b>	<b>231</b>	<b>201</b>	<b>181</b>	<b>179</b>	<b>195</b>	<b>175</b>	<b>147</b>	<b>116</b>	<b>90</b>	<b>64</b>	<b>39</b>

Based on the data available, there is no projected need for additional elementary space in the West Capital Zone for the foreseeable future.

Enrolment in the area should be closely monitored and if the projected enrolment growth is accelerated an addition of 318 spaces to Highland Park Elementary should be prioritized for funding.

## SECONDARY

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	1,666	1,750	1,786	1,838	1,817	1,800	1,831	1,851	1,867	1,885	1,901	1,905	1,918	1,937
Existing Operating Capacity	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300
Proposed Additions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Planned Operating Capacity	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300
<b>Operating Space Available (Required)</b>	<b>634</b>	<b>550</b>	<b>514</b>	<b>462</b>	<b>483</b>	<b>500</b>	<b>469</b>	<b>449</b>	<b>433</b>	<b>415</b>	<b>399</b>	<b>395</b>	<b>382</b>	<b>363</b>
Portable Classrooms	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Temporary Spaces	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Space Available (Required)</b>	<b>634</b>	<b>550</b>	<b>514</b>	<b>462</b>	<b>483</b>	<b>500</b>	<b>469</b>	<b>449</b>	<b>433</b>	<b>415</b>	<b>399</b>	<b>395</b>	<b>382</b>	<b>363</b>

Based on the data available there is no projected need for additional secondary space in the West Capital Zone for the foreseeable future.

### 5.1.5.2 WEST CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

Based on the data available there is no projected need for additional elementary or secondary space in the West Capital Zone for the foreseeable future.

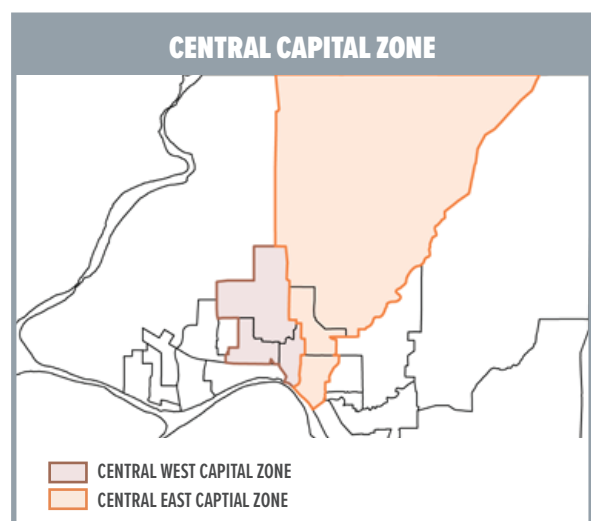
## SCHOOL SITES

The school district owns the Bonson Road school site. Based on current data, development of this property is not recommended before 2035. Given the limited developable land available in Pitt Meadows it is not recommended that this property be declared surplus.

No additional school site acquisitions are recommended in this capital zone.

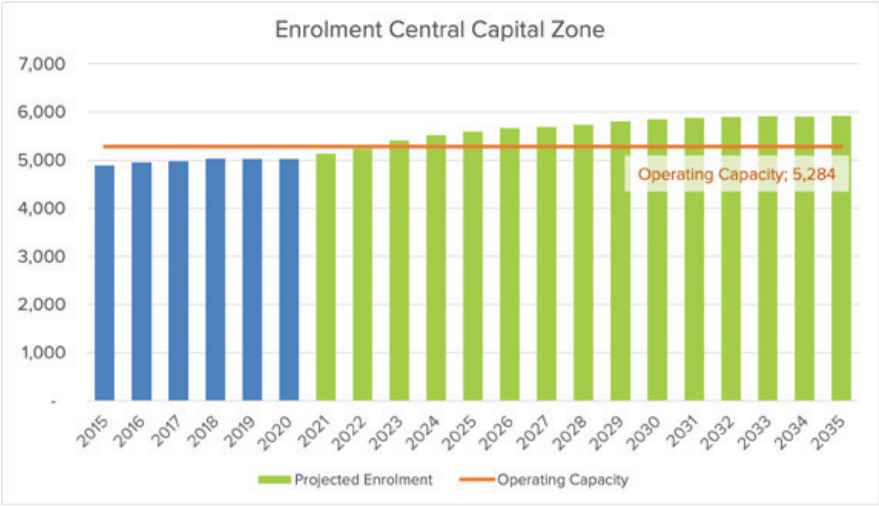
## 5.2 CENTRAL CAPITAL ZONE

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



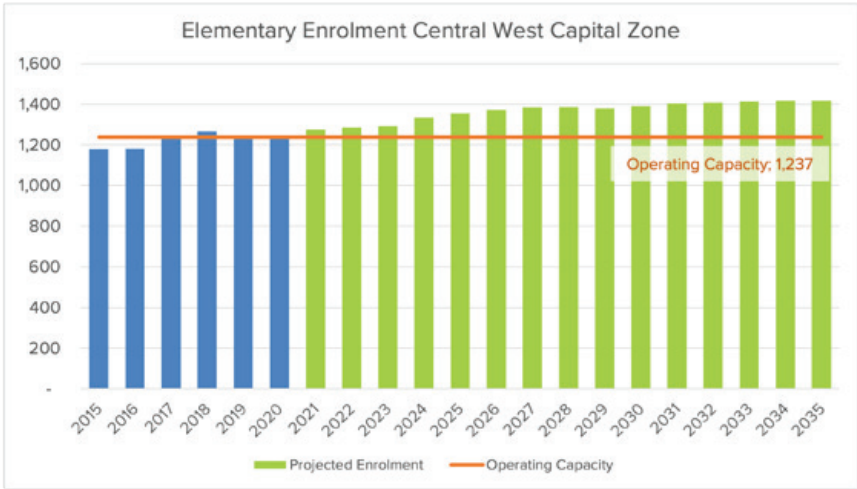
5.2.1 OVERALL ENROLMENT

In the Central Zone, the historical and forecasted enrolment is shown relative to the available operating capacity of the schools in this zone. It is anticipated that the current operating capacity will be exhausted by 2023, reaching utilization rate of 111% by 2030 (563 spaces over capacity) with relatively flat enrolment to 2035. By 2035, the schools in this zone are expected to be over capacity by 631 spaces.



5.2.2 ELEMENTARY CENTRAL WEST

In the Central-West Capital Zone, the historical and forecasted elementary enrolment is shown relative to the available operating capacity.



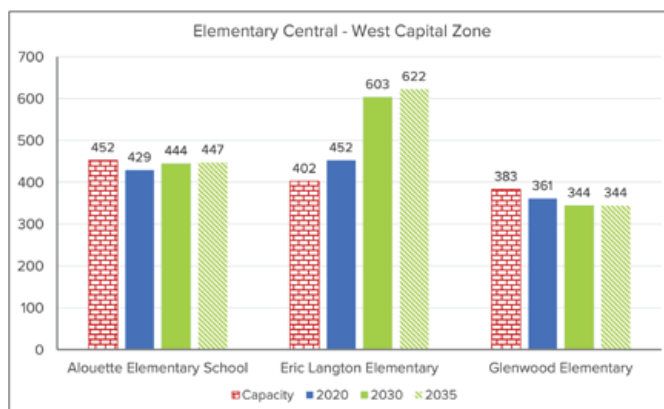
Since 2015, enrolment in the Central West capital zone has been growing and the combined utilization rate of elementary schools in this zone for 2020 is 100%. Enrolment is expected to continue to increase until at least 2035.

In recent years, this over utilization has been addressed by using five portable classrooms – one at Alouette, three at Eric Langton and one at Glenwood.

By 2035 utilization rate of the Central West Zone is expected to be 114%, with 179 additional spaces required.

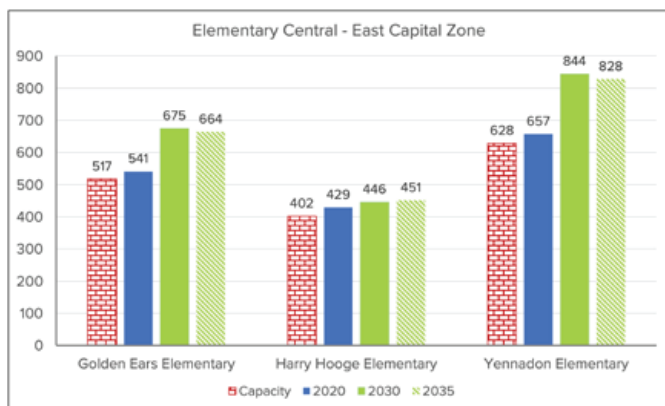
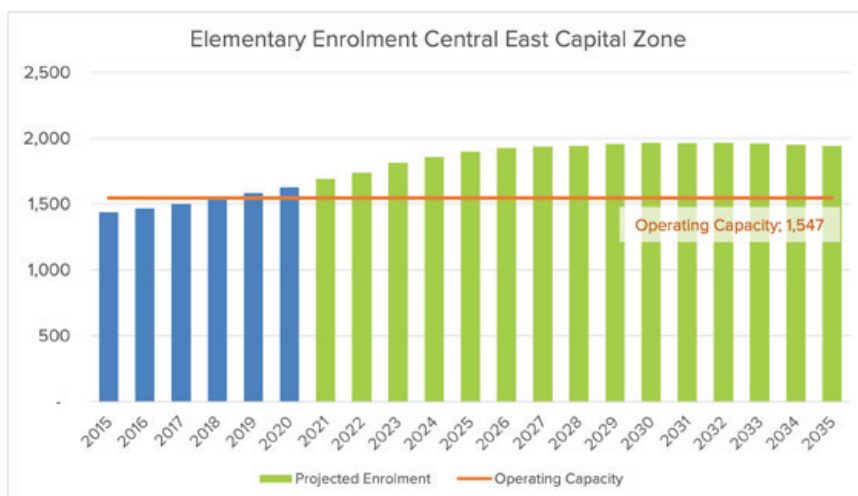
Eric Langton Elementary is a ministry supported project and the district is preparing a Project Definition Report for seismic mitigation and expanded capacity by 199 spaces.

When taking into consideration the expansion of Eric Langton, there will be sufficient space in this sub-zone until 2030.



### 5.2.3 ELEMENTARY CENTRAL EAST

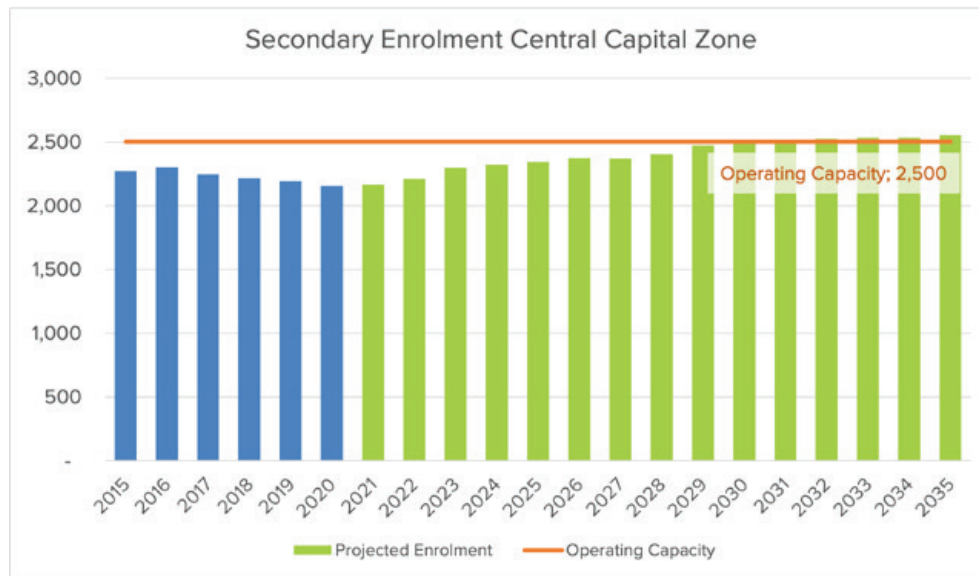
In the Central East Capital Zone, the historical and forecasted elementary enrolment is shown relative to the available operating capacity.



Since 2015, enrolment in the Central East capital zone has been growing and the combined utilization rate of elementary schools in this zone for 2020 is 105%. Enrolment is expected to continue to increase until at least 2030 and remain stable thereafter. By 2030, utilization rate will be at 127% with 418 additional spaces needed. In recent years, this over utilization has been addressed by using five portable classrooms – three at Golden Ears and two at Harry Hooe Elementary. A further two portable classrooms were installed on-site at Yennadon Elementary in September 2021.

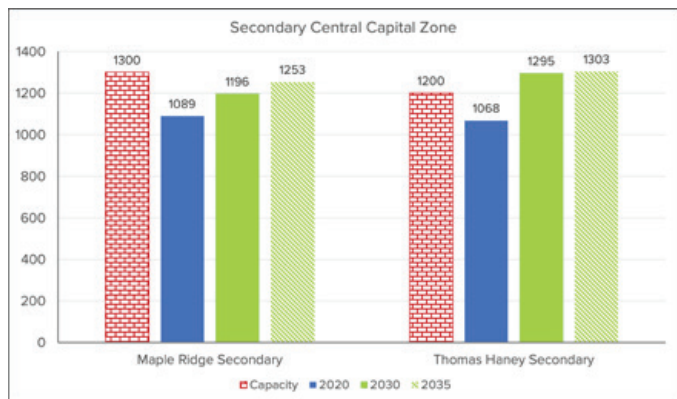
## 5.2.4 SECONDARY CENTRAL OVERALL

In the Central Capital Zone, the historical and forecasted secondary enrolment is shown relative to the available operating capacity.



Since 2015, enrolment in secondary schools in the central capital zone has been declining and the combined utilization rate of secondary schools in this zone for 2020 is 86% (343 available spaces). Enrolment in secondary schools in the Central Capital Zone is estimated to result in 100% utilization of existing facilities by 2030 and an estimated additional 56 spaces will be required to accommodate the forecasted enrolment for 2035.

Although there is significant development and densification happening in the city centre, the yield of secondary aged students is lower than elementary yield per unit. Growth in the secondary system is expected to happen once new families mature and graduate into the secondary schools.



## 5.2.5 PLANNING AHEAD - EXISTING FACILITIES

### 5.2.5.1 CENTRAL CAPITAL ZONE - EXISTING FACILITIES ANALYSIS

There are many criteria used to evaluate a school and determine what investments should be made to improve the facility. Typical criteria are location, educational suitability, size, and condition. Some of these criteria 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), which is a practical tool to compare the overall condition of different facilities.

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

The Energy Management Rank (EM Rank) is a district metric that compares each facility’s energy consumption, energy costs, facility condition index, and annual emissions to rank each facility from one to 35. A school with a ranking of one demonstrates the best overall performance while a school with an EM Rank of 35 would be the worst performing facility in the district.



The purpose of this ranking system is to target schools with highest EM Rank and implement energy conservation projects to address their shortfalls. Appendix C contains a summary of baseline energy management key performance indicators and environmental sustainability measures that can be implemented to improve these indicators.

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

SCHOOL NAME	2021 FCI	SEISMIC RISK	BEP RATING	EM Rank
Alouette Elementary School	0.54	H1 - P3	33.21	6
Eric Langton Elementary	0.61	H1 - P2		33
Glenwood Elementary	0.72	H1 - P2		9
Golden Ears Elementary	0.70	H1		11
Harry Hooge Elementary	0.52	H2		7
Yennadon Elementary	0.49			16
Maple Ridge Secondary	0.40	H1 - P1		19
Maple Ridge Secondary Annex	0.77	H1 - P2		27
Thomas Haney Secondary	0.52			32
<b>Average</b>	<b>0.58</b>			<b>17.8</b>

The schools in the Central Capital Zone have the second highest average FCI of the zones in the district (0.58). Maple Ridge Secondary Annex, Golden Ears, and Glenwood have the three highest FCI's in the Central Capital Zone and also need to be seismically upgraded.

Maple Ridge Secondary Annex is currently being used for storage and non-classroom based activities for Maple Ridge Secondary. This property also has the highest FCI in the district and requires significant seismic upgrades. Depending on future plans to use the facility, these requirements would need to be remediated before changes to use could occur.

The only school remaining in the Central Capital Zone with building envelope remediation requirements is Alouette Elementary. If a building envelope project is a significant capital project on its own, then the project will be included in the district's Capital Plan.

Eric Langton Elementary and Thomas Haney Secondary have the two worst EM rankings in the Central Capital Zone. Improvements at Eric Langton Elementary will be considered as part of the seismic and addition projects. Thomas Haney Secondary will be prioritized for capital investments to improve overall building energy consumption and reduce operating emissions in the next five years.

In summary, this zone is home to facilities that will require certain facility upgrading over the next several years:

- seven schools require seismic mitigation;
- one school require building envelope remediation;
- four schools have an FCI of over 0.60 and require significant upgrades;
- four schools with an EM Rank higher than 17 need upgrades that will improve their overall building energy consumption and reduce operating emissions.



### 5.2.5.2 CENTRAL CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

A summary of proposed capital plan priorities for facilities in the Central Capital Zone is included in the table below. The year noted in the table is the school year when the proposed project is expected to be completed (i.e. 2028 means September 2028).

		MAJOR CAPITAL				MINOR CAPITAL		
		Seismic	Major Renovation	Addition	Building Envelope	School Enhancement	Playground	Carbon Neutral
ELEMENTARY	Alouette Elementary	2028			2024	2022		
	Eric Langton Elementary*	2025	2025	2025				
	Glenwood Elementary	2028						
	Golden Ears Elementary					2022		
	Harry Hooze Elementary			2026				
	Maple Ridge Secondary Annex							
	Yennadon Elementary							
SECONDARY	Maple Ridge Secondary	2026						
	Thomas Haney Secondary							2022

\* Projects currently supported by the Ministry of Education.

The table shows completion dates based on planned submissions to the Ministry of Education, and project execution times. If projects are not approved as expected by the Ministry of Education the completion of the proposed projects will be delayed accordingly.

#### ERIC LANGTON ELEMENTARY

Eric Langton Elementary was identified by the school district as a facility that needs to be seismically upgraded and expanded to accommodate the existing and projected student enrolment in the area.

The Ministry of Education authorized the Eric Langton Seismic Project Definition Report to proceed in October 2019.

The Seismic Project Identification Report identified five (5) seismic blocks at Eric Langton Elementary. One block is rated High (H1), two blocks are rated High (H2) and two blocks are rated High (H3), making the overall seismic risk classification of Eric Langton Elementary to be H1 (High 1). To seismically upgrade Eric Langton and provide for an increase in capacity (40K+175), several options were reviewed.

In October 2019, the Ministry approved a SPDR to include the following options:

- Option 1 – Seismic Upgrade + Addition
- Option 2 – Seismic Upgrade + Partial Demolition/Replacement + Addition
- Option 3 – Full Replacement + Addition
- Option 4 – Full Replacement + Net Zero Energy Ready

The SPDR was submitted in March 2020. In May 2020, the Ministry requested this be converted to a Concept Plan. The following options were submitted in the Concept Plan in August 2020.

- Option 1 – Relocate Students to Surrounding Schools
- Option 2 – Seismic Upgrade + Addition
- Option 3 – Seismic Upgrade + Partial Demolition/Replacement + Addition
- Option 4 – Full Replacement + Addition

On 08 December 2020, the Ministry requested a SPDR to proceed with the following options:

- Option 1 – Seismic Upgrade + Addition + NLC
- Option 2 – Full Seismic Replacement + Addition – LEED Gold Equivalent + NLC
- Option 3 – Full Seismic Replacement + Addition – GHG Reduction Strategy + NLC

The Board requested that Option 3 – Replacement of the existing Eric Langton Elementary school and an addition of 40K + 175 with NLC space and a GHG Reduction Strategy (cost of \$42,076,034) be brought forward for Treasury Board approval.

## MAPLE RIDGE SECONDARY ANNEX

Maple Ridge Secondary Annex has been prioritized in past capital plan submissions for seismic upgrading and major renovation for conversion to an elementary school. This will create an additional 16 classrooms (40K + 350).

The necessary additional capacity in the central capital zone can be achieved either by expanding Eric Langton Elementary and Harry Hooe Elementary or by seismically upgrading and renovating Maple Ridge Secondary Annex.

Enrolment growth in this zone should be closely monitored and the conversion of Maple Ridge Secondary Annex to usable elementary space should be prioritized if additional space is needed before 2030.

### 5.2.5.3 CENTRAL CAPITAL ZONE - ANNUAL FACILITIES GRANT PRIORITIES

The proposed Central Capital Zone AFG funded upgrades for 2022 to 2027 are summarized in the table below.

	Interior Upgrades	Exterior Upgrades	Site Upgrades
Golden Ears Elementary		2025	
Harry Hooe Elementary			
Yennadon Elementary			
Alouette Elementary	2022	2022	
Eric Langton Elementary			
Glenwood Elementary	2022		
Maple Ridge Annex			
Maple Ridge Secondary	2022, 2025	2023, 2024	2025
Thomas Haney Secondary	2023		2023

## 5.2.6 PLANNING AHEAD - NEW FACILITIES

### 5.2.6.1 CENTRAL CAPITAL ZONE - NEW FACILITIES ANALYSIS

In the Central Capital Zone, enrolment is expected to continue on an upwards trend as the city goes through densification and development in Silver Valley continues for the next 10 years.

By 2030, elementary schools in this zone will require an additional 572 spaces to accommodate this growth. Schools most affected by this increased enrolment pressure are Yennadon, Golden Ears, and Eric Langton Elementary accounting for 480 of those 572 required spaces.

By 2035, the Central Capital zone elementary schools will require an additional 575 spaces compared to current operating capacities.

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY *
Alouette Elementary School	452	1	475	2	521
Eric Langton Elementary	402	3	471	1	494
Glenwood Elementary	383	1	406	1	429
Golden Ears Elementary	517	3	586	2	632
Harry Hooe Elementary	402	2	448	1	471
Yennadon Elementary	628	2	674	2	720
	<b>2,784</b>	<b>12</b>	<b>3,060</b>	<b>9</b>	<b>3,267</b>

\* Capacity calculated based on an estimated portable classroom capacity of 23 spaces

In 2021, up to 276 students will be accommodated in 12 portable classrooms. An additional nine portable classrooms can be installed on existing sites providing temporary accommodation for an additional 207 students.

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY *
Maple Ridge Secondary	1,300	4	1,400	4	1,500
Thomas Haney Secondary	1,200	0	1,200	0	1,200
	<b>2,500</b>	<b>4</b>	<b>2,600</b>	<b>4</b>	<b>2,700</b>

\* Capacity calculated based on an estimated portable classroom capacity of 25 spaces

By 2030, secondary schools in this zone will reach 100% utilization, and when including existing portables there will be 102 temporary spaces available. As families continue to mature in the Silver Valley and Town Centre, enrolment is expected to continue to increase in the long term leaving these secondary schools well utilized for the foreseeable future.

## PORTABLES

With an expected 572 additional spaces required in the elementary schools by 2030, a key part of the short-term plan will be to deploy additional portable classrooms as needed to support enrolment pressures. There are nine potential portable classroom locations on existing school sites, which would support 207 additional students in the zone. This will provide temporary accommodation for most of the estimated growth out to 2026 but additional building capacity will be required to accommodate the estimated growth on a permanent basis.

## ADDITIONS

The seismic upgrade and addition project at Eric Langton Elementary is in the Project Definition stage and is ministry supported. Approval from the ministry is expected in the fall of 2021, which would see the expanded and upgraded school operational by September 2025, adding 199 spaces to the Central Capital Zone.

The district also requested an addition to Harry Hooge. If approved in 2022, this addition would yield an additional 226 spaces by 2026.

Finally, Maple Ridge Secondary Annex has been prioritized in previous capital plans for conversion back to elementary, seismic upgrade, addition and major renovation. If approved in 2022, this project would yield an additional 600 elementary spaces by 2027.

## NEW SCHOOLS

The school district has identified a new school location in the Silver Valley area. This new property could support a new school with an operating capacity of 635. If site acquisition and development is approved for 2022, a new school operational in the Silver Valley area could open by 2028.

There is no requirement for a new secondary school location in this zone for the foreseeable future.

## ELEMENTARY

The table below summarizes the space needs for elementary schools in the West Capital Zone based on existing and planned capacity for facilities in the zone compared with the projected student enrolment for the zone.

The following increases to operating capacity of existing schools are proposed:

- Eric Langton Elementary
  - Operating capacity increase of **199 spaces**
  - Occupancy in **September 2025**

- Harry Hooge Elementary
  - Operating capacity increase of **226 spaces**
  - Occupancy in **September 2026**

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	3,023	3,107	3,193	3,255	3,296	3,322	3,330	3,336	3,356	3,365	3,373	3,372	3,368	3,359
Existing Operating Capacity	2,784	2,784	2,784	2,784	2,983	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209
Proposed Additions														
Eric Langton				199										
Harry Hooge					226									
Total Planned Operating Capacity	2,784	2,784	2,784	2,983	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209	3,209
<b>Operating Space Available (Required)</b>	<b>(239)</b>	<b>(323)</b>	<b>(409)</b>	<b>(272)</b>	<b>(87)</b>	<b>(113)</b>	<b>(121)</b>	<b>(127)</b>	<b>(147)</b>	<b>(156)</b>	<b>(164)</b>	<b>(163)</b>	<b>(159)</b>	<b>(150)</b>
Portable Classrooms														
Existing	12	12	14	18	15	9	8	8	8	8	8	8	8	8
Removed				(3)	(6)	(1)								
Added		2	4											
Total Temporary Spaces	276	322	414	345	207	184	184	184	184	184	184	184	184	184
<b>Total Space Available (Required)</b>	<b>37</b>	<b>(1)</b>	<b>5</b>	<b>73</b>	<b>120</b>	<b>71</b>	<b>63</b>	<b>57</b>	<b>37</b>	<b>28</b>	<b>20</b>	<b>21</b>	<b>25</b>	<b>34</b>

The above space analysis shows that in the Central Capital Zone there is a need to increase the capacity of existing schools, build a new school or add more portable classrooms. It is estimated that over the next 3 years an additional 6 portables will have to be placed on school grounds to provide temporary accommodation for students residing in this area.

To accommodate this higher enrolment level past capital plan submissions included requests for expanded capacity at Eric Langton (9 additional classrooms) and Harry Hooge (10 additional classrooms). The Eric Langton project is supported by the Ministry of Education and once funding is approved the project will take an estimated 3 years to complete.

The expansion of Harry Hooge Elementary would allow the school district to start removing some of the portable classrooms from this capital zone.

Additional classroom space in this capital zone can be created by converting Maple Ridge Secondary Annex back to an elementary school (40K + 350). This will require a seismic upgrade and a major renovation.

Enrolment growth in this zone should be closely monitored and the conversion of Maple Ridge Secondary Annex to elementary should be prioritized if additional space is needed before 2030.

## SECONDARY

Based on projected enrolment, a space analysis is performed for the secondary school in the Central Capital Zone and is shown in the table below.

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	2,212	2,301	2,324	2,345	2,372	2,370	2,404	2,473	2,491	2,510	2,524	2,534	2,534	2,556
Existing Operating Capacity	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Proposed Additions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Planned Operating Capacity	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
<b>Operating Space Available (Required)</b>	<b>288</b>	<b>199</b>	<b>176</b>	<b>155</b>	<b>128</b>	<b>130</b>	<b>96</b>	<b>27</b>	<b>9</b>	<b>(10)</b>	<b>(24)</b>	<b>(34)</b>	<b>(34)</b>	<b>(56)</b>
Portable Classrooms	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total Temporary Spaces	100	100	100	100	100	100	100	100	100	100	100	100	100	100
<b>Total Space Available (Required)</b>	<b>388</b>	<b>299</b>	<b>276</b>	<b>255</b>	<b>228</b>	<b>230</b>	<b>196</b>	<b>127</b>	<b>109</b>	<b>90</b>	<b>76</b>	<b>66</b>	<b>66</b>	<b>44</b>

Based on the data available there is no projected need for additional secondary space in the Central Capital Zone for the foreseeable future. The continued use of portable classrooms would allow for international students to continue to attend secondary schools in this capital zone.

### 5.2.6.2 CENTRAL CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

#### SCHOOL SITES

Based on the projected continued enrolment growth in from the Silver Valley area it is recommended to pursue the acquisition of a school site in the Silver Valley area jointly with the City of Maple Ridge. This will allow for joint development of the site in the future.

#### SCHOOL SPACE

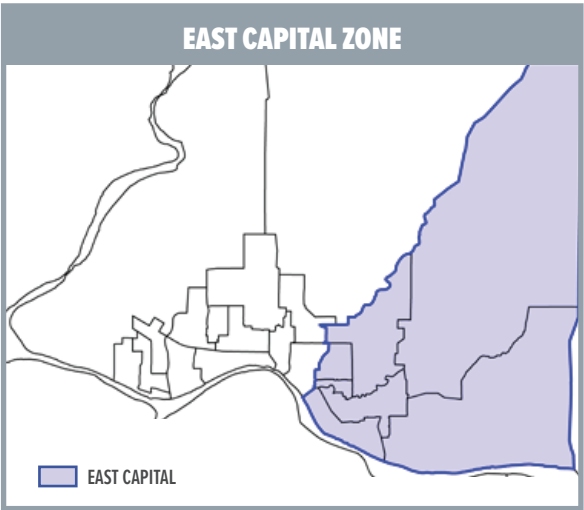
It is recommended that the following schools be expanded:

- Eric Langton Elementary – new addition of 9 classrooms (40K + 175)
- Harry Hooge Elementary – new addition of 10 classrooms (40K + 200)

It is further recommended that, if needed, Maple Ridge Secondary Annex be seismically upgraded, renovated and reopened as an elementary school with a nominal capacity of 40K + 350.

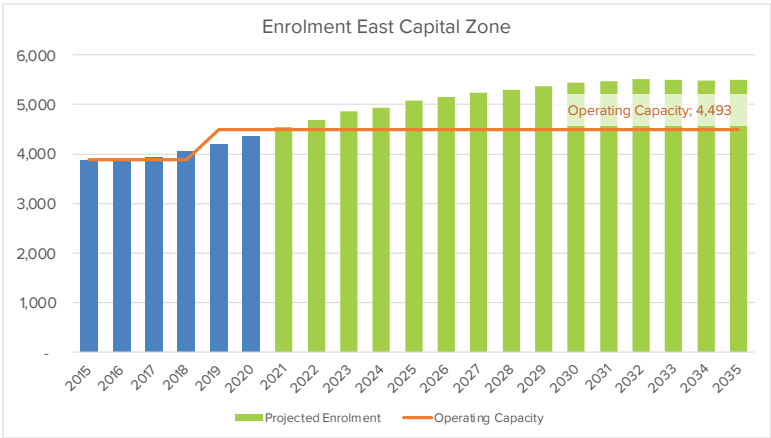
# 5.3 EAST CAPITAL ZONE

The East Capital Zone consists of seven elementary schools and two secondary schools.



## 5.3.1 OVERALL ENROLMENT

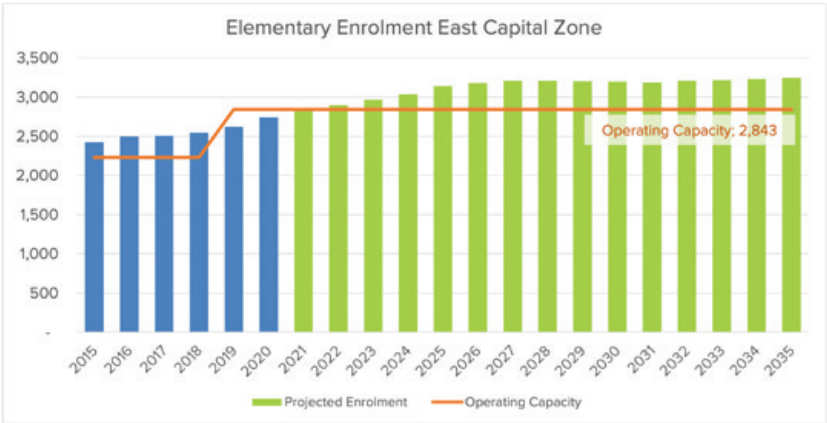
In the East Capital Zone, the historical and forecasted enrolment is shown relative to the available operating capacity of the schools in this zone. Within the East Capital Zone, additional capacity will be required in the immediate future.



It's anticipated that the current operating capacity will be fully utilized in 2021, reaching a utilization rate of 121% by 2030 (949 spaces over capacity). By 2035, the East Capital Zone is projected to be over capacity by 998 spaces.

## 5.3.2 ELEMENTARY EAST

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

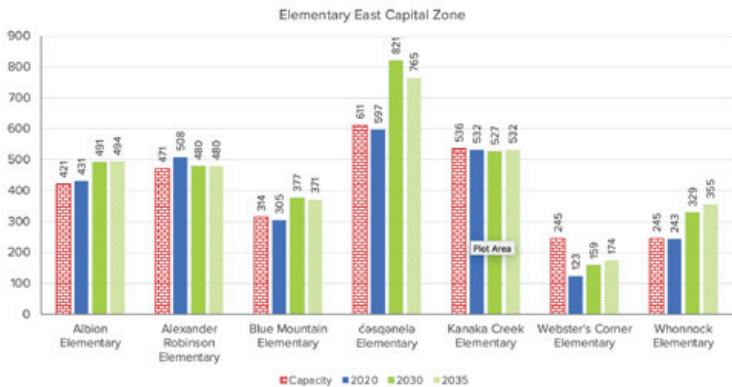


This zone is under the greatest enrolment pressure in the district. In 2019, a new school, Casqanela, opened and temporarily alleviated the enrolment pressure in this zone. In 2020, the utilization rate of the elementary schools was 97%.

By 2030, the utilization rate is expected to be 112%, requiring an additional 341 spaces. By 2035, the utilization rate is 112%, and 328 additional spaces are required.

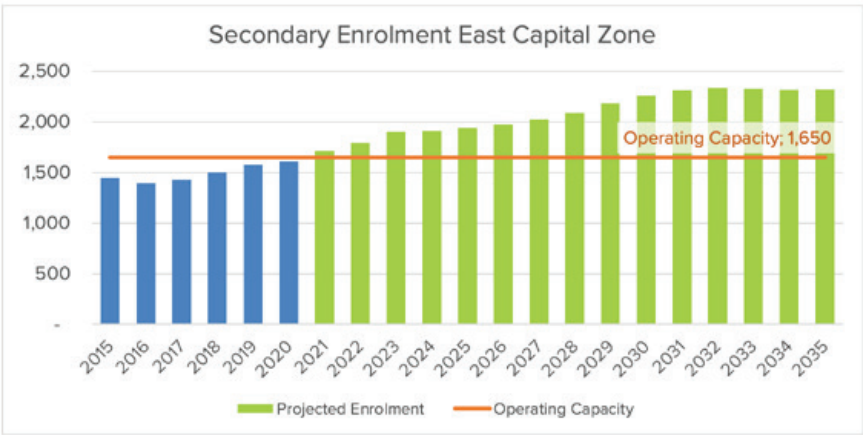
After 2030, the Thornhill development is expected to yield additional students in the catchment area of Whonnock Elementary creating the need for an additional 84 spaces by 2030 and 110 spaces by 2035.

In recent years, this over utilization has been addressed by using 13 portable classrooms – five at Albion, three at Alexander Robinson, one at Blue Mountain, two at Kanaka Creek, and two at Whonnock Elementary.



5.3.3 SECONDARY EAST

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

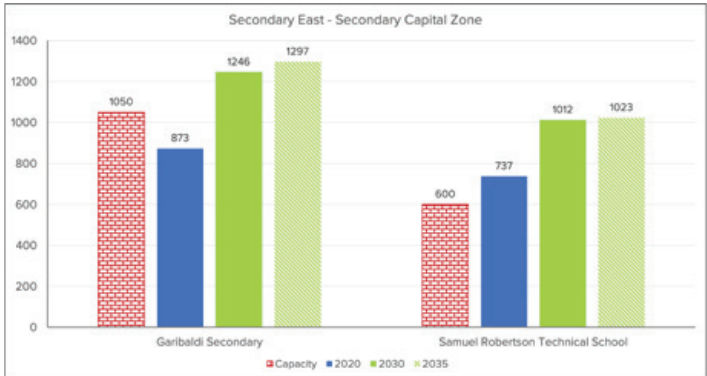


In 2020, the utilization rate of the East Capital Zone secondary schools is 98%. By 2030, the utilization rate of the zone is expected to be 137% (608 spaces over operating capacity). By 2035, the utilization rate is expected to be 141%, requiring an additional 670 spaces in the zone.

This over utilization is being addressed with 12 portable classrooms at Samuel Robertson Technical Secondary.

The catchment area of Garibaldi Secondary includes the Silver Valley and Thornhill development areas. Enrolment growth at Garibaldi Secondary is expected as Silver Valley residents graduate into the secondary system and new residents begin to move into the Thornhill area. By 2030, Garibaldi will require an additional 196 spaces, and 247 spaces by 2035.

Samuel Robertson Technical Secondary will experience high growth due to the maturing of residents in the Albion area but enrolment is expected to level off after 2030. By 2030, the school is expected to require an additional 412 spaces, and 423 spaces by 2035.





## 5.3.4 PLANNING AHEAD - EXISTING FACILITIES

### 5.3.4.1 EAST CAPITAL ZONE - EXISTING FACILITIES ANALYSIS

There are many criteria used to evaluate a school and determine what investments should be made to improve the facility. Typical criteria are location, educational suitability, size, and condition. Some of these criteria 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), which is a practical tool to compare the overall condition of different facilities.

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

The Energy Management Rank (EM Rank) is a district metric that compares each facility’s energy consumption, energy costs, facility condition index, and annual emissions to rank each facility from one to 35. A school with a ranking of one demonstrates the best overall performance while a school with an EM Rank of 35 would be the worst performing facility in the district. The purpose of this ranking system is to target schools with highest EM Rank and implement energy conservation projects to address their shortfalls. Appendix C contains a summary of baseline energy management key performance indicators and environmental sustainability measures that can be implemented to improve these indicators.

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

SCHOOL NAME	2021 FCI	SEISMIC RISK	BEP RATING	EM Rank
Albion Elementary	0.57	H2		24
Alexander Robinson Elementary	0.47			4
Blue Mountain Elementary	0.44			13
čəsqənelə Elementary	0.00			1
Kanaka Creek Elementary	0.50			8
Webster's Corners Elementary	0.58			26
Whonnock Elementary	0.37			2
Garibaldi Secondary	0.54			29
Samuel Robertson Technical School	0.22			21
<b>Average</b>	<b>0.41</b>			<b>14.1</b>

The schools in the East Capital Zone have the lowest FCI of the zones in the district (0.41). Webster’s Corners Elementary, and Albion Elementary have the two highest FCI scores in this zone but are still below the average FCI of the rest of the zones in the district. There is only one school, Albion Elementary, with seismic requirements, and no schools require Building Envelope remediation.

Webster’s Corners Elementary, Albion Elementary, Garibaldi Secondary, and Samuel Robertson Technical Secondary are the four schools with the worst EM ranking in the East Capital Zone. All four schools will be prioritized for capital investments to improve their overall building energy consumption and reduce operating emissions in the next five years.

In summary, this zone is home to facilities that are in better overall condition than other zones in the district, but will require certain facility upgrading over the next several years:

- one school requires seismic mitigation;
- four schools with an EM Rank higher than 17, needing upgrades that will improve their overall building energy consumption and reduce operating emissions.

### 5.3.4.2 EAST CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

A summary of proposed capital plan priorities for facilities in the East Capital Zone is included in the table below. The year noted in the table is the school year when the proposed project is expected to be completed (i.e. 2028 means September 2028).

		MAJOR CAPITAL				MINOR CAPITAL		
		Seismic	Replacement/ Renovation	Addition	Building Envelope	School Enhancement	Playground	Carbon Neutral
ELEMENTARY	Albion Elementary	2029						
	Alexander Robinson Elementary							
	Blue Mountain Elementary			2026			2022	
	čəsqənelə Elementary						2022	
	Kanaka Creek Elementary							
	Webster's Corner Elementary							2022
	Whonnock Elementary							
SECONDARY	Garibaldi Secondary					2022		2022
	Samuel Robertson Technical School			2028				

The table shows completion dates based on planned submissions to the Ministry of Education, and project execution times. If projects are not approved as expected by the Ministry of Education, the completion of the proposed projects will be delayed accordingly.

There are currently no major projects supported by the Ministry of Education in the East Capital Zone.

### 5.3.4.3 EAST CAPITAL ZONE - ANNUAL FACILITIES GRANT PRIORITIES

The proposed East Capital Zone AFG funded upgrades for 2022 to 2027 are summarized in the table below.

	Interior Upgrades	Exterior Upgrades	Site Upgrades
Albion Elementary	2022	2022	
Alexander Robinson Elementary		2022	
Blue Mountain Elementary	2022	2024	
čəsqənelə Elementary			
Kanaka Creek Elementary			
Webster's Corner Elementary		2022	
Whonnock Elementary	2022		
Garibaldi Secondary	2024	2022, 2023	2024
Samuel Robertson Technical School	2023, 2024	2023	

## 5.3.5 PLANNING AHEAD - NEW FACILITIES

### 5.3.5.1 EAST CAPITAL ZONE - NEW FACILITIES ANALYSIS

In the East Capital Zone, enrolment is expected to continue to grow. In the Albion area, the enrolment growth first experienced in elementary schools will start transitioning into secondary schools. The anticipated 2030 startup of development in the Thornhill area will result in continued enrolment growth at the elementary level.

By 2030, an additional 341 elementary spaces will be required. čəsqənelə Elementary and Whonnock Elementary are the most affected by the current development plans, accounting for 294 of the 341 spaces. Webster's Corners Elementary is the only school left with available capacity by 2030.

By 2035, an additional 328 elementary spaces will be required in the East Capital Zone.

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY *	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY *
Albion Elementary	421	5	536	0	536
Alexander Robinson Elementary	471	3	540	0	540
Blue Mountain Elementary	314	1	337	1	360
časqanele Elementary	611	0	611	2	657
Kanaka Creek Elementary	536	2	582	0	582
Webster's Corners Elementary	245	0	245	2	291
Whonnock Elementary	245	2	291	0	291
	<b>2,843</b>	<b>13</b>	<b>3,142</b>	<b>5</b>	<b>3,257</b>

\* Capacity calculated based on an estimated portable classroom capacity of 23 spaces

In 2021, up to 299 students will be accommodated in 13 portable classrooms. An additional 5 portable classrooms can be installed on existing sites providing temporary accommodation for an additional 115 students. The assumption is that existing portables can be utilized as portable classrooms.

By 2030, secondary schools will reach a utilization rate of 137% (608 spaces). By 2035, an additional 670 secondary spaces will be required in the east.

