School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

PUBLIC MEETING
OF THE BOARD OF EDUCATION
VIA VIDEOCONFERENCE

Wednesday, March 9, 2022
Time: 6:00 p.m.

"Learning never exhausts the mind." Leonardo da Vinci

A G E N D A

A. OPENING PROCEDURES — ITEM 1

1. Call to Order
2. Electronic Board Meeting Procedures
3. Correspondence

   - Honourable K Chen, Minister of State for Child Care
   - S. Higginson, President, BC School Trustees Association

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 by no later than 5:30 pm on March 9, 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. February 23, 2022 — 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. SWIS Program — 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
3. Secretary Treasurer
4. Board Committees and Advisory Committee Reports

   a) Budget
   b) Finance
   c) Facilities Planning

      i. Strategic Facilities Plan — ITEM 4

   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

1. Trustee Motion: Healthy School Food Program ITEM 6

I. TRUSTEE REPORTS

1. BC School Trustees Association
2. District Parent Advisory Council ITEM 7
3. Maple Ridge-Pitt Meadows Arts Council ITEM 8
4. English Language Learners Consortium ITEM 9
5. 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 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 10

L. ADJOURNMENT

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 1

To: **Board of Education**

From: Chairperson
Korleen Carreras

Re: **OPENING PROCEDURES**

Date: March 9, 2022
(Public Board Meeting)

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 K Chen, Minister of State for Child Care
- S. Higginson, President, BC School Trustees Association

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 by no later then 5:30 p.m. on March 9, 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.*

VIA E-MAIL
Ref: 267813

Dear Child Care providers, professionals, partners and advocates:

Thank you for your ongoing hard work and perseverance through the ever-changing environment brought on by the COVID-19 pandemic.

I remember that, when I started as Minister of State for Child Care in 2017, there was very little investment to support child care providers and parents. We have changed that and made child care a priority – since launching the ChildCareBC plan in Budget 2018, we have invested over $2.4 billion to establish child care as a core service that is available to any family that wants it, when they need it, at a price they can afford.

On Tuesday, our provincial government presented the 2022 Budget, which builds on the important progress we have made together in the past four years. In addition to the $2.287 billion from our base budget commitments for existing programs and supports, Budget 2022 adds an additional $284 million over the next three years – years five-seven of our 10-year ChildCareBC plan.

As you know, with this year's Budget, we are embedding child care within the Ministry of Education.

Our work has established British Columbia as a national leader on child care, which meant that when the federal government came to the table, we were ready. This Budget also reflects the historic agreement we signed with the federal government in 2021.

QUALITY CARE
Early Childhood Educators (ECEs) are the heart of child care. In 2018, we launched a recruitment and retention strategy to ensure ECEs receive the training, support, compensation and recognition they deserve.

This year's budget will also extend the $4/hour wage enhancement to even more child care professionals. It will now include ECEs who split their time between working with children and supervising staff, answering calls from parents, and helping with other behind-the-scenes work. Eligibility will also extend to Aboriginal Supported Child Development workers and Supported Child Development workers who are directly employed by child care facilities.

Already, we have doubled the number of ECE training seats over the last three years, and now Budget 2022 will add 130 additional new seats to train more ECEs. In partnership with the Government of Canada, we will also develop a professional wage grid for ECEs – something advocates have been calling for. We are making progress to recruit and retain more people to this rewarding and in-demand career, but we know there is more work to do.

LOWER FEES
Budget 2022 builds on our progress of reducing fees for tens of thousands of families and brings parents closer than ever to our goal of $10 a day child care. There are currently more than 2,500 $10 a day child care spaces in British Columbia and, through Budget 2021 and our federal partnership, the total number of $10 a day spaces will increase to 12,500 by the end of this year.

Through our federal partnership, we will be reducing average fees for full-day care for 0–5-year-olds in licensed child care spaces by 50% to an average of approximately $20 a day by the end of 2022. Budget 2022 expands savings to more families by cutting average fees for preschool and before- and after-school care to less than $20 a day for the 2023/24 school year.

MORE SPACES
The investments we have made since Budget 2018 have funded 26,000 new child care spaces across the province. Now we are building on those investments.

Through an agreement with the federal government last fall, we are delivering 30,000 new spaces for children under the age of six within five years, and 40,000 within seven years. Budget 2022 further invests to create more before- and after-school spaces with a $30 million increase to the New Spaces Fund, increasing the number of school districts offering the Seamless Day program from 24 to 44, and expanding the Just B4 program to 14 more school districts.