SCHOOL NAME	2020 OPERATING CAPACITY	2020 PORTABLE CLASSROOMS	2020 ADJUSTED CAPACITY *	POTENTIAL PORTABLE CLASSROOMS	FUTURE POTENTIAL CAPACITY **
Garibaldi Secondary	1050	0	1,050	4	1,150
Samuel Robertson Technical Secondary	600	12	900	0	900
	<b>1,650</b>	<b>12</b>	<b>1,950</b>	<b>4</b>	<b>2,050</b>

\* Capacity calculated based on an estimated portable classroom capacity of 25 spaces

## PORTABLES

Existing portables can support district growth to 2025 when enrolment matches existing adjusted capacity, assuming all spaces in each facility can be used for classroom space.

Portable classrooms cannot be placed at Whonnock Elementary to support increased enrolment from the Thornhill area and this enrolment growth would have to be absorbed by other schools in the East Capital Zone.

By 2035, the anticipated enrolment in elementary schools for the East Capital Zone will be within the existing and potential portable capacity.

For the secondary schools, excess enrolment is already being accommodated in 12 portable classrooms at Samuel Robertson Technical Secondary. Four portables can be accommodated at Garibaldi Secondary, but these would not support enrolment growth out to 2035.

## ADDITIONS

The expansion of Blue Mountain Elementary would add 333 spaces to the East Capital Zone. If this addition was approved in 2024, the additional spaces will be available for September 2026.

For secondary schools, an expansion of Samuel Robertson Technical School would add 700 secondary spaces in the East Capital Zone, and would reduce the need for portables in this capital zone.

## NEW SCHOOLS

The district owns property in the north east of Albion, designated for a new school with a nominal capacity of 660 (60K + 600). If this project was approved in 2024, the new school will open September 2029.

There are currently no plans for a new secondary school in the East Capital Zone.

## ELEMENTARY

The table below summarizes the space needs for elementary schools in the East Capital Zone based on existing and planned capacity for facilities in the zone compared with the projected student enrolment for the zone.

The recommended expansion of Blue Mountain Elementary would result in an increase of operating capacity increase by **333 spaces** with an expected completion of **September 2026**.

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	2,899	2,968	3,033	3,140	3,179	3,209	3,211	3,192	3,184	3,166	3,177	3,169	3,170	3,171
Existing Operating Capacity	2,843	2,843	2,843	2,843	2,843	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176
Proposed Additions														
Blue Mountain					333									
Total Planned Operating Capacity	2,843	2,843	2,843	2,843	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176	3,176
<b>Operating Space Available (Required)</b>	<b>(56)</b>	<b>(125)</b>	<b>(190)</b>	<b>(297)</b>	<b>(3)</b>	<b>(33)</b>	<b>(35)</b>	<b>(16)</b>	<b>(8)</b>	<b>10</b>	<b>(1)</b>	<b>7</b>	<b>6</b>	<b>5</b>
Portable Classrooms														
Existing	13	13	13	13	13	13	10	7	4	1	1	1	1	1
Removed						(3)	(3)	(3)	(3)					
Added														
Total Temporary Spaces	299	299	299	299	299	230	161	92	23	23	23	23	23	23
<b>Total Space Available (Required)</b>	<b>243</b>	<b>174</b>	<b>109</b>	<b>2</b>	<b>296</b>	<b>197</b>	<b>126</b>	<b>76</b>	<b>15</b>	<b>33</b>	<b>22</b>	<b>30</b>	<b>29</b>	<b>28</b>

Based on current enrolment projections, the expansion of Blue Mountain Elementary would provide sufficient classroom space for the planning period and most schools will no longer require portable classrooms on site.

## SECONDARY

The table below summarizes the space needs for secondary schools in the East Capital Zone based on existing and planned capacity for facilities compared with the projected student enrolment.

The recommended expansion of Samuel Robertson Technical Secondary would result in an increase of operating capacity increase by **700 spaces** with an expected completion of **September 2028**.

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Projected Enrolment	1,793	1,901	1,908	1,942	1,973	2,025	2,089	2,181	2,258	2,309	2,331	2,329	2,317	2,320
Existing Operating Capacity	1,650	1,650	1,650	1,650	1,650	1,650	1,650	2,350	2,350	2,350	2,350	2,350	2,350	2,350
Proposed Additions														
Samuel Robertson Technical							700							
Total Planned Operating Capacity	1,650	1,650	1,650	1,650	1,650	1,650	2,350	2,350	2,350	2,350	2,350	2,350	2,350	2,350
<b>Operating Space Available (Required)</b>	<b>(143)</b>	<b>(251)</b>	<b>(258)</b>	<b>(292)</b>	<b>(323)</b>	<b>(375)</b>	<b>261</b>	<b>169</b>	<b>92</b>	<b>41</b>	<b>19</b>	<b>21</b>	<b>33</b>	<b>30</b>

YEAR	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Portable Classrooms														
Existing	12	12	12	12	13	14	16	13	9	5	4	4	4	4
Removed							(3)	(4)	(4)	(1)				
Added				1	1	2								
Total Temporary Spaces	300	300	300	325	350	400	325	225	125	100	100	100	100	100
<b>Total Space Available (Required)</b>	<b>157</b>	<b>49</b>	<b>42</b>	<b>33</b>	<b>27</b>	<b>25</b>	<b>586</b>	<b>394</b>	<b>217</b>	<b>141</b>	<b>119</b>	<b>121</b>	<b>133</b>	<b>130</b>

Based on the projected secondary student enrolment for this capital zone an additional 670 secondary spaces are required by 2035. These spaces can be created through the expansion of Samuel Robertson Technical Secondary. The continued use of portable classrooms would allow for international students to continue to attend secondary schools in this capital zone.

### **5.3.5.2 EAST CAPITAL ZONE - CAPITAL PLAN PRIORITIES FOR NEW FACILITIES**

#### **SCHOOL SITES**

The school district owns a school site in the Albion area. Based on current data, development of this property is not recommended before 2035. With development continuing in this region the school district will continue to closely monitor enrolment and prioritize the development of this property when needed to accommodate new students.

No additional school site acquisitions are recommended in this capital zone.

#### **SCHOOL SPACE**

It is recommended that the following schools be expanded:

- Blue Mountain Elementary – new addition of 15 classrooms (60K + 300)
- Samuel Robertson Technical Secondary – new addition of 28 classrooms (700)

## 5.4 OTHER FACILITIES

The school district owns other properties: the District Education Office, the District Maintenance, Riverside Centre, Alouette River Campus, Arthur Peake Centre, and James Best Centre.

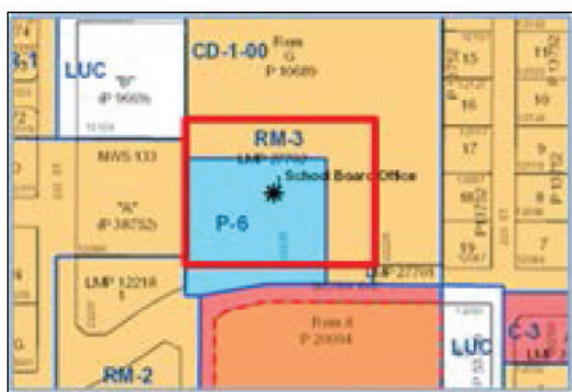
### 5.4.1 DISTRICT EDUCATION OFFICE (DEO)

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 completed at the DEO in 2013. 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 m<sup>2</sup> 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 continue to grow and with that will come increased demand for administrative services and administrative building space.

### 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 storage 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. This property has been approved for disposal by the Minister of Education. 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. The centre houses the District Alternate program. The 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 m<sup>2</sup>. The facility is currently used by the Environmental School.



## 5.4.7 PLANNING AHEAD - EXISTING FACILITIES

### 5.4.7.1 OTHER FACILITIES - EXISTING FACILITIES ANALYSIS

There are many criteria used to evaluate a non educational facility and determine what investments should be made. Typical criteria could be accessibility, functionality of the space for users, size, and condition. Some of these criteria are subjective, but the key technical criteria are the overall facility condition, and seismic risk for these facilities. 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), which is a practical tool to compare the overall condition of different facilities.

Other district facilities and their FCI are shown in the table below. Facilities with an FCI greater than 0.30 have a condition rating of “Poor.” Immediate attention to some significant building systems will be required.

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

FACILITY NAME	2021 FCI	SEISMIC RISK
Alouette River Campus	0.81	
Arthur Peake Centre	0.75	
District Education Office	0.80	
District Maintenance Office	0.33	
James Best Centre	0.77	
Riverside Centre	0.52	M
<b>Average</b>	<b>0.66</b>	

This group of facilities has the worst average FCI in the district, though the James Best Centre, and Alouette River Campus facilities are not currently occupied and are expected to be demolished or disposed of, and therefore warrant no maintenance investment.

The District Education Office is the second worst FCI in this category. At a rating of 0.80, the District Education Office deferred maintenance is almost equal to the value of the building.

In general, the buildings that fall into this category have high FCI created by the lack of capital funding programs for administrative buildings.

#### 5.4.7.2 OTHER FACILITIES – CAPITAL PLAN PRIORITIES

The Ministry of Education does not fund the construction or upgrades made to administrative and maintenance facilities. Over the next twenty years all school district administrative buildings will require major renovations, expansion, and upgrades. In order to support this future capital need, it is recommended that the school district allocate funds, on an annual basis, within local capital reserve for this purpose. The current estimated deferred maintenance for these facilities is summarized in the following table.

	VFA FCI COST
District Education Office	\$3,116,449
District Maintenance Office	\$944,697
Riverside Centre	\$4,353,113
<b>TOTAL</b>	<b>\$8,414,259</b>

In 2017, the school district declared the Alouette River Campus surplus property and received approval from the Minister of Education to dispose of the property. It is recommended, that the school district proceed with the sale of the property and use the proceeds to support required capital investments in the school district.

#### 5.4.7.3 OTHER FACILITIES - ANNUAL FACILITIES GRANT PRIORITIES

The proposed AFG funded upgrades for 2022 to 2027 are summarized in the table below.

	INTERIOR UPGRADES	EXTERIOR UPGRADES	SITE UPGRADES
District Education Office		2024, 2025	
Maintenance Office	2022, 2023		
Alouette River Campus			
Arthur Peake Centre			
Riverside Centre			
James Best Centre			

It is recommended that the school district allocate funds, on an annual basis, within local capital reserve to fund major renovations, expansion, and upgrades for school district administrative buildings not funded by the Ministry of Education.

In 2017, the school district declared the Alouette River Campus surplus property and received approval from the Minister of Education to dispose of the property. It is recommended, that the school district proceed with the sale of the property and use the proceeds to support required capital investments in the school district.

## 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 <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/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: <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/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.

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

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

- 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% as local capital funds and 75% 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%.

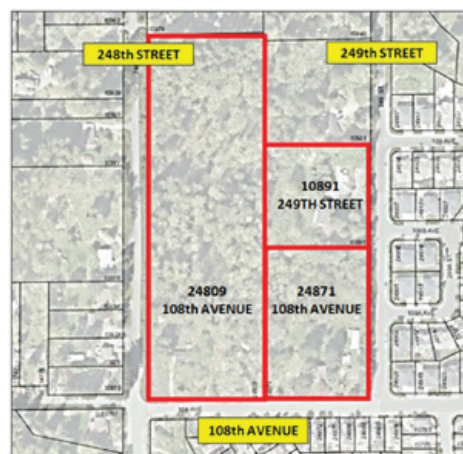
### 5.5.4 CROWN LAND GRANT

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.
- North East Albion - this is a vacant parcel in the Albion area of Maple Ridge. The school district currently owns the east properties 10891 249th Avenue and 24871 108th Avenue, with the City of Maple Ridge owning the West property at 24809 108th Avenue. All properties will be jointly developed by the school district and the City of Maple Ridge.





# 6. SUMMARY OF RECOMMENDATIONS

## FUTURE EDUCATION CONSIDERATIONS

The development of thriving new programs of choice requires the commitment of school staff and the school community. It is recommended that an in-depth review of the viability of new programs of choice in the areas of computer science, environmental studies, entrepreneurship and business be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

It is further recommended that a review of the viability of expanding existing trades programming at other secondary schools, including a review of enhanced partnerships with post-secondary institutions, be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

With ample space for enrolment growth, it is further recommended that staff explore the addition of a program of choice at Westview Secondary that would draw the interest of Grade 7 students as they transition to high school.

It is also recommended that an in-depth review of the viability of Indigenous language programming be explored along with all other educational programming recommendations forthcoming in the in the report – *Deepening Indigenous Education and Equity to Support the Wholistic Success of Indigenous Learners, Families and Communities in School District 42*.

In addition, it is recommended that staff explore the feasibility of expanding programs of choice at new schools or schools that have available space to host programs of choice.

## CATCHMENT AREAS

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update Policy 9200: School Catchment Areas and Student Placement and its procedures.

## NAMING OF SCHOOL FACILITIES

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update Policy 6600: Naming of School District Facilities.

## CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

- It is recommended that capital plan priorities for existing facilities be determined using the following:
- 1. Guiding principles
    - a. Improved health and safety
    - b. Improved accessibility
    - c. Enhanced sustainability
    - d. Improved building condition
    - e. Improved functionality
    - f. Increased building capacity to accommodate increased enrolment
  - 2. Facilities data
    - a. Seismic risk
    - b. Facility condition
    - c. Energy management rank
    - d. Future utilization

A summary of proposed capital plan priorities for facilities is included in the table below. The year noted in the table is the school year when the proposed project is expected to be completed (i.e. 2028 means September 2028).

		MAJOR CAPITAL				MINOR CAPITAL		
		Seismic	Replacement/ Renovation	Addition	Building Envelope	School Enhancement	Playground	Carbon Neutral
ELEMENTARY WEST	Davie Jones Elementary	2029						
	Edith McDermott Elementary							
	Fairview Elementary				2022	2022		
	Hammond Elementary							
	Highland Park Elementary	2027					2022	2022
	Laity View Elementary							
	Maple Ridge Elementary	2027						
	Pitt Meadows Elementary	2028						
SECONDARY WEST	Pitt Meadows Secondary*	2028	2028					
	Westview Secondary							
ELEMENTARY CENTRAL	Alouette Elementary	2028			2024	2022		
	Eric Langton Elementary	2025*	2025*	2025*				
	Glenwood Elementary	2028						
	Golden Ears Elementary					2022		
	Harry Hooqe Elementary			2026				
	Maple Ridge Secondary Annex	2030	2030	2035				
	Yennadon Elementary							
SECONDARY CENTRAL	Maple Ridge Secondary	2026						
	Thomas Haney Secondary							2022
ELEMENTARY EAST	Albion Elementary	2029						
	Alexander Robinson Elementary							
	Blue Mountain Elementary			2026			2022	
	čəsqənelə Elementary						2022	
	Kanaka Creek Elementary							
	Webster's Corner Elementary							2022
	Whonnock Elementary							
SECONDARY EAST	Garibaldi Secondary					2022		2022
	Samuel Robertson Technical School			2028				

The table shows completion dates based on planned submissions to the Ministry of Education, and project execution times. If projects are not approved as expected by the Ministry of Education, the completion of the proposed projects will be delayed accordingly.

## ANNUAL FACILITIES GRANT PRIORITIES

The proposed East Capital Zone AFG funded upgrades for 2022 to 2027 are summarized in the table below.

		INTERIOR UPGRADES	EXTERIOR UPGRADES	SITE UPGRADES
WEST CAPITAL ZONE	Fairview Elementary	2022, 2024, 2025		
	Hammond Elementary	2023	2022	
	Laity View Elementary		2022	2022
	Maple Ridge Elementary			
	Davie Jones Elementary	2022, 2025	2023	
	Edith McDermott Elementary			
	Highland Park Elementary	2027		
	Pitt Meadows Elementary	2023		
	Pitt Meadows Secondary			
	Westview Secondary			
CENTRAL CAPITAL ZONE	Golden Ears Elementary		2025	
	Harry Hooe Elementary			
	Yennadon Elementary			
	Alouette Elementary	2022	2022	
	Eric Langton Elementary			
	Glenwood Elementary	2022		
	Maple Ridge Annex			
	Maple Ridge Secondary	2022, 2025	2023, 2024	2025
	Thomas Haney Secondary	2023		2023
EAST CAPITAL ZONE	Albion Elementary	2022	2022	
	Alexander Robinson Elementary		2022	
	Blue Mountain Elementary	2022	2024	
	Ćesqənelə Elementary			
	Kanaka Creek Elementary			
	Webster's Corner Elementary		2022	
	Whonnock Elementary	2022		
	Garibaldi Secondary	2024	2022, 2023	2024
	Samuel Robertson Technical School	2023, 2024	2023	
OTHER FACILITIES	District Education Office		2024, 2025	
	Maintenance Office	2022, 2023		
	Alouette River Campus			
	Arthur Peake Centre			
	Riverside Centre			
	James Best Centre			

## CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

It is recommended that following guiding principles are utilized when designing new facilities:

- accessible for all users
- sustainable (the impact on the environment is minimized)
- connected to the environment
- use of outdoor spaces is maximized
- informed by education research and trends
- informed by community input

It is recommended that new school site acquisitions and new space requests be prioritized in the capital plan based on the following data:

- long-term enrolment projections by capital zone
- development areas and the associated projected student enrolment in each development area
- available space in existing facilities
- potential for expansion of existing facilities
- potential for joint development with the City of Maple Ridge or City of Pitt Meadows

### ***WEST CAPITAL ZONE***

#### **SCHOOL SITES**

The school district owns the Bonson Road school site. Based on current data, development of this property is not recommended before 2035. Given the limited developable land available in Pitt Meadows it is not recommended that this property be declared surplus.

No additional school site acquisitions are recommended in this capital zone.

#### **SCHOOL SPACE**

Based on the data available there is no projected need for additional elementary or secondary space in the West Capital Zone for the foreseeable future.

### ***CENTRAL CAPITAL ZONE***

#### **SCHOOL SITES**

Based on the projected continued enrolment growth in from the Silver Valley area it is recommended to pursue the acquisition of a school site in the Silver Valley area jointly with the City of Maple Ridge. This will allow for joint development of the site in the future.

#### **SCHOOL SPACE**

It is recommended that the following schools be expanded:

- Eric Langton Elementary – new addition of 9 classrooms (40K + 175)
- Harry Hooge Elementary – new addition of 10 classrooms (40K + 200)

It is further recommended that, if needed, Maple Ridge Secondary Annex be seismically upgraded, renovated and reopened as an elementary school with a nominal capacity of 40K + 350.

## ***EAST CAPITAL ZONE***

### **SCHOOL SITES**

The school district owns a school site in the Albion area. Based on current data, development of this property is not recommended before 2035. With development continuing in this region the school district will continue to closely monitor enrolment and prioritize the development of this property when needed to accommodate new students.

No additional school site acquisitions are recommended in this capital zone.

### **SCHOOL SPACE**

It is recommended that the following schools be expanded:

- Blue Mountain Elementary – new addition of 15 classrooms (60K + 300)
- Samuel Robertson Technical Secondary – new addition of 28 classrooms (700)

## ***OTHER FACILITIES***

It is recommended that the school district allocate funds, on an annual basis, within local capital reserve to fund major renovations, expansion, and upgrades for school district administrative buildings not funded by the Ministry of Education.

In 2017, the school district declared the Alouette River Campus surplus property and received approval from the Minister of Education to dispose of the property. It is recommended, that the school district proceed with the sale of the property and use the proceeds to support required capital investments in the school district.

## **APPENDIX A: SAMPLE SCHOOL BUDGETS**



# SAMPLE BUDGET - ELEMENTARY SCHOOL

Number of students (FTE) enroled	600		
	FTE	\$/FTE <sup>1</sup>	Total Cost
<b>Facility Based Costs</b>			
Principal	1.00	174,478	174,478
Vice Principal - Admin Time	0.40	152,059	60,824
Clerical Support Staff	1.71	54,612	93,605
Building Utilities <sup>2</sup>			74,832
Building Operations <sup>3</sup>			198,408
<b>Total Facility Based Costs</b>			<b>602,147</b>
<b>Student Based Costs</b>			
Vice Principal - Teaching Time	0.60	152,059	91,235
Enroling Teachers <sup>4</sup>	26.48	109,164	2,891,613
Non-Enroling Teachers <sup>5</sup>	4.57	109,164	498,770
Lunch Hours Supervisors	5.00	4,363	21,816
District Instructional Support <sup>6</sup>			1,354,200
School Supplies <sup>7</sup>			62,825
Digital Recovery Fee <sup>8</sup>			24,000
Transportation <sup>9</sup>			12,600
<b>Total Student Based Costs</b>			<b>4,957,059</b>
<b>Allocated District Costs</b>			
Building Maintenance <sup>10</sup>			166,992
District Support <sup>11</sup>			253,200
Information Technology <sup>12</sup>			128,400
<b>Total Allocated District Costs</b>			<b>548,592</b>
<b>TOTAL SAMPLE ELEMENTARY SCHOOL BUDGET</b>			<b>6,107,798</b>

<sup>1</sup> Includes average annual salary and the cost of employee benefits and replacements

<sup>2</sup> Based on an average of \$15.59 per square meter

<sup>3</sup> Custodial salary, benefit and replacement costs

<sup>4</sup> Includes teacher in charge allowance - \$1,059 per school

<sup>5</sup> Non-enroling teachers include non-classroom teachers such as teacher librarians, resources teachers (English language learners, special education, etc.)

<sup>6</sup> Includes district teachers, education assistants and district education departments and Aboriginal Education - \$2,257 per student

<sup>7</sup> Includes \$65.40 per student plus additional allocations for full service neighbourhood schools, gifted supplies and other expenses as well as \$1,500 per P/VP for Pro-D

<sup>8</sup> \$40 per student FTE

<sup>9</sup> Based on an average of \$21 per student (actual costs \$1,448/student)

<sup>10</sup> Based on an average of \$34.79 per square meter

<sup>11</sup> Includes trustees, secretary treasurer's office, HR, payroll, purchasing, communications and finance \$422 per student

<sup>12</sup> Based on an average of \$214 per student

# SAMPLE BUDGET - SECONDARY SCHOOL

Number of students (FTE) enrolled	1,000		
	FTE	\$/FTE <sup>1</sup>	Total Cost
<b>Facility Based Costs</b>			
Principal	1.00	182,283	182,283
Vice Principal - Admin Time	1.50	161,182	241,773
Clerical Support Staff	3.57	63,925	228,275
Building Utilities <sup>2</sup>			206,973
Building Operations <sup>3</sup>			317,472
<b>Total Facility Based Costs</b>			<b>1,176,776</b>
<b>Student Based Costs</b>			
Vice Principal - Teaching Time	0.50	161,182	80,591
Enrolling Teachers <sup>4</sup>	33.77	109,164	3,720,218
Non-Enrolling Teachers <sup>5</sup>	9.58	109,164	1,046,009
Career Planning Assistant	0.50	45,228	22,614
Cafeteria Support Staff	1.49	52,104	77,427
Lunch Hour Supervisors	3.00	4,264	12,792
District Instructional Support <sup>6</sup>			2,257,000
School Supplies <sup>7</sup>			130,975
Digital Recovery Fee <sup>8</sup>			40,000
Transportation <sup>9</sup>			21,000
<b>Total Student Based Costs</b>			<b>7,408,626</b>
<b>Allocated District Costs</b>			
Building Maintenance <sup>10</sup>			461,872
District Support <sup>11</sup>			422,000
Information Technology <sup>12</sup>			214,000
<b>Total Allocated District Costs</b>			<b>1,097,872</b>
<b>TOTAL SAMPLE SECONDARY SCHOOL BUDGET</b>			<b>9,683,274</b>

<sup>1</sup> Includes average annual salary and the cost of employee benefits

<sup>2</sup> Based on an average of \$15.59 per square meter

<sup>3</sup> Custodial salary and benefit costs

<sup>4</sup> Includes department head allowances \$34,077 per school

<sup>5</sup> Non-enrolling teachers include non-classroom teachers such as teacher librarians, resources teachers (English language learners, special education and counselling, etc.)

<sup>6</sup> Includes district teachers, teachers teaching on call, education assistants and district education departments and Aboriginal Education - \$2,257 per student

<sup>7</sup> Includes \$107.80 per student plus additional allocations for Full Service Neighbourhood Schools, summer clerical hours, gifted supplies, PAC supply, school fees, career prep and learning resources, \$1,500 - P/VP Pro-D

<sup>8</sup> \$40 per funded student FTE

<sup>9</sup> Based on an average of \$21 per student (actual cost \$1,448/student using regular student transportation)

<sup>10</sup> Based on an average of \$34.79 per square meter

<sup>11</sup> Includes trustees, secretary-treasurer's office, HR, payroll, purchasing, communications - \$422 per student

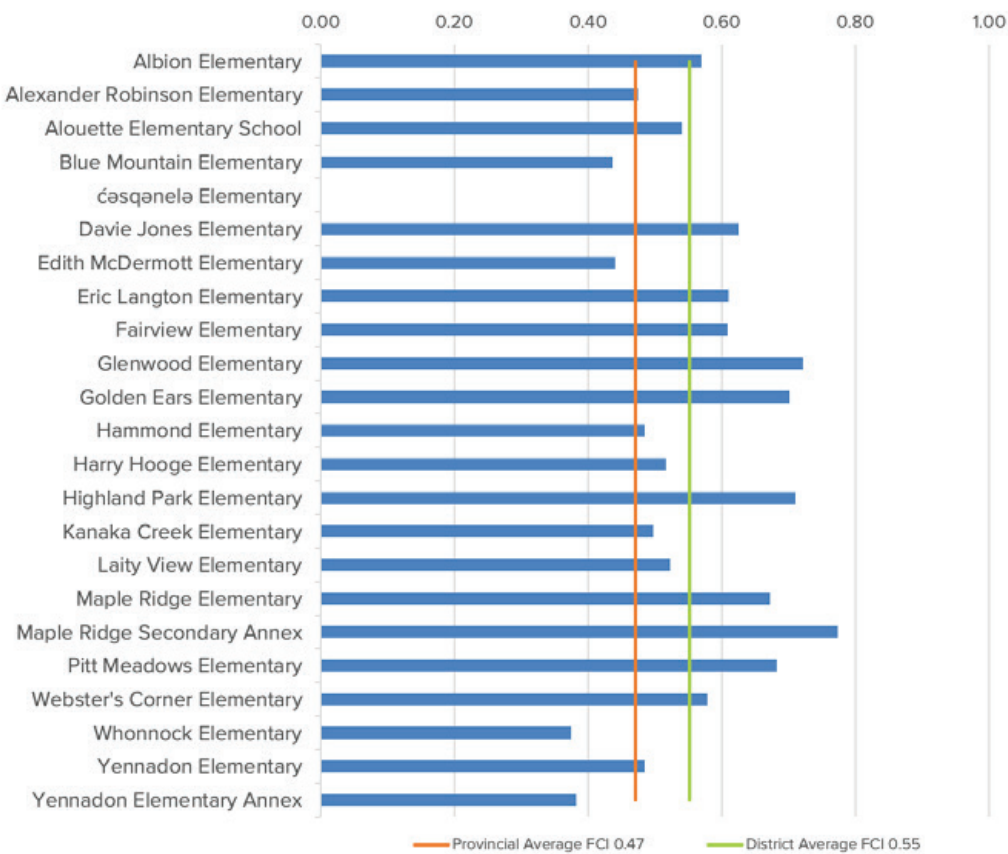
<sup>12</sup> Based on an average of \$214 per student

## **APPENDIX B: FACILITIES CONDITION INDEX**

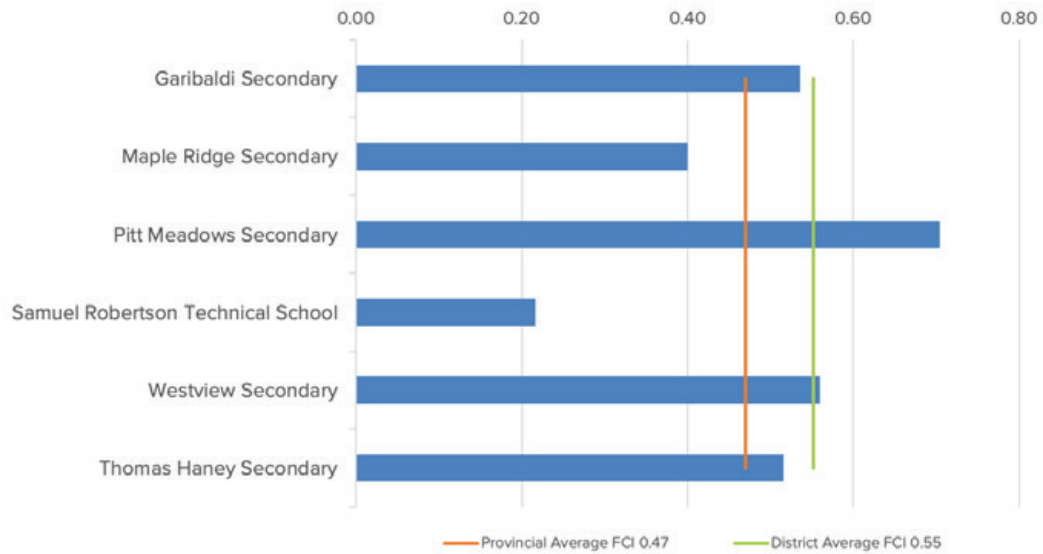
# FACILITY CONDITION INDEX (FCI)

The following figures show the FCI of each building in the school district as at June 2021, compared to the school district average FCI of 0.55 and the provincial average FCI of 0.47.

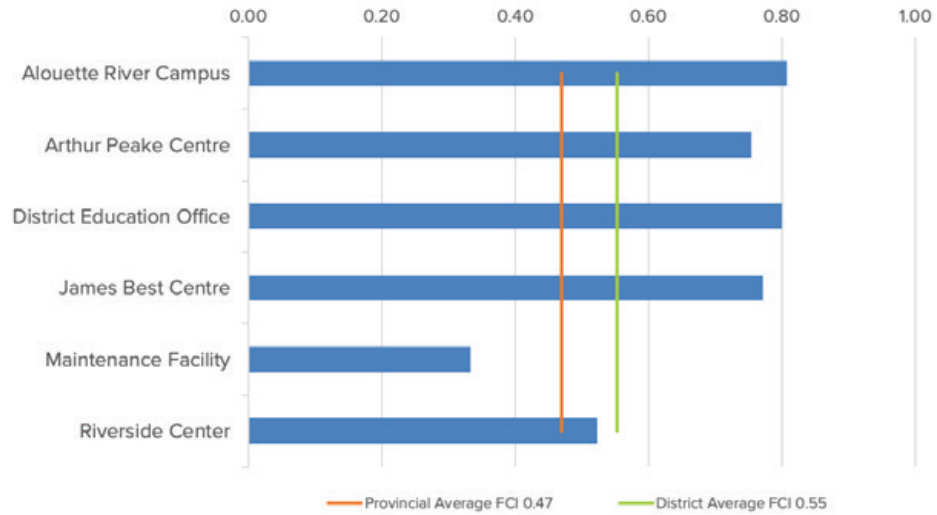
Elementary Schools FCI



### Secondary and Alternate Schools FCI



### Other Buildings FCI



## **APPENDIX C: ENVIRONMENTAL SUSTAINABILITY MEASURES**



# INTRODUCTION

The Maple Ridge Pitt Meadows School District will continue to pursue capital investments that will result in reducing greenhouse gas emissions and support environmental sustainability education initiatives.

In order to reduce our carbon footprint, over the next decade the school district will need to add energy efficiency measures to all major capital projects. By introducing an energy management rank system, buildings that would most likely benefit from the implementation of energy efficiency measures are identified and prioritized as part of the annual capital planning process.

In implementing environmental sustainability measures, our goals are to reduce greenhouse gas emissions by 22% by 2026 and to improve building efficiency by 20% by 2026.

## 1. ENERGY PERFORMANCE - BASELINE

The following three Key Performance Indicators (KPIs) are used to measure the energy performance of the district: total Energy Use Intensity (EUI), Natural Gas Energy Use Intensity, and Energy Cost. A summary of the current benchmark metrics is provided in table one below. The period July 1, 2018, to June 30, 2019, is chosen as the baseline for benchmarking the district's energy performance and for measuring progress towards the energy use reduction targets established through this plan. The energy cost baseline is based on the period July 1, 2019 to June 30, 2020.

**Table 1:** Summary of average baseline energy performance and energy costs by facility type

BUILDING TYPE	TOTAL EUI (EGJ/M <sup>2</sup> )	NATURAL GAS EUI (EGJ/M <sup>2</sup> )	ENERGY COST (\$)
Elementary School	0.50	0.36	\$585,520
Secondary School	0.64	0.40	\$706,970
Other Building	0.74	0.47	\$101,920

### 1.1 TOTAL ENERGY USE INTENSITY

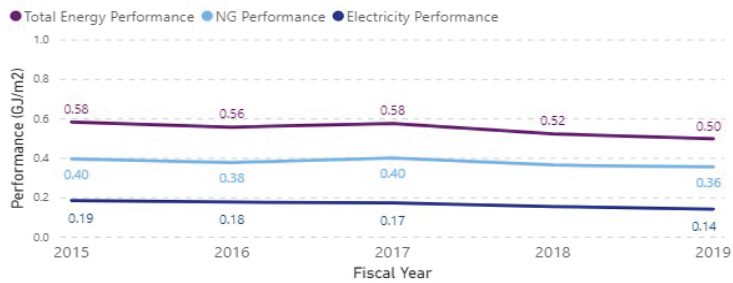
Total Energy Use Intensity (EUI) is used to understand the health and overall efficiency of a building archetype (elementary, secondary, and other) in terms of total energy use, which includes electricity, natural gas, and propane. Total EUI normalizes total energy consumption of the building over the floor area, allowing for a simplified comparison of building energy performance for all school district facilities.

The graphs included in the next page show the total Energy Use Intensity (EUI) trends by building type from 2015 to 2019. Improved performance is driven by electricity savings, with natural gas performance remaining largely the same.

#### KEY TAKEAWAYS:

ELEMENTARY SCHOOLS	
Total EUI trends	Improved by <b>14%</b> since 2015
Breakdown	Electricity accounted for <b>56%</b> of the improvement
SECONDARY SCHOOLS	
Total EUI trends	Improved by <b>10%</b> since 2015
Breakdown	Electricity accounted for <b>86%</b> of the improvement
OTHER BUILDINGS	
Total EUI trends	Improved by <b>18%</b> since 2015
Breakdown	Electricity accounted for <b>31%</b> of the improvement

### Energy Use Intensity (EUI) Performance Over Time for Elementary Schools

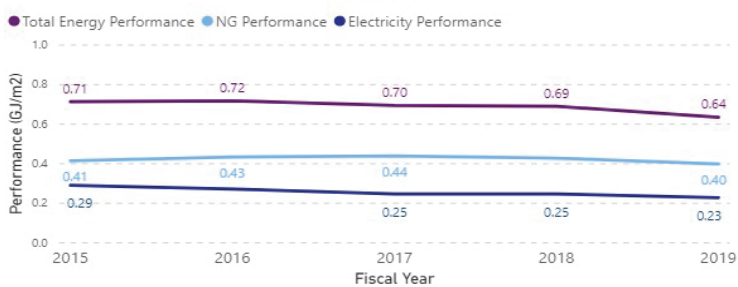


### ELEMENTARY SCHOOLS

#### Total EUI Trend

- Electricity performance has **improved by 26%**.
- Natural gas EUI has **improved by 10%**.
- Total EUI has improved by **14% since 2015**.

### Energy Use Intensity (EUI) Performance Over Time for Secondary Schools

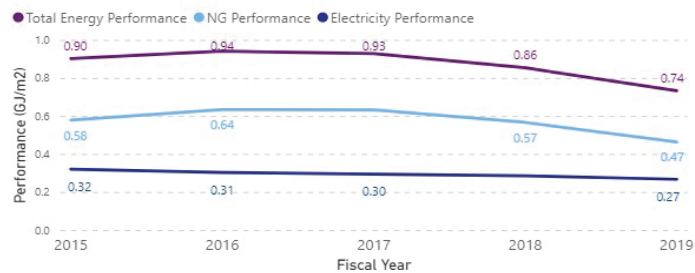


### SECONDARY SCHOOLS

#### Total EUI Trend

- Electricity EUI has **improved by 21%**.
- Natural gas EUI has **improved by 2%**.
- Total EUI has **improved by 10% since 2015**.

### Energy Use Intensity (EUI) Performance Over Time for Other Buildings



### OTHER BUILDINGS

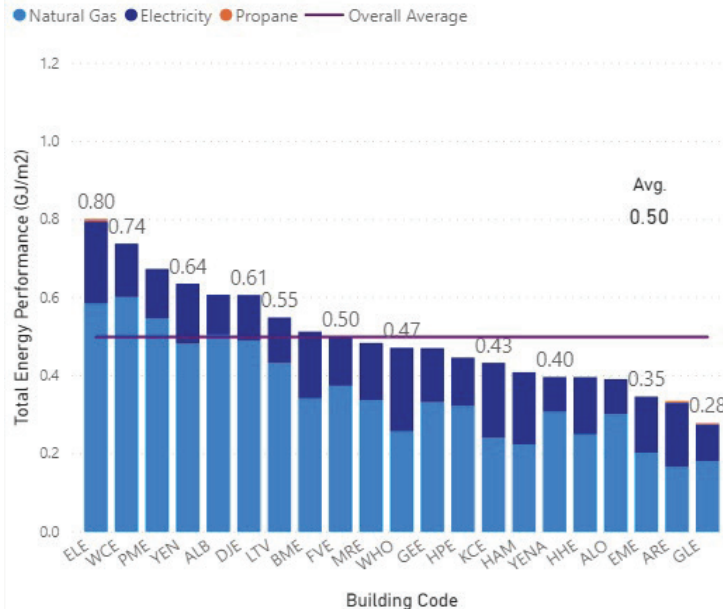
#### Total EUI Trend

- Electricity EUI has **improved 16% since 2015**.
- Natural gas EUI has **improved 19% since 2015**.
- Total EUI has **improved by 18% since 2015**.

## 1.1.1 TOTAL EUI – BASELINE BY FACILITY TYPE

Total EUI metrics show the combined natural gas, electricity, and propane EUI of individual buildings for each building type. Results are summarized as key takeaways with detailed graphs further below.

### Total Energy Use Intensity Baseline for Elementary Schools - FY2019



### ELEMENTARY SCHOOLS

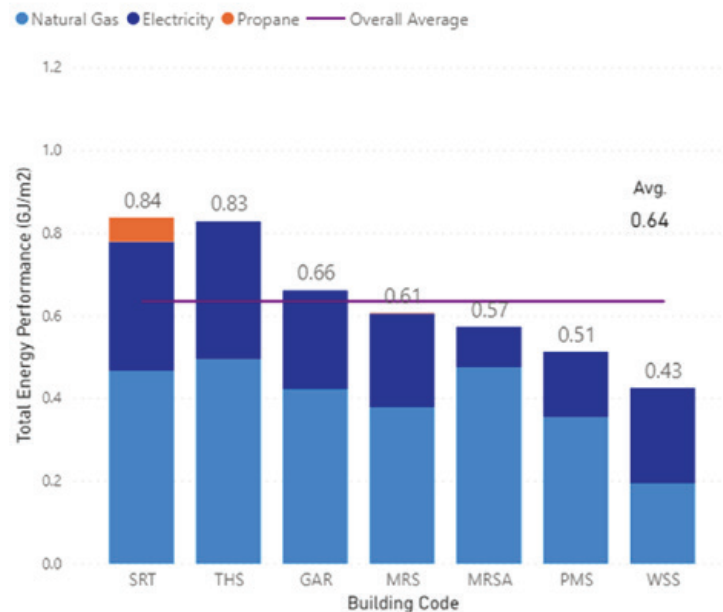
#### Total EUI Trend

Total EUI Avg: **0.50 eGJ/m²**

There are just seven schools above the average with 12 below, indicating that there are a few poorly performing schools driving the overall average up.

The poorest performers are Eric Langton, Webster's Corners, and Pitt Meadows Elementary. The natural gas EUI alone is enough to surpass the group average of 0.5 eGJ/m² for these buildings.

### Total Energy Use Intensity Baseline for Secondary Schools - FY2019



### SECONDARY SCHOOLS

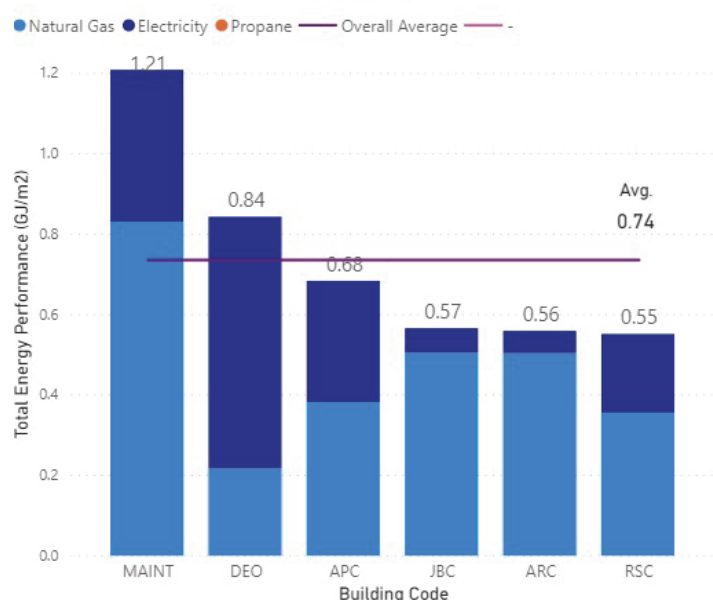
#### Total EUI Trend

Total EUI Avg: **0.64 eGJ/m²**

Samuel Robertson Technical Secondary and Thomas Haney Secondary are the worst performing secondary schools. The 12 portables on site at SRT use propane and this is an area of potential improvement.

Maple Ridge Secondary Annex uses a disproportionate amount of natural gas compared to electricity to run the building.

### Total Energy Use Intensity Baseline for Other Buildings - FY2019



### OTHER BUILDINGS

#### Total EUI Trend

Total EUI Avg: **0.74eGJ/m²**

Maintenance and the District Education Office (DEO) are the worst performing buildings in this category.

The maintenance building's EUI is double the average for secondary schools, and is a prime area for improvement.

The DEO uses a disproportionate amount of electricity due to the office environment, with central heating and cooling being supplemented by individual heaters or fans.

Most of the energy use at James Best Centre and Alouette River Campus is natural gas.

## 1.2 NATURAL GAS ENERGY USE INTENSITY

Natural Gas Energy Use Intensity (EUI) sums the total natural gas consumed by a building and normalizes it over the floor area in units of eGJ/m². By normalizing consumption over floor area, the performance of a building can be easily compared relative to one another. This KPI is used as a proxy for each school's emissions performance, as 88% of emissions released by our district are created from the use of natural gas.

In the analysis there are two metrics shown on the figures:

1. Natural Gas EUI shown with simple bar graphs and actual values.
2. Natural Gas Consumption shown with shades of blue;
  - a. Dark blue = highest consumers of natural gas within their grouping
  - b. Light blue = lowest consumers of natural gas within their grouping

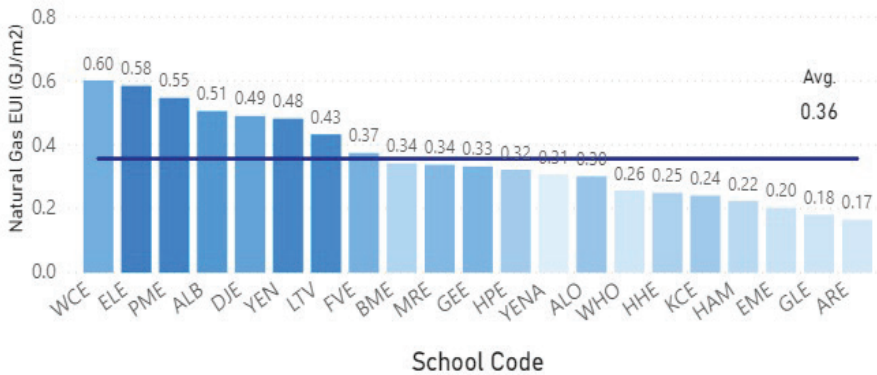
Natural gas total consumption is important in identifying schools that have a high opportunity for improvement and therefore also for emission reductions (saving 5% of a large number is more impactful than 5% of a small number).

### KEY TAKEAWAYS:

ELEMENTARY SCHOOLS	
Average natural gas EUI	0.36 eGJ/m² (72% of Total EUI)
Worst performers	Webster's Corners and Eric Langton elementary schools
Highest consumers	Eric Langton and Pitt Meadows elementary schools
SECONDARY SCHOOLS	
Average natural gas EUI	0.40 eGJ/m² (64% of Total EUI)
Worst performers	Thomas Haney and Maple Ridge secondary schools
Highest consumers	Thomas Haney and Garibaldi secondary schools
OTHER BUILDINGS	
Average natural gas EUI	0.47 eGJ/m² (63% of Total EUI)
Worst performers	Maintenance building and James Best Centre
Highest consumers	Riverside Centre and maintenance building

### Natural Gas EUI Baseline for Elementary Schools - FY2019

● Natural Gas — Group Average



### ELEMENTARY SCHOOLS

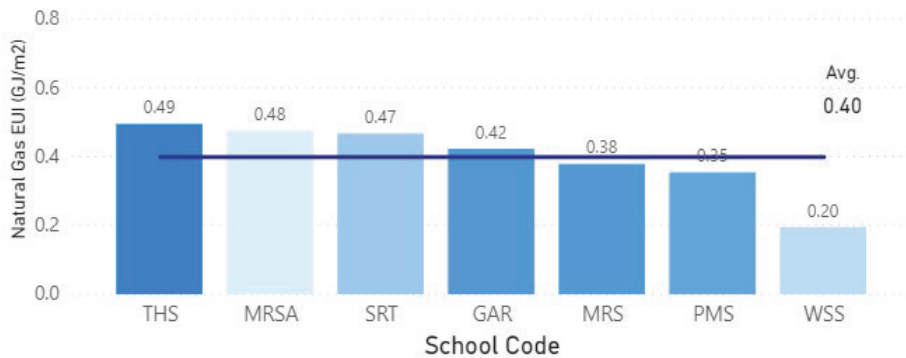
#### Natural Gas EUI Analysis

Average: **0.36 eGJ/m²**

It's noted that the top four schools with the highest natural gas consumption (darkest blue) are also above the average in Natural Gas EUI performance. These are likely high value targets for energy saving opportunities and emission reductions.

### Natural Gas EUI Baseline for Secondary Shools - FY2019

● Natural Gas — Group Average



### SECONDARY SCHOOLS

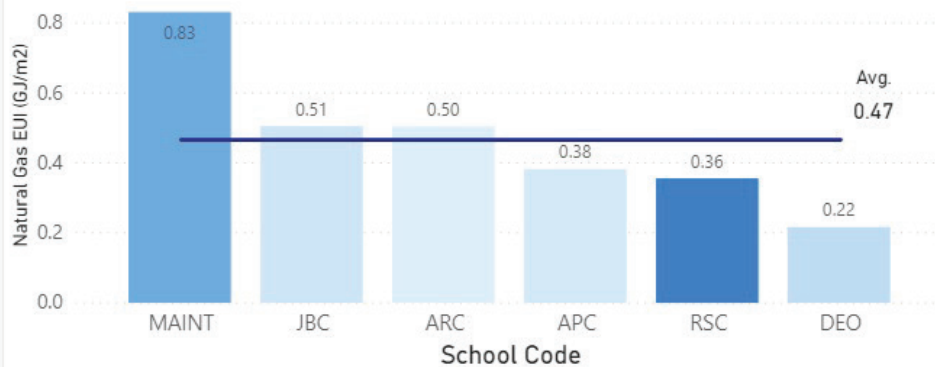
#### Natural Gas EUI Analysis

Average: **0.40 eGJ/m²**

Natural gas EUI is relatively consistent throughout the buildings with three schools above the average and three schools below the average. Although Maple Ridge Secondary Annex is a poor performing school, it consumes relatively little natural gas compared to other secondary schools.

### Natural Gas EUI Baseline for Other Buildings - FY2019

● Natural Gas — Group Average



### OTHER BUILDINGS

#### Natural Gas EUI Analysis

Average: **0.47eGJ/m²**

Maintenance is by far the worst performing building with the natural gas use intensity of 0.83 eGJ/m², which is nearly double the group average. It's also worth noting that maintenance and Riverside Centre are the largest consumers of natural gas and are likely key areas to focus in this category to reduce emissions and improve operational efficiency.

### 1.3 ENERGY COST

Total energy cost provides a snapshot of how well our energy efficiency measures are affecting our operational performance over time, and also provides a single data point to compare operational costs moving forward. This section will provide a quick view of utility price trends over time, and the total cost of energy for each building and grouping.

Average costs for the period 2014 to 2019 were analyzed to understand how the cost of both electricity and natural gas have changed in the past five years. These numbers do not capture the month-to-month variability that was particularly observed for the cost of natural gas in 2019, cause by a ruptured pipeline. Since these events, the district has moved to a rate structure with FortisBC that should reduce these large supply based market fluctuations.

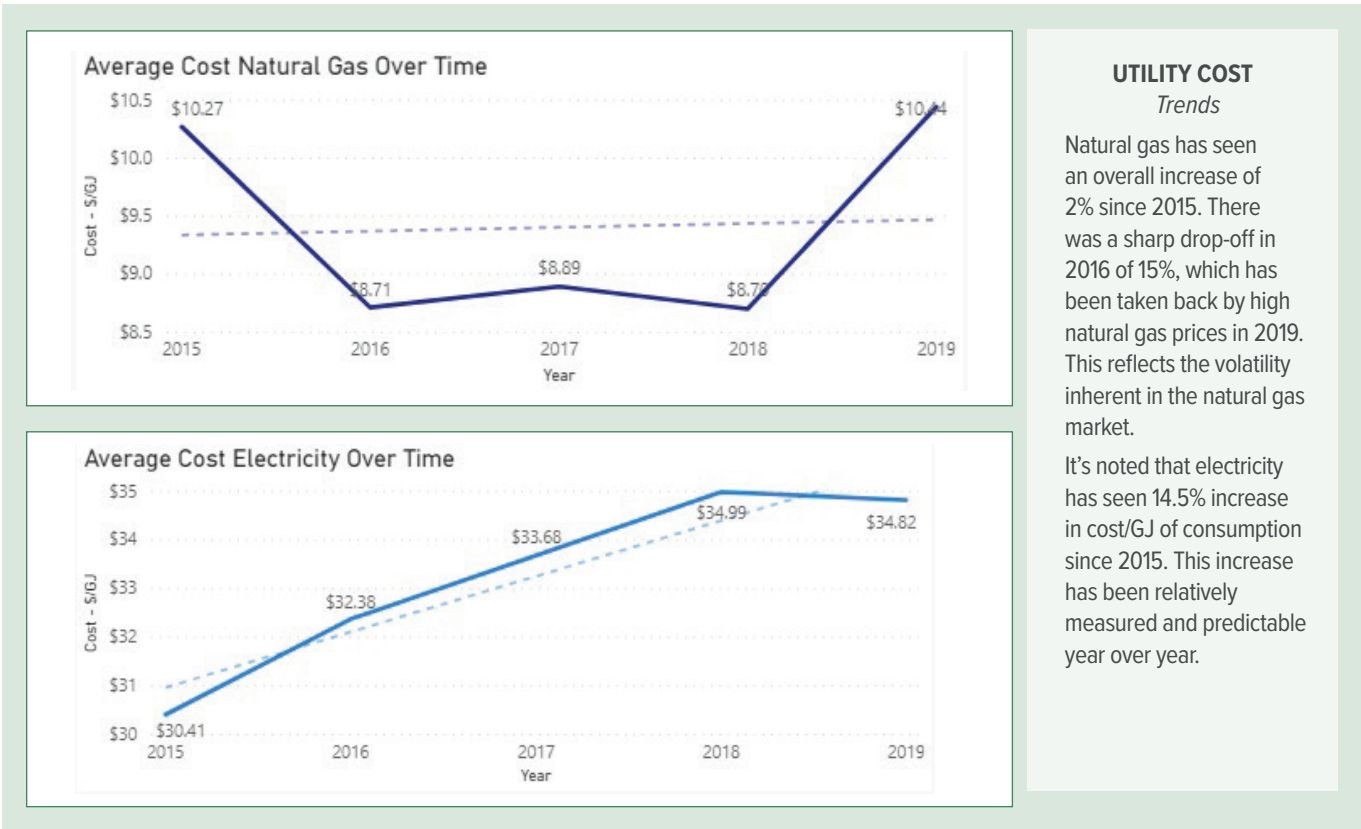
**KEY TAKEAWAYS:**

**NATURAL GAS COST**

Increased by 2% since 2015 but with noticeable ups and downs in the market

**ELECTRICITY COST**

Increased by 14.5% since 2015





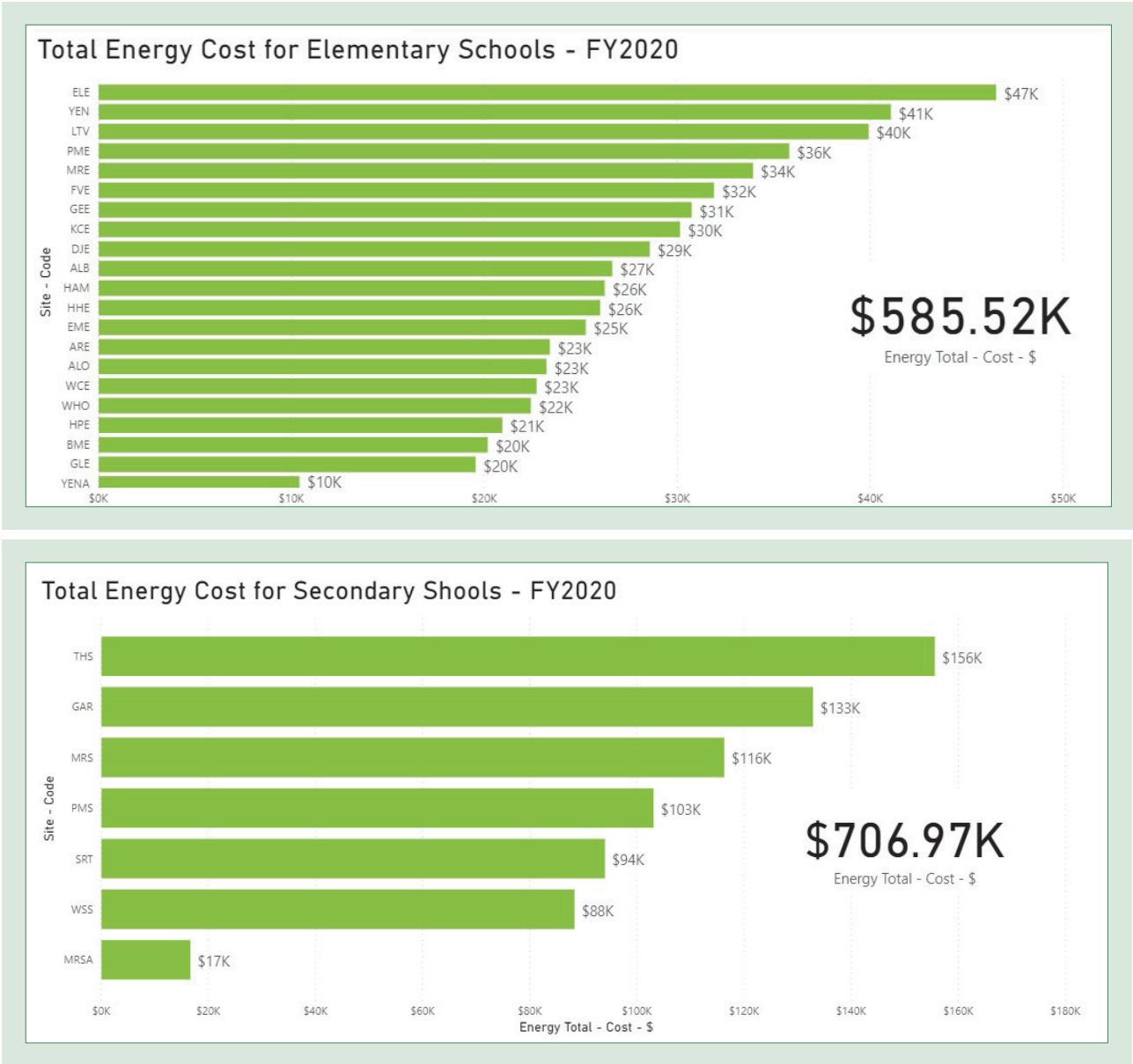
1.3.1 ENERGY COST BASELINE

The energy cost baseline is based on the period July 1, 2019, to June 30, 2020.

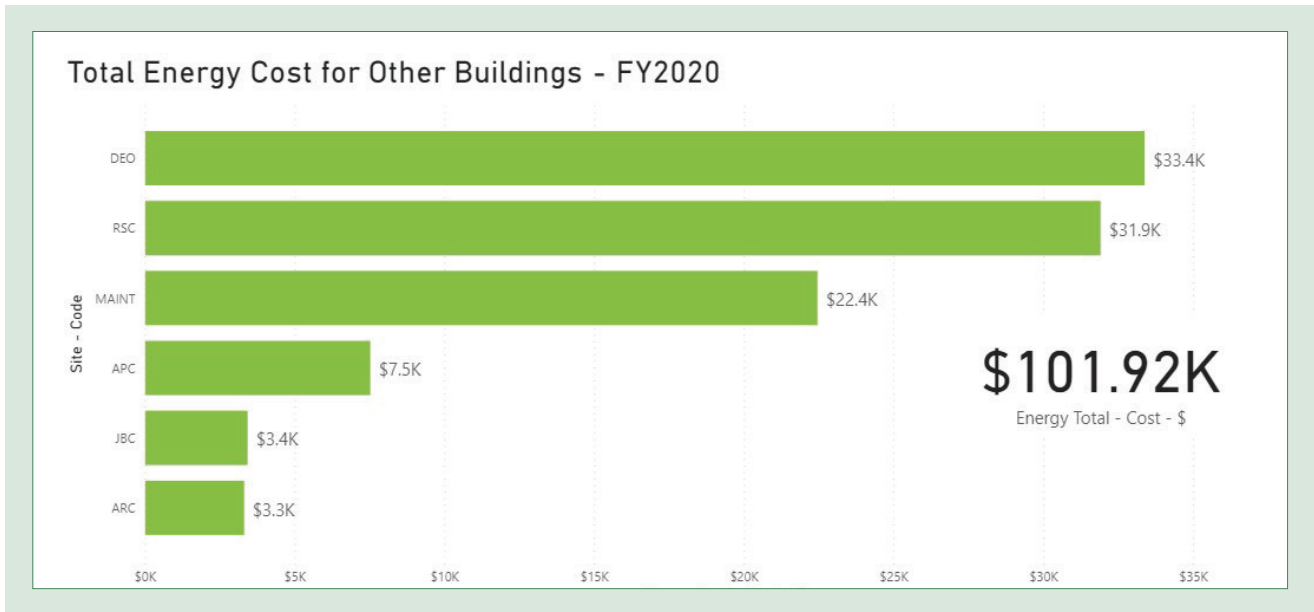
KEY TAKEAWAYS

ELEMENTARY SCHOOLS
Four schools account for 27% of costs: Yennadon, Eric Langton, Pitt Meadows, and Kanaka Creek
SECONDARY SCHOOLS
Three schools account for 56% of costs: Thomas Haney, Maple Ridge, and Garibaldi
OTHER BUILDINGS
Two buildings account for 66% of costs: Riverside Centre and the District Education Office

ANALYSIS



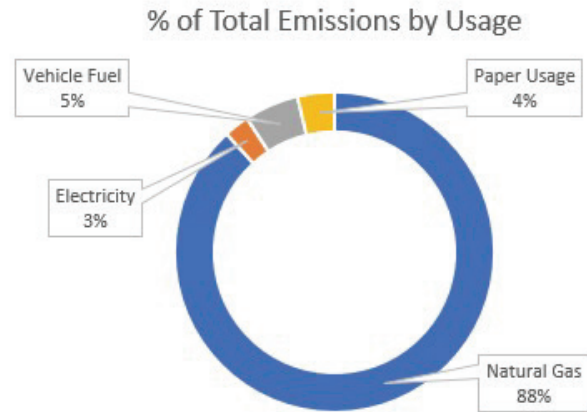




# 1.4 EMISSIONS PROFILE

When emissions are broken down into subsets, the largest contributor is natural gas, accounting for 88% of all emissions; vehicle fuel in second, accounting for 5.7%; paper use in third at 3.9%; and, finally, electricity at just 2.6% of overall emissions, as shown in figure 3.

**Figure 3:** The general emissions profile for 2019



In 2019, 88% of greenhouse gas emissions stem from the use of natural gas for heating school district facilities. In order to reach the 2030 Greenhouse Gas (GHG) reduction targets, the 2021-2026 plan prioritizes the implementation of natural gas conservation measures.

Vehicle-related emissions are the second largest contributor of emissions (5%). Looking at fuel usage, gasoline accounts for 74% of emissions, while diesel accounts for 26%. To reduce our vehicle-related emissions, the 2021-2026 plan will focus on replacing end of life vehicles with lower emission vehicles. Incorporating electric vehicles in the school district fleet will be prioritized where feasible.

## 2. ENERGY EFFICIENCY MEASURES

In this section, energy efficiency measures (EEMs) are analyzed and presented in a five-year plan that requires an estimated one-time capital investment of \$2.3M and will result in estimated annual utilities cost savings of \$0.24M.

### 2.1 HVAC ENERGY EFFICIENCY MEASURES

80% of the energy used in our elementary and secondary schools is for heating and ventilation (HVAC). The proposed energy efficiency measures focus on a wholistic upgrade opportunity where project scope is added on to other, larger, provincially funded projects such as boiler upgrades.

The projects to be included in capital plans for 2021-2026 focus on:

- Control setpoint optimizations – optimizing each area of the building to use the correct amount of heating, and fresh air to supply end users.
- Variable Frequency Drive installations – installation of motors that can adjust airflow with occupancy levels.
- Upgraded pipe routing – improves system efficiency by maximizing the heat transferred to the building.
- Sensor installations – installation of occupancy, CO<sup>2</sup> sensors, and other automated feedback systems to ensure minimal operation when rooms are not occupied.
- Fuel switching propane to electricity – replacing propane furnaces with heat pumps in portables.
- Boiler Additive – Adding a boiler water additive that improves efficiency of the buildings.

The projects included in the 2021-2026 plan were prioritized based in the following criteria:

- Existing capital projects related to the HVAC system.
- An energy management score higher than the median of 17 - See *Glossary of Terms* for score details
- Return on investment of proposed projects in the form of payback.

The proposed list of projects is shown in table 3. Additional projects may be added to the plan based on detailed analysis of school district facilities and funding received from the province for other capital projects in the same facility.

**Table 3:** HVAC energy efficiency measures to be included in capital plans 2021-2026

YEAR PLANNED	SCHOOL	PROJECT NAME	COST	SAVINGS PER YEAR	PAYBACK
2026	Davie Jones Elementary	HVAC Upgrade	\$112,500.00	\$7,607.35	15.42
	Maple Ridge Secondary	HVAC Upgrade	\$381,000.00	\$21,174.75	
	Thomas Haney Secondary	HVAC Upgrade	\$211,500.00	\$16,941.20	
2025	Maple Ridge Elementary	HVAC Upgrade	\$115,000.00	\$7,218.96	14.24
	Samuel Robertson Technical	HVAC Upgrade w/o Boiler	\$90,000.00	\$7,179.43	
2024	Yennadon Elementary	HVAC Upgrade	\$140,000.00	\$8,955.69	7.7
	Albion Elementary	HVAC Upgrade	\$147,500.00	\$8,525.84	
	Thomas Haney Secondary	HVAC Optimization	\$60,000.00	\$7,789.66	
2023	Westview Secondary	HVAC Upgrade	\$112,500.00	\$5,416.75	10.23
	Pitt Meadows Secondary	HVAC Upgrade	\$140,000.00	\$23,646.90	
	Highland Park Elementary	HVAC Upgrade	\$87,500.00	\$6,067.90	
	Webster's Corners Elementary	HVAC Upgrade	\$117,500.00	\$9,568.14	
2022	Samuel Robertson Technical	Continuous Optimization	\$18,454.00	\$3,274.00	13.1
	Thomas Haney Secondar	Continuous Optimization	\$34,259.00	\$6,498.00	
	Garibaldi Secondary	Continuous Optimization	\$33,434.00	\$4,541.00	
	Garibaldi Secondary	HVAC Upgrade	\$179,500.00	\$28,817.37	
	Samuel Robertson Technical	Propane Furnace Replacement + Incentive 60\$/t	\$526,074.90	\$17,381.54	

YEAR PLANNED	SCHOOL	PROJECT NAME	COST	SAVINGS PER YEAR	PAYBACK
2021	Albion Elementary	Boiler Additive	\$3,400.00	\$2,743.95	2.4
	Laity View Elementary	Boiler Additive	\$3,400.00	\$3,042.96	
	Yennadon Elementary	Boiler Additive	\$2,710.00	\$3,172.28	
	Pitt Meadows Elementary	HVAC Upgrade	\$35,000.00	\$9,799.60	
		<b>Totals</b>	<b>\$2,551,231.90</b>	<b>\$209,363.26</b>	<b>12.2</b>

In this planning period, 19 projects that involve performing upgrades to existing end of life equipment. All HVAC upgrade projects listed have an end of life boiler upgrade required in the planned year, which is the main reason for the timing of each.

The costs associated with this plan and the estimated payback periods do not include potential incentives from BC Hydro or Fortis BC that would otherwise improve the business case. Savings and costs are calculated using level one energy audit assessments done by RockyPoint Engineering and have a likely accuracy of +/- 25% depending on the project.

## 2.2 LIGHTING ENERGY EFFICIENCY MEASURES

The energy management plan implemented between 2015 to 2019 performed lighting upgrades on nearly every building in the Maple Ridge - Pitt Meadows School District. The completed upgrades had an estimated ongoing electricity savings of nearly 4.4M kWh - a 39% reduction in electricity consumption compared to 2015. When analyzing the actual district consumption, the savings are just 2.5M kWh - a 23% reduction. Over the next five years, we are planning to implement lighting audits, analyze patterns, and recognize behavioral and operational changes that are required in order to realize the originally estimated energy savings.

Additionally, when lighting projects are up for bulb replacement – typically about 10 years after implementation – these lights will be replaced with high efficiency LEDs that will further reduce our energy consumption. The schools up for LED bulb replacements are shown in table 4 below.

**Table 4:** Schools available for TLED upgrades when current T8 light bulbs are at end of life.

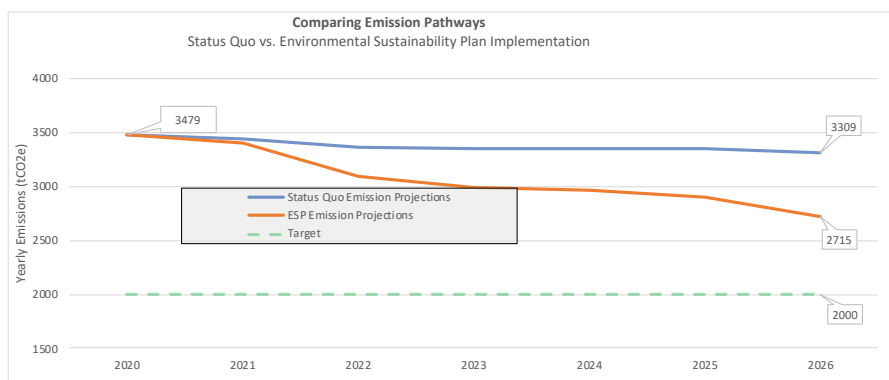
SCHOOL	COST (\$)*	ELECTRICITY SAVINGS (KWH/YR)	SAVINGS (\$)	PAYBACK
Thomas Haney Secondary	\$39,469	81,660	\$9,000	4.4
Webster's Corners Elementary	\$8,081	16,720	\$1,800	4.5
Samuel Robertson Technical Secondary	\$26,844	55,540	\$6,100	4.4
Harry Hooze Elementary	\$13,253	27,420	\$3,000	4.4
Yennadon Elementary	\$9,589	19,840	\$2,200	4.4
Maple Ridge Secondary Annex	\$9,502	19,660	\$2,200	4.3
Glenwood Elementary	\$8,748	18,100	\$2,000	4.4
District Education Office	\$3,383	7,000	\$800	4.2
Riverside Centre	\$140,000	130,217	\$12,000	11.7
<b>Total</b>	<b>\$258,871</b>	<b>376,157</b>	<b>\$39,100</b>	<b>6.6</b>

\*Cost is based on 6 \$/bulb replaced, and 40 \$/hr labor cost

### 3. EVALUATING THE IMPACT

#### 3.1 GREENHOUSE GAS EMISSIONS REDUCTIONS

A comparison of emissions from the district between status quo and if the HVAC efficiency measures identified are implemented. Both results are plotted in figure 4, with the 2030 goal of 2,000 tCO<sub>2</sub>e shown in green.



**Figure 4:** Compares a status quo emission pathway to the potential emission pathway if HVAC projects are implemented through to 2026.

Figure 4 shows that without any comprehensive plan, and looking at boiler improvements only, a reduction of 170 tCO<sub>2</sub>e (37 cars off the road) can be expected. If the environmental sustainability measures (ESP) are implemented as intended, then this investment would lead to a reduction of 764 tCO<sub>2</sub>e (160 cars off the road) by 2026. This still leaves some improvement required for 2030, but is a significant improvement over the status quo and with added effort in reducing vehicle emissions, and continued incorporation of the energy management score in facility planning processes, we would expect to surpass this estimation in 2026. To ensure alignment with 2030 targets, continual monitoring and updates to these projections are required, with an update to this plan needed in 2026.

### 3. RISK ASSESSMENT

As with any plan, there are inherent risks involved in implementation due to unforeseen costs, timeline adjustments, and various other constraints. The risks most relevant to the implementation of the planned environmental sustainability measures are outlined below.

- The possibility that funds will not be available for the existing capital plans, forcing the timing of the energy efficiency measures to change.
- Major events (such as COVID-19) could force drastic changes to the workings of our buildings, rendering some of these preliminary estimations incorrect.
- This plan does not account for new schools to be built, and the added burden of any new buildings must be factored into these estimations as they are built.
- There are constant fluctuations in electricity and natural gas pricing, and the potential savings outlined in these estimations may become inaccurate if major changes occur.
- Capital funding for buildings in the “Other” category is limited, therefore there may not be enough planned capital projects to support emission and energy reduction targets.

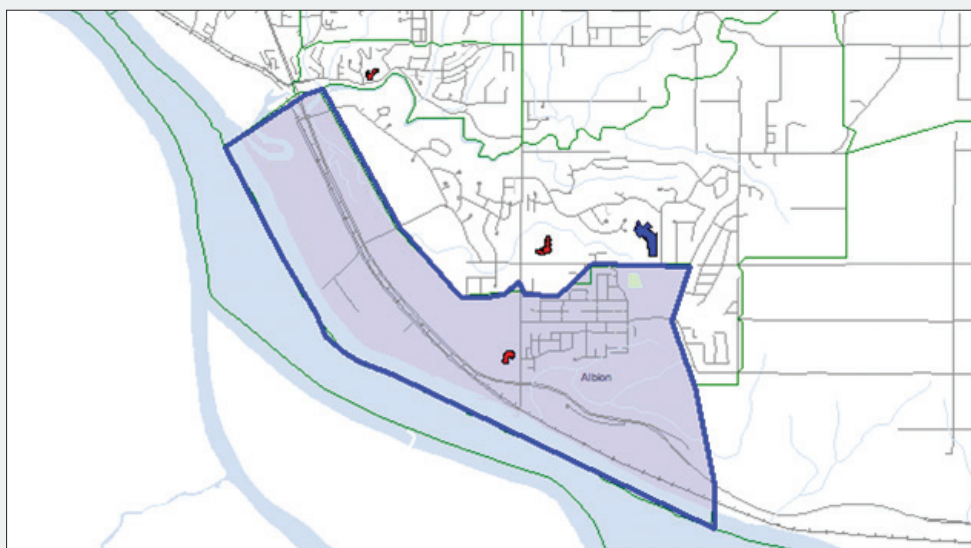
## **APPENDIX D: SCHOOL FACT SHEETS**

# ALBION ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program



## BUILDING SUMMARY

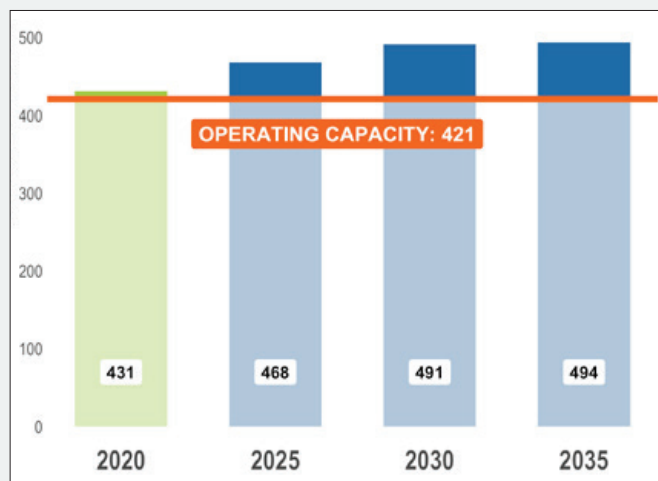
**SIZE:** 3,630 sq. m  
**CLASSROOMS:** 19  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Albion Elementary is 421.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.4 ha

**CHARACTERISTICS:**   Environmentally sensitive area to the West (shown shaded green).

**PORTABLES:** P 5 *It is possible but not desirable to add portables on the playfield.*

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The seismic upgrade of the 4 blocks rated high risk plus other functional upgrades are not likely substantive enough to require the replacement of the school. A replacement school would need to be constructed on the playfield. The playfield is small and would not support a two-storey school larger than Alexander Robinson, which is only 50 students larger than Albion.



### ADDITIONS

There is no space on site for an addition without encroaching on the playfield or losing the playgrounds along 240 Street. Neither is desirable.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

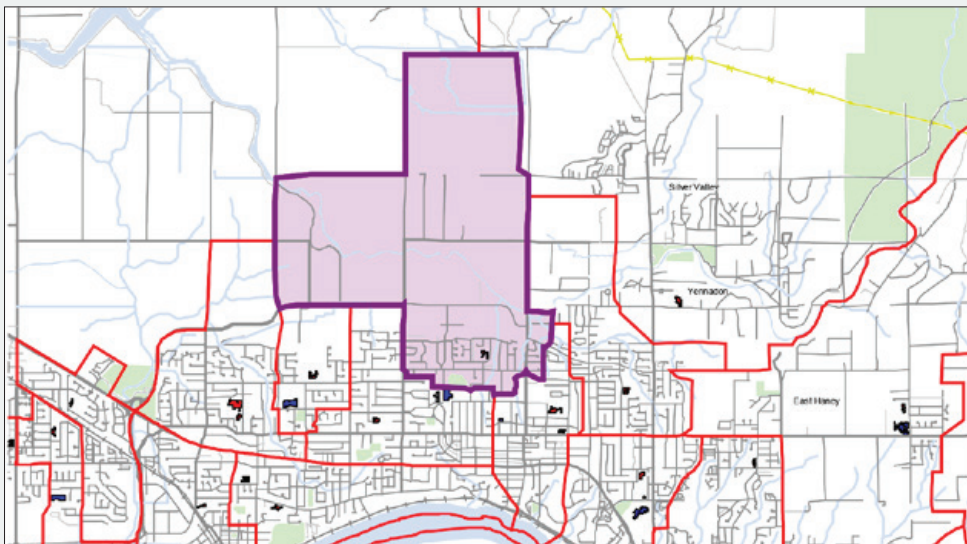


# ALOUETTE ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- CyberSchool Program
- Wheelhouse Program



## BUILDING SUMMARY

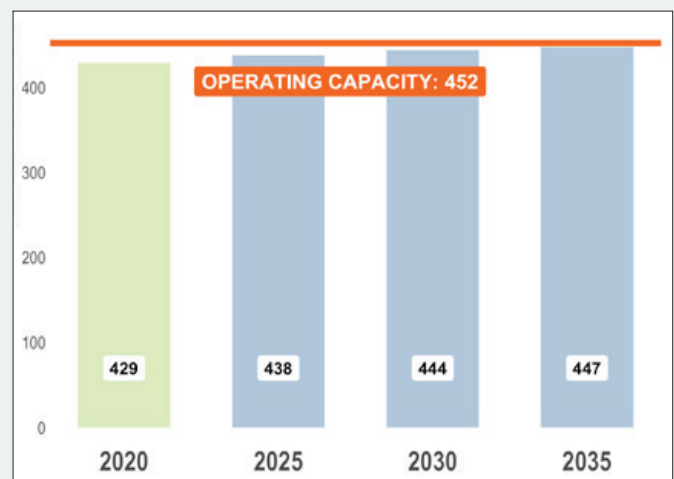
**SIZE:** 3,703 sq. m  
**CLASSROOMS:** 21  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Alouette Elementary is 452.**

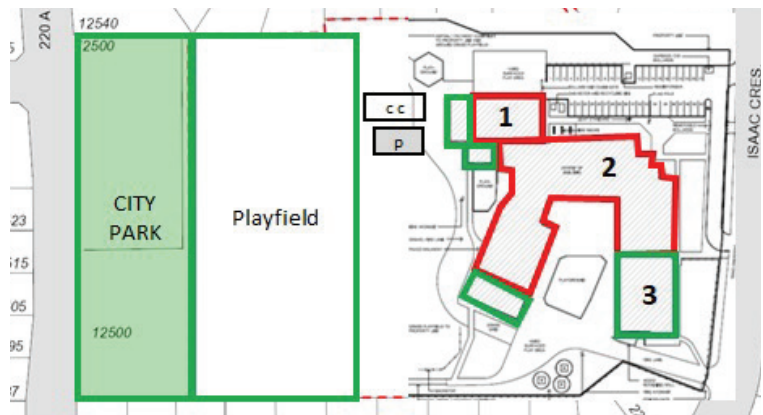
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



SIZE: 2.128 ha

**CHARACTERISTICS:** City park to the west (shown shaded green). Irrigated playfield is a joint use field with the City of Maple Ridge. Requires a building envelope upgrade.

**PORTABLES:** P 1 Possible to add 1 - 2 portables south of existing portable, but this blocks visibility to the playfield and is not desirable.  
CC Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Taking into consideration the total estimated cost of required seismic upgrades for blocks 1 and 2 together with the cost of deferred maintenance requirements, it is unlikely that this facility would qualify for a replacement.

Additionally, due to limited temporary accommodation space, demolition and replacement of block 2 is likely not practical.



### ADDITIONS

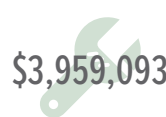
There is an emergency fire access on the south side of the school so no further additions are likely.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



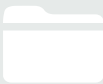
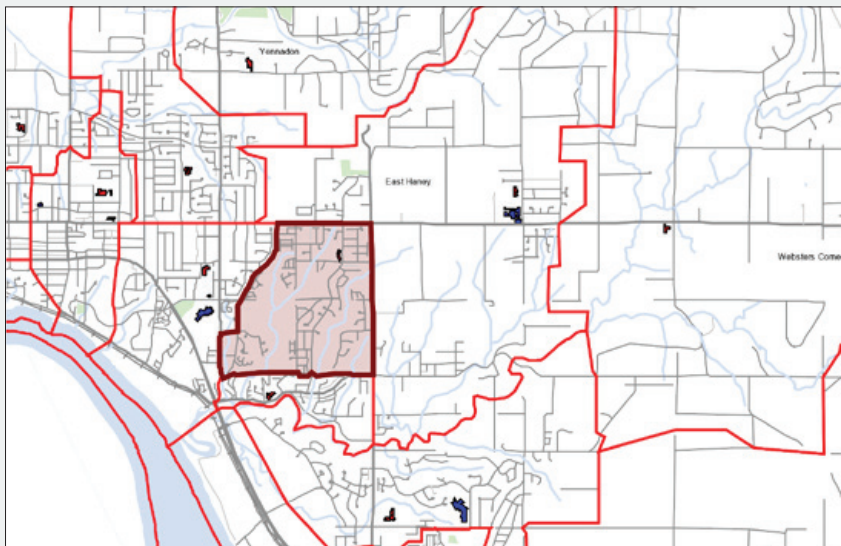
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# ALEXANDER ROBINSON ELEMENTARY



This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program



## BUILDING SUMMARY

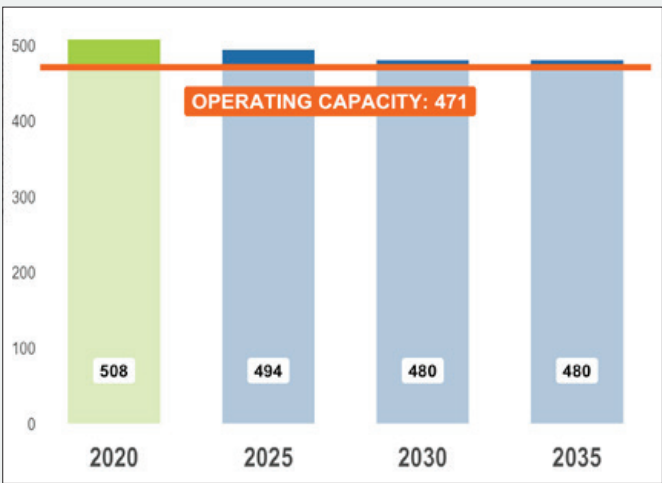
**SIZE:** 3,535 sq. m  
**CLASSROOMS:** 22  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Alexander Robinson Elementary is 471.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.523 ha

**CHARACTERISTICS:** City park to the west. Playfield area is very wet in winter.

**PORTABLES:** **P 3** No space on the site for portables without encroaching on playfield, which is not desirable. The playfield is very wet in the winter months and site preparation is expensive.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required. This two-storey school was opened in 2000, so would not be a candidate for replacement.



### ADDITIONS

There is no good space on-site for an addition that would easily connect to the main school. There is also no room to expand the parking area.



**0.47**  
FACILITIES CONDITION  
INDEX (FCI)



**6**  
ENERGY MANAGEMENT  
RANK (EM)



**\$3,357,925**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

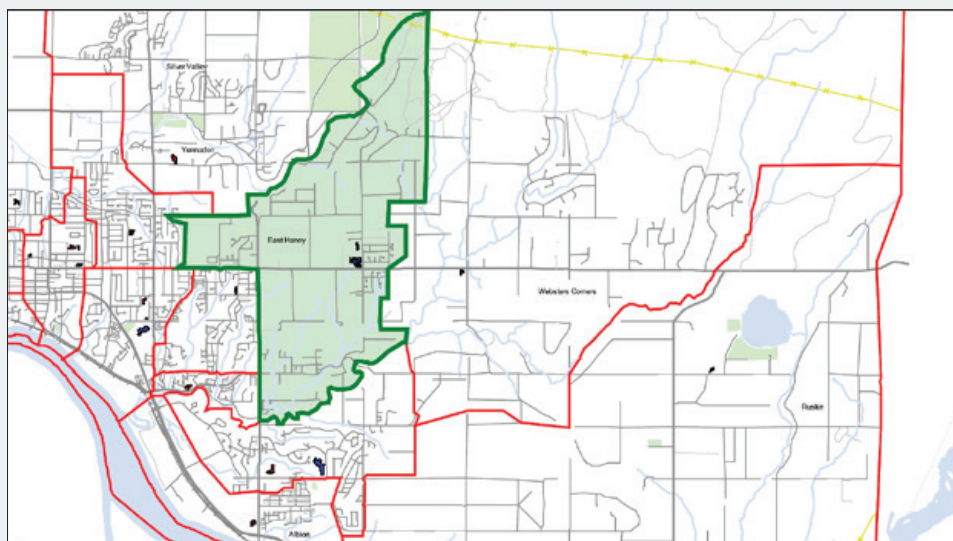


# BLUE MOUNTAIN ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- After-School Programs



## BUILDING SUMMARY

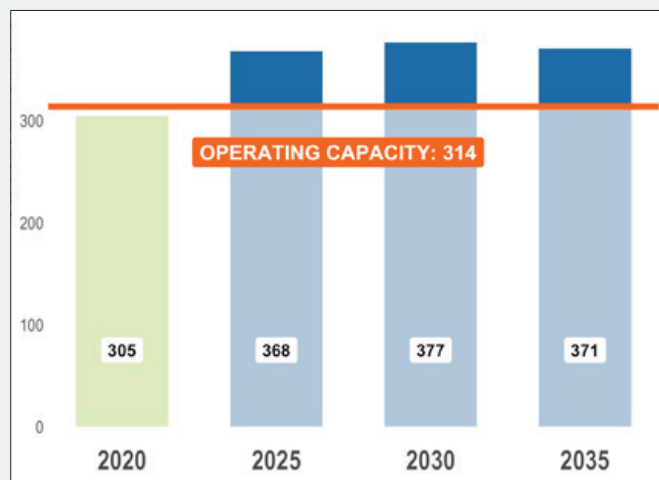
**SIZE:** 2,540 sq. m  
**CLASSROOMS:** 14  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Blue Mountain Elementary is 314.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 7.726 ha

**CHARACTERISTICS:** Site is shared with Garibaldi Secondary. The sports track is part of Garibaldi Secondary.

**PORTABLES:** P 1 Possible to add 1 portable west of the existing portable. There is a large water main to the south of existing portable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required.