RECONCILIATION
We remain committed to ongoing dialogue with First Nations rights holders, Métis and Inuit peoples about what a distinctions-based approach to Indigenous child care means. Budget 2022 includes additional support for the Aboriginal Head Start program, which provides culturally-based, inclusive child care, early learning and family bonding opportunities for Indigenous children. We are also investing in consultation, planning and capacity building for Indigenous rights holders to lead on determining what distinctions-based child care should look like.

NEXT STEPS
There is more work to do, and we will need your support and expertise. Thank you to everyone who has already participated in our engagement process that started in December.

I encourage you to provide feedback through the next round of engagement that focuses on key themes in the future of child care. More information can be found on the Early Learning and Child Care Engagement web pages of our ChildCareBC Web site. I know that you will have many questions about how these new programs will roll out, and in the coming days and months we will be sharing more information as the programs are developed.

I want to close by taking the opportunity to thank you again for everything you do for the children and families in your care. We know that we cannot provide additional supports to families without your help, and I want to reiterate my commitment that, as we move forward, we will continue to work with all child care providers.

Sincerely,

Katrina Chen
Minister

Sent on behalf of the Minister of State by:

EXECUTIVE OPERATIONS
CLIENT RELATIONS

Client Relations Branch
Executive Operations
Ministry of Children and Family Development

BCSTA British Columbia School Trustees Association

February 18, 2022

The Honourable Mike Farnworth
Minister of Public Safety and Solicitor General
PO Box 9010 Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister Farnworth and Minister Whiteside,

Subject: Follow-up on Provincial Funding to Improve Access to Educational Programming in Correctional Facilities

We write to you in follow up to our earlier communications regarding our interest in improving educational programs in correctional facilities.

As a reminder, at the October 24, 2020 meeting of the BCSTA Provincial Council, representing all 60 boards of education in our province, our members passed the following motion:

> *"That BCSTA request that the Ministry of Education and Ministry of Public Safety and Solicitor General allocate special-purpose funding to school districts that have correctional facilities in their districts to provide year-round educational services in provincial correctional facilities based on the level of service required in each community."*

In your reply to our initial letter, which we received on May 26, 2021 (File no. 617309), you acknowledged that the current course-based funding model presents difficulties in responding to the needs outlined in the motion. Your reply outlined that the Ministry of Education and the Ministry of Public Safety and Solicitor General were collaborating to review the funding model, and we were pleased to know that the educational needs of students in correctional facilities were being prioritized.

What was once a potential solution has not materialized as the provincial government has decided not to implement changes to the funding model within these areas. Progress for providing these vulnerable learners with life-altering educational opportunities has now stagnated.

School districts that provide education programs in correctional facilities continue to face additional cost pressures and staffing concerns as they deliver these much-needed services. The province has maintained a holding pattern that is currently failing those in need with the existing levels of adult education funding, and districts are overextending themselves to fill these gaps in our communities. This work is critical, and districts warrant additional, dedicated funding that will allow them to deliver consistent staffing to enable these programs.

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4th Floor · 1580 W. Broadway
Vancouver, BC V6J 5K9

BCSTA British Columbia School Trustees Association

We once again call on the Ministry of Public Safety and Solicitor General and the Ministry of Education to address the gap in funding in light of your government's pause on the implementation of changes to the funding model.

Additionally, as part of our movement towards a solution, we also invite you to meet with both BCSTA's leadership and representatives from School District 42 (Maple Ridge Pitt Meadows), who sponsored this motion. Flavia Coughlan, School District 42's secretary-treasurer and president of the BC Association of School Business Officials, has been invited to partake in these meetings to provide your ministries with clear examples that illustrate why these changes are so urgently needed.

We look forward to your response.

Sincerely,

Stephanie Higginson
President
British Columbia School Trustees Association

Motion: P120209.5

CC: Deputy Minister of Education Christina Zacharuk
BCSTA member boards of education
Flavia Coughlan, President, BC Association of School Business Officials

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 2

To:	**Board of Education**	From:	Chairperson Korleen Carreras
Re:	**APPROVAL OF MINUTES**	Date:	March 9, 2022 (Public Board Meeting)
			Decision

RECOMMENDATION:

THAT the Minutes of the February 23, 2022, Public Board Meeting be approved as circulated.