This school was opened in 2000 so would not be a candidate for replacement.



### ADDITIONS

A 6 to 8 classroom addition could be constructed along the north property line of the school (outlined in dashed black).



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



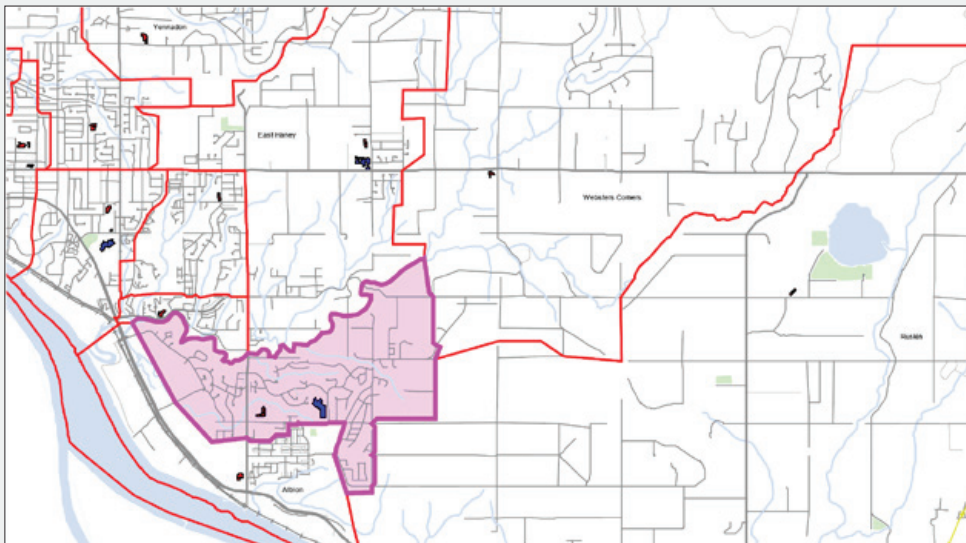
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# čəsqənelə ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- StrongStart
- Childcare



## BUILDING SUMMARY

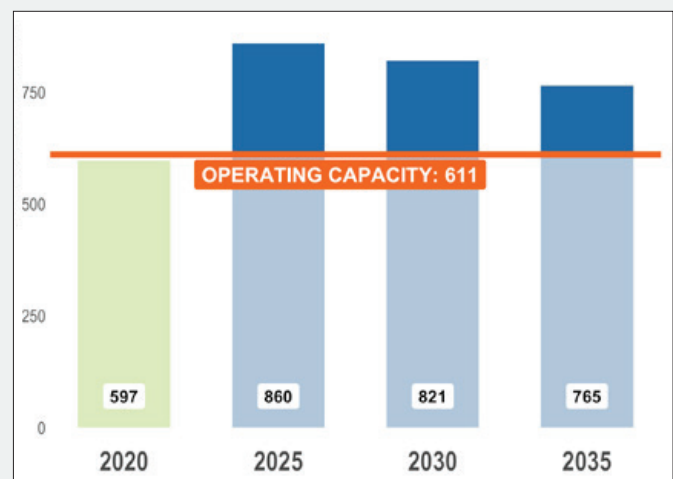
**SIZE:** 4,800 sq. m  
**CLASSROOMS:** 28  
**OTHER:** 2

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of čəsqənelə Elementary is 611.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

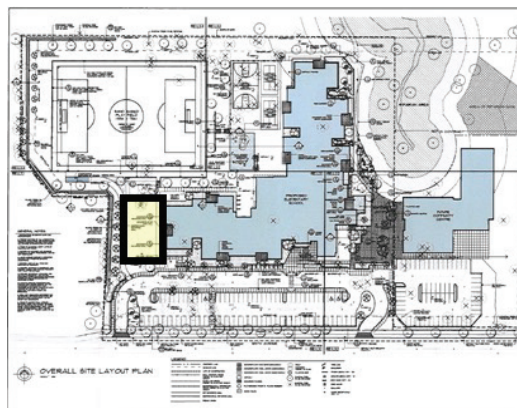




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.726 ha

**CHARACTERISTICS:** Environmentally sensitive creek areas to the north and northeast. Building to the east of the school is the community centre.

**PORTABLES:** 0 Possible to add 2 portables west of the school.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required. This school was opened in 2019, so would not be a candidate for replacement.



### ADDITIONS

There is the potential to extend the school to the west to add another 3 classroom pod.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



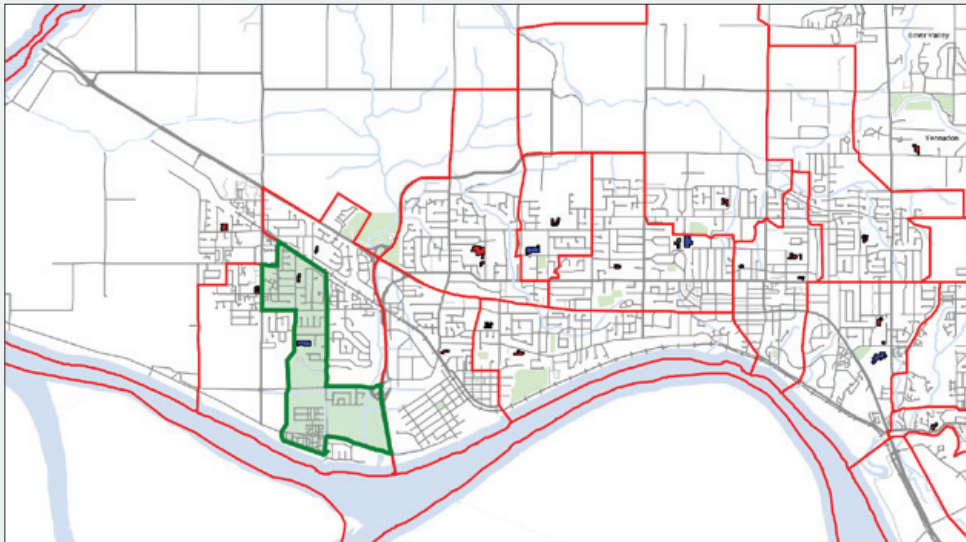
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# DAVIE JONES ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry
- StrongStart



## BUILDING SUMMARY

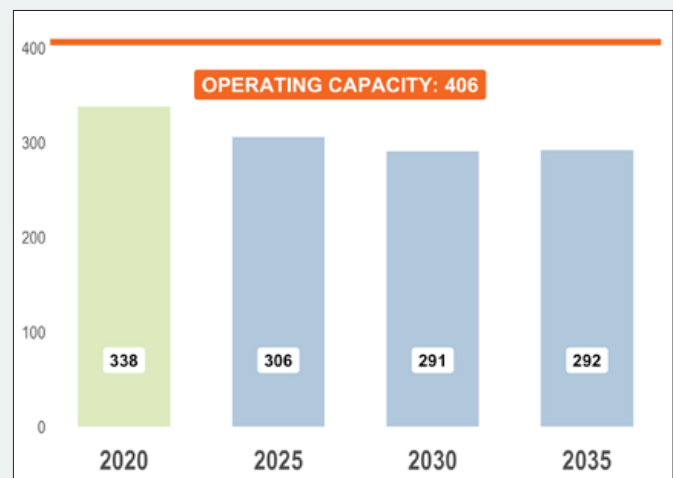
**SIZE:** 3,397 sq. m  
**CLASSROOMS:** 17  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Davie Jones Elementary is 406.**

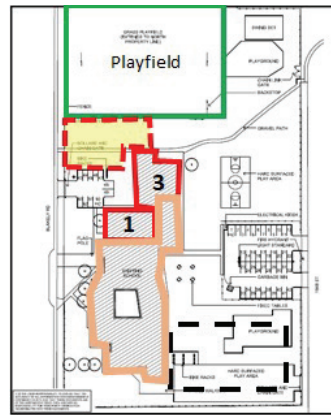
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.833 ha

**CHARACTERISTICS:** There is a city park to the north beyond the school playfield. A child care facility is being constructed to open in January, 2022 (Shaded yellow with red outline).

**PORTABLES:** 0 Possible to add 4 portables to the east side of the school.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely not sufficient to warrant the replacement of the school.



### ADDITIONS

A 6 to 8 classroom addition could be accommodated to the southeast corner.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

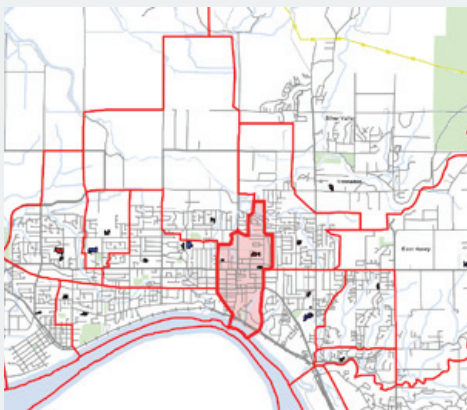
# ERIC LANGTON ELEMENTARY



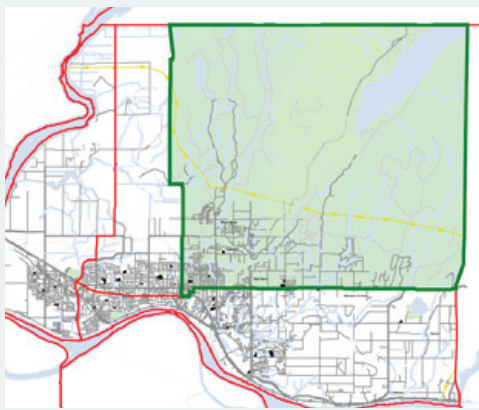
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion
- StrongStart



## BUILDING SUMMARY

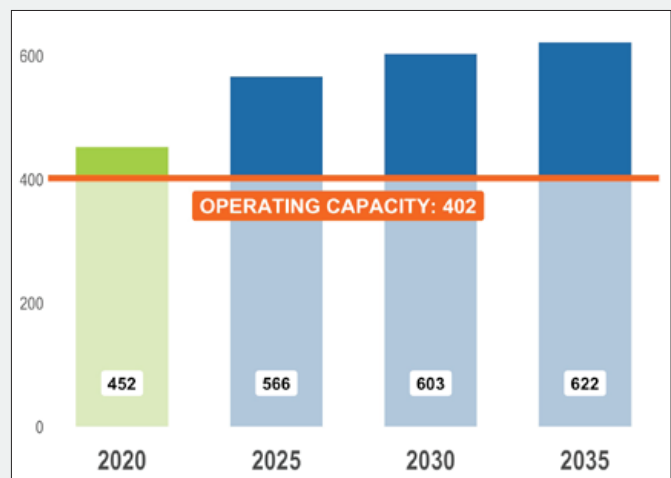
**SIZE:** 3,830 sq. m  
**CLASSROOMS:** 19  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Eric Langton Elementary is 402.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- 
- The site plan illustrates the layout of the proposed development. Key features include:
- Proposed Development:** A large, irregularly shaped area outlined in red, labeled "PROPOSED DEVELOPMENT".
  - Existing Structures:** Several existing buildings are shown, including a "MAIN BUILDING", "EXIST. GARAGE", "EXIST. OFFICE", "EXIST. WAREHOUSE", and "EXIST. STORAGE".
  - Open Areas:** Large open spaces are labeled "GRASSY AREA", "PARKING AREA", and "PLAYFIELD".
  - Infrastructure:** The plan shows "ROADS", "SIDEWALKS", and "UTILITY LINES".
  - Other Features:** A "PROPOSED LOT" is indicated, along with a "PROPOSED LOT" and a "PROPOSED LOT".

**CHARACTERISTICS:** James Best Centre, child care, and Environmental School is on the east side of the site.

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



## ADDITIONS

### FACILITIES CONDITION INDEX (FCI)



## DEFERRED MAINTENANCE ESTIMATE

SEISMIC  
ESTIMATE

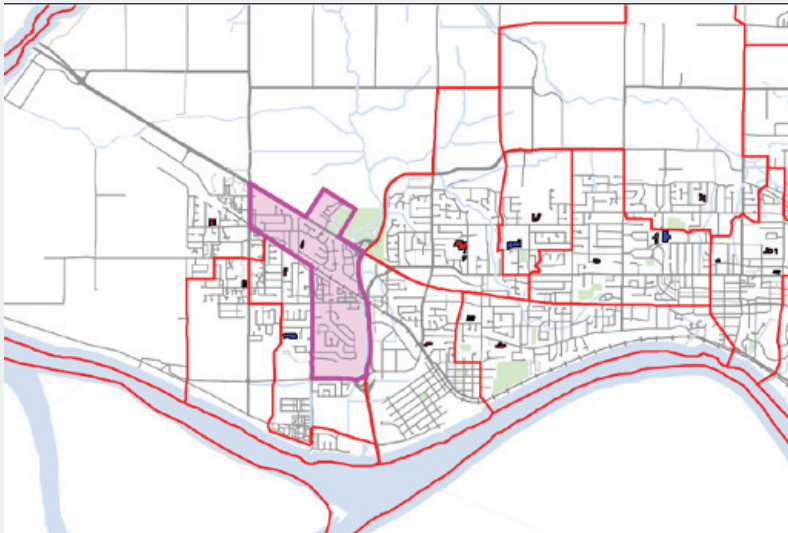


# EDITH MCDERMOTT ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program



## BUILDING SUMMARY

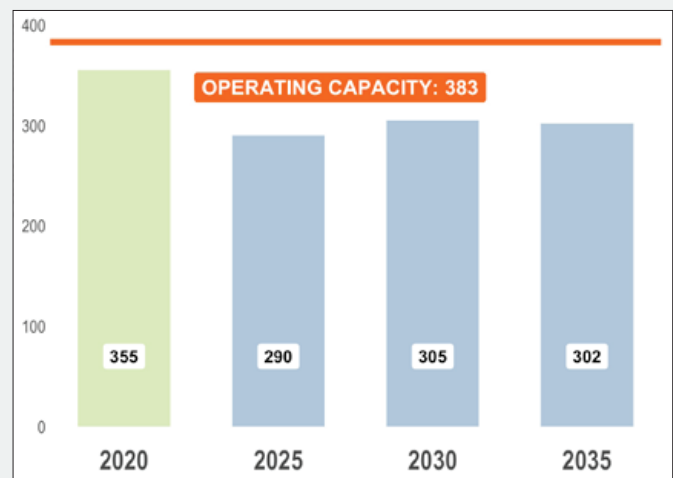
**SIZE:** 3,269 sq. m  
**CLASSROOMS:** 17  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Edith McDermott Elementary is 383.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.





## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.43 ha

**CHARACTERISTICS:** Sommerset Park to the north, outlined in green. Child care just to the north of the modular (in yellow).

**PORTABLES:** **1 modular** Possible to add 1 portable to the south of the modular or on the playfield, which is not desirable.

Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required.

This two-storey school was opened in 1998, so would not be a candidate for replacement.



### ADDITIONS

The shape of the two-storey school and location of playgrounds, modular, and child care to the west makes an addition difficult.

The only practical location is shown in dashed red, but would require relocating the modular and child care. This would not be an easy option to implement.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



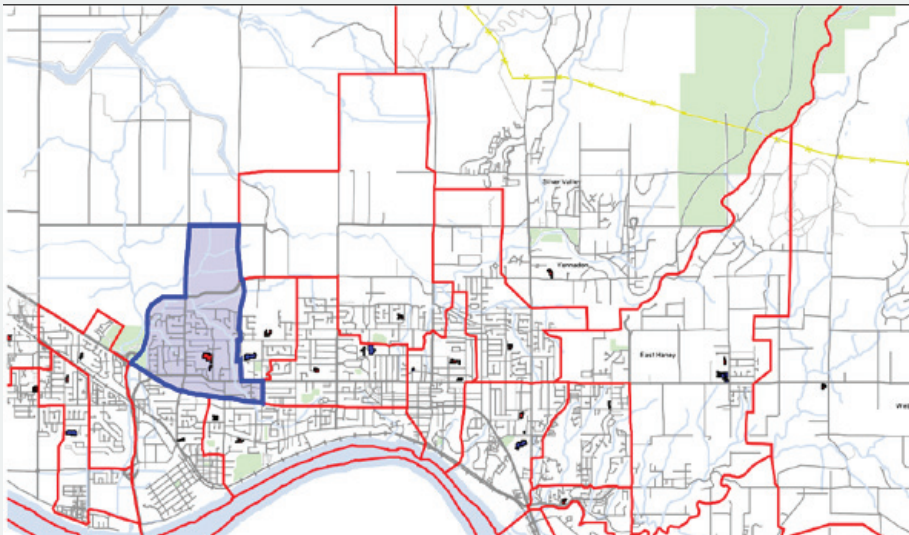
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# FAIRVIEW ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- Odyssey
- CyberSchool
- StrongStart



## BUILDING SUMMARY

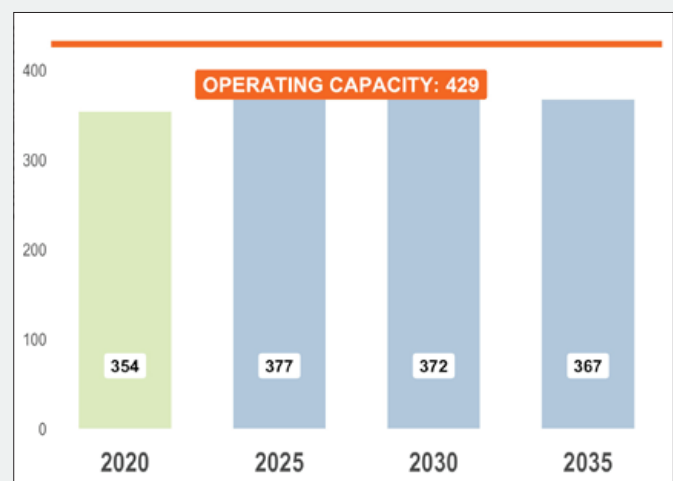
**SIZE:** 3,862 sq. m  
**CLASSROOMS:** 22  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Fairview Elementary is 429.**

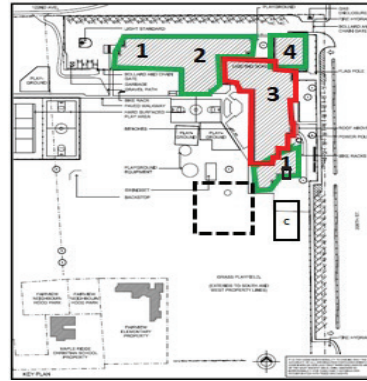
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.825ha

**CHARACTERISTICS:** The northwest corner of the school contains the Odyssey program. The southwest corner of the property contains the Fairview Neighbourhood Park and the Maple Ridge Christian School.

**PORTABLES:** **P 0** Possible to add 3 portables south of the child care or adjacent to the hard surfaced play area on the west side. These locations are far from the school and are not desirable.

**C** Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of block 3 plus other required upgrades are likely not sufficient to warrant the replacement of the school.



### ADDITIONS

A 4 - 6 classroom addition can be accommodated to the southwest corner of the school, shown in dashed black in the site summary graphic above.



**0.61**  
FACILITIES CONDITION  
INDEX (FCI)



**19.5**  
ENERGY MANAGEMENT  
RANK (EM)



**\$6,229,181**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# GOLDEN EARS ELEMENTARY



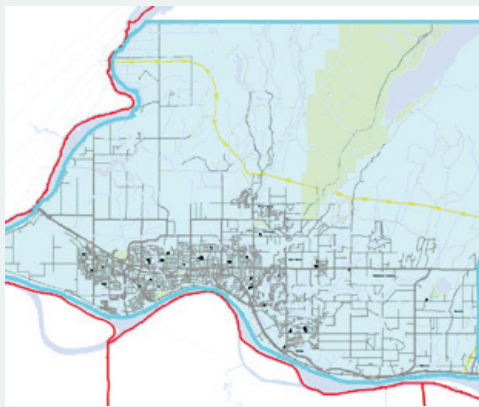
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### LATE FRENCH IMMERSION



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion (Late)



## BUILDING SUMMARY

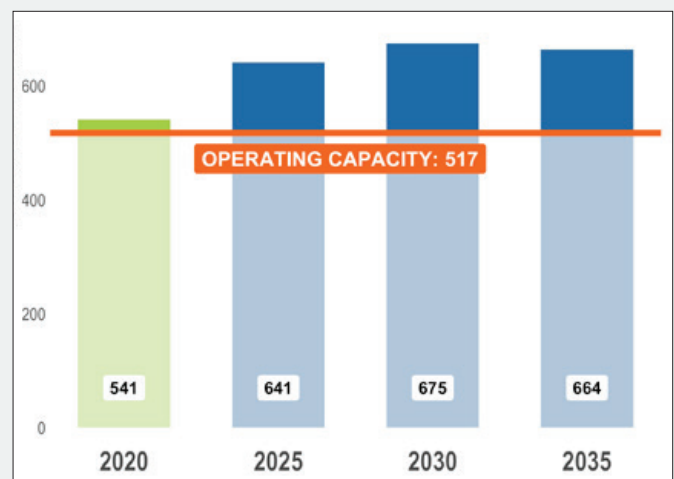
**SIZE:** 4,186 sq. m  
**CLASSROOMS:** 23  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Golden Ears Elementary is 517.**

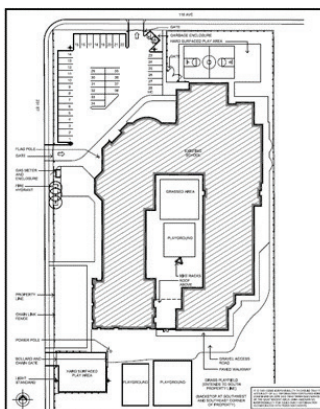
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 3.45 ha

**CHARACTERISTICS:** There is an artificial playfield immediately south of the school.

**PORTABLES:** **P 3** Possible to add 2 more portables adjacent to the existing portables.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school has not recently been seismically assessed but previous assessments rated the 6 blocks as low or medium. There is no location on the site to construct a replacement school. It is likely any future upgrading would be through a seismic upgrade or a major renovation of the main school. At that time, it might be feasible to construct a two-storey facility to increase capacity.



### ADDITIONS

There is no space on-site for an addition.



**0.70**  
FACILITIES CONDITION  
INDEX (FCI)



**11**  
ENERGY MANAGEMENT  
RANK (EM)



**\$5,099,638**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

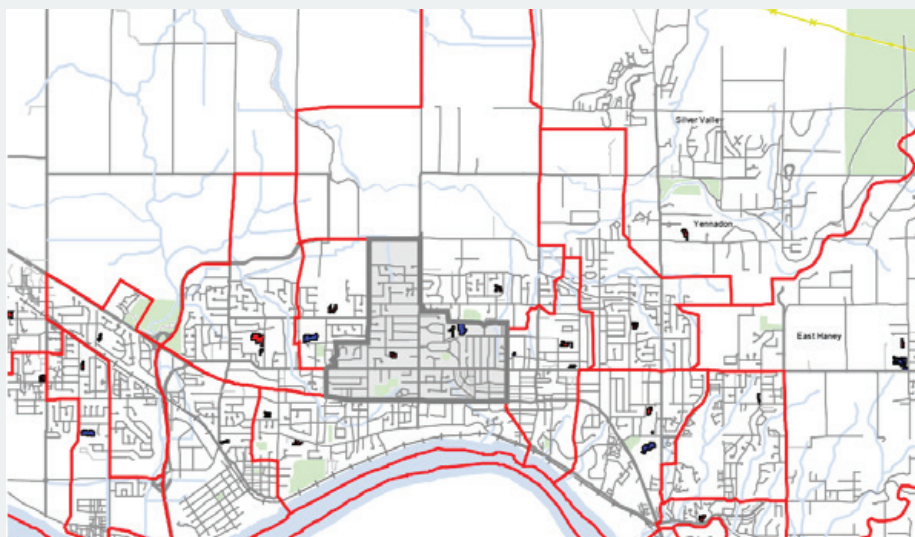


# GLENWOOD ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program



## BUILDING SUMMARY

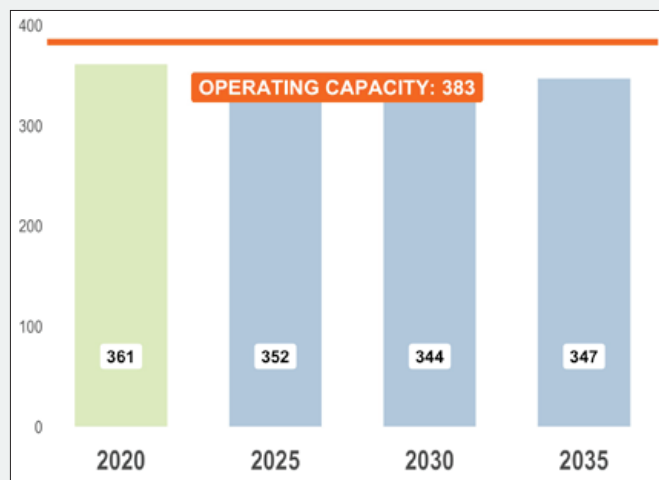
**SIZE:** 3,473 sq. m  
**CLASSROOMS:** 19  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Glenwood Elementary is 383.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

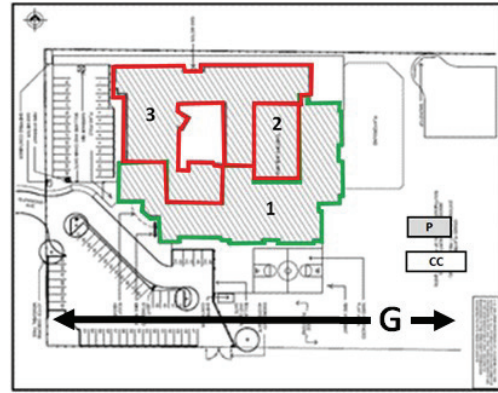




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.409 ha

**CHARACTERISTICS:** Access to the school for pick-up and drop-off is very circuitous. A major gas transmission line and right-of-way runs along the south 20 m of the property

**PORTABLES:** 1 Possible to add 1 portable north of the existing portable.  
 Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely not sufficient to warrant the replacement of the school.



### ADDITIONS

There is no space on-site for an addition without encroaching on the playfield. All of the playgrounds and at least the portable classroom would need to be relocated.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



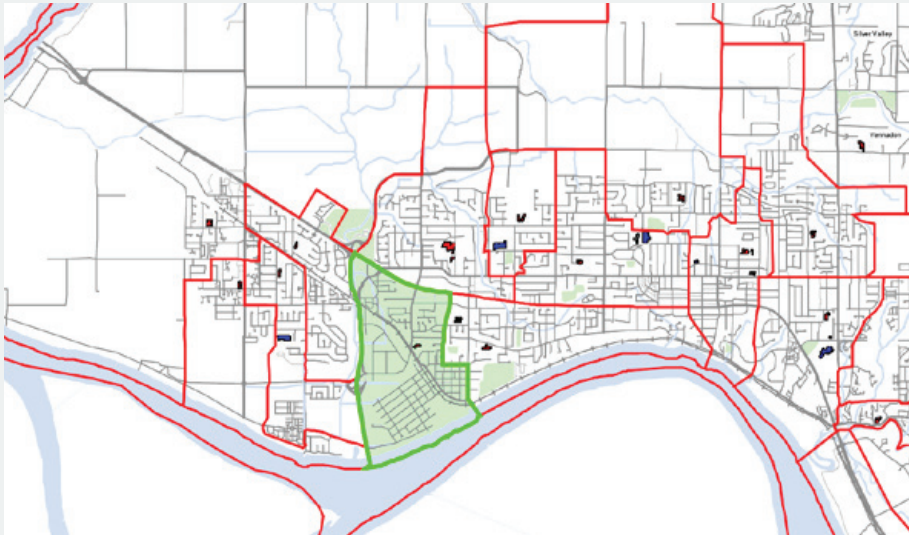
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# HAMMOND ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- Montessori
- StrongStart



## BUILDING SUMMARY

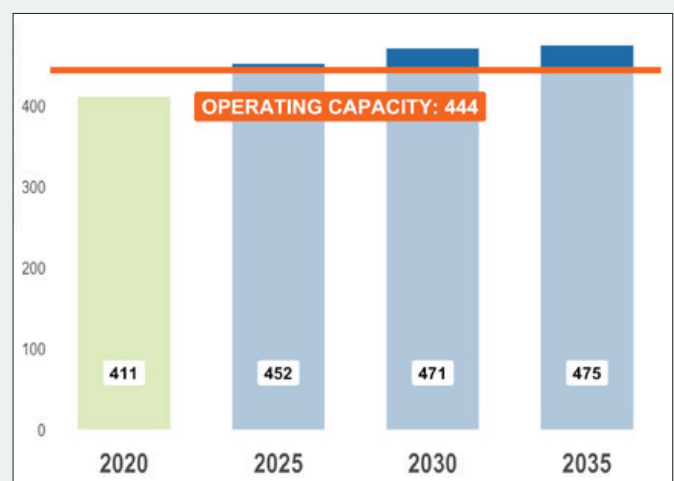
**SIZE:** 3,535 sq. m  
**CLASSROOMS:** 20  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Hammond Elementary is 444.**

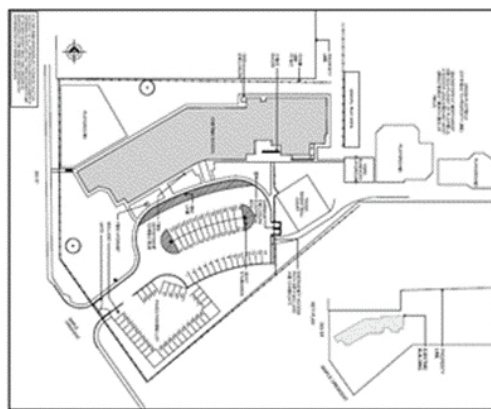
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.272 ha

**CHARACTERISTICS:** There is an artificial playfield immediately south of the school.

**PORTABLES:** 0 There is no available space to add portable classrooms.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required.

This two-storey school was opened in 2000, so would not be a candidate for replacement.



### ADDITIONS

There is no space on-site for an addition. The gymnasium is at the east end of the school, which makes the extension of the school on to the playfield impractical.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



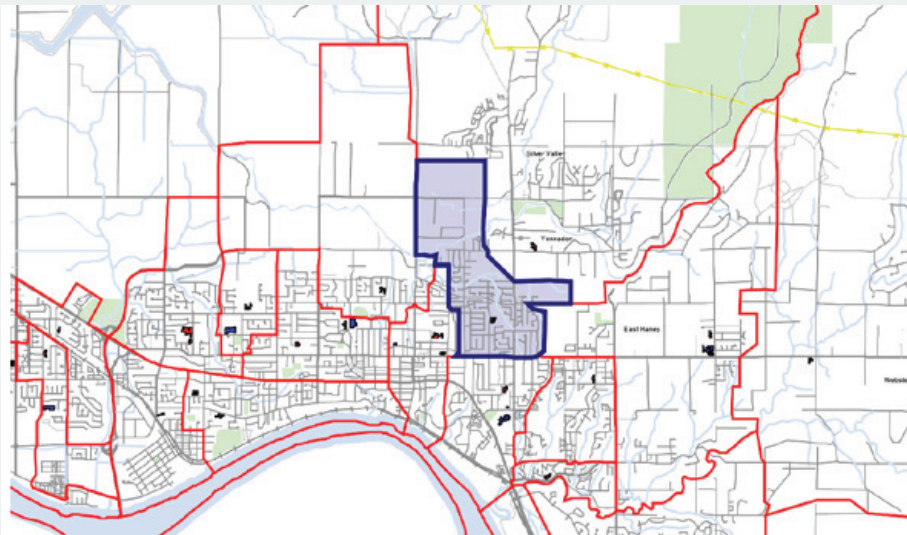
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# HARRY HOOGE ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- After-School Programs
- StrongStart



## BUILDING SUMMARY

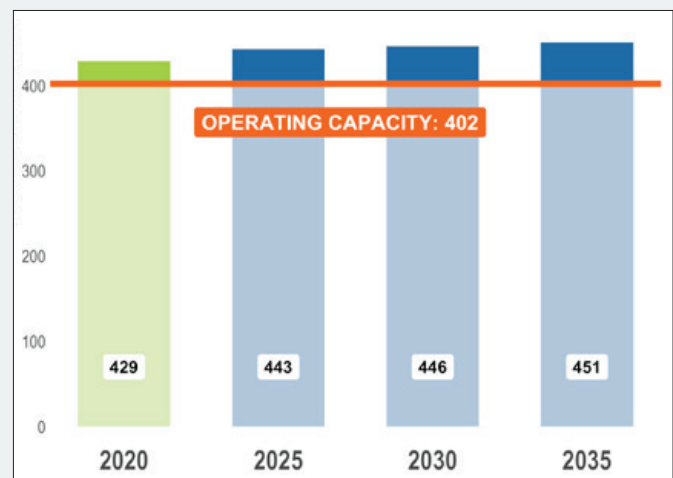
**SIZE:** 3,691 sq. m  
**CLASSROOMS:** 19  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Harry Hooge Elementary is 402.**

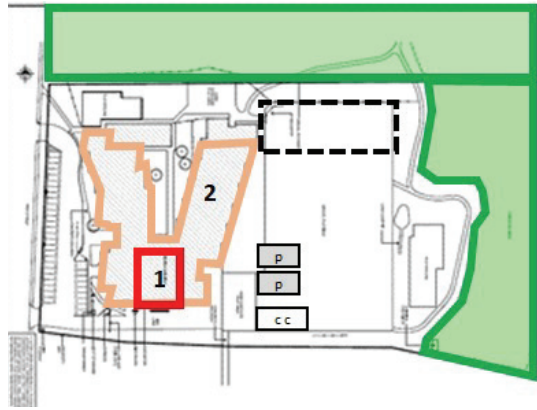
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.419 ha

**CHARACTERISTICS:** Environmentally sensitive areas to the north of the property and to the east on the school district property (shown shaded green).

**PORTABLES:** P 2 Possible to add 1 portable on playfield north of the existing portables, but is not desirable.

CC Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely not sufficient to warrant the replacement of the school.

A replacement school could be constructed on the playfield but given the low cost of seismic upgrading, this is not probable.



### ADDITIONS

A 10-classroom addition can be accommodated along the north side of the playfield.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

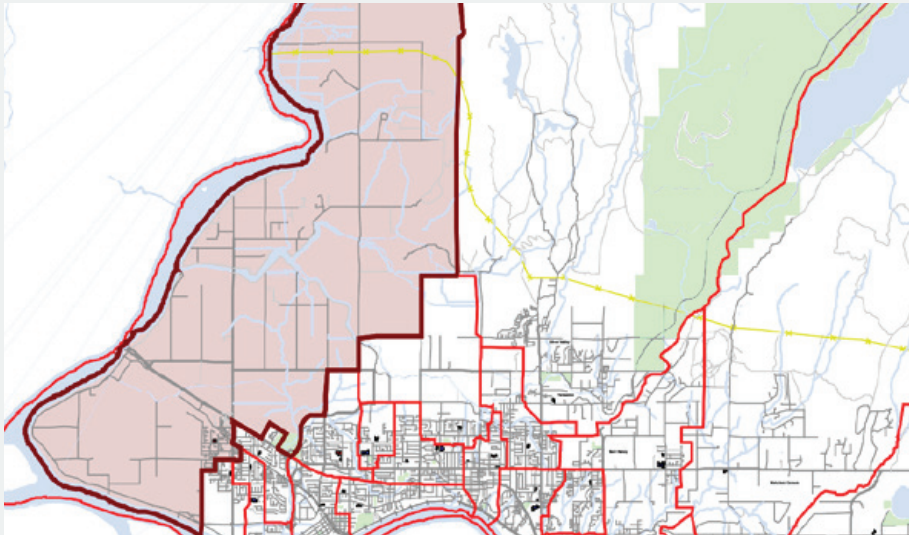


# HIGHLAND PARK ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- StrongStart



## BUILDING SUMMARY

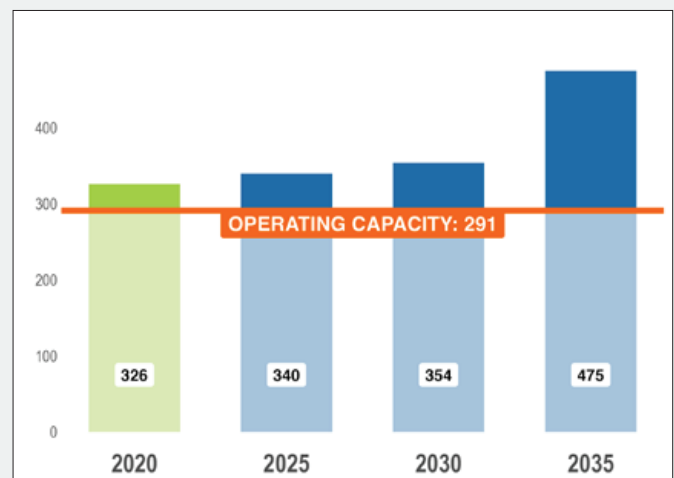
**SIZE:** 3,172 sq. m  
**CLASSROOMS:** 14  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Highland Park Elementary is 291.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

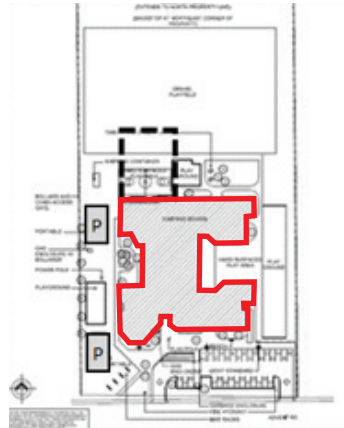




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.435 ha

**CHARACTERISTICS:** There is an area to the north of the playfield that is as large as the playfield. The playfield itself is 2 m lower than the school site. The school is partially located in a floodplain.

**PORTABLES:** 2 Possible to add up to 3 portables on playfield but is not desirable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely not sufficient to warrant the replacement of the school.

A replacement school could be constructed on the playfield, but given the low cost of seismic upgrading, a replacement is not probable.



### ADDITIONS

The most likely location for an addition is shown in dashed black in the site summary graphic above. Highland Park Elementary is partially located in a floodplain. The City of Pitt Meadows may require any permanent construction be raised approximately 1.6 m above the school, which would be 3.6 m above the playfield.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



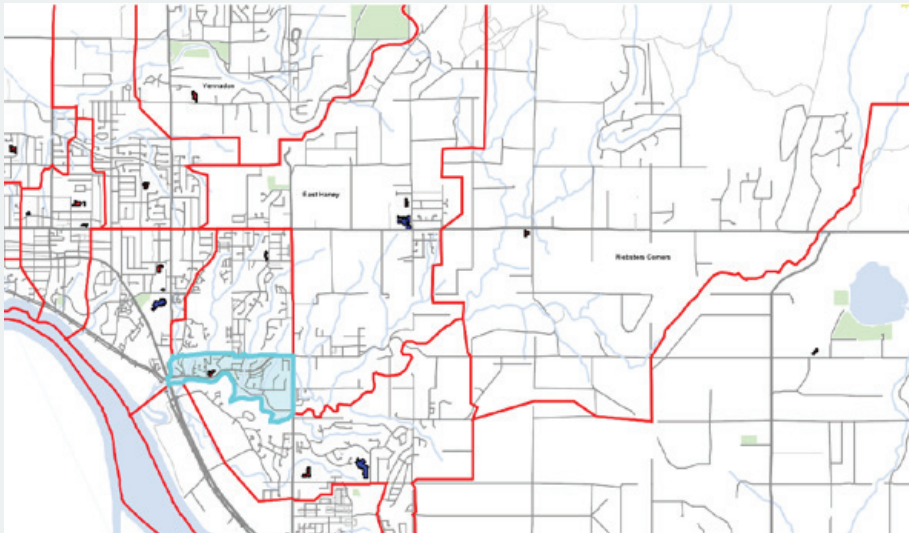
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# KANAKA CREEK ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- Year-Round Schooling



## BUILDING SUMMARY

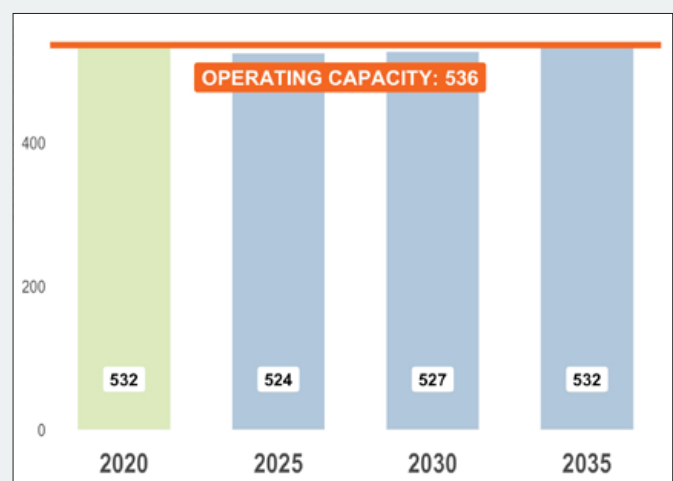
**SIZE:** 4,346 sq. m  
**CLASSROOMS:** 24  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Kanaka Creek Elementary is 536.**

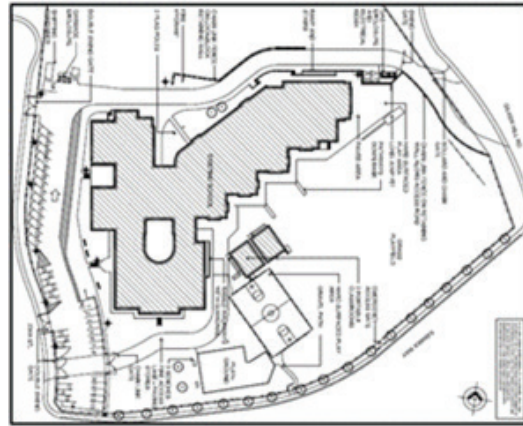
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.46 ha

**CHARACTERISTICS:** The school is situated on the Fraser River floodplain.

**PORTABLES:** 2 Possible to add portables on the playfield, but is not desirable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required. This two-storey school was opened in 1994, so would not be a candidate for replacement.



### ADDITIONS

No space on-site for an addition without encroaching on the playfield.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

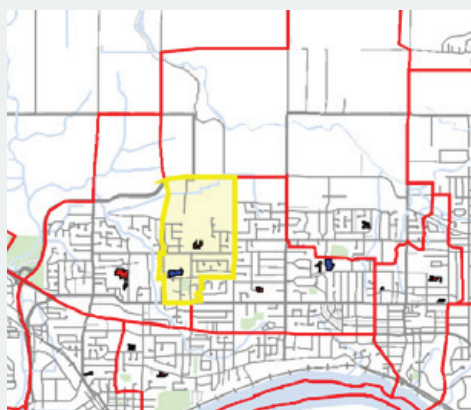
# LAITY VIEW ELEMENTARY



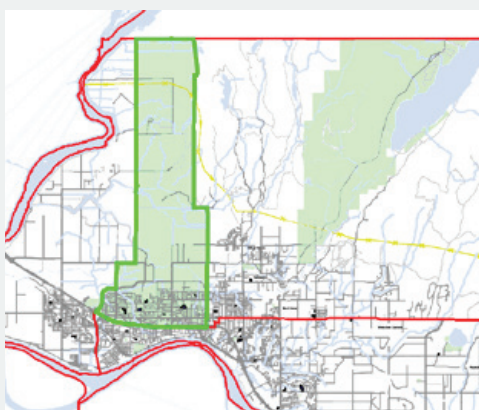
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion



## BUILDING SUMMARY

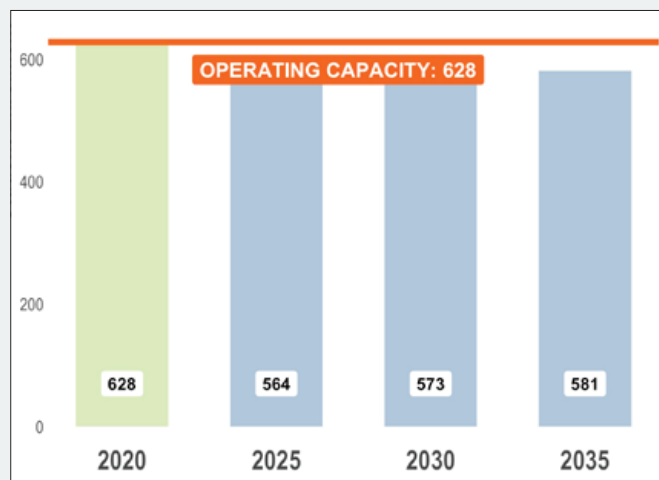
**SIZE:** 4,794 sq. m  
**CLASSROOMS:** 29  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Laity View Elementary is 628.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.65 ha

**CHARACTERISTICS:** Volker Park is immediately east.

**PORTABLES:** 0 There are no locations where access to the school are feasible.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school has not recently been seismically assessed but previous assessments rated the 4 blocks as low or medium. A replacement school could be constructed on the playfield, however, it is likely any future upgrading would be through a seismic upgrade or a major renovation of the main school. At that time it might be feasible to construct a two storey facility to increase capacity.



### ADDITIONS

No space on-site for an addition without encroaching on the playfield, but any connection to the school would be poor.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.



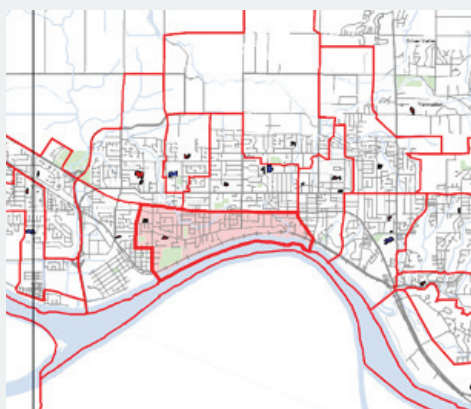
# MAPLE RIDGE ELEMENTARY



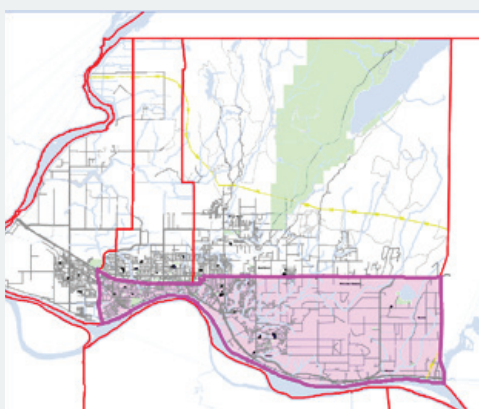
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion



## BUILDING SUMMARY

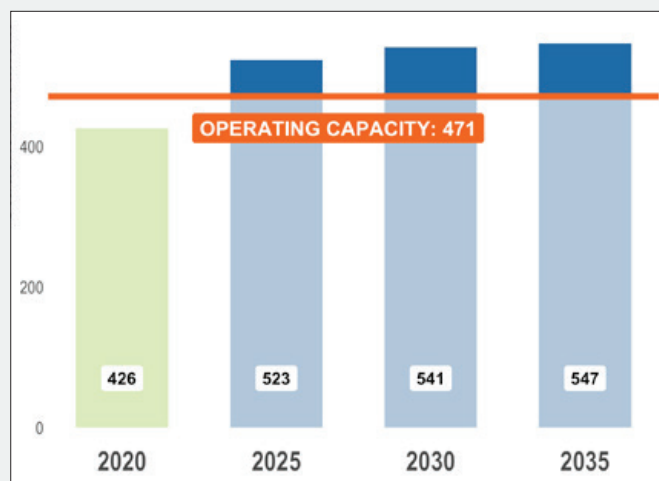
**SIZE:** 3,905 sq. m  
**CLASSROOMS:** 21  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Maple Ridge Elementary is 471.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

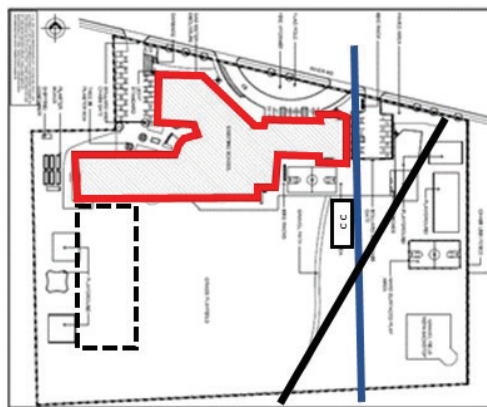




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.841 ha.

**CHARACTERISTICS:** There is a Metro Vancouver sanitary sewer (shown in black) that crosses the property and a private waterline (shown in blue) immediately to the east of the child care facility.

**PORTABLES:** 0 There are no practical locations to add portable classrooms.  
 Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely sufficient to warrant the replacement of the school. A replacement school would need to be constructed on the playfield. At that time, consideration of a two storey facility to increase capacity would be possible.



### ADDITIONS

The only practical space for an addition is shown in dashed black. This location encroaches onto the playfield and would require relocation of the playgrounds. This location does not provide good connections to the school.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# PITT MEADOWS ELEMENTARY



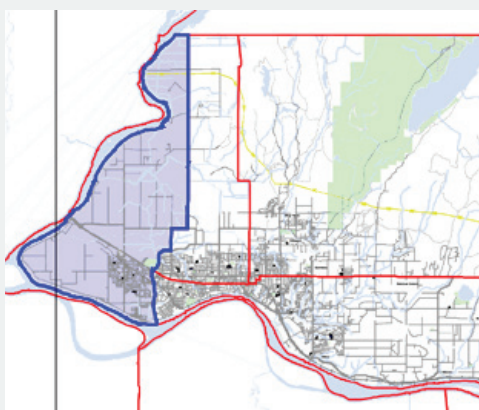
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion



## BUILDING SUMMARY

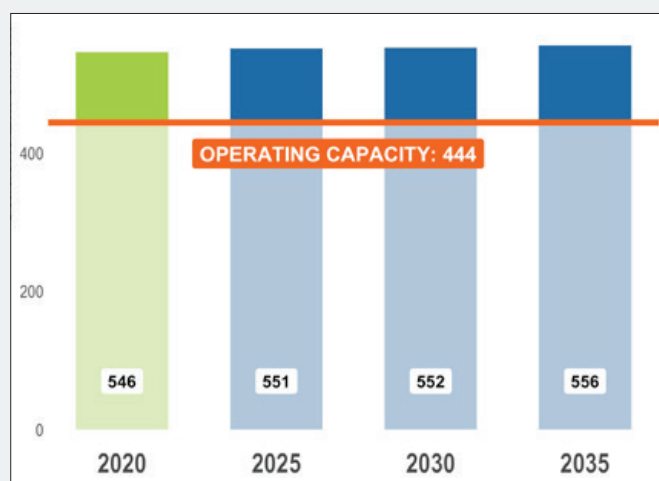
**SIZE:** 3,998 sq. m  
**CLASSROOMS:** 22  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Pitt Meadows Elementary is 444.**

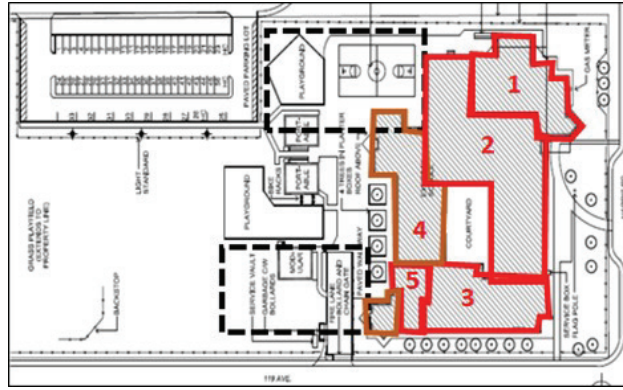
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.7 ha

**CHARACTERISTICS:** Pitt Meadows Elementary requires a building envelope upgrade.

**PORTABLES:**  **1 modular, 2 portables** — There are no practical locations to add portable classrooms.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrade of all blocks plus other required upgrades are likely not sufficient to warrant the replacement of the school.

The largest desirable school would be 80K + 600. This provides 4K classrooms and 24 Grades 1-7 classrooms and allows 4 complete cohorts. The operating capacity would be 635. To reach this capacity, approximately 200 spaces are needed or roughly 8 classrooms.



### ADDITIONS

An 8 classroom addition could be accommodated in either of the two locations outlined in dashed black without having to relocate the modular classroom.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



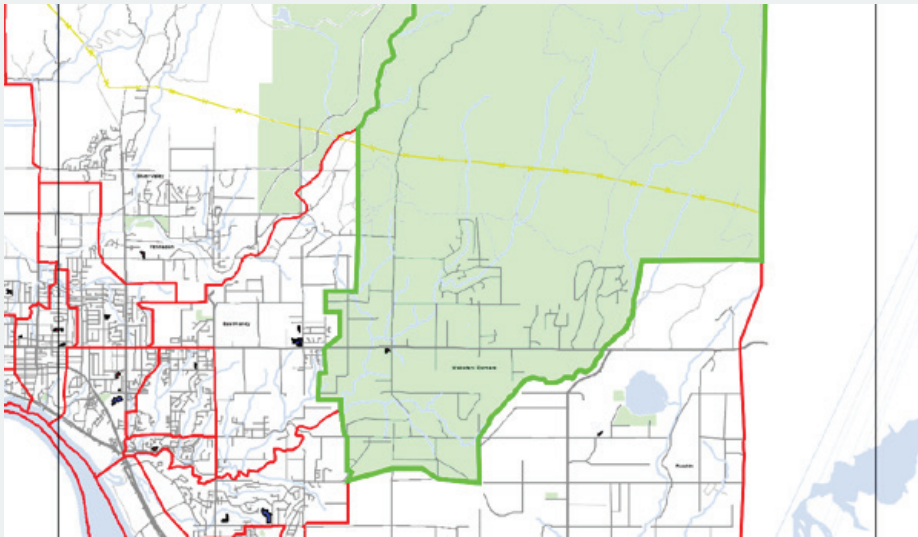
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# WEBSTER’S CORNERS ELEMENTARY



This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- After School Programs
- StrongStart



## BUILDING SUMMARY

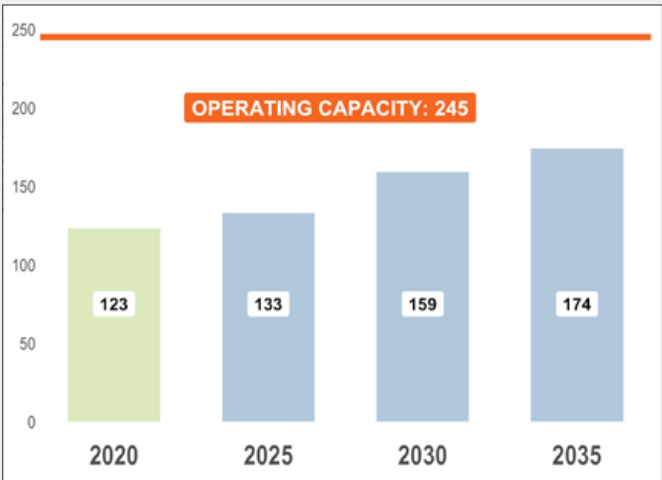
**SIZE:** 2,471 sq. m  
**CLASSROOMS:** 10  
**OTHER:** 1

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Webster’s Corners is 245.**

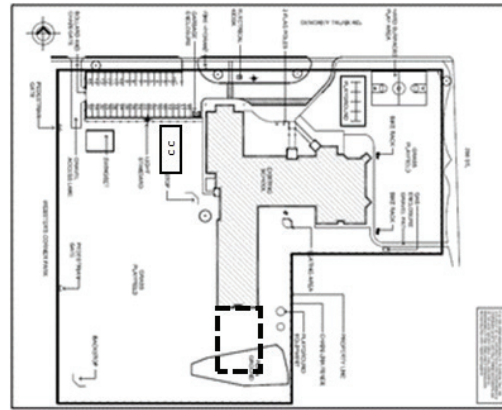
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 1.731 ha

**CHARACTERISTICS:** Typical school site.

**PORTABLES:** P 0 Possible to add 1 to 2 portable classrooms to the west of the child care facility.

CC Child care portable

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school has not recently been seismically assessed, but previous assessments rated the 4 blocks as low or medium. A replacement school could be constructed on the playfield.



### ADDITIONS

The only space on-site for an addition is shown in dashed black. If the addition includes more than two classrooms, the playfield will need to be relocated.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

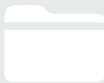
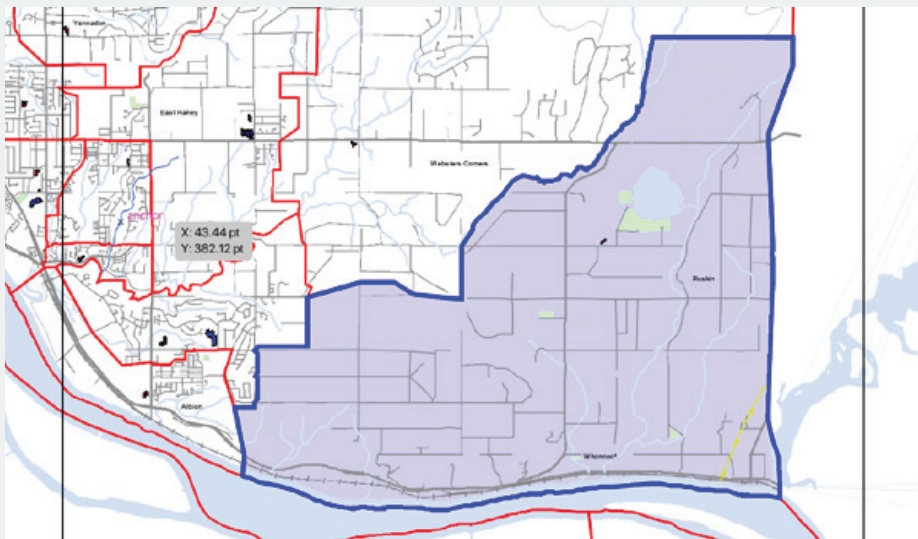


# WHONNOCK ELEMENTARY



This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- After School Programs



## BUILDING SUMMARY

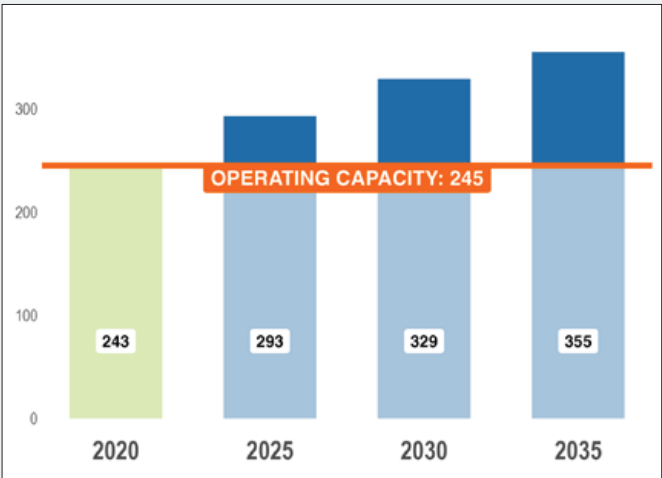
**SIZE:** 2,330 sq. m  
**CLASSROOMS:** 11  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Whonnock Elementary is 245.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

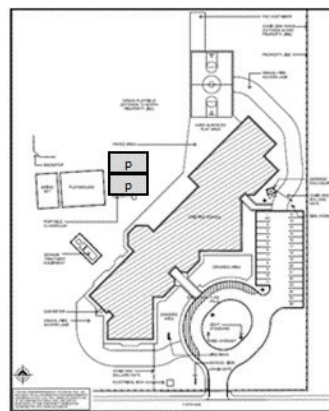




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.58 ha

**CHARACTERISTICS:** The northeast corner slopes steeply upward. The southwest corner slopes steeply downward. The playfield is the septic field for the school.

**PORTABLES:** 2 Not possible to add more portables.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required. This school was opened in 1999, so would not be a candidate for replacement.



### ADDITIONS

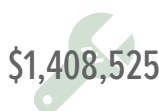
There is no practical location on this site for an addition.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



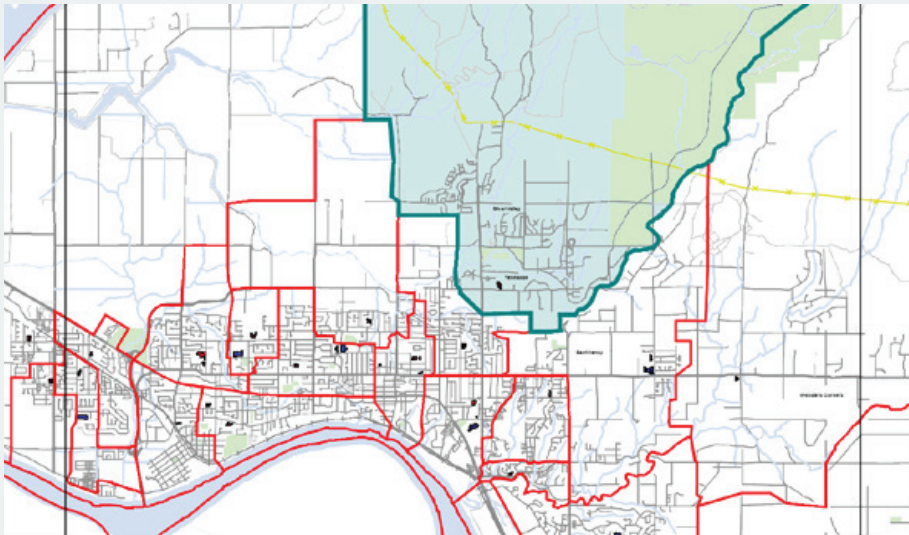
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# YENNADON ELEMENTARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- 1-to-1 Inquiry
- CyberSchool



## BUILDING SUMMARY

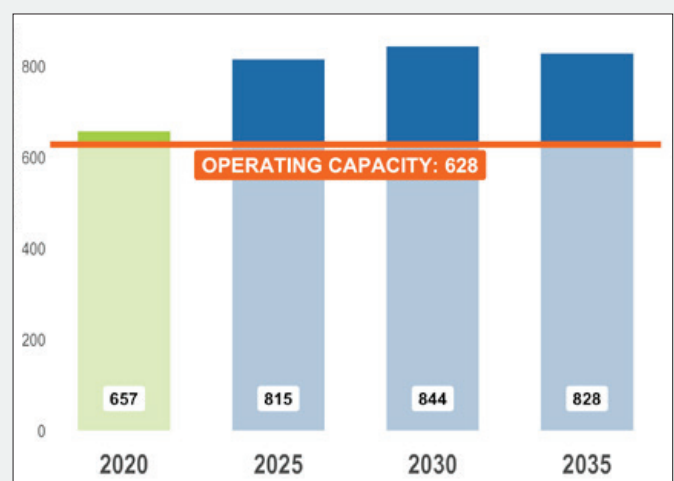
**SIZE:** 4,380 sq. m  
**CLASSROOMS:** 29  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The combined operating capacity of Yennadon Elementary and Yennadon Annex is 628.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.974 ha

**CHARACTERISTICS:** There is a 5 kindergarten classroom annex to the west.

**PORTABLES:** 0 2 portable classrooms are being added to the east of the Annex in summer 2021. It is possible to add 2 more portables adjacent to these.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required. This school was opened in 1994 so would not be a candidate for replacement.



### ADDITIONS

The design of the main school and the current operational capacity of the site makes it impractical to construct an addition.



**0.49**  
FACILITIES CONDITION  
INDEX (FCI)



**16**  
ENERGY MANAGEMENT  
RANK (EM)



**\$4,605,768**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



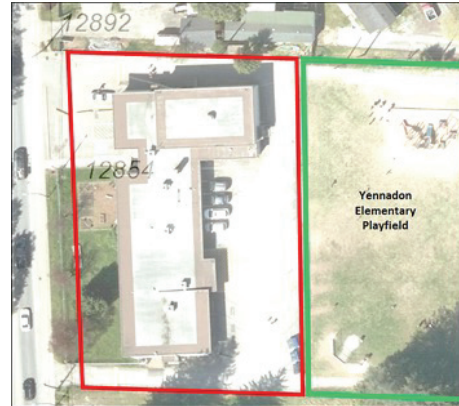
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# YENNADON ANNEX

## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 2.974 ha

**CHARACTERISTICS:** The property is part of the Yennadon Elementary school site.

**PORTABLES:** P 0 There is no space on-site to add a portable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seismic upgrading is not required.



### ADDITIONS

The facility has a major renovation in 2017 to create 4K classrooms. An internal renovation created a 5th K classroom in 2019. There is no space on-site for an addition.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



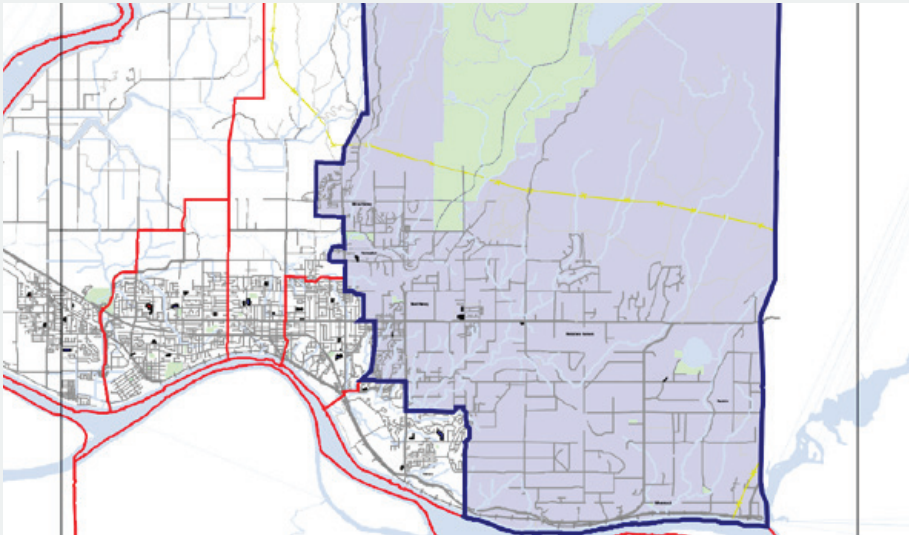
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# GARIBALDI SECONDARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- For a list of available programs, visit the Garibaldi Secondary website at [secondary.sd42.ca/gss](https://secondary.sd42.ca/gss)



## BUILDING SUMMARY

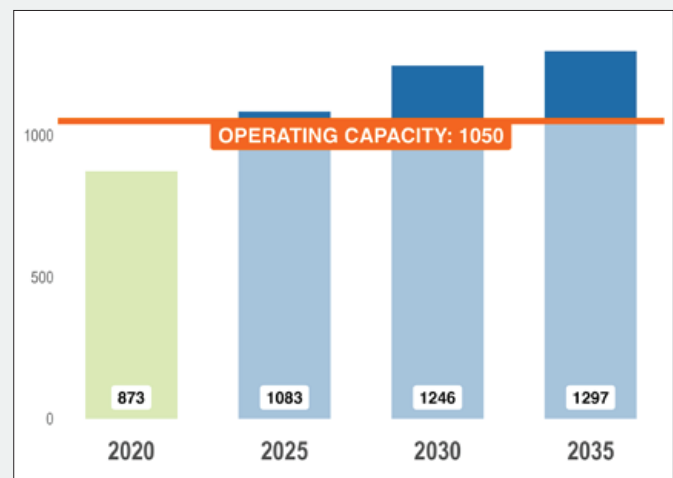
**SIZE:** 12,429 sq. m  
**CLASSROOMS:** 42  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Garibaldi Secondary is 1,050.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.

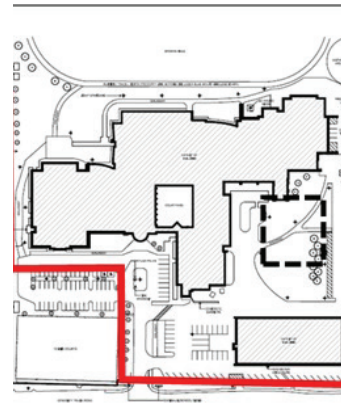




## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 7.76 ha

**CHARACTERISTICS:** Agreement with City of Maple Ridge for joint use of tennis courts and parking in SW corner

**PORTABLES:** P 4

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school underwent a seismic upgrade in 2007, so no further seismic upgrading is expected.



### ADDITIONS

The only practical space on-site for an addition without encroaching on the playfield is on the southeast corner of the school. Up to 8 classrooms could be constructed as a two-storey addition.



**0.54**  
FACILITIES CONDITION  
INDEX (FCI)



**29**  
ENERGY MANAGEMENT  
RANK (EM)



**\$13,640,109**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.



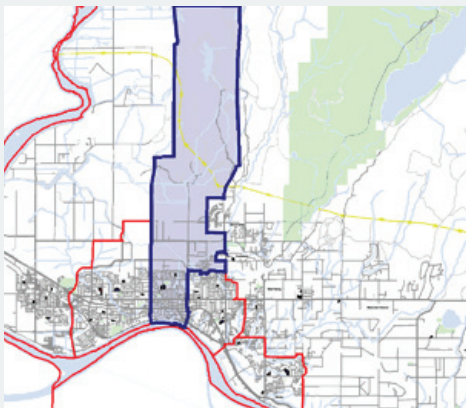
# MAPLE RIDGE SECONDARY



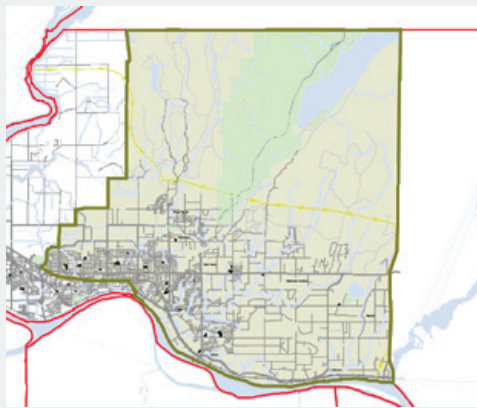
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- For a list of available programs, visit the Maple Ridge Secondary website at [secondary.sd42.ca/mrss](http://secondary.sd42.ca/mrss)



## BUILDING SUMMARY

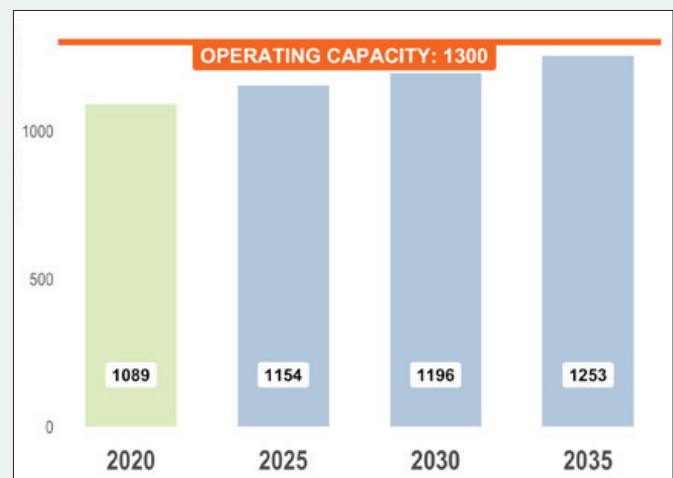
**SIZE:** 13,793 sq. m  
**CLASSROOMS:** 52  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Maple Ridge Secondary is 1,300.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 11.94 ha

**CHARACTERISTICS:** Agreement with City of Maple Ridge for joint use of parkland and facilities on the east side. MRSS Annex is located on the west side of the school. There is a child care centre on the southeast corner of the property.

**PORTABLES:** 4 There is a 4 complex on the north side of the school. Possible to add 4 more portables just east of those.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school underwent a major renovation in 2002. No seismic risk assessment has been carried out recently, but any seismic upgrading is expected to be minimal.



### ADDITIONS

There is no space on-site for an addition.



**FACILITIES CONDITION INDEX (FCI)**



**ENERGY MANAGEMENT RANK (EM)**



**DEFERRED MAINTENANCE ESTIMATE**



**SEISMIC ESTIMATE**



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# MAPLE RIDGE SECONDARY ANNEX

## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 11.94 ha (includes all of Maple Ridge Secondary)

**CHARACTERISTICS:** MRSS Annex is located on the west side of the school.

**PORTABLES:** 0 Up to 4 portables could be placed on the west side of the annex.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Five of the 6 seismic blocks are rated high as shown outlined in red. The annex requires a major renovation before it could resume full use. The value of the seismic upgrade and the renovation makes this a good candidate for a replacement school. In that case an addition could be included to increase capacity.



### ADDITIONS

A 9-classroom addition, including washrooms, could be located on the southwest side of the school as shown in dashed black.



FACILITIES CONDITION INDEX (FCI)



ENERGY MANAGEMENT RANK (EM)



DEFERRED MAINTENANCE ESTIMATE



SEISMIC ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

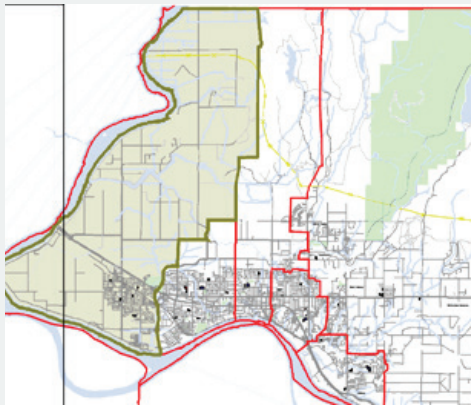
# PITT MEADOWS SECONDARY



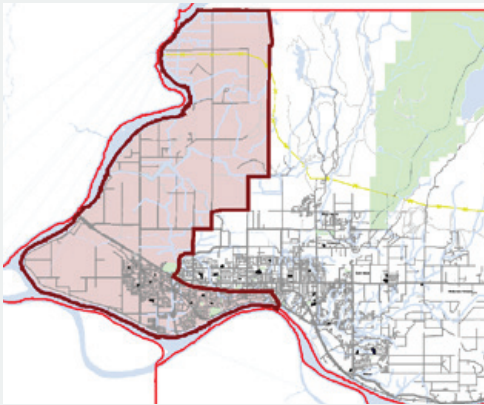
This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA

### ENGLISH



### FRENCH IMMERSION



## DISTRICT PROGRAMS

- For a list of available programs, visit the Pitt Meadows Secondary website at [secondary.sd42.ca/pmss](https://secondary.sd42.ca/pmss)



## BUILDING SUMMARY

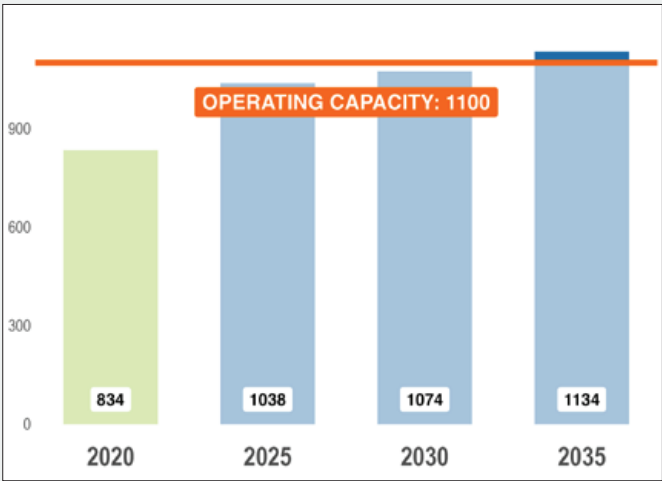
**SIZE:** 13,276 sq. m  
**CLASSROOMS:** 44  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Pitt Meadows Secondary is 1,100.**

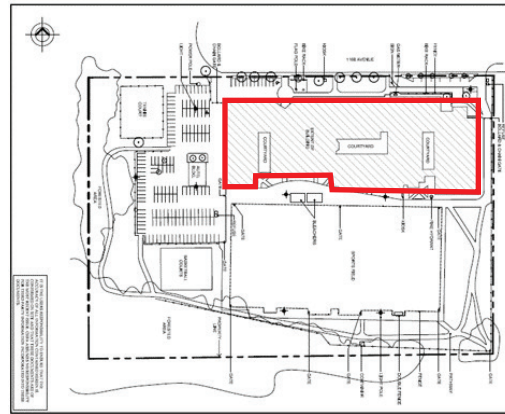
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 5.4 ha

**CHARACTERISTICS:** Agreement for joint use of artificial field, washrooms, bleachers, and parking with the City of Pitt Meadows. PMSS requires a building envelope upgrade.

**PORTABLES:** 0 New portables would have to be located on the tennis or basketball courts, but is not desirable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

Seven of the 8 Blocks at PMSS are rated high seismic risk. A Seismic Project Definition Report is currently before the ministry for approval. The result will be a significant seismic upgrading to the current school or a replacement school. A decision is expected in 2021.



### ADDITIONS

There is no space on-site for an addition without encroaching on the playfield.



**0.70**  
FACILITIES CONDITION  
INDEX (FCI)



**34**  
ENERGY MANAGEMENT  
RANK (EM)



**\$23,539,985**  
DEFERRED MAINTENANCE  
ESTIMATE



**\$30,863,085**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

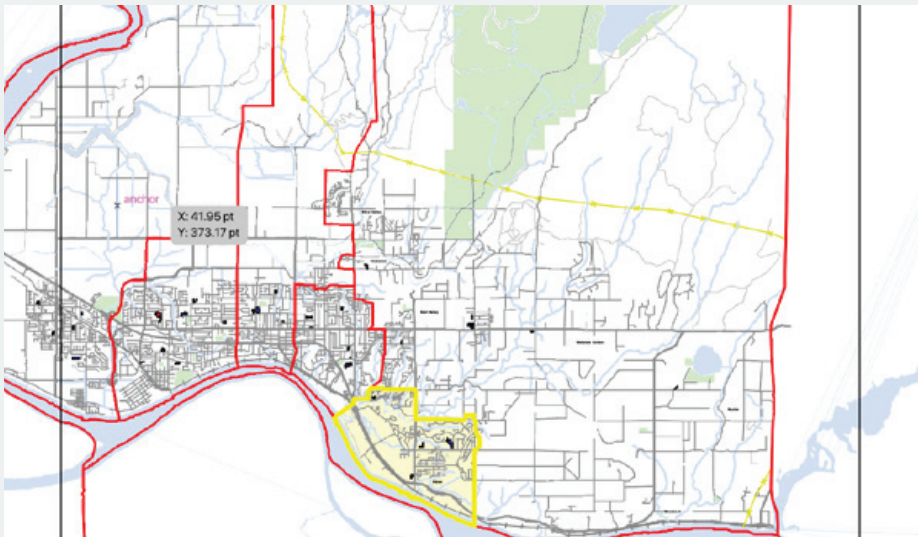


# SAMUEL ROBERTSON TECHNICAL



This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- For a list of available programs, visit the Samuel Robertson Technical website at [secondary.sd42.ca/srts](http://secondary.sd42.ca/srts)



## BUILDING SUMMARY

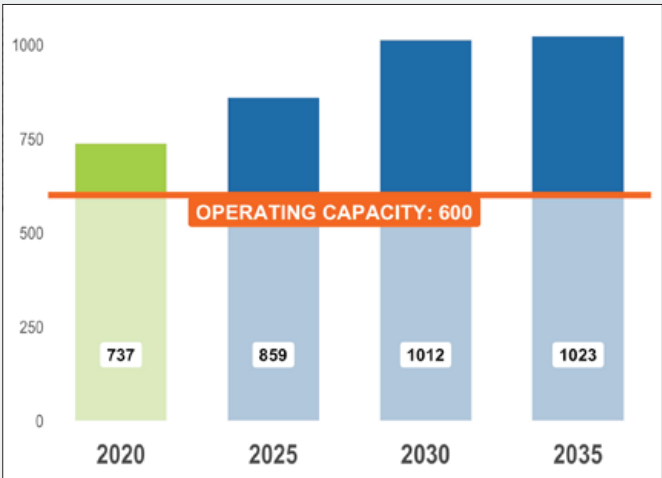
**SIZE:** 6,860 sq. m  
**CLASSROOMS:** 24  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Samuel Robertson Technical is 600.**

Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.





## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 5.457 ha

**CHARACTERISTICS:** Agreement with the City of Maple Ridge for joint use of the artificial field, washrooms and parking.

**PORTABLES:** 12 It is possible to add more portables on the playfield south of the existing portables.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

The school was constructed in 2005 so seismic upgrading is not required.



### ADDITIONS

The original school was designed so it could be extended to the west with a possible capacity of 1,000.



**0.22**  
FACILITIES CONDITION  
INDEX (FCI)



**21**  
ENERGY MANAGEMENT  
RANK (EM)



**\$3,695,049**  
DEFERRED MAINTENANCE  
ESTIMATE



**N/A**  
SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



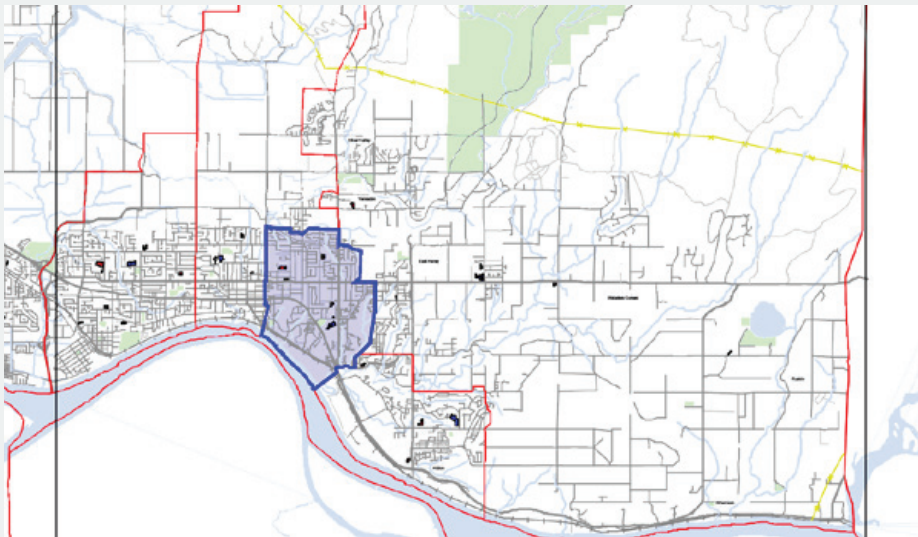
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# THOMAS HANEY SECONDARY



This fact sheet provides an overview of the school’s catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- For a list of available programs, visit the Thomas Haney Secondary website at [secondary.sd42.ca/thss](https://secondary.sd42.ca/thss)



## BUILDING SUMMARY

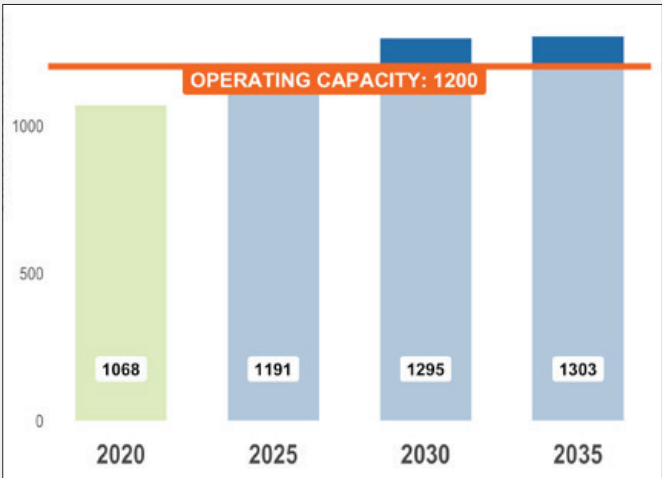
**SIZE:** 12,736 sq. m  
**CLASSROOMS:** 48  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district’s international education program is not included.

**The operating capacity of Thomas Haney Secondary is 1,200.**

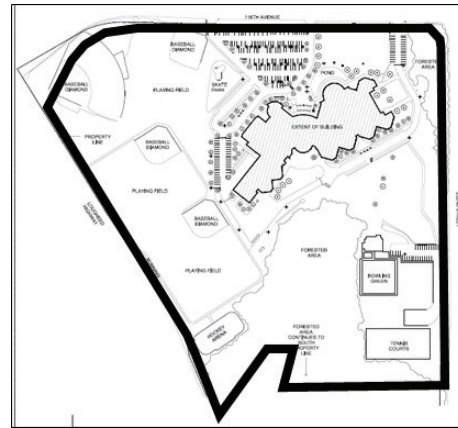
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 15.32 ha

**CHARACTERISTICS:** Agreement with the City of Maple Ridge for joint use of parkland and facilities.

**PORTABLES:** 0 Possible to add portables on playfield, but is not desirable.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

No seismic risk assessment has been carried out recently, but any seismic upgrading is expected to be minimal.



### ADDITIONS

The school was constructed in 1992 with an addition in 1997. There is no practical space to construct an addition to the existing school.



FACILITIES CONDITION  
INDEX (FCI)



ENERGY MANAGEMENT  
RANK (EM)



DEFERRED MAINTENANCE  
ESTIMATE



SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



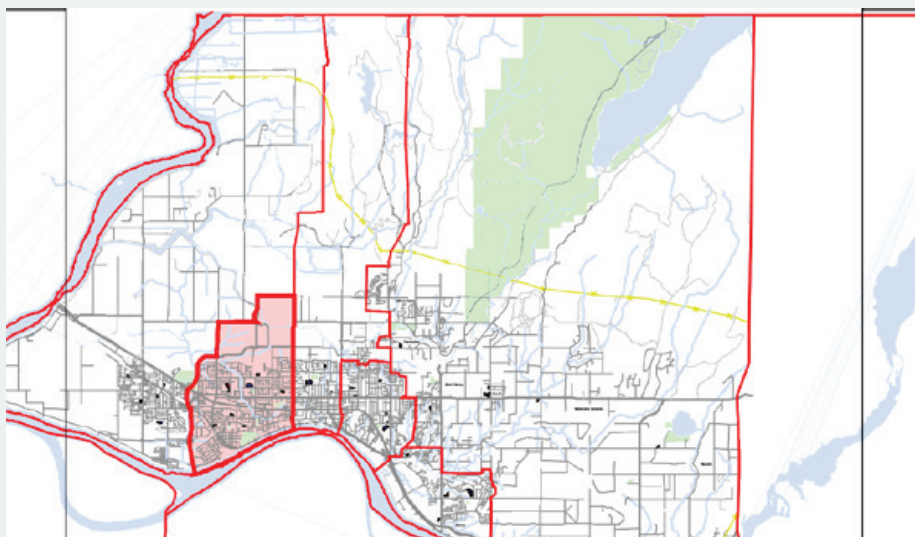
**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# WESTVIEW SECONDARY



This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

## CATCHMENT AREA



## DISTRICT PROGRAMS

- For a list of available programs, visit Westview Secondary's website at [secondary.sd42.ca/wss](https://secondary.sd42.ca/wss)



## BUILDING SUMMARY

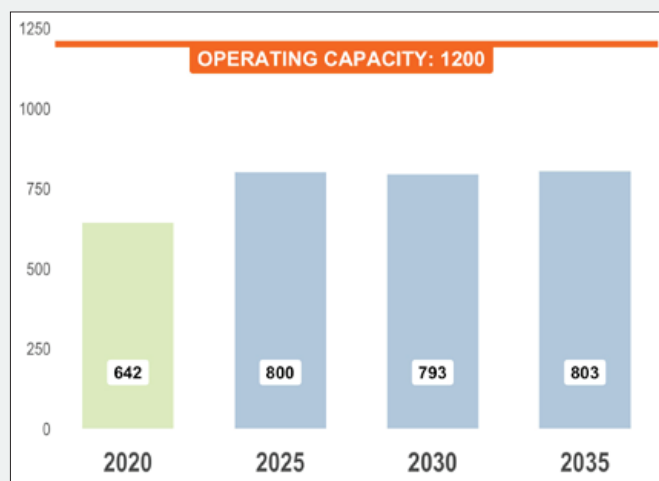
**SIZE:** 12,369 sq. m  
**CLASSROOMS:** 48  
**OTHER:** 0

## STUDENT ENROLMENT 2020, 2025, 2030, 2035

The 2020 actual enrolment and 2025, 2030, and 2035 forecasted enrolment includes only Ministry of Education funded students. Enrolment in the school district's international education program is not included.

**The operating capacity of Westview Secondary is 1,200.**

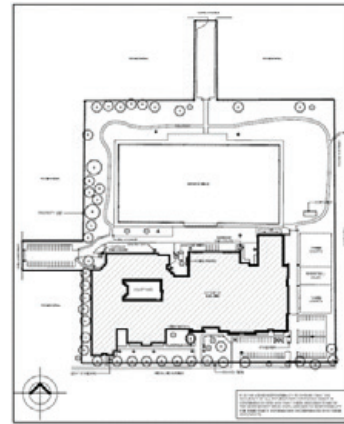
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



## SITE SUMMARY

The information below speaks to how the site is currently used and where additional capacity may be possible. Locations where seismic upgrading is required are marked by one of the following three risk levels:

- High (H1 to H3)
- Medium (M)
- Low (L).



**SIZE:** 5.581 ha

**CHARACTERISTICS:** Agreement with the City of Maple Ridge for joint use of the artificial playfield and recreation facilities.

**PORTABLES:** 0 There is no practical location to install portables.

## SITE EXPANSION OPTIONS

Considering the current layout of the facility, opportunities for school additions or future replacement(s) are summarized below:



### REPLACEMENT

A seismic upgrade of this school was completed in 2018.



### ADDITIONS

There is no space on this site to accommodate an expansion to the school without removal of the Sports Field to the north.



0.56

FACILITIES CONDITION  
INDEX (FCI)



23

ENERGY MANAGEMENT  
RANK (EM)



\$14,087,263

DEFERRED MAINTENANCE  
ESTIMATE



N/A

SEISMIC  
ESTIMATE



**FACILITIES CONDITION INDEX (FCI)** - A comparative index used by the Ministry of Education to rank schools in the province. Expressed as a decimal percentage of estimated deferred maintenance cost divided by the current replacement value. The ratings scale ranges from 0 (excellent) to 1.0 (very poor).



**ENERGY MANAGEMENT RANK (EM)** - A district ranking metric that serves to compare energy consumption, energy costs, facility condition index (FCI), and greenhouse gas emissions. The rating scale ranges from 1 (top performer) to 35 (bottom performer).



**DEFERRED MAINTENANCE ESTIMATE** - The Ministry of Education's estimation of cost required to keep the facility operating in the long term.



**SEISMIC ESTIMATE** - The estimated cost to bring the facility up to current seismic building standards.

# 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, as confirmed by the Ministry of Education’s 1701 Verification Report.

The actual enrolment and 2035 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 2021 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](http://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

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 80K + 375 would have an operating capacity of 421 students, calculated as follows:

Kindergarten classrooms	4	= 76 capacity
Grade 1 - 7 classrooms (at 450/25 spaces per classroom)	15 x 23	= 345
Total		= 421

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.

In 2017/18 we implemented of the restored collective agreement language with teachers and the Memorandum of Agreement pursuant to Letter of Understanding (LoU) No. 17, to the 2013-2019 BCPSEA-BCTF Provincial Collective Agreement. At the elementary level the implementation of these provisions resulted in 9% (32) more classrooms being required district wide.

## 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 421 and an enrolment of 431 would have a school utilization of 431/421 or 102.4%. 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 383 students. With 355 students registered for 2020, this is a school utilization of 92.7%.

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.

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.

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. To further identify high risk facilities, a priority rating has been given to H1 locations from P1 to P4. P1 being highest priority and P4 the lowest priority of H1 requirements.
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.

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>

## ACRONYMS

ACRONYM	DEFINITION
<b>DDC</b>	Direct Digital Control is the system that controls heating and ventilation in buildings.
<b>EUI</b>	Energy Use Intensity – Taking an energy consumption of a building and normalizing it by dividing it by the floor area. Has units of GJ/m2.
<b>EEM</b>	Energy Efficiency Measure is any type of modification, update, or improvement to energy using systems in a building that results in a more efficient use of energy.
<b>GHG</b>	Green House Gases – These are emissions that contribute to global warming by trapping energy inside the earth's atmosphere.
<b>GJ</b>	GigaJoule – a measure of energy. This is the standard way to measure natural gas and is the energy metric chosen to represent the district in this report.
<b>HVAC</b>	Heating Ventilation and Air Conditioning
<b>LED</b>	Light Emitting Diode
<b>NG</b>	Natural Gas
<b>School ID</b>	An abbreviate school identification code.
<b>tCO2e</b>	Tons of CO2 equivalent – this is the most common metric to quantify greenhouse gasses. All emissions are converted into tCO2e terms when assessing targets and savings.
<b>TLED</b>	Tubular Light-Emitting Diode; light fixtures designed to directly replace other ceiling tubular lighting fixtures without the need to replace other components.

## ENERGY EFFICIENCY MEASURE (EMM)

In order to prioritize buildings for potential upgrades and improvements to their energy consumption, a high-level understanding of how they compare to other schools must be done. In order to simplify this comparison a ranking system is devised. The system ranks each school from 1 to 34, with 1 being the best performing school overall, and 34 being the poorest performer overall, and therefore the most likely to benefit from an Energy Efficiency Measure (EEM). Factors and their respective weightings are shown in the table below.

Energy Management Rank factors and their respective weighted values:

FACTORS CONSIDERED	MEANING	WEIGHTING
<b>FCI - Facility Condition Index</b>	The likelihood projects will be funded through the ministry	40%
<b>EUI - Energy Use Intensity</b>	Total energy use intensity is a proxy for building energy performance	25%
<b>Natural Gas Consumption</b>	Overall natural gas consumption per year	25%
<b>Electricity Consumption</b>	Overall Electricity consumption per year	10%

Energy management score for schools in School District 42 are shown in the table below. If a building has an EM score of 34 to 17 (50th percentile), then it qualifies to add additional energy analysis and modeling to any capital projects that would potentially affect the energy consumption of the building. The energy efficiency measures identified through analysis will be implemented based on their economic merit once the tendering process is completed.

Energy Management Score Table:

FACILITY NAME	FACILITY CODE/ SCHOOL ID	FCI RANK	TOTAL EUI RANK	ELECTRICITY CONSUMPTION RANK	NATURAL GAS CONSUMPTION RANK	EM SCORE
Pitt Meadows Secondary	PMSS	29	16	29	31	34
Eric Langton Elementary	ELE	21	30	25	28	33
Thomas Haney Centre	THSS	14	31	34	34	32
Pitt Meadows Elementary	PME	25	27	17	27	31
District Education Office	DEO	32	33	28	4	30
Garibaldi Secondary	GAR	17	26	32	33	29
Davie Jones Elementary	DJE	28	23	11	23	28
Maple Ridge Secondary Annex	MRSA	31	20	8	22	27
Webster's Corners Elementary	WCE	20	29	7	21	26
Arthur Peak Centre	APC	33	28	4	2	25
Albion Elementary	ALB	19	24	9	24	24
Westview Secondary	WSS	18	8	31	29	23
Maple Ridge Elementary	MRE	24	13	20	17	22
Samuel Robertson Technical Secondary	SRT	1	32	30	30	21
Fairview Elementary	FVE	22	14	15	20	19.5
Maple Ridge Secondary	MRSS	5	22	33	32	19.5
Alouette River Campus	ARC	34	18	1	1	18
James Best Centre	JBC	30	21	2	3	17
Yennadon Elementary	YEN	6	25	24	26	16
Highland Park Elementary	HPE	26	10	10	14	15
Riverside Elementary	RSC	13	19	26	19	14
Blue Mountain Elementary	BME	23	15	13	11	13
Laity View Elementary	LVE	9	17	19	25	12

FACILITY NAME	FACILITY CODE/ SCHOOL ID	FCI RANK	TOTAL EUI RANK	ELECTRICITY CONSUMPTION RANK	NATURAL GAS CONSUMPTION RANK	EM SCORE
Golden Ears Elementary	GEE	12	11	21	18	11
Maintenance Facility	MAINT	3	34	12	12	10
Glenwood Elementary	GLE	27	1	5	8	9
Kanaka Creek Elementary	KCE	10	9	27	15	8
Harry Hooge Elementary	HHE	15	6	18	13	7
Alouette Elementary School	ALO	16	5	6	16	6
Hammond Elementary	HAM	11	7	23	10	5
Alexander Robinson Elementary	ARE	8	2	22	6	4
Edith McDermott Elementary	EME	7	3	14	9	3
Whonnock Elementary	WHO	2	12	16	7	2
Yennadon Elementary Annex	YENA	4	4	3	5	1
Çəsqənelə Elementary	CES					1



Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue  
Maple Ridge, BC  
V2X 8N6



**ITEM 4**

To: **Board of Education**

From: Superintendent  
Harry Dhillon

Re: **SCHOOL PLANS**

Date: January 19, 2022  
(Public Board Meeting)

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**Decision**

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**BACKGROUND/RATIONALE:**

The School Act stipulates that the Board of Education must approve school plans and that school plans must be made available to the parents of students attending that school.

***School plan***

8.3

- (1) In each school year, a board must approve a school plan for every school in the school district.*
- (2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.*

Principals of all schools and the Riverside Program have prepared a summary of the goal(s) contained in the school growth plan for approval by the Board of Education. School growth goals relate to four themes: social emotional learning, literacy, secondary innovation and improved learning and assessment. These summary documents will be posted on school websites, included in school newsletters along with links to the complete school growth plan and made available to parents of students attending that school.

The Superintendent has reviewed and approved the School Plans and is recommending that the Board of Education approve the School Plans, as presented.

**RECOMMENDATION:**

**THAT the Board approve the school plans and direct the Superintendent to make the school plans available to parents of students attending each school in the school district.**

Attachment

<i>Improving Learning &amp; Assessment</i>		<i>Assessment Big Ideas</i>	<i>Secondary Innovation</i>	<i>Innovation Big Ideas</i>	<i>SEL (school culture)</i>	<i>SEL Big Ideas</i>	<i>Literacy</i>	<i>Literacy Big Ideas</i>
<i>Secondary &amp; Other Programs</i>								
ABED					X	Connection & belonging Focus on transitions Family Connections		
CE/CLC	X	Review reporting orders			X	Personal & district connections		
Dist. Alt					X	Through a First Peoples' Lens & the Wheel of Courage		
GSS			X	Middle years implementation Career life education/ connections	X	Equity, Diversity & Inclusion		
MRSS	X	Standards Based Assessment			X	Equity, Diversity & Inclusion		
PMSS	x	Maximizing student learning			X	Belonging for all during COVID		
SRT	X	Proficiency Scale/ review of awards			X	Equity, Diversity & Inclusion		
THSS			X	First Nations – increase student experience	X	Care for mental health Anti-Racism		
WSS			X	Promote engagement, place & purpose	X	Belonging & Compassionate Systems Equity, Diversity & Inclusion		
<i>Elementary</i>								
ALB					X	Sense of belonging	X	Reading & writing
ARE					X	Equity & Social Justice	X	Improving skills
ATE	X	Numeracy			X	Community connectedness	X	Reading for enjoyment
BME	X	Numeracy			X	Self-regulation	X	Enjoyment of reading
CQE	X	Performing Arts			X	Relationships	X	Reading
DJE					X	Equity, Diversity & Inclusion	X	Competency, regulation & joy
EME					X	Belonging & Connection	X	Students not yet meeting expectations
Enviro. School					X	Connected to the 7 Traditional Laws that guide Kwantlen FN	X	Teaching literacy in placed based, experiential ways
ELE					X	Focus on a culture of belonging	X	Reading & writing
FVE					X	Creating community Supporting all Learners through SEL		
GLE	X	A collaborative approach to teaching			X	Feeling safe & supported		
GEE					X	Sense of belonging	X	Love of reading & writing
HAM					X	Fine Arts & extra-curricular to create community	X	Positive attitudes & increase competency

<i>HHE</i>		X	Students' emotional safety & academic engagement	X	Reading & writing	
<i>HPE</i>		X	Belonging & positive connections /self-regulation	X	Joy & comprehension	
<i>KCE</i>	X	Numeracy	X	Self-regulation	X	Vulnerable students
<i>LVE</i>	X	Weaving Indigenous ways of knowing in the curriculum	X	Mental Health Indigenous Ways of Knowing	X	Phonemic & phonological awareness
<i>MRE</i>			X	Mental health & well being	X	Meaningful goal/access to effective strategies
<i>PME</i>			X	Mental health & well being	X	Write in rich, meaningful ways
<i>WCE</i>			X	Belonging	X	Love of reading
<i>WHO</i>			X	Place based learning	X	Meaning making/primary
<i>YEN</i>			X	Self-regulation	X	Reading/writing



School: Aboriginal Education  
Principal: Kirsten Urdahl-Serr  
Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

The staff of the Aboriginal Education Department will continue to learn new strategies and teachings to support students in their social, emotional, academic, and cultural learning.

## B. Rationale

One of the ongoing goals identified through conversations at the departmental level is to cultivate a culture of connection and belonging for our students. With the health and safety measures resulting from the pandemic, we are aware that students have been impeded from accessing connections due to a variety of barriers that include mental health needs. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI). As such, the department has identified the need to develop our understanding of supporting the social, emotional, cultural, and academic needs of our students. The department recognizes that cultural learning creates connections that support the well-being of students with ancestry.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Monthly opportunities for staff to attend training for extending cultural learning (for example, staff teach each other or invite community members (Elders, Knowledge Keepers) to offer teachings).
2. Training for mental health supports or cultural teachings offered to staff for professional development days.
3. Additional hours for ASW staff to offer after-school supports for students with a focus on cultural, social/emotional, and or academic needs.
4. Opportunity for all AbEd staff to co-plan and co-lead cultural learning opportunities for after-school programs for students to collaborate and share knowledges.
5. For a resource teacher to include in their portfolio responsibility to plan cultural learning opportunities for staff to access.
6. Staff are supported to access professional development opportunities.

## D. Evidence / Data (How will you measure success?)

Staff will self report that they feel an increase in confidence in being able to support students in a variety of ways, from cultural teachings to supporting students through academic and or social/emotional strategies.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Aboriginal Education  
Principal: Kirsten Urdahl-Serr  
Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

a. To foster a sense of connection and belonging, the Aboriginal Education Department will focus efforts on students at key transitions (Grades K, 8, 10, 12).

## B. Rationale

One of the goals identified in our enhancement agreement is being to support students in their post-secondary planning and transition to life beyond secondary school. We have noticed over the past few years that students are experiencing challenges at other times in their school journey. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI, grade to grade transition rates, and graduation data). As such, the department recognizes the key transitions in a student's journey are Gr K-1, Gr 7-8, Gr 9-10, and Graduation Program years. The goal is to focus our efforts on students during these key transition years and define the 0.4 FTE teaching time assigned to transition planning.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Assign teaching time to developing leadership activities for secondary students.
2. Identify early learning as a portfolio focus for a resource teacher.
3. Identify post secondary connections as a portfolio focus to a resource teacher to promote connections to post secondary options and support students with applications and identifying financial supports.
4. Create a new Leadership Committee for the department and schedule monthly meetings.
5. Plan at least three leadership events for secondary students to participate along with follow up activities at school sites between the events.
6. Focus efforts to developing opportunities for Grade 6 and 7 students to connect with each other and with AbEd staff and students at their feeder secondary schools.
7. Plan annual events specific to cultivating connections with Grade 6 and with Grade 7 students.
8. Collaborate with early learning helping teacher to plan literacy events inclusive of Indigenous worldviews and authentic voices.
9. Continue with summer reading program for elementary students.
10. Collaborate with schools to connect families to transition opportunities (entering Kindergarten and Grades 7 students entering secondary)

## D. Evidence / Data (How will you measure success?)

Students will report they recognize the additional supports to move to the next stage of their educational journey. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Aboriginal Education  
Principal: Kirsten Urdahl-Serr  
Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

b. The Aboriginal Education Department will focus our efforts on ensuring students and families feel connected to the SD42 Indigenous community.

## B. Rationale

Through departmental conversations (growth planning, department meetings, and advisory), it has been recognized that the pandemic has resulted in community disconnection. To foster a sense of community and belonging with each other and the school system, families need to be provided opportunity to gather and connect.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Advisory consulted in March 2021 and September 2021 to allocate funding to specific programs to promote connection and belonging with family events being identified as a high priority.
2. Additional meetings for Family Committee to meet monthly to plan events.
3. Collaborate with community organizations to plan events.
4. Collaborate with schools to plan events for families to connect.
5. Create a survey to ask families for feedback from an event and also the kinds of community connections they are seeking.

## D. Evidence / Data (How will you measure success?)

Families will offer feedback that demonstrates the opportunity to connect with other families has improved their sense of belonging and has improved the connection to their school community. Numbers attending events and distribution of attendees across all schools.

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Riverside Centre Continuing Education and Connected Learning Community

**Principal:** Tricia McCuaig

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (One goal per page)

### Secondary Innovation - Learning and Assessment

Focus on continuous improvement in instruction and assessment. The updated reporting policy creates a new, expanded flexibility around curriculum and core competencies. Consider best practices that emerge due to the shifts necessitated by the pandemic and the recently updated DRAFT K-12 Student Reporting Policy.

## B. Rationale

As a staff, we see the need and value in maximizing flexibility when supporting students to successfully meet personal learning goals.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Review and reflect on the ministry's K to 12 student reporting policy draft (published September 2021)
- Ensure we are included in district assessment committee (10-12)
- Consider effective strategies (current and new) to engage reluctant learners
- Establish and communicate a district procedure with regards to student withdrawals (as per 1701 workshop)
- Transition online classes from e-class to moodle - in progress - and work with IT to ensure timely accessibility for all students
- Schedule district secondary helping teacher (Alison Wall) facilitated Pro-D at staff meetings

## D. Evidence / Data (How will you measure success?)

- Invite district helping teacher in to discuss proficiency scale, student self assessment, learning updates, summary of learning, descriptive feedback within the Continuing Education context
- Ensure the CLC promotes various forms of communication to allow for students, teachers, clerical, and admin staff to connect
- Ensure we are documenting our communication process for at risk students.
- Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with online learning, moving towards proficiency scales)
- Positive change in overall completion rates for students in CLC courses

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Riverside Centre Continuing Education and Connected Learning Community

**Principal:** Tricia McCuaig

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (One goal per page)

### Social and Emotional Learning: Culture and Climate

Promote an inclusive, connected and supportive learning environment for students and staff. This is important within the school community so that everyone feels a sense of belonging and purpose. We also want to take steps to increase the profile, recognition, and value of the programs offered at Riverside Centre in the greater community.

## B. Rationale

Continuing Education and the Connected Learning Community celebrate the diversity of our student population within our school community. Our learners enroll from within and outside School District 42, and creating meaningful connections and collaboration with secondary school staff is important. The pandemic has fueled a disconnect, and we have seen a significant shift from a preference for in-person learning to online learning. Continuing Education and Connected Learning Community are interconnected and distinct.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Access resources for teachers and staff — professional literature and development opportunities
- Ensure the school environment is welcoming — front entrance and hallways — design physical space that supports community and community use of the building
- Ensure staff and students have access to supports if required including mental health
- Celebrate student successes
- Promote options for Continuing Education and Connected Learning Community classes
- Meet regularly with individuals and groups working together in the building, and with stakeholders, including prison staff
- Monitor student enrollment trends in CE/CLC courses and consider implications on culture, climate, and staffing

## D. Evidence / Data (How will you measure success?)

- Interviews with students shared across the district and on social media
- Regular communication with school administrators, counselors, and support teachers
- Entrance and bulletin boards around school warm, inclusive, welcoming
- Website and social media channels updated and active
- Identify students on IEP's and collaborate with school-based support teachers where possible
- Identify adult students who would benefit from learning adaptations and support them to be successful
- Return to an in-person graduation celebration that aligns with H/S protocol

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: District Alternate 42 Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal: Social and Emotional Learning (Culture and Community)

As a staff, we will continue our efforts to develop a healthy sense of community based on an ethic of care, encouraging meaningful, constructive student connections with peers and staff. We will engage students with the school community through in-person and virtual learning. We will strengthen in-school culture through branding around our school name (Connex) and direct engagement around the philosophy of the Wheel of Courage (Independence, Mastery, Generosity, and Belonging). We will connect our school community (students and educators) to the land, through place-based education in natural environments and a lens of First People's pedagogy and sharing of knowledge. We will further direct our efforts to education around the historical and present interface between culture and its regulation and appropriation in urban space with an anti-racist lens.

We will build confidence in the sharing of knowledge through engagement in storytelling, with technology and education focused around film, animation, production, and post production (studio, audio etc.).

## B. Rationale

Students come to District Alternate from a variety of schools from both within and outside of School District 42. As a staff, we want to ensure students feel welcome and connected with our District Alternate Program.

A focus on relationship-building and participation in school programs in a space that has understood identity and philosophy is the foundation to improve student achievement and create a safer space for students to develop a deeper understanding of their own identity and their place in the school and community.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Mastery: Align program goals to centre around personal growth, and recognition of growth. Allow gradual release of responsibility and encourage leadership and ownership of student-centered activities. Collaborative project-based and inquiry-based learning activities.

Generosity: Engaging students in the creation of design and product around Orange Shirt Day, with fundraising going toward Residential School Survivors Society.

Belonging: Daily healthy snack program, inquiry-based learning activities, collaborative project-based learning activities. Re-Affirm "Connex" as school name. Create welcoming message throughout the school. Establish school brand and school pride through the continued development of wearable merchandise. Continued connection to community agencies (Child and Youth Mental Health), PLEA, Ministry of Children and Family Development, RCMP, Youth Unlimited, Food Bank, Pathfinders, Cythera, Work BC)

Independence: Scaffold new skills (community engagement, academic planning, academic engagement) with gradual release of responsibility and engagement through community programs and activities (Pathfinders, Triangle BC, Work BC, Douglas College Post-Secondary bridging program (REBOOT)).

## D. Evidence / Data (How will you measure success?)

- Face-to-face attendance and participation data for school programs and cultural activities
- Anecdotal evidence of increased peer-to-peer social engagement through scaffolded engagement with cultural and community activities as evidenced by independence, leadership, initiation, peer-support, peer tutoring, and positive socialization.
- Completion of online assignments by remote learners
- Successful completion of in-class and remote course work
- Graduation rate
- Data from in-house student learning survey
- Student and staff feedback received in various formal and informal school-based meetings

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary School - Goal 1

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 1: Full implementation of the Middle Years IB Programme (MYP)  
For the 2021/22 school year we will continue to focus on the MYP program with the goal of completing MYP unit plans and all necessary documentation and program development.

## B. Rationale

As of September 2021, Garibaldi is in the last year of candidacy phase for the International Baccalaureate Middle Years Programme (MYP). Once candidacy is complete, Garibaldi will host three available aspects of the IB continuum: Diploma Programme (DP), Middle Years Programme (MYP), and Career-Related Programme (CP) in Culinary Arts. We will continue to focus on the MYP program with the goal of completing MYP unit plans and all necessary documentation and program development.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We have dedicated staffing allocated specifically to coordinate the implementation and operation of the MYP at GSS. During the 2021/22 school year, we will continue to complete the required detailed subject unit plans. We will use the MYP collaboration time to develop subject unit plans, collect sample sets of assessment work for each subject, and collect examples of student service learning. Additionally, staff continue to work on planning additional unit plans.

## D. Evidence / Data (How will you measure success?)

Many of the steps and progression over the school year are easily tracked. Monday meeting notes, staff meeting minutes, staff committee minutes, department/collaboration reports, seasonal newsletters will provide indicators of communication, and growth. MYP implementation includes formal visits and communication with the IB Network. This will be an external source of feedback. Subject unit plans, sample sets of assessment, samples of student service learning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary School - Goal 2  
Principal: Ian Liversidge  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

### Goal 2 - Social Emotional Learning (SEL)

Garibaldi Secondary will continue to be intentional about building a positive, inclusive learning environment for students and staff, and will continue to find innovative ways to maintain and build a positive and inclusive learning environment for students and staff. These efforts will align with the Calls to Action of the Truth and Reconciliation Commission in supporting First Peoples' Principles of Learning in conjunction with the increasing awareness of initiatives and learning in anti-racism in SD42.

## B. Rationale

In the fall of 2019, our staff examined (east) Maple Ridge demographic information to develop a deeper understanding of our school community. School and community data from various sources including SD42 AbEd, MDI, Community Health, SLS, YDI, and Census Canada data all gave an indication of the needs in our community. We revisited some of this data in the 2021 September school planning day. Together we came to a renewed understanding that we have an incredibly diverse community with an increasing range of community SEL needs.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- SEL, Compassionate Systems, and First Peoples Principles of Learning agenda items in weekly optional Monday staff meetings, regular monthly staff meetings, newsletters, and classroom signage/posters linking to curriculum.
- Link Crew activities.
- Targeted ASW facilitated classroom activities.
- Targeted group activities for vulnerable students (ex. boys club).
- Continue school-wide "Mindful Mondays" and "Wellness Wednesdays".
- We will support mindfulness through the introduction of yoga, both in classrooms and as an extracurricular activity.

## D. Evidence / Data (How will you measure success?)

Inventor of agenda items at staff and school-based team meetings. SPED, ASW, CCW documentation, and data from MDI, YDI will provide examples and data points to indicate the level of growth in our effort to support all our students. Results from the student learning survey will also be reviewed.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garbaldi Secondary School - Goal 3

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 3: Career Life Education/Connections and Personal Project Gr 10

In response to the redesigned curriculum, Garibaldi has designed a delivery model for Career 9 and 10 for the 2021/22 school year to explore the connection between career and subject areas. We have introduced a scheduled class at the Grade 11 level, supported by an outside of the timetable for grades 9, 10, and 12 courses. This year we are also continuing with the Grade 10 Personal Project as a part of the MYP program. All classes in the career progression will link to the MyBlueprint platform.

## B. Rationale

The MYP Personal Project fits well into the progression of the BC Ministry of Education Careers progression. Students commit to a passion project and are expected to link the project to ongoing career interest activities in the MyBluePrint program. The work done by students with their passion projects support the continued learning in CLE and CLC courses for grades 11 and 12.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We have committed a diverse cross section of teachers to this process and have allocated a leadership role within the structures of the MYP coordinator roles. We will develop tracking and digital communication pathways to ensure that students develop a long term project that has personal meaning and links to the greater goals of the MYP Personal Project.

## D. Evidence / Data (How will you measure success?)

We look forward to our First Capstone Fair in the Spring of 2022. Feedback and performance data from the Careers 8-12 courses. As well, feedback through the student learning survey questions specific to career preparedness and transition planning and data collected from the YDI survey.

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Maple Ridge Secondary

Principal:

Cheryl Schwarz

Director/Assistant Superintendent:

Ken Cober

## A. Goal (One goal per page)

Staff will continue to engage with learning about standards-based assessment.

## B. Rationale

Our curriculum is a competency based, inclusive framework that honours student choice. It is expected that the reporting order for grades 8 and 9 will be fully implemented during the 2022/23 school year. Many teachers at the grades 8 and 9 level expressed interest in using standards-based assessment in advance of the pending reporting order. Additionally, some teachers at the grades 10 to 12 level are exploring competency-based assessment.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Invite our secondary helping teacher to assist teachers with their learning of competency-based assessment.
- Collaborative opportunities to explore assessment at department head meetings, staff meetings, and collaboration mornings. Invite guest presenters to our school.
- \* MRSS district assessment committee representatives to share current ideas at each staff meeting.

## D. Evidence / Data (How will you measure success?)

- Staff and student reflections
- Grades 10 and 12 Student Learning survey data
- Celebrations of learning

Principal:

Superintendent:

Board Chairperson:

Date:

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Maple Ridge Secondary

Principal: Cheryl Schwarz

Director/Assistant Superintendent: Ken Cober

### A. Goal (One goal per page)

- Staff will continue to engage in learning about equity, diversity, and inclusion (anti-racism).

### B. Rationale

As the district and the province work toward creating a racial equity framework, staff felt it was important to begin this learning and listening stage. Teachers want to create inclusive spaces in their classrooms and school community by exploring ways to help create a more respectful, honouring, and re-affirming space for all.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- Work closely with Amelia Laidlaw (helping teacher) and Kenneth Headley (district vice principal of racial inclusivity and equity to develop learning opportunities for our staff
- Weekly learning pieces in MRSS Connect (staff weekly newsletter)
- Book club meetings regarding the book "So You Would like to Talk About Race" Ijeoma Oluo
- Provide staff with professional learning opportunities to begin the process of learning through racialized and BIPOC experiences and voices
- Work collaboratively with our Aboriginal Department to develop a response plan to support students

### D. Evidence / Data (How will you measure success?)

- Conversations with groups of students, staff survey
- Working with our Aboriginal Department to develop professional learning opportunities to discuss the importance of personal and collective stories
- Opportunities throughout the year for students and staff to learn about racialized experiences
- Indigenous education rotation class, JECIC-working to anti-racism learning for all students.

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Pitt Meadows Seondary School

**Principal:** Colin Sharpe

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (One goal per page)

### Goal 1: Social Emotional Learning (SEL):

As we enter our third academic year impacted by a global pandemic, the need to focus on SEL is essential. Building positive connections and healthy relationships are critical to staff and students developing a sense of belonging and helping individuals reach their full potential as learners.

## B. Rationale

Research has shown that "SEL is helpful to both children and adults, increasing self-awareness, academic achievement, and positive behaviours both in and out of the classroom." While our current structures and context are dramatically different due to pandemic related measures, our objective is for staff and students to develop and feel a sense of community. Even though times and circumstances may be stressful and uncertain, our hope as a school community, is that we can provide staff and students with the connection and the supports to navigate our current context.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Community building: Collaboration between departments, cross-curricular projects/activities.
- Link Crew: Senior students connecting with Grade 8 students and facilitating team building activities
- Warmly greeting students daily at grade doors and classroom doors
- Focus on improving common spaces to be more welcoming and inclusive
- Engaging in "Wellness Wednesday", thereby providing staff & students with concrete strategies
- Extra-curricular opportunities and a return to sport
- Book Club: "Teachers These Days: Stories and Strategies for Reconnection"
- District SEL Framework (opportunities for staff to connect and share resources and ideas)

## D. Evidence / Data (How will you measure success?)

- Student Learning Survey data
- Student feedback and reflections
- Rates staff participation in learning groups such as Secondary Inquiry Project, Collaborative Network, school teams
- Increased student participation in extra-curricular activities and clubs
- YDI data
- Positive attendance rates
- Observational analysis

Principal:

Superintendent:

Board Chairperson:

Date:



Pitt Meadows Secondary School

**School:**

Colin Sharpe

**Principal:**

Ken Cober

**Director/Assistant Superintendent:**

## A. Goal (One goal per page)

Goal 2: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning and achievement.

## B. Rationale

Assessment and teaching are not mutually exclusive. Our assessment and evaluation procedures must inform our teaching practice in order to facilitate learning and teaching of all students. By collaboratively engaging with colleagues, as a staff, we need to continue to develop our strategies and understanding in order to promote more inclusive practices and further student growth and achievement.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Staff involvement in district professional learning opportunities: Secondary Inquiry, Collaborative Network, school teams, assessment committee, thereby creating a platform for collaboration and opportunities to inquire and share with colleagues.
- Targeted professional development opportunities to explore our practices across the curriculum.
- Distribution of student profiles to facilitate greater understanding of individual learning needs for those students with an IEP who access support.
- In house professional development regarding standards based grading and proficiency scale.
- Teacher book club: "Assessment as a Catalyst for Learning: Creating a Responsive and Fluid Process to Inspire All Students" By Garnet Hillman and Mandy Stalets.

## D. Evidence / Data (How will you measure success?)

- Staff and student reflections
- Grade 10 and 12 Student Learning Survey data regarding student school experiences
- Increased number of teachers participating in cross-curricular learning opportunities and activities
- Increased rates of success in Grades 8 and 9 with incorporation of proficiency scale
- Increased rates of retention in senior classes as students are able to successfully complete courses and transition into follow-up courses.
- Students are able to communicate where they are at in relation to curricular competencies: What are you learning? How is it going? Where to next?

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**





School: Samuel Robertson Technical

Principal: Ken Elphick

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

To conduct an equity scan of our marginalized communities at Samuel Robertson Technical (SRT)—students, staff, and families — and to use the information we receive to develop an action plan that will create a more inclusive and equitable SRT community.

## B. Rationale

A recent Angus Reid Foundation/UBC survey of 12 to 17 year olds in B.C. found that “visible minority students are three times as likely as white children to say that they have faced personal abuse. Indigenous children are twice as likely to say this.” While we have some guesses as to experiences that these community members have, we are interested in hearing first hand where we’re succeeding and also where we’re missing the mark.

We see this as an important growth opportunity for our school, and one that will take some time to do well. We look forward to this learning so we can work collectively toward changes so all our community members feel seen and valued while on our campus.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We see this as a multi-year commitment. First, we have created an SRT equity scan committee. After creating norms and assessing our values, we will look into white supremacy cultural characteristics while reading Shane Safir and Jamila Dugan’s Street Data. In consultation with Kenneth Headley (district vice principal for racial inclusivity and equity) and Amelia Laidlaw (district helping teacher for racial inclusivity and equity), we will begin constructing questions and reaching out to students and families to allow for participation in these sessions. Then, we will commence listening and learning sessions with our marginalized community members. This qualitative and story-based data will then be compiled, synthesized, and analyzed for areas of success and more importantly areas for growth and understanding. We don’t know yet what we will learn from these listening sessions, but will happily update staff, community members, and district leadership as we continue to learn and make SRT work better for all students and community members.

## D. Evidence / Data (How will you measure success?)

The School Learning Survey and the YDI will provide us with satellite data to compare with the equity scan data we gather. While the SLS and YDI provide us with information from large--scale samples and surveys, we see much of the evidence and data we will gather during the equity scan as what Safir and Dugan refer to as street data. Street data is story and experience based. It is situated within one person, or one group of people — not within large swaths of survey data. For this reason, we see much of the data and evidence we will gather as anecdotal. We see being explicit in the changes we are trying to make, and then following up with conversations around the impact of those changes, as valuable data and feedback for our efforts. There may be some survey data as well that can point towards progress — or lack thereof — toward our goals. The action plan we will develop for subsequent years will be generated from the data we collect from the equity scan and the broader surveys referenced above.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical
  
 Principal: Ken Elphick
  
 Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

To continue changes to school awards at Samuel Robertson Technical (SRT) so that they better reflect the goals of the new curriculum and the recent changes we've made to our assessment practices.

## B. Rationale

We are committed to making our assessment and awards practices support the school district's vision that every individual feels valued and all learners reach their potential. This means promoting and supporting assessments that encourage a growth mindset and focuses on recognizing the progress of students along a continuum of proficiencies and competencies. It also means developing an awards system that recognizes a variety of learners and citizens in our community that has a fair and equitable nomination process.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue positive uptake of proficiency scale among teaching staff
- Meet with our assessment group regularly to discuss assessment practices and read the latest research
- Promote school-based professional development sessions that allow teachers to learn from each other and from experts within the district
- To regularly meet with our awards committee
- To provide opportunities and structure for departments to meet to discuss subject based awards
- To give staff an opportunity to provide input about awards at staff meetings, professional development days, and surveys

## D. Evidence / Data (How will you measure success?)

As recently as two years ago, the majority of school awards were based on our students' percentages in academic classes. Successful change will be measured by an increase in awards that align with a strength-based approach to education and will also recognize growth in all of the core competencies: thinking, communication, and personal/social competencies. Success will also be defined by creating an equitable nomination process.

Principal:

Superintendent:

Board Chairperson:

Date:





School: Thomas Haney Secondary
  
 Principal: Grant Frend
  
 Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Anti-racism goal: To continue to develop an inclusive, culturally responsive school by expanding our collective understanding of anti-racism.

## B. Rationale

It is clear there are many elements of the education system that need to be re-examined through a culturally responsive lens. If we are serious about ensuring all students are given the opportunity to have a positive experience in our schools and beyond, we must investigate and address all inequities in our system.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our professional learning opportunities for staff will include the following: continue with our anti-racism book club, continue to focus on Black History month, promoting anti-racism learning sessions on school-based and district professional days, continue to incorporate different voices and cultures into our classroom resources as well as into events such as Remembrance Day. As well, we will work closely on anti-racism initiatives with our district vice principal of racial inclusivity and inclusion, Kenneth Headley, as well as our district helping teacher, Amelia Laidlaw.

## D. Evidence / Data (How will you measure success?)

For this goal, our main source of data will be interviews with staff and students to collect stories on how our focus on this goal has impacted their experiences at school. This is linked to the district level work being done by our Anti-Racism Committee. We will collect these stories for sharing at the end of the year. Additionally, we will track the involvement Kenneth Headley and Amelia Laidlaw have with our teachers, noting how many direct teacher interactions they have with THSS staff as well as the nature of those interactions.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary  
Principal: Grant Frend  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

To increase the number of students who indicate they are learning how to care for their mental health.

## B. Rationale

Our student learning survey results, as well as our own anecdotal evidence, indicates our students do not feel we are doing enough mental health education. This has only been amplified during COVID-19. We continue to see an increase in students struggling with attendance and we have students regularly self-referring to the Foundry.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

It is clear that a multi-faceted approach to mental health education is needed. Our physical education teachers continue to implement the mental health components of our new curriculum. Further, we had a team from the Foundry in to speak at our grade assemblies on the second day of school. Our counsellors and our Safe and Caring Schools team will continue to monitor student attendance and make classroom visits to talk about self-care strategies. Further, there is an Integrated Child Youth (ICY) Mental Health hub opening at Thomas Haney this year.

## D. Evidence / Data (How will you measure success?)

We will focus on our grades 10 and 12 student learning survey results as well as our YDI data. The information collected will shape our planning and decision making as we move forward. Please see the appendix for evidence that will be used to document our growth in this area.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Thomas Haney Secondary  
Principal: Grant Frend  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

To continue to increase the number of students being taught about First Peoples of Canada and to increase the number of students being taught about local First Nations. As well, we would like to expand opportunities for place-based learning.

## B. Rationale

The First People's Education Steering Committee states "with the increased inclusion of First Peoples' content in the changing B.C. curriculum, there is a need to incorporate unappropriated First Peoples' perspectives across the curriculum." As part of national efforts in Truth and Reconciliation, we continue to make a focused effort to provide our students with authentic First People's learning opportunities as well as more consistently incorporating First People's Principles of Learning into our daily practice.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our Growth Planing Day was focused entirely on Indigenous education. As a result, each department has a goal or goals being implemented. As well, as a staff, we will review the 94 recommendations from the Truth and Reconciliation and determine which goals we can impact at a school level. Further, we are seeking permission from the Kwantlen First Nation to use their Seven Laws of Life as a teaching tool with our students. Further, we will look to expand our THSS orchard and meet as a staff to determine how we might increase place-based learning opportunities (ie agricultural studies) for our students.

## D. Evidence / Data (How will you measure success?)

We will continue to utilize our grades 10 and 12 student learning survey results to shape our thinking and planning. We will collect stories from staff and students about how our efforts are impacting their experiences at school. Please see appendix for evidence used that will demonstrate growth over time.

Principal:

Superintendent:

Board Chairperson:

Date:

## **Appendix**

From the Ministry of Education Student Learning Survey and the Youth Development Instrument.

**Goal 2:** To increase the number of students who indicate they are learning how to care for their mental health.

At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).

### **Grade 12 Data**

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Strongly Disagree	16%	7%		
Disagree	33%	18%		
Neither agree nor disagree	16%	30%		
Agree	22%	32%		
Strongly Agree	3%	8%		
Don't Know	1%	0%		
No Answer	5%	2%		

### **Grade 10 Data**

Response	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Strongly Disagree	11%	11%		
Disagree	18%	12%		
Neither agree nor disagree	22%	23%		
Agree	37%	42%		
Strongly Agree	8%	4%		
Don't Know	0%	2%		
No Answer	2%	2%		

Additional Data points:

According to our Spring 2021 Grade 11 Youth Development Instrument data, 40% of our School District 42 students rate their mental health as low. Further, 40% of our students screened positive for depression and 40% screened positive for anxiety. Additionally, 39% of our School

District 42 students reported an unmet mental healthcare need. These data points illustrate the need for continued mental health education and resources in schools.

**Goal 3:** To continue to increase the number of students being taught about First Peoples of Canada and to increase the number of students being taught about local First Nations. As well, we would like to expand opportunities for place-based learning.

At school, are you being taught about Aboriginal or First Peoples in Canada?

### **Grade 12 Data**

<b>Response</b>	<b>Spring 2020</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Spring 2023</b>
At No Time	10%	3%		
Few Times	30%	16%		
Sometimes	25%	38%		
Many Times	17%	26%		
All of the Time	10%	10%		
I Don't Know	0%	1%		
No Answer	4%	1%		

At school, are you being taught about local First Nations?

<b>Response</b>	<b>Spring 2020</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Spring 2023</b>
At No Time	17%	13%		
Few Times	37%	25%		
Sometimes	28%	32%		
Many Times	4%	19%		
All of the Time	6%	5%		
I Don't Know	1%	2%		
No Answer	3%	1%		

### **Grade 10 Data**

At school, are you being taught about Aboriginal or First Peoples in Canada?

<b>Response</b>	<b>Spring 2020</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Spring 2023</b>
At No Time	4%	5%		
Few Times	16%	14%		
Sometimes	34%	28%		
Many Times	27%	36%		
All of the Time	12%	9%		
I Don't Know	2%	3%		
No Answer	1%	0%		

At school, are you being taught about local First Nations?

<b>Response</b>	<b>Spring 2020</b>	<b>Spring 2021</b>	<b>Spring 2022</b>	<b>Spring 2023</b>
At No Time	12%	5%		
Few Times	30%	24%		
Sometimes	27%	30%		
Many Times	14%	20%		
All of the Time	8%	9%		
I Don't Know	5%	7%		
No Answer	2%	2%		





School: Westview Secondary  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

### Community and Connection

To build a student community that is connected in positive ways to our school community and to continue to building a school grounded in diversity, equity, inclusion and anti-racism

## B. Rationale

At Westview we have worked hard to build a sense of community among our students and staff. Our students feel welcome and cared for in school by our staff. When asked, "Do you feel welcome at your school?" 60% of our Grade 10s and 77% of our Grade 12s answered "Many Times" or "All of the Time," which is the district average for the Grade 10 and 10% above district average for our Grade 12. We continue to strive to have students feeling like they are meaningfully connected at school. Student Voice meetings happen monthly. This is where students gather to talk about their school experiences and hopes for the school. The meeting is attended by both a principal/vice principal and teacher who listen to how they feel, both positive and negative, regarding school life. Student Voice also includes listening to initiatives that students would like to start/see happening at the school and district level.

Westview students feel like they are engaged in learning about First Nation communities. When asked, "At school, are you being taught about local First Nations?" Both our Grade 10s and Grade 12s answered "Many Times" or "All of the Time" above district average. As a school, Westview students recognize that we have a diversity of sexual orientations and gender identities being represented. "Do you see diverse sexual orientations and gender identities represented in your school or activities?" 63% of our Grade 10s and 83% of our Grade 12s answered "Many Times" or "All of the Time" which is the 3% above district average for the Grade 10 and 5% above district average for our Grade 12. We continue to learn about and support human rights and diversity. When asked, "At school, do you respect people who are different from you (for example, think, act, or look different)?" 91% of our Grade 10s and 90% of our Grade 12s answered "Many Times" or "All of the Time" which is the district average for the Grade 12 and above district average for our Grade 10.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

As a school, we have re-introduced our Tuesday and Thursday Breakfast Club which is organized by our youth care worker (YCW) in collaboration with our Aboriginal support worker (ASW), teachers and education assistants and typically feeds 50 to 75 twice a week. Our counsellors and YCW and ASW, will expand their small groups, which focus on SEL and well-being for small groups of students in grades 8, 9 and 10. Westview has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Pride Club, Feminist Fight Club, Carving Club, and Book Club. There have also been a number of initiatives to empower student leadership. These include: Weight Room Leadership, Courtyard Garden Club, Student First Aid, and Student Voice.

Westview has student representatives that will attend the Black Futures Canada Conference at UBC.

Our focus is to continue to build and foster relationships with our students and have them build relationships out in our local community. We will continue learning about local First Nation groups, how our actions affect the environment and how we are impacting the globe.

## D. Evidence / Data (How will you measure success?)

We will measure success by continuing to look at the data from the Grade 10 and Grade 12 Student Learning Surveys with specific focus on the questions cited above. For the areas where we are ahead of district average, such as, "Do you feel welcome at your school?", "Do you see diverse sexual orientations and gender identities represented in your school or activities?", "At school, do you respect people who are different from you (for example, think, act, or look different)?" we will review to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2020/21 and 2021/22. We will also gather anecdotal student feedback throughout the year in various forms as well - from the monthly Student Voice and other clubs like the Feminist Fight Club, students are quick to share their input in order to make Westview a better place for all students.

Principal:

Darren  
Rowell

Digitally signed by Darren  
Rowell  
Date: 2021.11.08  
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Superintendent:

Board Chairperson:

Date:



School: Westview Secondary  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

### Social-Emotional Learning (SEL)

To build a student community that feels connected in positive ways to each other, the staff, their classrooms, and the community.

## B. Rationale

At Westview, there are many ways we seek to improve the way our students feel about themselves, their peers, and the school community. Breakfast club meets twice a week, Tuesday and Thursday mornings, in Room 1077 with our Youth Care worker and other staff. This same space also serves food throughout the day for students in need and as a means to connect. Small group counselling sessions are coordinated by the Counsellors and Youth Care Worker, meeting weekly in order to address challenges and create support. Student aides continue to help support students learning in the classroom and peer tutoring is set up and available every day after school so students can assist each other. Senior students are seeking to give back, volunteering at elementary schools, and gaining valuable experience through connecting with younger students. It is these opportunities, supports and connections that lead to a positive social-emotional connection to school. When asked, "Does school make you feel stressed or anxious?" Both our Grade 10s and Grade 12s answered "Many Times" or "All of the Time" above district average (the Grade 10s 4% and the Grade 12s 7% above).

## C. Action Plan (List specific actions, school level and district level resources or structures used)

This year, Westview will serve one of two Integrated Child Youth "hubs" in SD42. Westview also has strong connections to community programs, referring students and families to the Foundry, and also district programs like Reconnex and Riverside Centre. The PE department is also teaching mental health literacy in all PE classes, taking time to address the many challenges and topics facing our students. Data which demonstrates a strong connection between students and adults at school can be seen in the following Student Learning question and response: "How many adults at your school care about you?" In both cases our Grade 10s and Grade 12s exceeded the district average with our Grade 10s and 12s 5% reporting a strong connection to two or more adults within the school.

Compassionate Systems has started in Global Education with Grade 11 and 12 students and will bring a deeper level of understanding and problem solving skills to their school environment. Westview is also using the collaboration time and literacy blocks for co-teaching and also creating opportunities for case managers to meet with classroom teachers and better improve the learning environment.

Some areas that we aim to focus on this year are ensuring that we support students and their mental health. We know that there are many anxiety triggers for students and we want to support students through informal and formal conversations with staff, classroom activities, and bringing in speakers to support culture and community.

Our focus is for Westview students to continue to feel good about themselves and feel that the school is a place they feel welcome and comfortable; a place where they feel they are supported and connected.

## D. Evidence / Data (How will you measure success?)

We will measure success by continuing to look at the data from the Grade 10 and Grade 12 Student Learning Surveys with specific focus on the questions cited above. For the areas where we are ahead of district average, such as, "Does school make you feel stressed or anxious?" and "How many adults at your school care about you?" we will review to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2020/21 and 2021/22.

Principal:

Superintendent:

Board Chairperson:

Date:

11/08/2021



School: Westview Secondary

Principal: Darren Rowell

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

### Student Engagement

To continue to provide meaningful, relevant, authentic and deep learning experiences for students. The specific areas of meaningful learning are in areas such as human rights and diversity, Aboriginal Peoples in Canada, making a difference in the community, learning about how human activity affects and is connected to the local environment and community.

## B. Rationale

The 2020/21 Student Learning Survey provided many areas where Westview were ahead of the district average in both grades 10 and 12 in areas related to student engagement and meaningful learning. For example: "At school, I am learning to understand and support human rights and human diversity", "At school, are you being taught about Aboriginal peoples in Canada?", "Do you see diverse sexual orientations and gender identities represented in your school or activities?", "I like the academics aspects of my school", "At school, do you get to work together on projects with your classmates?" and importantly, "At school, do you respect people who are different from you (for example, think, act, or look different)?"

## C. Action Plan (List specific actions, school level and district level resources or structures used)

An area of growth is helping make real world connections for our students. In the 2020/21 Student Learning Survey, as a school we were behind the district average on the following questions: "I feel that I can make a difference in my community", "At school, are you learning about how human activity affects the environment", and "My learning is connected to the local environment and community". To begin to address these areas, our Global Education classes are participating in Compassionate Systems training, which is designed to foster a sense of well-being and provide tools for students to be active and engaged in their school, community, and the world. The training is done via Zoom with a facilitator in Denmark and includes the classroom teachers, school administration, and our school youth care worker.

An area of growth is ensuring students engaged in their learning and view their learning as preparing them for life after high school. In the 2020/21 Student Learning Survey, as a school we were behind the district average on the following questions: "I plan my learning based on my goals", "At school, I provide input into what I learn, and how I learn", and that students are "satisfied that school is preparing you for post secondary." To begin to address these areas, we will utilize two collaborative structures: a literacy and numeracy team. As a school we will initiate a review of our Grade 10 numeracy assessment with the specific task of supporting our students' numeracy acquisition across all curricular areas as the assessment includes word-problems, problem-solving, graphs, and many skills that are taught across all curricular areas.

## D. Evidence / Data (How will you measure success?)

We will measure success by continuing to look at the data from the Grade 10 and Grade 12 Student Learning Surveys with specific focus on the questions cited above. For the areas where we are ahead of district average, such as, "At school, I am learning to understand and support human rights and human diversity" we will review to ensure continued growth. In areas where we are behind district average, such as, "At school, I provide input into what I learn, and how I learn" we will monitor to see if growth is occurring. We will also analyze trends from the Grade 10 numeracy and literacy assessments to guide our work in these areas.

Principal:

Superintendent:

Board Chairperson:

Date:

11/08/2021



**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Literacy: How do we continue to support our students to become successful readers and writers.

## B. Rationale

According to our district data and the discussions that occur at our class reviews, there are a high percentage of students in our primary grades who are NYM or MM in reading. We also notice that in review of the intermediate data the number of students NYM is reduced, however the number of students who are MM in reading and writing still remains quite high as we are not seeing much of an increase in students fully meeting expectations.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- During class reviews review literacy data of individual students to be shared with CT. Discussions to occur between the CT and ST to ensure that there are learning plans that focus on those students who are NYM or MM expectations in Reading and/or writing.
- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Use of writing rubrics and performance standards to consistently assess students work
- Begin to build program consistency and continuity that specifically address deficits in reading and writing
- Work with AbEd teacher and ASW to further support at risk students
- Provide the reading intervention program Reading Simplified for our students who are really at risk, apply for a JECIC
- Work with district literacy helping teacher
- Provide professional development and offer collaboration time for teachers around the topics of reading and writing
- Support literacy centers/Daily Five
- Make literacy fun (games, centers, choices, relevant books, or activities)
- Provide book tasting events to help kids expand their interests and awareness of what literature is available to them
- Provide technology for those with written output difficulties and those who need support with reading
- Continue to provide students with lots of choice around reading (expand selections for literature circles)
- Participate in school teams around the topic of writing
- Create student writing portfolios
- Continue with IRA and EPRA in fall and spring
- School growth plan discussions at staff meetings around inclusive practices of teaching reading and writing (share information from school team discussions)
- Provide parent education about reading and writing and how to support these at home

## D. Evidence / Data (How will you measure success?)

- District performance standards assessment reading and writing data

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Social Emotional Learning: How do we continue to support the well-being and sense of belonging of our students and staff this year?

## B. Rationale

The global pandemic seriously impacted everyone's overall well-being and sense of belonging as the last 20 months have been very difficult on our staff and students. There has been impacts on student self-regulation, optimism, empathy, absence of worries, and overall relationships with others. According to the 2020/2021 MDI data, at the Grade 4 level 47% of our students and at Grade 7 level only 29% of our students were identified as thriving.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Support the use of SEL programs in the classrooms (Mind Up, Roots of Empathy, Zones of Regulation, WITS)
- Professional development and resources to support the Mind Up program
- Participate in the EASE training through Healthy Minds BC
- Educating parents about mental wellness (anxiety/resilience) with guest speakers, newsletters, PAC meeting
- Work closely with the youth and child-care worker and school counsellor
- Have students self-reflect more regularly on the core competencies
- Incorporate brain breaks and body breaks into the daily schedule
- Learn about and celebrate the variety of different cultures that make up our school community (for example: participation in Diwali, Black History month, Ramadan)
- Provide opportunities for students to connect with one another (buddies, peer leadership)
- Provide opportunities for students to get involved at school (running club, open gym, leadership, teams sports)
- Participate in school teams Indigenous Knowledge
- Incorporate topics of diversity, equality, and inclusion into monthly assemblies and staff meetings
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and building resiliency
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Increase amount of play time outside
- Staff JECIC on supporting student behaviour
- Application for staff SELO grant for staff wellness (Wellness Wednesday)
- Share self-care strategies in the staff weekly memo
- Staff exercise group meeting in gym after school
- Self-care discussed at monthly staff meetings
- Virtual opportunities for staff to attend virtual social workshops (sign painting, guest speakers)

## D. Evidence / Data (How will you measure success?)

- Attendance of students and staff
- MDI and Student Learning Survey (percentage of students thriving will improve)
- Staff and student interviews

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**





**School:** Alexander Robinson Elementary  
**Principal:** Adam Stanley  
**Assistant Superintendent:** David Vandergugten

### A. Goal

Goal 1: To promote and improve community building through a lens of equity and social justice.

### B. Rationale

This is the fourth iteration of a goal that started as “Culture and Climate.” It was sharpened to “Sense of Agency” most recently, and now has a broader focus to benefit our entire school community. Rooted in a growth mindset, we will strive to build capacity, resilience, and compassion for our staff and families while integrating equity and social justice awareness into the regular discourse of instruction at ARE. We believe that identity and personal agency, as metacognitive tools, are basic building blocks of active, healthy, and positive communities. This goal recognizes and celebrates the rich diversity of our population.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

Our staff have created a leadership group to steward this goal throughout the year. They will meet regularly to look at best practices and examine new strategies, before communicating them to staff. We have allocated time during each staff meeting for discussion and guest speakers, taking advantage of district staff who are able to visit with us virtually and provide guidance. We have already met with or scheduled district representatives of SOGI, anti-racism, and Indigenous ways of knowing to assist in the implementation of our plans. Staff will develop articulated practices to weave these emergent topics into curricula in a way that is natural and respectful of our diverse community.

### D. Evidence / Data (How will you measure success?)

We will be able to catalogue the themes and initiatives that have been undertaken because of this goal and survey staff around its qualitative effectiveness based on subjective impressions. Regarding the student perspective, we will be able to correlate our end-of-year findings with the relevant indices of the MDI and Ministry Learning Survey to provide targeted data for analysis. It is our hope that all of this will portend toward greater knowledge and increased sense of belonging.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**





**School:** Alexander Robinson Elementary  
**Principal:** Adam Stanley  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 2: To continue to promote and improve achievement in literacy for students and increase the breadth of tools and strategies for staff and parents.

## B. Rationale

Literacy is a continuation of our previous goal. It is aligned with core competencies and district policy, and recognizes the demonstrable importance of oral and written literacy skills to future success.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We will continue to work on the mentorship of new staff with the help of our district helping teacher and focus on the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), enhancement of resources, and investments in hardware and software to support this goal. We will continue upgrading our library and reading room, including the further expansion of authentic Indigenous materials and high-interest media. In cooperation with our PAC, we have purchased RAZ Kids subscriptions for all of our primary students and any intermediates who require extra support. As a staff, we have devoted our school-based Pro-D days to working on literacy and the interpretation of performance standards to guide our practice. The support staff will be correspondingly working on the Reading Simplified program with Denise Upton as part of an integrated and interdisciplinary approach to reading intervention.

## D. Evidence / Data (How will you measure success?)

Measurable indicators of success can be obtained by tracking performance standard trends in student achievement information garnered from the Ministry Learning Survey, the EPRA, and IRA. In addition to this, we are able to measure voluntary reading through the tracking capacity of RAZ Kids. We also plan to work this year on the introduction of a qualitative component to our analysis. This aspect will grow out of our teachers' three-way conferences in the fall and spring.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Alouette Elementary  
**Principal:** Donna Servant  
**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Continue to improve academic outcomes in literacy and numeracy. Specifically, we aim to continue to implement new strategies to support reading skills across the grades. We also have a team of primary teachers who are exploring math programs seeking a standardized language that could be used across the grades.

## B. Rationale

Portal data of performance standards indicates a small improvement in literacy skills, yet boys continue to lag. Data from the Middle Years Development Instrument (MDI) shows increases in reading for enjoyment after school. Our staff are working with district helping teachers, our librarian, and in groups to explore new initiatives to keep up this trend and improve outcomes for boys.

Our primary team want to explore new programs and possibilities for teaching math.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

RISE Reading Program (Reading Intervention for Students to Excel) implemented for all Grade 4/5 classes. Streamlined prep so all Grade 3/4 classes receive an additional block of literacy instruction each week.

Book Tasting sessions throughout the school.

Staff involved in professional development offered by helping teachers.

Numeracy – Currently using a JECIC grant to investigate a structured program that could be used across the grades. Primary team will be exploring “messy math” in the new year.

## D. Evidence / Data (How will you measure success?)

- Performance Standards Data on portal at year-end.
- MDI Data, specifically looking at time spent reading for fun.
- Student learning displayed on bulletin boards and shared at assemblies.

Principal:

*H. Servant*

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Alouette Elementary  
Donna Servant  
**Principal:** Michael Scarcella  
**Director/Assistant Superintendent:**

## A. Goal (One goal per page)

Our goal is to nurture community connectedness through collaborative experiences so children and staff can feel supported, take risks with their learning, and enjoy coming to school/work.

## B. Rationale

Our attention has been drawn to some of the data values from the Middle Years Development Instrument (MDI) regarding social and emotional development, connectedness, school experiences, and overall scores for children who are thriving (the latter measures optimism, happiness, self-esteem, absence of sadness, and general health). Last year there were many limitations and stressors due to the pandemic. We want to create activities that help our children feel connected to and proud of our school.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Develop a Community Building Staff Committee that shares ideas at staff meetings.  
Multi-age group activities: Big Buddy Programs throughout the school.  
Mentorship Program where older students are paired with younger students as a support.  
Create spaces and time for teachers to collaborate and discuss strategies for supporting all learners.  
Fun activities: Teacher led intramurals at lunchtime and work with our Parent Advisory Committee (PAC) to create some events (i.e. Pumpkin Patch at Alouette) for our students.

## D. Evidence / Data (How will you measure success?)

MDI Data for Grade 4 and 7 students, specifically measures for social and emotional development, connectedness, school experiences, and well being index.  
Green Room Data, specifically examining the frequency of student use, and their ability to co-regulate after a visit to this calming and supportive place.  
Reduction of social/emotional incident forms.

Principal:

*H. Servant*

Superintendent:

Board Chairperson:

Date:

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Blue Mountain Elementary  
**Principal:** Laureen Hickey  
**Director/Assistant Superintendent:** David Vandergugten

### A. Goal (One goal per page)

To improve student reading and math skills.

### B. Rationale

There is ample evidence demonstrating the strong relationship between reading skills and future academic success. In addition, at our school growth planning meeting staff identified math as an equally important academic endeavour that the staff would like to target. Blue Mountain teachers and the School Assessments Report shows an increase in the number of students 'not yet meeting' expectations as they move up the grades from primary into intermediate in both math and reading.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- Create positive opportunities to promote a love of reading (joyful and recreational reading)
- Reading Simplified and other targeted reading intervention structures for at-risk readers
- Ongoing professional development to further develop our collective understanding and school structures around how to best foster a love of reading and reading acquisition for our students
- Explore math resources to support improvement in math (mathematics, math sessions with Nikki Lineham for grades 4-7, resources by Carol Fullerton, powerful and effective math literature)
- Ongoing professional development for all staff around how to best foster love of reading and math

### D. Evidence / Data (How will you measure success?)

- Reading benchmarks, EPRA, IRA, and other reading information to support student reading growth
- Year-end reading results from the district's B.C. Performance Standards assessment in both reading and math for our grade 1 to 7 students.
- Observation/anecdotal reports

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Blue Mountain Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: David Vandergugten

### A. Goal (One goal per page)

To improve student self regulation by helping students learn adaptive ways to manage their feelings and use pro-social behaviour.

### B. Rationale

Many staff report students from all grades having difficulty regulating their feelings, emotions, and behaviour. For Blue Mountain Elementary, self regulation ratings on the MDI last year was at 56% in Grade 4 and 37 % in Grade 7 (I can calm myself down when I am excited or upset). Staff are interested in helping students learn adaptive ways to manage their feelings and use pro-social behaviours.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- explore the Zones of Regulation with monthly themes centered around identifying emotions, learning about the zones, triggers, strategies, and toolboxes so that the classroom teacher teaches the zones in class, the principal reinforces the concepts of the Zones of Regulation strategies at assemblies, and parent information is sent home
- improve pro-social behaviour by utilizing the WITS program, by linking pro-social behaviour with BM's Positive School-Wide Behaviour Flowchart, and use of Wolf Paw Recognition
- Book study of 'Kids These Days' and 'Teachers These Days'

### D. Evidence / Data (How will you measure success?)

- Staff observation
- Student feedback
- MDI data (see an improvement in our grade 4 and 7 results specific to self regulation)

Principal:

Superintendent:

Board Chairperson:

Date:





School: čəsqənele Elementary  
Principal: Jon Wheatley  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

### Social Responsibility Goal 2021

To continue to create a school community where everyone feels safe and valued (even in a COVID-19 context). To develop a school built upon a “relationship first” philosophy that emphasizes powerful staff-student relationships and attachment aware instructional practices.

## B. Rationale

Children learn best when they are in a safe learning environment with powerful and positive adult-student relationships. There is significant staff expertise in the area of social and emotional learning (SEL) and in the use of attachment aware instructional approaches. We want to focus upon these critical understandings to create a vibrant and caring school community to maximize student learning.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Explicit instruction of social, emotional, and regulation skills school wide and within classrooms. Develop common school language (i.e. Growth Mindset & the Power of YET, “WITS”, “What’s the Problem”, How to be a Difference Maker).
- Prioritize community building opportunities such as virtual assemblies, performances, school events, and POD/classroom activities to celebrate student success and school pride.
- Prioritize instructional opportunities to help to students become increasingly respectful, more aware of personal differences, and that celebrate all cultural backgrounds within our school community.
- Focus our staff school planning day and other related Pro-D opportunities and/or readings in this area.

## D. Evidence / Data (How will you measure success?)

- School survey measures related to connection and belonging.
- Use of relevant Student Learning Survey information
- Use of relevant MDI and EDI Survey Information

Principal:

Superintendent:

Board Chairperson:

Date:





School: čəsqənelə Elementary  
Principal: Jon Wheatley  
Director/Assistant Superintendent: David Vanderguten

## A. Goal (One goal per page)

### Performing Arts Goal 2021

To develop a school community with performing arts opportunities for children to learn to love acting, music, song, and dance.

## B. Rationale

- A vibrant performing arts program helps to create a positive school community and allows many children to showcase talents beyond academics.
- Our school name (čəsqənelə) and the school design were created in consultation with local Indigenous Elders. Our staff would like to acknowledge this important connection by continuing to celebrate Indigenous beliefs and history. There are many performing and fine arts opportunities that can be developed using this Indigenous connection.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Provide students with a wide range of performing arts opportunities such as school musicals (ie James and the Giant Peach Junior last year and Beauty and the Beast this year), Indigenous drumming, and other school-wide performances or presentations.
- Continue song writing and music video workshops with professional musician Laura Koch.
- Invite Indigenous presenters to share their expertise with students (ie 3 Crows Productions).
- Incorporate Indigenous ways of learning and doing within our classrooms and school activities when possible. For example, a greater instructional emphasis upon place-based learning, instructional connections with the land/local community, and Indigenous community building approaches (ie class circles).

## D. Evidence / Data (How will you measure success?)

- School survey measures related to connection and belonging.
- Multiple performing arts opportunities available to students within classrooms and school wide.
- Students will report a strong sense of belonging and connected to the school on survey measures (i.e. MDI, Student Learning Survey)

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənele Elementary  
Principal: Jon Wheatley  
Director/Assistant Superintendent: David Vanderguten

## A. Goal (One goal per page)

Reading Goal 2021

To improve the reading success of our students and progress school wide.

## B. Rationale

Student reading skills are the single biggest indicator of future academic success. We want to ensure that all of our students have the best opportunity to become independent and fluent readers.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Ongoing professional development and professional readings to further develop our collective understandings, and school structures, around how to best foster students' love of reading and reading acquisition.
- Continued emphasis upon opportunities to promote a love of reading such as Bookfest, Reading Link Challenge, and other regular school-wide reading events.
- Targeted reading intervention structures for at-risk readers modeled after the Scholastic Rise Intervention Framework in the intermediate grades.
- Use volunteers (when possible) and noon-hour supervisors to maximize daily reading opportunities for students in the primary grades (goal of three to five reading "hits" a day for students).
- Plan to explore further opportunities to read, such as opening of school library before school again once COVID-19 is less of an issue.

## D. Evidence / Data (How will you measure success?)

- Use of Reading Benchmark and other reading information to support student reading growth. Specific measures to be emphasized to be collaboratively discussed and developed as a school team.
- Year-end reading results from the SD42 B.C. Performance Standards assessment.

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Davie Jones Elementary  
Principal: Cathryn Blanco  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Numeracy

Create spaces where students feel safe and brave to take risks when practicing numeracy activities to build confidence and growth mindsets.

## B. Rationale

Performance standard data indicates that 65% of our students are fully meeting expectations and 5% of our students are exceeding expectations in numeracy. Teachers and EAs report that many students give up and become discouraged when the concepts are challenging and they can't get it right on the first attempt. There is a need to create brave spaces where students are not focused on getting it right, but instead exploring and playing with numeracy to develop understanding and confidence.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Evaluate and add to resources including manipulatives and books for teachers (Fullerton, Lineham)
- Staff collaboration to build scope and sequence from K to 7; explore Math Inquiry, Number Talks
- Explore authentic Indigenous resources
- Staff participation in SD42 Intermediate Math Series with Rory Payment
- Kindergarten teachers participating in Pro-D
- SD42 Inquiry, JECIC (math fluency)
- Explore implementation of school wide math time to play math games

## D. Evidence / Data (How will you measure success?)

### Performance Standards

- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Davie Jones Elementary

Principal: Cathryn Blanco

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Literacy

Increase reading competencies in fluency and comprehension to inspire reading for learning, regulation and joy for all students. If we build competency in reading we hope to foster student confidence to engage in writing.

## B. Rationale

The vast majority of our students are meeting, fully meeting or exceeding expectations in reading and writing. However, those who are not meeting are struggling to engage and develop skills to improve fluency and comprehension. Research tells us if we design strategies and programming to meet the needs of our learners who are emerging readers and writers ALL of our students will benefit and develop and become increasingly competent and confident. With increased competency and confidence, we are more likely to develop engagement and joy in reading and writing in our students.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Evaluate our resources and books to ensure all of our students see themselves in our materials. This will foster engagement, interest and pride.
- Collab teacher is co-teaching, developing lessons, and resources to support reading and writing initiatives; collaborate with District Literacy Helping Teacher, Aboriginal Support Worker, AbEd Helping Teacher, ELL
- Readapalooza — staff inquiry to explore, making this program sustainable with less staff in the classroom
- JECIC, SD42 Inquiry, staff growth plan, school teams with Faye Brownlie, DJE Pro-D committee

## D. Evidence / Data (How will you measure success?)

- Early primary reading assessment/intermediate reading assessment
- Performance standards
- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Davie Jones Elementary

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

### Social Emotional Learning

To further develop our repertoire of knowledge and skills to strengthen our ability to develop a learning community for children and adults that is rooted in addressing the social emotional needs of all our learners. Our goal is to deepen our practices through a compassionate systems lens so we honour and learn from the diverse students, families, and staff members that belong to our community of learners, particularly our Indigenous and BIPOC members.

## B. Rationale

During the pandemic, events locally, nationally, and internationally have brought to light the inequities endured by marginalized populations. As educators, it is our responsibility to engage in continual learning to foster a diverse and inclusive school in which all members of our learning community have equitable access to opportunities so they feel heard, seen, valued, safe, and brave at Davie Jones Elementary. When this happens, we are honouring our DJE mission statement that “we are committed to nurturing, connections, growth mindsets, curiosity, and empathy leading to a community of lifelong learners.”

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- DJE Social-Emotional Learning (SEL) and Pro-D committees
- Collaboration with SD42 AbEd Department
- Staff engagement in JECIC, SELO, school teams, inquiry projects, individual growth plans
- Student garden club and a focus on outdoor education for all
- Staff collaboration and learning to develop capacity in Compassionate Systems, anti-racism, Indigenous ways of knowing, restorative justice, mindfulness, self-regulation, the power of kindness and gratitude. - Share staff and student learning at PAC meetings.

## D. Evidence / Data (How will you measure success?)

- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Edith McDermott Elementary

Principal: Alan Miller

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

To maintain the percentage of students school wide emerging (not yet meeting) in reading of less than 10% with particular emphasis on the grades 4 to 7.

## B. Rationale

This is a new goal as this year our school-wide data showed our school wide percentage was at 7% in the not yet meeting (NYM), now known as emerging, from 16% the year before. Previously, our goal was to lower that percentage to below 10% NYM. With that goal reached, we now have the goal of maintaining the growth. As research has shown, if an individual struggles with literacy as an adult, it dramatically impacts, in a negative fashion, on the life chances for the individual. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott we continue to take that imperative very seriously.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue accessing the school team with Leyton, Faye, and Shelley, especially supporting new young staff to do so
- Identify support for classrooms beyond regular support using class reviews
- Adopting a trauma informed approach throughout the school (Chase the Why/Connection before Correction)
- Continue 25-minute three-week cycles of literacy support form 8 to 8:25 a.m. one on one with the first sessions dedicated to our Katie Learners who were not in attendance last year
- Continue to build and nurture connections for our Indigenous, Métis, and Inuit students through ubiquitous presence throughout the school culture/environment
- Utilizing technology to promote continued literacy buddies between classes
- Continuing to utilize the SPIRE support literacy support program
- Intermediate benchmarks program to support teachers striving with the EPRA IRA
- Pervasively utilizing formative assessment
- Provision of collaboration time for teachers to co-plan, calibrate assessments etc.
- Provide outside of the school daytime to collaborate with education assistants and support team
- Create opportunities for vulnerable readers to be in the role of professional
- Maintain an emphasis on literacy and reading throughout the school culture/environment
- Announcements, assemblies, spirit activities

## D. Evidence / Data (How will you measure success?)

- monitoring the centralized data on the portal
- feedback from students and families regarding attitudes towards literacy
- use of the performance standards (EPRA and IRA) especially year end

Principal:

Superintendent:

Board Chairperson:

Date:





School: Edith McDermott Elementary

Principal: Alan Miller

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Enhance and nurture the sense of belonging and connections with our students of ancestry especially the students of Katzie First Nation.

## B. Rationale

In keeping with the findings of the Truth and Reconciliation final report it is incumbent of every level of education to take the 94 calls to action very seriously and implement changes to increase knowledge and understanding amongst all Canadians of the legacy of Canadian policies on Métis, Inuit, and Indigenous Peoples. In the words of the Hon. Murray Sinclair: "It was education that got us here and it will be education that will gets us out."

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue 25-minute three-week cycles of literacy support from 8 to 8:25 a.m. one on one with the first sessions dedicated to our Katzie Learners who were not in attendance last year.
- Continue to build and nurture connections for our Indigenous, Metis, and Inuit students through ubiquitous presence throughout the school culture/environment
- Worked with staff and the community (Katzie Elders in particular) to develop
- School new logo (created by Katzie Artist)
- School new inclusive name CEDARS
- Mural, in the entrance, of a cedar forest
- Haida blanket displayed in front case under welcoming totem
- Cedar bows painted above all doorways
- School house teams using Indigenous artwork as symbols displayed in the foyer
- Work with AbEd Department in supporting their Community Connections bringing Elders and other community connections to schools
- Ongoing discussions and awareness regarding the story of Indigenous People in Canada at monthly assemblies and in classrooms
- First Peoples Principles of learning an inherent part of planning
- Every Thursday is Orange Shirt Day (stimulates conversation with students and the community)
- Supporting and ensuring attendance regardless of barrier (Katzie bus not running)
- Ensure access to extra-curricular activities by providing early morning and late afternoon pick up and drop off.
- Soft start and early entrance into the building as bus drops off very early
- Safe places support room, AbEd room, principal's office
- Easily accessible food/snacks

## D. Evidence / Data (How will you measure success?)

- Monitor attendance of students of ancestry
- Anecdotal feedback from the community (particularly Katzie First Nation)
- Assessments

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Environmental School  
**Principal:** Randy Bates  
**Assistant Superintendent:** Mike Scarcella

## A. Goal Literacy

### Goal 2

We want to continue to develop new skills and strategies for effectively teaching literacy in place-based, engaging and experiential ways.

## B. Rationale

Our reading and writing are influenced by the activities that occur in the places we meet as a school. We are always searching to develop and incorporate new strategies for teaching reading and writing in ways that give children more time on text, and editing their work in ways that are authentic and engaging. We also want to develop strategies for incorporating literacy into the emergent learning opportunities that we come across as children explore and ask questions.

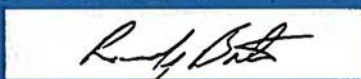
## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Clayton Maitland will present at two of our school-based professional development days.
- Different staff will share literacy strategies at our weekly gatherings.
- Our focus for our school based Pro-D days will be literacy.
- Staff who attend the school teams sessions will share their learning with other staff at our gatherings.
- We will have cross-grade literacy times during which older buddies will teach literacy strategies with younger students.
- Teachers will be given release time by the principal to gather literacy data on students.
- Staff will share how they incorporate new literacy strategies into their daily practice at our weekly staff gatherings.

## D. Evidence / Data (How will you measure success?)

- Staff will be able to better explain the learning continuum of literacy skills and abilities.
- We will see more students meeting or exceeding on the standardized literacy parent portal report. Evaluation of this is based on the B.C. Performance Standards
- Teacher observations of student awareness and application of literacy skills/strategies will be recorded with a checklist focused on the applications of skills and strategies that are being taught.
- Formative and summative assessment based on teacher professional judgment will be gathered.

Principal:



Superintendent:



Board Chairperson:



Date:





**School:** Environmental School

**Principal:** Randy Bates

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal SEL

Goal 1: We want to continue to develop Social Emotional Learning (SEL) skills within the school community. This includes developing individual skills among students and staff, as well as larger community related to concepts like social values, leadership, and teamwork. We plan to connect our SEL to the Seven Traditional Laws that guide the Kwantlen Nation. They are: health, happiness, generations, generosity, humbleness, forgiveness, and understanding.

## B. Rationale

COVID-19 has brought new stresses to our school community and we want to help the children develop strategies for dealing with stress. We know that predictable structures and social interactions help to reduce stress. Studies show that well developed SEL skills are a predictor for academic success too. One study showed that the biggest predictor of academic success in Grade 8 and Grade 10 are SEL skills that were measured in Grade 3 and 5. We also know healthy community and culture is developed through direct teaching of social skills, cultural values, and through facilitating healthy interactions with one another.

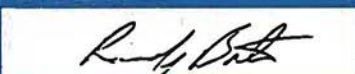
## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Have Lekeyten and other Elders from Kwantlen share the Kwantlen's Seven Laws, stories, and activities that focus on integrating the laws with SEL
- Conduct daily activities that come from teachable moments to model SEL strategies with students.
- Have school counsellor share resources and strategies for teaching SEL with staff
- Develop common language and non-negotiables among the staff that will be used with students
- Bring in an expert to do a healthy living and lifestyles series with the students

## D. Evidence / Data (How will you measure success?)

- Staff will conduct observations of target strategies with groups and individual students
- Enrolling teachers observe to see if students solve more issues on their own
- There will be growth in the SEL sections of the Middle Years Development Instrument and student satisfaction surveys
- Our support teacher will observe students needing to develop SEL skills and record their increased use and understanding of SEL strategies
- Staff will be observed using common language with students regarding restorative justice

Principal:



Superintendent:



Board Chairperson:



Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Eric Langton Elementary

Principal: Jenn Simon

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

### Goal 1: Literacy

**How can we continue to inspire students to be engaged readers, both for school and pleasure and develop their critical reading skills to spark curiosity?**

**How can we provide our French Immersion students with opportunities to become interested in French reading?**

**How will authentic opportunities to engage with the writing process regularly impact student performance in writing?**

## B. Rationale

**Reading and writing skills are foundational to growth in all other curricular areas.**

**We believe a continued school-wide focus is essential as reading and writing builds confidence and success which makes students feel empowered and included.**

**There are a number of students emerging in reading and writing.**

**A number of English Language Learners students have difficulty reading and comprehending group novel study.**

**We believe literacy inspires opportunities to explore cultural and personal identity through stories.**

## C. Action Plan (List specific actions, school level and district level resources or structures used)

**Continue to support students in developing agency as readers.**

**Find just right texts and complimentary writing and reading comprehension learning opportunities.**

**Ensure meaningful opportunities for growth and align with use of resources (continue to update classroom libraries, guided reading resources)**

**Support of daily reading for multiple purposes (enjoyment, cross curriculum) to support interests (birthday books, student leaders doing book talks, Indigenous author workshop, student author board, reading link, book fest) and create sustainable routine (monthly drop everything and read events, Story Workshop) .**

**Ensure continued and consistent support in reading for students who are emerging in reading and writing.**

**Support English Language Learners by creating an adaptive novel study that encourages language skills (reading, writing, listening and speaking)**

**Continue to weave in social emotional learning, cultural literacy (including Indigenous ways of knowing) through anchor texts**

**Staff professional development in reading and writing (JECIC- reading strategies and other professional development opportunities);**

**collaborate with district helping teacher; staff model joy and purpose with reading and writing (Staff book sharing)**

**Continue to offer authentic reading and writing opportunities and experiences.**

## D. Evidence / Data (How will you measure success?)

**Use performance standards.**

**Students will have formative assessments on a regular basis and teachers will gauge success based on observations and discussions.**

**School-wide write (January and May)**

**Orange binder to share each student's literacy progress/assessments/portfolio**

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Eric Langton Elementary

Principal: Jenn Simon

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

**Social emotional well-being and school culture and climate:**  
**How do we ensure student and staff well-being is at the forefront within the context of a pandemic?**  
**How do we increase/build self-regulation within students so we can focus on learning?**

## B. Rationale

The Eric Langton community believes caring makes a difference and we show that we care by taking care of ourselves, others and this place. Although a strong sense of community amongst staff and students exists, we want to ensure that all students are positively connected to our school (Middle Years Development Instrument results) and that staff and student well-being is supported. Social Emotional Learning is strongly aligned with creating a healthy and caring learning community. Coming out of isolation and within the current context of the pandemic, students feel a level of disconnect, and are more dysregulated and anxious.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Starting in classrooms to set examples of what is kindness, how do we celebrate diversity, and how to care/respect for ourselves, others and the environment.  
 Give students opportunities to be positive role models (bucket filler bandits, leadership at assemblies, on playground, in buddy classes); give older students the chance to be vulnerable with younger students  
 Community building experiences and school spirit days (Diversity Day, Aboriginal games, student leadership)  
 Use consistent language throughout school (taking care of self, others, the environment, using the problem solving strategy: Walk away Ignore Talk it out Seek help)  
 Professional Development around trauma informed practice, SEL and connection; explore human and learning resources to support Social Emotional Learning (JECIC- Teachers These Days, Trauma Informed School Practice Learning Series)

## D. Evidence / Data (How will you measure success?)

**Quantity and nature of office referrals**  
**Student attendance**  
**Observe student interactions**  
**Middle Years Development Instrument**

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview/ Odyssey
  
 Principal: Jenn Gallop
  
 Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Goal 1: We are choosing to focus on the larger goal of supporting all learnings as an all-encompassing approach to addressing each child's social emotional needs.

## B. Rationale

We have noticed the impacts of this global pandemic on kids as they are struggling more to make connections, come to school consistently, and problem solve with peers and adults. We see a need to support students with the increased stress among our community, the inability to participate in their usual extra curricular activities as well as additional health and safety measures at school, which have drastically changed their lives.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- We have received additional child-care worker (CCW) hours to accommodate for the additional needs among children and restructured counseling time to be more flexible for kids.
- We have a breakfast and lunch program for all students that require support.
- We have created support pods throughout the school so that there are consistent adults connecting with a few classes to help build connections and supports.
- Focusing on social responsibility and R.O.C.K.S (respect, ownership, cooperation, kindness, safety) at each assembly.
- We have a committee working on what we value and expect to help broaden awareness and understanding.
- PADS dog in training to support regulation and sensory paths for regulation
- WITS (walk away, ignore, talk it out, seek help program work
- Telus Internet safety work to help build positive virtual communities, family education workshops on conflict resolution and resiliency.

## D. Evidence / Data (How will you measure success?)

- MDI (Middle Years Development Instruments) data around connectedness with adults and peers, questions around bullying and feeling safe at school, community involvement and online technology time.
- Reporting for attendance data
- Student and family qualitative data around how supported they feel at school.
- Monitor number of office referrals

Principal:

Superintendent:

Board Chairperson:

Date:



## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

### A. Goal (One goal per page)

As part of the annual class review process, many common themes emerged. This year we are diving deeper into our mission statement for both staff and students. Our goals this year are to build connections and community within our classroom learning environments and in our school community as a whole.

### B. Rationale

During our growth planning day, staff identified three main components that they need to feel safe and supported. These will be displayed in our hallway as part as our Glenwood Growth Tree, modeled after the district tree. The roots consist of: 1. Connection (to be included in a community); 2. Collaboration (to be a part of an inclusive team); and 3. Care (to be seen, heard, valued, and appreciated). If there are systems and processes in place to acknowledge these three key areas, staff will be able to focus on the diverse and challenging needs in their classroom.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

As part of the annual class review process, many common themes emerged. Due to our current situation, students have experienced a learning loss, which has had an impact on their developmental, emotional, and academic skills. We almost need to start back at the beginning and take care of basic needs first before students are able to focus and process any academics. We chose to focus on what staff and students need to feel safe and supported. When staff feel safe and supported, they are able to give students what they need to feel cared for. We will foster a caring community and build confidence in our students. We will continue to focus on school-wide self-regulation strategies (zones, WITS, Mind-Up, PBSP, restorative justice etc). We are also going to

### D. Evidence / Data (How will you measure success?)

- Middle Years Developmental Index
- Student Learning Surveys
- Monthly review of classroom reviews at check-in meetings
- Common language heard throughout the school
- Hands-on behaviours decrease (office referrals decrease)

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Glenwood Elementary  
**Principal:** Michelle Davis  
**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

With COVID-19 protocols shifting, we are able to group students in creative ways in order to meet the diverse learning needs seen in all classrooms. The staff are able to take a collaborative approach to teaching students again.

## B. Rationale

This school year has seen a considerable gap in where students are at. Challenging behaviours due to dysregulation and a large spectrum of needs has proven difficult to find a middle ground in how to academically reach all learners. Rather than have multiple plans for individual students, the staff will look at using universal design strategies. Teachers are working together to identify the floor or access points for all students through collaborative conversations with the school team and the Learning Services helping teacher. Collaboration among staff is key as we work towards meeting the students where they are at.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Literacy development was one of the main themes that emerged from the annual class review process. Staff will work collaboratively with the literacy helping teacher to develop good fit strategies for their class. The RISE reading intervention program will target readers significantly below grade level for six weeks before moving on to the next group. Staff will work collaboratively with the learning services helping teacher to design class-wide systems to reach all learners using UDL strategies. Staff learning at staff meetings will showcase staff every month and something they are doing in their classroom. For example, place-based learning (show outdoor learning bins and ideas for your class), writing development (show story workshop cart, and literacy discussion with literacy helping teacher), numeracy (math stations across the grades), learning through play, collaborative support model (how to utilize not just your support teacher or EA) etc.

## D. Evidence / Data (How will you measure success?)

- Resources being used across grades to meet needs of all learners -
- Staff sharing ideas at staff meetings/pro-d days
- Effective use of supports/itinerant staff
- Students will be engaged in good fit activities
- Intermediate reading assessment
- Primary reading assessment
- Performance standards/assessments/report cards
- Student Voice, using strategies from Shan Safir's "Street Data"

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Golden Ears Elementary  
**Principal:** Laura Brandon  
**Director/Assistant Superintendent:** Michael Scarcella

### A. Goal (One goal per page)

Students and staff should experience a sense of belonging and positive connection to each other and to the adults at school.

### B. Rationale

- Data from the 2020/21 Middle Years Development Instrument (MDI) indicates that our Grade 4 and 7 students report lower than the district average for connection to adults at school/community/home and lower than the district average of students reporting the presence of adult relationships as an asset. In alignment with our students, adults are expressing feelings of disconnectedness and a desire to connect/reconnect with others and nature.
- Following the First Peoples Principles of Learning, we know that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- SELO application to support staff connection and wellbeing; may be a nature-based focus also
- Staff exploring nature journaling, fostering connection to one another and to the land
- Restore sports and clubs in some capacity to increase positive connections to adults and school for students
- Presentation on trauma-informed practice during February non-instructional day
- Staff engagement in EASE training

### D. Evidence / Data (How will you measure success?)

- Improvement in 2021/22 MDI data showing positive effect on connections to adults and school belonging
- Attendance to school activities data demonstrates increased school involvement
- Staff report a greater sense of connectedness with students and each other
- Participation and implementation of strategies learned from trauma-informed practice presentation and EASE training.

Principal:

Superintendent:

Board Chairperson:

Date:

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Golden Ears Elementary  
**Principal:** Laura Brandon  
**Director/Assistant Superintendent:** Michael Scarcella

### A. Goal (One goal per page)

Our ultimate goal is to foster a love of reading and writing for all our students. The immediate goal is to support our overall student population in increasing the number of students meeting grade level expectations in reading and writing.

### B. Rationale

- 2019/20 and 2020/21 B.C. Performance Standard Data show increased number of students "not yet meeting" grade level expectations in reading and writing, particularly in the intermediate years.
- COVID-19 has had a negative impact on instructional time, thereby impacting literacy at all levels.
- Following the First Peoples Principles of Learning, we know that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and sense of place). We need to foster and embody these practices at Golden Ears by embedding the value of connection to one another and connection to land into our practice.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- Explore professional development that focuses on understanding assessment practices and implementing supports and instructional strategies that reflect the specific needs of our students, and particularly our emerging readers and writers.
- Encourage a love of reading through school-wide initiatives, such as DEAR, letter buddies, and reading buddies. This also enhances our relational learning and impacts our school community connection and belonging.
- Staff exploring nature journaling, fostering connection to one another, the land, and literacy.

### D. Evidence / Data (How will you measure success?)

- Improvement in 2021/22 B.C. Performance Standard data showing a decrease in the number of students who are "not yet meeting" grade level expectations in reading and writing.

Principal:

Superintendent:

Board Chairperson:

Date:



## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Golden Ears Elementary  
**Principal:** Laura Brandon  
**Director/Assistant Superintendent:** Michael Scarcella

### A. Goal (One goal per page)

Students and staff should experience a sense of belonging and positive connection to each other and to the adults at school.

### B. Rationale

-Data from the 2020/21 Middle Years Development Instrument (MDI) indicates that our Grade 4 and 7 students report lower than the district average for connection to adults at school/community/home and lower than the district average of students reporting the presence of adult relationships as an asset. In alignment with our students, adults are expressing feelings of disconnectedness and a desire to connect/reconnect with others and nature.  
 -Following the First Peoples Principles of Learning, we know that learning ultimately supports the well-being of the self, the family, the community, the land the spirits and the ancestors.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

-SELO application to support staff connection and well-being; may be a nature-based focus also  
 - Staff exploring Nature Journaling, fostering connection to one another and to the land  
 - Restore sports and clubs in some capacity to increase positive connections to adults and school for students  
 -Presentation on Trauma Informed Practice on Feb. Non-Instructional Day  
 -Staff engagement in EASE training

### D. Evidence / Data (How will you measure success?)

- Improvement in 2021/22 MDI data showing positive effect on connections to adults and school belonging.  
 - Attendance to school activities data demonstrates increased school involvement  
 -Staff report a greater sense of connectedness with students and each other  
 -Participation and implementation of strategies learned from Trauma Informed Practice presentation and EASE training.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Hammond Elementary  
Principal: Wes Reamsbottom  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Develop positive attitudes and increase competency in literacy through a variety of engaging students through school-wide literacy based activities.

## B. Rationale

Due to COVID-19, students in the spring of 2020 were away from classrooms and teachers for an extended period. Many students have not been in class since March 2020. As we have returned to full-time instruction in September 2020, we are focused on promoting literacy activities that develop and nurture a joy of reading and literacy. By fostering a positive relationship with books and reading, we hope to also increase literacy competency and improve specific skills in reading and writing.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Targeting Grade 2-3 range at-risk children who missed instruction / learning during pandemic and moving toward K/1 as time and skills increase
- Teachers can use Who You Are As a Reader interview (Pernille Ripp) with students and set personalized reading goals, to be shared with support teachers to develop strategies
- Drop Everything And Read (school-wide reading days as an event paired with PJ day, etc.)
- Quote trivia over PA system from popular books (developed by students with teachers and included in morning announcements)
- Utilizing our literacy helping teacher (Cindy Penner)
- School teams sharing strategies from sessions with Lleyton Schnellert and Faye Brownlie
- Flashlight reading, birthday books, admin reading books aloud in classrooms, ask students to draw while they listen
- Apply for JECIC funds for Jan Richardson / Glenwood literacy kits, and targeting early literacy / at-risk.

## D. Evidence / Data (How will you measure success?)

- Assessment data from report cards: look for student improvement (i.e. moving from NYM to MM)
- Use "Who You Are as a Reader" interview (Pernille Ripp) data to look for trends in student responses and areas to target.
- Early primary reading assessment and intermediate reading assessment data.

Principal:

Superintendent:

Board Chairperson:

Date:





School: Hammond Elementary  
Principal: Wes Reamsbottom  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Develop resiliency/wellness through participation in fine arts/extra-curricular activities. To provide students with an opportunity to learn: team building, problem solving, creative thinking, and personal growth in a safe and positive environment to increase Social Emotional Learning (SEL) awareness of self and others.

## B. Rationale

Last year, many of our usual extra-curricular activities were cancelled due to COVID-19. We hope to increase our capacity for SEL by providing opportunities to engage in the fine arts and extra curricular activities as a school community. It is hoped that by providing these opportunities, we can increase overall wellness and SEL awareness in our school for staff and students. We also recognize that some of our fine-arts activities can be paired with literacy, which supports our literacy goal as well.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Gratitude board for staff and students
- ACT Theatre Program (at Hammond as of January, 2022)
- Instrumental music played over PA system during eating time after outside play at lunch
- Musical components added to assemblies
- Provide Pro-D opportunity (EASE) to give staff tools to address increased anxiety due to pandemic
- Drop Everything and Draw as a school wide activity
- Explore opportunities to use lunch time as a fine arts club (music or art) for students
- Secret encouragement partners for staff (opt in to provide encouragement to a staff member)
- Wellness Wednesday's facilitated by admin.
- Passion-based learning days (students go work with teachers in their areas of interest for an afternoon)
- Culture day (food/music and set up in gym or classroom like a science fair)
- Reflections on process of putting together projects – journaling – literacy.

## D. Evidence / Data (How will you measure success?)

- Well-Being Index from the MDI (percentage thriving compared to district percentages); also look at happiness, empathy, pro social behaviour, adult and peer relationships and perseverance responses as Hammond was below district average in these areas for 2019/20 (must take into account pandemic)
- School-wide passion project (students will present an area of passion/interest to their peers)
- Art club on Thursdays at lunch
- Dungeons and Dragons club on Tuesday and Thursday mornings
- Connections to Indigenous art activities
- Flag football/volleyball for outside play time (intramurals)
- Teacher discussion and feedback of initiatives
- Student Learning Survey
- Staff/student attendance

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooe Elementary  
 Principal: Nicole Neggers  
 Director/Assistant Superintendent: Michael Scarcella

**A. Goal (One goal per page)**

To improve literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a balanced literacy program.

**B. Rationale**

- 26.6% of our Grade 2 students are Not Yet Meeting in Literacy
  - 15.9% of our Grade 3 students are Not Yet Meeting in Literacy
  - 30.4% of our Grade 4 students are Not Yet Meeting in Literacy
- We have 57 English Language Learner (ELL) students speaking 24 different languages

**C. Action Plan (List specific actions, school level and district level resources or structures used)**

- Protected Literacy time
- Reading intervention groups
- Station teaching/collaborative teaching
- Targeting skills based on assessment
- Target Grade 4 students first
- Focus on phonemic and phonological awareness
- Use our collaboration teacher, teacher librarian and ELL to collaboratively provide reading instruction -
- Involve our district literacy helping teacher

**D. Evidence / Data (How will you measure success?)**

- Report card data
- Assessments (pre and post intervention and at regular intervals to inform teaching)

Principal:

Superintendent:

Board Chairperson:

Date:

*N. Neggers*



School: Harry Hooge

Principal: Nicole Neggers

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

To strengthen adult/student connections, and as a result, improve students' emotional safety and academic engagement.

## B. Rationale

Middle Years Development Instrument (MDI) Data:

Grade 4- 43% low on the Well-Being Index

Grade 4- prosocial behaviour is significantly below district average

Grade 4- happiness is significantly lower than district average

Grade 7- 62% low on the Well-Being Index (significantly higher than reported by Gr. 4's)

Grade 7- 40% reported not having an important adult at school (20/50 students) while it was significantly less for Grade 4's (21%) Gr. 7- only 20% of students reported feeling optimistic

Grade 7- perseverance was a lot lower than district average

Grade 7- both school climate and school belonging were significantly lower than the district average

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Develop clubs at lunch run by teachers/staff for a variety of grades (Lego, chess, puzzles, coding, crib/cards, art/drawing, science, knitting/origami, gym)
- Develop multi-level afternoon activities ex. applied design skills and technology (ADST)
- Outdoor program/gardening (revamp the courtyard)
- Student leadership group and volunteer opportunities/activities for senior students
- Trauma-informed workshop on school Pro-D day in January with social worker Judith Charad
- Universal programs implemented: (For example Everyday Anxiety Strategies for Educators (EASE), Mind Up, Go Zen with guidance from the school counsellor and administrators)
- Continue breakfast and lunch programs, add providing breakfast in Grade 6/7 classrooms
- Staff participate in student connection activity on school-based Pro-D day led by administrators
- Wellness day for Grade 7's on conference day organized by admin and CUPE staff
- Provide opportunities for students to give back to the community (working with RCMP Const. Britteny George on community projects)

## D. Evidence / Data (How will you measure success?)

- MDI data
- Early Development
- Instrument data
- Increased attendance in school and clubs
- School student surveys (pre, mid, post)
- Report card data

Principal:

Superintendent:

Board Chairperson:

Date:

*N. Neggers*

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: \_\_\_\_\_

Principal: \_\_\_\_\_

Director/Assistant Superintendent: \_\_\_\_\_

## A. Goal (One goal per page)

## B. Rationale

## C. Action Plan (List specific actions, school level and district level resources or structures used)

## D. Evidence / Data (How will you measure success?)

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Highland Park Elementary  
**Principal:** Brandy McIntyre  
**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

For students to experience an increased sense of school belonging, positive school climate, and positive connections with adults in our school.

## B. Rationale

- Middle Years Development Instrument (MDI) (Spring 2021)  
 - Empathy: understanding and sharing the feelings of others  
 - "I care about the feelings of others" — Grade 4 (74%) and Grade 7 (77%) have a high connection to this statement.  
 - Pro-Social Behaviour is about taking actions that benefit others — Grade 4 (33%) and Grade 7 (14%) have a high connection to this statement  
 Number of Important Adults at School:  
 -Grade 4: 2+ adults (59%), one adult (15%), none (26%)  
 -Grade 7: 2+ adults (38%), one adult (24%), none (38%)

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Whole-school celebrations (spirit/theme days, spirit wear, treat days, PAC events)
2. Whole-school community support (raising awareness and raising funds as a school community)
3. Activities that promote within grade and across grade community building
4. Student leadership and peer models to plan school wide events, apply for Student Wellness Grant
5. School to demonstrate inclusionary practices such as giving more equal time to holidays and celebrations from cultures represented in our school
6. Adult check-ins with students

## D. Evidence / Data (How will you measure success?)

- MDI for grade 4 and 7
- School-wide pre and post survey on sense of belonging and school culture

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Highland Park Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Focused and intentional learning and teaching of high impact self-regulation strategies to increase students skills in self-regulation. Skills can include awareness of self-regulation, including language of self-regulation, as well as the application of strategies.

## B. Rationale

- Middle Years Developmental Instrument (MDI) data from last year's report (Winter 2021)
- Ability to self-regulate (short term) Grade 4 (50%) and Grade 7 (43%) of students able to consistently self regulate
- Ability to self-regulate (long term) Grade 4 (38%) and Grade 7 (51%) of students able to consistently self regulate

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Whole school review of HPE mission statement/code of conduct as foundation of school
2. Teacher and students identify whole school and specific class needs in SEL (eg. peer modeling for grades 6 and 7 student leaders, zones of regulation, Peace Table, physical literacy, introducing SEL tools)
3. Social Emotional Learning strategies modeled at staff meetings for use in classrooms (SPARK)
4. Planning for whole school mindful moments
5. Mindful Mornings for students: mindfulness, deep breathing, stretching, positive statements
6. Provide basic needs to students (breakfast/lunch program, food/clothing from community partners)
7. Student leadership team to apply for SEL district grant with a focus on whole school self-regulation learning
8. Teaching peer modeling to grades 6 and 7 student leaders so they become role models for younger students and learn the language to encourage positive actions
9. Mindful Mornings offered to students Mondays and Wednesdays (20 minute mindfulness, stretching, breathing to help transition students into their school day)

## D. Evidence / Data (How will you measure success?)

- MDI (Fall 2022) Grade 4 and 7
- School-wide pre and post survey on short and long term ability to self-regulate.

Principal:

Superintendent:

Board Chairperson:

Date:





School: Kanaka Creek Elementary  
Principal: Chad Raible  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To build connections between members of the Kanaka Elementary community by creating an inclusive, welcoming environment where all learners can reach their full potential.

## B. Rationale

MDI results from 2020 showed a drastic increase in Grade 4s who felt they were connected to two or more adults in comparison to our 2018 data. However, our Grade 7 data was less conclusive. Staff reflections from a recent growth planning day indicated a need to create more school-based activities and structures that build connections with students and the desire to come up with more of these ideas. For example, Kanaka's SOGI leads have started a diversity club and a large number of staff and students have joined. The school is looking to continue building connections as in its previous goal, but with an enhanced focus on being inclusive and tolerant.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- School Stars for all new staff/students that get celebrated and given when people leave the school
- School clubs that support diversity and tolerance
- Staff activities that welcome new staff and promote a culture of collaboration
- Gratitude wall / journals for staff where we highlight our thankfulness for our colleagues
- Support structures that highlight at-risk students in academic/social areas and create strategies to build more connections (10 by 5, special helper, etc.)
- JECIC grant for staff to explore lessons with their classes that will promote diversity and inclusive practices
- Whole school activities that build connections (bi-weekly Zooms, Friday dance party, monthly themes, etc)
- Increasing awareness of the reading content in our classroom libraries and school library that shows marginalized, ethnic, racial, religious, and/or gender groups.
- Continue to grow our Social Emotional Learning reading library and promote it with new staff members
- Kanaka gear for all new students and staff (T-shirts that proudly promote the school and it's motto "Together We Are Better")

## D. Evidence / Data (How will you measure success?)

- MDI results
- anecdotal surveys to staff / parents
- School learning survey results
- informal audit of libraries in the building

Principal:



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Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary
  
 Principal: Chad Raible
  
 Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To see increased academic and social successes for our most vulnerable students.

## B. Rationale

Performance standards data from last year shows less than five students are "not yet meeting" standards for reading, writing, and numeracy at each grade level (<7% in each grade). However, when you look at the data for minimally meeting expectations, the percentages reach up to 30%. Many students are in need for some strategies to help move them from minimally meeting to fully meeting expectations. Anecdotal comments from our counselor, child-care worker (CCW), Aboriginal education worker, and support teachers note an increase in those who are struggling on social situations since the onset of COVID-19. As a staff, we would like to continue this goal to see increased success for our students.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Targeted Aboriginal support worker (ASW) support for our Indigenous students
- Identification and targeted social support by our child-care worker
- Whole class social lessons by school counsellor
- Targeted individual support by school counsellor
- Identification through class reviews of academically/socially vulnerable students and utilization of SBT to identify and create plans.
- Use of district literacy intervention plan for struggling readers/writers.
- Staff Pro-D that focuses on strategies to help vulnerable students.

## D. Evidence / Data (How will you measure success?)

- MDI data
- Student Learning Survey data
- ASW and CCW reports
- Year end performance standards data
- Staff survey

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Laity View Elementary

School:

Kristi Blakeway

Principal:

Michael Scarcella

Director/Assistant Superintendent:

## A. Goal (One goal per page)

Laity View is committed to supporting all students in their development of positive mental health strategies. Our goal is to increase the number of students who self report learning about mental health at school from 33% to 75% and decrease the percentage of students experiencing anxiety at school from 65% to 50%.

## B. Rationale

Our Middle Years Development Index (MDI) data indicates that only 33% of our Grade 4 and Grade 7 students self report that they are learning about mental health while at school. Our data also indicates that anxiety levels are climbing, with 65% of students indicating that they worry often. Given that we are in the midst of a global pandemic and that data indicates our students self report feeling anxiety at a level above the district average, we want to make a concerted effort to help our students develop the skills necessary for positive mental health and optimal well-being. This aligns with the B.C. Mental Health in Schools Strategy.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We are taking the following steps:

- Portion of each staff meeting dedicated to student and staff well-being
- JECIC grant supporting social emotional learning in classrooms (we are a pilot school for Open Parachute, a mental health literacy program that will be implemented from K-7 and will also include staff and parent components)
- School-wide inquiry project entitled 'Our Stories Bring Us Together' to help all students share their story and feel a sense of belonging at school

## D. Evidence / Data (How will you measure success?)

- We will use our MDI data to measure improvements specifically reviewing questions related to anxiety and well-being.
- We will aspire to be a connected community where we model system awareness, learning the stories and appreciating the experiences of all students and staff. In addition to the quantitative data provided from the MDI, we will collect qualitative data from student stories and experiences. The implementation of Open Parachute Mental Health Literacy will include student reflections.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Laity View Elementary

**Principal:** Kristi Blakeway

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

At Laity View, we are committed to weaving Indigenous ways of knowing into our curriculum and aspire for the day that 100% of students will be able to self report that they are learning about First Nations, Métis, and Inuit cultures at school.

## B. Rationale

Our learning survey data indicates that only 14% of Grade 4 students and 33% of Grade 7 students say they learn about First Nations, Métis, and Inuit cultures. At Laity View, we are committed to taking action so that every child learns about Indigenous cultures and Indigenous ways of knowing.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our work this year includes: an Indigenous heroes project for all intermediate students, a school assembly about Truth and Reconciliation, increased agency for Indigenous students to share their cultural knowledge, participation in an AbEd learning series hosting Jillian Currie who teaches students about Métis beading, jigging, and sash making, a school wide project for staff and students called 'Our Stories Bring Us Together' where all students share their stories and value interconnectedness, building a professional library for educators and weaving Indigenous ways of knowing into school leadership dedicating time at each staff meeting to discuss equity and diversity.

## D. Evidence / Data (How will you measure success?)

We will collect data from the Middle Years Development Index and the BC Ministry Student Learning Survey to measure improvements. Both data sources ask specific questions to measure whether or not students are learning about Indigenous cultures. We will also showcase our students work, highlighting their learning throughout the year.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary
  
 Principal: Barbara MacKinnon
  
 Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Literacy

To develop self-assessment/reflection skills so students can set meaningful goals and access strategies to meet them. This applies across disciplines, but our focus will be on literacy.

## B. Rationale

Student Learning Survey (SLS) results indicate that knowledge about self-assessment and clarity around quality of work is an area for growth.

Students benefit from knowing themselves and others as learners, being able to articulate clear goals, and being supported with strategies and feedback to create and meet those goals (Serravallo, 2015). Making learning visible recognizes diversity as well as commonalities among students.

Goal setting is an integral aspect of the Student Inclusive Conference that is part of SD42 reporting practice.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- School-Based Literacy Committee/Joint Educational Change Implementation Committee (JECIC) grant
- Sharing learning at staff meetings, school-based professional development, and teacher collaboration
- Students write and talk about their learning (self-assess) — what they notice, their successes, and struggles in small or large group settings with varied audiences
- District literacy helping teacher/school teams to support professional development around goal setting, rubrics and helping students to develop and practice literacy strategies
- Use of student inventories such as, "What Can I Work on as a Reader?" (Serravallo) and "Who Are You as a Reader?" (Pernille Ripp)

## D. Evidence / Data (How will you measure success?)

- Classroom-based formative assessments, class generated rubrics, B.C. Performance Standards, anecdotal evidence, observations, and self-reports
- Early Primary Reading Assessment (EPRA), French Immersion Early Primary Reading Assessment (FIEPRA), Intermediate Reading Assessment (IRA) and other teacher-based formal and informal assessments
- Student and family surveys including Student Learning Survey (SLS) and Middle Years Development Instrument (MDI)
- Collaborative goal setting during Student Inclusive Conferences

Principal:

Superintendent:

Board Chairperson:

Date:





School: Maple Ridge Elementary

Principal: Barbara MacKinnon

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Social Emotional Learning (SEL)

Staff will implement Social Emotional Learning strategies to increase personal mental health and well-being.

Students will develop and use SEL skills and strategies to create a foundation for safe and positive learning and increased resilience. By developing these skills and strategies, students will deepen their sense of belonging in the school community.

## B. Rationale

Staff members have identified the continuing importance of maintaining their own mental health and well-being and, in turn, are better able to support students' academic performance, strengthen relationships, and build a sense of community.

Strong SEL skills improve resilience, which continues to be a critical need for all of us during the pandemic. Research links social emotional skills with improved academic achievement, social interaction, and behaviour. A students' sense of belonging is connected to their self-efficacy and understanding of themselves as learners.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Practices from Compassionate Systems (Senge) and school and district SEL committees included in staff meetings and professional development days. A Staff Social Emotional Learning Opportunities (SELO) grant has been awarded.
- Collaboration to share lesson plans, resources and activities, eg., MindUp, Zones of Regulation, Everyday Anxiety Strategies for Education (EASE)
- SEL themes and strategies incorporated into morning announcements and assemblies
- Implementation of trauma-informed practices
- Visual displays and school communications that promote a school culture of kindness, resilience, and belonging
- House teams and school-wide spirit days to highlight pro-social behaviour, connectedness, and sense of community.

## D. Evidence / Data (How will you measure success?)

- Minutes and notes from school based SEL committee
- Middle Years Development Instrument (MDI) data
- Tracking student SEL incident forms
- Student Learning Survey (SLS)
- Anecdotal data from teachers and staff

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Pitt Meadows Elementary  
Principal: Shelley Linton  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

1. Increase student motivation to write in more rich and meaningful ways.

## B. Rationale

Sometimes students are reluctant writers because they are disinterested in the topics covered in school. If they lack background knowledge, they can easily grow frustrated and give up early. We want to find ways to motivate students to enjoy writing, therefore getting a better example of their work.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Professional development day focused on writing strategies used to motivate students
- Helping teachers, Cynthia Penner and Sandra Turbide, to collaborate with teachers and model effective practices (lunch and learns)
- School teams (co-teaching with Faye Brownlie)
- Professional resources such as "Ecrire avec Plaisir, un trait à la fois" by Jessica Saada and "The Writing Strategy Book" by Jennifer Serravallo
- Sharing strategies at staff meetings

## D. Evidence / Data (How will you measure success?)

- School-wide write planned for January and April
- Writing samples
- Performance standards
- Year-end summative reports
- Survey students and teachers

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



School: Pitt Meadows Elementary  
Principal: Shelley Linton  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Improve resilience in staff and students. Staff will learn strategies to focus on their mental health and well-being. Students will continue to learn Social Emotional Learning skills.

## B. Rationale

Staff recognize that learning is impacted by the mental health of staff and students. We want everyone to be ready and able to work and learn. We hope that students and staff will learn strategies to improve self regulation, self awareness, and empathy.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

School growth plan day, SEL committee applied for a SELO grant to do a book study "Teachers These Days," by Jody Carrington. We meet to share wellness articles, participate in activities to promote wellness, and just chat. We have monthly wellness challenges for staff. Our counsellor and CCW lead lessons in classes and in small groups on resilience. We also have staff meeting discussions and presentations around this goal. Staff will directly teach lessons on SEL strategies focusing on resilience using common language (eg. EASE, Minds Up) encouraging soft starts in classrooms and more play-based learning.

## D. Evidence / Data (How will you measure success?)

- Observations
- Office referrals
- Staff surveys
- Middle Years Data Inventory (focussing on the question of social/emotional development)
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Webster's Corners Elementary  
**Principal:** Ramin Mehrassa  
**Director/Assistant Superintendent:** David Vandergugten

### A. Goal (One goal per page)

To continue our literacy goals while continuing to live through the pandemic. Our literacy goal is to entrench the love of reading as part of our school culture.

### B. Rationale

- We had started doing whole school literacy activities and we will aim to get back to those in a safe COVID-19 friendly way.
- As the pandemic persists, we will continue our practices that helped establish effective literacy practices in our school.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue to update our library with books that engage our students
- Use our staff expertise to action our growth plan (our librarian (literacy), our ASW is knowledgeable and full of strategies that teachers can use to incorporate the First Peoples Principles of Learning, our support teacher has significant experience working with at-risk kids on their literacy skills and our teachers are more and more confident teaching literacy as a whole)
- Continue to further our staff learning by working with the district-literacy team

### D. Evidence / Data (How will you measure success?)

- The EPRA and the IRA have been tremendously useful in helping teachers focus on what areas of literacy they need to work on with their students
- Use the portal performance standards literacy data to pull out specific student names and what areas we need to work with them to improve their literacy
- Student surveys about the effectiveness of our literacy activities (hallway reading, book tastings, fort reading)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Webster's Corners Elementary  
**Principal:** Ramin Mehrassa  
**Director/Assistant Superintendent:** David Vandergugten

### A. Goal (One goal per page)

Work on our Social Emotional Learning (SEL) goal, while continuing to live through the pandemic. We are focusing on integrating SEL teachings in our primary classrooms as many of our younger students have not had the typical experiences young children might have had in "normal" times. We will also be reinforcing the SEL strategies we've already been working with the school population in general.

### B. Rationale

- Our community continues to be affected by the pandemic and we have to take care of each other to rebuild connections that may have been weakened as a result of pandemic isolation.
- We've noticed our primary students need help with the social aspects of building community — specifically how to be with each other and how to solve conflicts.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

- Use the expertise in our staff to action our growth plan (our counselor has extensive SEL teaching experience, our librarian is deeply passionate about literacy and how to connect students and teachers with appropriate reading materials, our ASW is knowledgeable on incorporating the First Peoples Principles of Learning). All of these subject-matter experts will be sharing their knowledge with our staff.
- Restart our PEAK program, which is based on teaching our students to serve our community while working in multi-age (K-7) groups.

### D. Evidence / Data (How will you measure success?)

- Use the Grade 4 and 7 MDI data to help our school to focus in on specific areas of SEL
- School data about student involvement in serving our community (eg. lunch monitors, big buddy readers, student council membership)
- Feedback from TTOCs and floats about how they feel about working in our school

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

## SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



**School:** Whonnock Elementary  
**Principal:** Stuart Richardson  
**Director/Assistant Superintendent:** David Vandergugten

### A. Goal (One goal per page)

1. To identify and focus on improving reading comprehension (meaning making) in all our students with an emphasis on our emerging and developing primary students in reading strategies. Specifically, we would like to emphasize comprehension and connect curricular areas to support our students' ability to make meaning from texts.

### B. Rationale

While we have seen a significant improvement in our primary students' literacy success, we still have more work to do. Ideally we would like to ensure all our students currently achieving in the emerging stage move ahead to the developing stage.

### C. Action Plan (List specific actions, school level and district level resources or structures used)

All our primary teachers have been trained by Denise Upton and are using the Reading Simplified strategy in their daily literacy learning. We have also purchased all of Adrienne Gear's Reading Power series and teachers integrate strategies from it into their planning and teaching. We will continue to take advantage of the mentoring and guidance provided by our district helping teacher. Our teacher librarian has trained all our teachers in the use of the Spark literacy resources and site licences that support literacy. We are hoping to purchase more decodable texts for our older students and we continue to use the Scholastic Professional library where possible.

### D. Evidence / Data (How will you measure success?)

We will use our year-end reporting summary to assess how successful we have been in moving students along in their literacy development. We will also review our Provincial Learning Surveys and the EDI/MDI for students' responses to literacy tasks and their enjoyment of reading.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Whonnock Elementary  
**Principal:** Stuart Richardson  
**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (One goal per page)

2. To continue to use our outdoor facilities to enhance a sense of belonging by addressing social emotional needs through fostering student to teacher and student to student connectedness.

## B. Rationale

Students need as many opportunities to connect and learn from each other in our COVID-19 world and as we believe strongly in the opportunities place-based learning and nature offer to help build peer to peer support and connections.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Most of our classes take advantage of our on-site and close by forests and lake to enhance their connection to nature. We will continue to have classes visit Whonnock Lake as well as the three forests on school property to engage with the place-based curriculum and build connections between students. We will access our Aboriginal support teacher and our Aboriginal support worker to guide us in enhancing our recognition of the role of Indigenous Knowledge. We have received resource recommendations and a staff learning session on ways to integrate place-based curriculum cooperatively with buddy classes.

## D. Evidence / Data (How will you measure success?)

We will use locally developed student surveys, the Provincial Learning Survey, and EDI/MDI data to inform our understanding of the effectiveness of our plan.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**





**School:** Yennadon Elementary

**Principal:** Lisa Lawrance

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 1: How do we continue to support our students to become successful readers and writers?

## B. Rationale

COVID-19 has created more gaps in student learning. Staff are required to meet their students where they are at to fill in the gaps and provide remediation where necessary. Our school continues to have a high number of students lacking some basic skills, specifically in reading comprehension and writing. We have on average a third of our students who are not fully meeting in reading and writing, with the highest number being our current Grade 5s.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Begin to build program consistency and continuity that specifically addresses deficits in reading and writing
- Develop consistent assessment and use of the performance standards throughout the year
- Implement school-wide assessment (EPRA, IRA, QCA, school-wide write) with opportunities to mark collaboratively
- Provide targeted primary support using Reading Simplified
- Work with our district literacy helping teacher to support our goals
- Collaborate with our Aboriginal support worker to further support at risk students
- Organize a reading conferencing literacy lunch with Denise Upton in January
- Participate in the writing strategies workshop offered by the district in January
- Provide professional development for teachers around the topics of reading and writing
- Offer book tasting events to help students expand their interests of what literature is available
- Participate in school teams around the topic of writing
- Facilitate school growth plan discussions at staff meetings around inclusive practices of teaching reading and writing
- Provide technology for students with written output difficulties and those who need support with reading
- Teach lessons using our new outdoor literacy kits/wagons

## D. Evidence / Data (How will you measure success?)

- End of year report card data
- District assessment data

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Yennadon Elementary  
**Principal:** Lisa Lawrance  
**Director/Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 2: How do we improve students' ability to self-regulate and develop a sense of connectedness/belonging for all school community members?

## B. Rationale

During this phase of the pandemic, many of our students are coming to school unable to self-regulate. They do not have the tools they need to focus and pay attention, keep their emotions in check, adjust to change, or handle the frustration that is sometimes a part of interacting with others or learning something new. As students get older, they are challenged to direct their behaviour toward a goal. Learning is impacted by an inability to self-regulate. How can we support our students to develop their ability to self-regulate?

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Practice mindfulness activities in our classrooms
- Implement schoolwide pod activities – Mindful Mondays, Fun Fridays
- Develop an adult-student connection program; collaborate with our child-care worker to further support at risk students
- Add a monthly section in the newsletter around topics such as self-regulation, mental wellness, anxiety, resiliency
- Participate in our JECIC – *Teachers These Days* by Dr. Jody Carrington; explore other book club titles for staff
- Incorporate topics of self-care, diversity, equity, inclusion, and Indigenous knowledge into our staff meetings
- Incorporate aspects of self-regulation, diversity, inclusion, and Indigenous knowledge into monthly assemblies
- Teach MindUp, WITS, Zones of Regulation, and bucket filling activities in classrooms
- Provide opportunities for students to explore and showcase their identity/stories – Identity Day, Our Stories bulletin board
- Offer students volunteering, buddy, and leadership activities
- Offer a variety of clubs – diversity, craft, chess, running
- Install sensory paths in both buildings and a sensory circuit on the stage
- Provide professional development and resources to support SEL in our classrooms
- Participate in EASE training through Healthy Minds BC
- Learn about and celebrate the variety of different cultures that make up our school community

## D. Evidence / Data (How will you measure success?)

- MDI data
- Student learning survey information
- Beginning/end of year student self-assessment of self-regulation

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**ITEM 5**

To: **Board of Education**

From: Superintendent  
Harry Dhillon

Re: **SUPERINTENDENT'S UPDATE**

Date: January 19, 2022  
(Public Board Meeting)

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**Information**

**RECOMMENDATION:**

**THAT the Board receive the Superintendent's Verbal Update, for information.**

To: **Board of Education**

From: Trustee  
Kathleen Sullivan

Re: **RIDGE MEADOWS OVERDOSE  
COMMUNITY ACTION TEAM**

Date: January 19, 2022  
(Public Board Meeting)

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**Information**

**Date of meeting:** January 14, 2022

**Presentations:**

**Integrated Child and Youth Teams (ICY) – Aldo Bonato, Co-lead**

- Composed of 3 leads – 2 have been hired.
- 3 Hubs – Davie Jones Elementary, Westview Secondary School and Thomas Haney Secondary School with each having approximately 10 feeder schools. Not all hiring has been completed. The Hubs will be staffed with 3 staff from Fraser Health, 3 mental health clinicians from SD42, 3 clinicians from CMYH, and 3 peer coordinators (2 have been hired). They will be recruiting for peer support workers who will have 3 month's training and then 6 month's paid practicum. There are 3 indigenous elders yet to be hired, and 3 parents in residence.
- Will have a coordinated data system so families and individuals will not have to repeat their stories for different services.
- Have started to take referrals from the school district and from Wendy Bastiaanssen, Ridge Meadows Child and Youth Mental Health Team.
- Hope to be fully running by September 2022 but will take some time to get fully mainstreamed.
- There will be access to school Hubs after hours.
- Will service youth 0-19 with the possibility of continuing to age 21 as needed.

**Foundry Ridge Meadows – Alicia Erenli, Program Supervisor**

- Provide service to youth ages 12-24 years of age.
- Integrated team offers counselling, peer support workers, access to sexual health opportunities, ICY partnership, Safe and Caring Schools partnership, primary care by nurse practitioner and 5 community doctors who rotate through the center, Foundry education and employment services, many workshops and social group opportunities. There is also an art therapist student working at the center.
- No longer have access to a psychiatrist but are working on this.
- Offer drop-in support 3 days per week from 1- 6 pm.
- Clients are asked to complete a health survey that asks about general health, social/relationships, sexual health, substance use etc., in order to assist in the coordination of services.
- In the works and coming soon will be the provision of 20 youth housing opportunities. Applications and plans are currently being put together.

### **Standing Updates:**

**Provincial Updates/ Local data** – continue to see the impact of drug toxicity throughout the province and in our community. The largest number of deaths ever recorded in a month, 1,782 suspected illicit drug deaths this year, seeing approximated 7 deaths per day, 71% of those dying were aged 30-59, and 79% were male. By Health Authority the greatest number of deaths were seen in Fraser Health with 602. 837 of the deaths occurred inside private residences and other social and supportive housing. Ambulance calls for drug toxicity poisoning are increasing.

### **Project Updates:**

**Ministry Peer Hub** – gave out 252 Naloxone kits in December, saw 217 people, more people accessing services all the time. Offering lunches on Tuesday, Wednesday and Thursday.

### **CAT Roundtable:**

- Salvation Army in process of purchasing 20' trailer which will be mobile and will offer a thrift store and bike repair shop.
- The school district is working on a protocol for responding to unresponsive students.
- Programs in the planning stage – for parents/youth to facilitate and support parents and youth in their conversations.
- CAT table continues to provide financial support for footcare supplies and services for the HUB, and for supporting meals.

**Date of next meeting:** February 11, 2022

To: **Board of Education**

From: Trustee  
Mike Murray

Re: **CITY OF MAPLE RIDGE PARKS,  
RECREATION AND CULTURE  
ADVISORY**

Date: January 19, 2022  
(Public Board Meeting)

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**Information**

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**Date of meeting:** January 5, 2022

**Items discussed:**

1. Ryan Svendsen (council member) was re-elected as Chairperson and Carolyn Gosling (member at large) was elected Vice Chairperson.
2. Staff presented an update on the Park and Facility Allocation Policy. An amendment was made to reflect the SD42 priority noted in several sub agreements to the Master Agreement on Cooperation and Joint Use of Facilities between the school district and two cities. The policy was endorsed as amended by the committee.
3. Staff also provided an update on the Albion Community Centre. Although subject to amendments as needed, it is anticipated that the centre will open for drop-in programs in March. The Grand Opening is anticipated to take place on Saturday, April 2, 2022. Registered programs will begin following the opening. Meetings have been held with the administration at Ōsqānelə Elementary and Samuel Robertson Technical Secondary about potential school use and youth programs. Several arts groups, including the Arts Council, have expressed interest and will be offering programs in the centre. Staff also noted there will be some discussion about the naming of rooms in the facility that may reflect the traditional indigenous background of the area. (in consultation with indigenous representatives).
4. Staff reviewed the neighbourhood engagement framework which is intended to focus on encouraging neighbourhood animation and a focus on neighbors helping neighbours. PAC groups were identified as already having some level of neighbourhood focus revolving particularly around elementary schools that may provide the potential for neighbourhood collaboration with community-based organizations also focused on neighbourhoods. The possibility of including neighbourhood emergency preparedness in the city's efforts to encourage neighbourhood development was also discussed.



5. Staff provided an update on the significant donation of a junior skate park to be located in the new Firefighters Park adjacent to firehall number four and the fire training centre in the Cottonwood neighbourhood near Kanaka Creek Elementary. Staff reviewed the neighbourhood consultation process which identified a few improvements to be made in the initial design but generally was very positive toward the proposed facility. The skate park is being donated by New Line Skate Parks which is owned by Kyle Dion, a local resident. New Line Skate Parks have completed installations all over North America. Kyle grew up in Maple Ridge and was one of the first youth participants in the Greg Moore Youth Centre and youth programs run by PRC prior to the opening of the Greg Moore Centre.
6. Staff also provided an update on the Parks, Recreation and Cultural Plan indicating the consultant who would take the lead on the public consultation process and development of the plan would be selected shortly. The sub committee overseeing development of the plan will include Trustee Murray and the new Vice Chairperson of the committee, Carolyn Gosling.
7. It was announced that Yvonne Chui, the City's Manager of Cultural Services is leaving to manage the Shadbolt Centre in Burnaby and will be replaced shortly. It was a reminder that the PRC Committee has some responsibility to advise council on cultural matters and that a presentation should be made on the city's recently adopted Arts and Cultural Plan to the committee.
8. It was also noted that the previous General Manager of PRC, Scott Hartman, has been promoted to the city's Chief Administrative Officer position and that a search is currently underway for a PRC replacement.

**Date of next meeting:** March 30, 2022

**ITEM 8****RECORD**

Pursuant to provisions of 72 (1) of the *School Act*, the following report is a general statement of: (a) matters discussed; and (b) the general nature of decisions resolved at the following meetings from which persons other than Trustees or officers of the Board, or both were excluded:

**November 17, 2021 Special Closed**

Call to Order	Meeting called to order at 1:39 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Decision Items	Approved
Adjournment	Meeting adjourned at 1:55 p.m.

**November 17, 2021 Closed**

Call to Order	Meeting called to order at 1:55 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Information Items	Received
Trustee Motion	Approved
Secretary Treasurer Information Item	Received
Board Committees	Received
Adjournment	Meeting adjourned at 3:51 p.m.