Attachment

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

PUBLIC MINUTES OF THE
BOARD OF EDUCATION MEETING
Wednesday, February 23, 2022 (6:00 PM)
Via Videoconference

IN ATTENDANCE:

BOARD MEMBERS:
Chairperson – Korleen Carreras
Vice-Chairperson – Elaine Yamamoto
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

ABSENT:
Trustee – Kim Dumore

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

- Honourable J. Whiteside, Minister of Education and Honourable K. Chen, Minister of State for Child Care
- S. Higginson, President, BC School Trustees Association
- N. Taylor, Secretary Treasurer, School District No. 5 (Southeast Kootenay)
- K. Toye, Chairperson, School District No. 52 (Prince Rupert)

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 by no later than 5:30 pm on February 23, 2022.

No public input was received.

B. APPROVAL OF MINUTES

Moved/Seconded

THAT the Minutes of the January 19, 2022, Public Board Meeting be approved as circulated.
CARRIED

C. PRESENTATIONS

D. DELEGATIONS

1. BC Chapter of the Coalition for Healthy School Food

Moved/Seconded

Samantha Gambling, Project Coordinator for the BC Chapter of the Coalition for Healthy School Food spoke to the work of the coalition in seeking public investment in a cost-shared Universal Healthy School Food Program that will enable all students in Canada to have access to a healthy meal or snack at school every day.

THAT the Board receive for information the presentation by Samantha Gambling, Project Coordinator for the BC Chapter of the Coalition for Healthy School Food.
CARRIED

E. DEFERRED ITEMS

F. DECISION ITEMS

1. Chairperson
2. Superintendent

    a) Non-Resident Fees

Moved/Seconded

The Superintendent reported that a $1,000 increase to the homestay fee, a $50 increase to the homestay placement fee and a $50 decrease to the custodian fee are being proposed for the 2023/24 10-month academic program for non-resident students.

The Superintendent further reported that an increase of $85 to the course fees for continuing education, distributed learning and summer school for non-resident students is being proposed to match the per course funding provided by the Ministry of Education for resident students.

THAT the Board approve the following 10-month academic program fees for non-resident students for 2023/24:

	Application Fee	Annual Tuition Fee	Homestay Placement Fee	Homestay Fee	Custodian Fee	Airport Fee	Medical Insurance
10 Month Academic	$200	$14,500	$350	$10,500	$50	Included	$1,200

And further;

THAT the Board approve the following continuing education, distributed learning and summer school course fees for non-resident students:

	Course Fee
Continuing Education	$985
Distributed Learning	$985
Summer School	$985

CARRIED

3. Secretary Treasurer
4. Board Committees and Advisory Committee Reports

a) Budget

i. 2021/22 Amended Annual Budget and Second Quarter Financial Update

The Secretary Treasurer reported that the 2021/22 Amended Annual Budget includes Board approved budget changes to date, revenue and expenditure changes resulting from changes to enrolment, operating grant changes announced by the Ministry of Education in December 2021, one-time budget reallocations and other known revenue and expenditure changes.

Moved/Seconded

(1) THAT the Board approve the transfer of $830,000 from the Operating Fund to Local Capital to fund the purchase of portable classrooms and the set-up of new classrooms.

CARRIED

Moved/Seconded

(1) THAT the Amended Budget Bylaw of the Board for the fiscal year 2021/22 be given three (3) readings at this meeting.

CARRIED UNANIMOUSLY

Moved/Seconded

(2) THAT the Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows) 2021/22 Amended Annual Budget Bylaw be:

Read a first time on the 23rd day of February 2022;
Read a second time on the 23rd day of February 2022;
Read a third time, passed and adopted on the 23rd day of February 2022.

CARRIED

b) Finance
c) Facilities Planning
d) Board Policy Development

i. Terms of Reference: Racial Inclusivity and Equity Working Group

Moved/Seconded

The Chairperson reported that the Racial Inclusivity and Equity Working Group is an ad-hoc staff advisory sub-committee of the Board Policy Development Committee.

THAT the Board approve the Terms of Reference for the Racial Inclusivity and Equity Working Group.

CARRIED

e) Education
f) Aboriginal Education

G. INFORMATION ITEMS

1. Chairperson

a) Operational Plans Update

Moved/Seconded

The Chairperson, Superintendent and the Secretary Treasurer presented a high-level overview of the operational plans and noted that the operational plans are aligned with the strategic priorities set by the board through the strategic plan.

THAT the Board receive for information the Operational Plans for the Board of Education, Education, Business Operations, Human Resources and Information Technology Departments.

CARRIED

2. Superintendent

a) Superintendent's Update

Moved/Seconded

The Superintendent provided an update on Equity in Action and school events and activities.

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

CARRIED

3. Secretary Treasurer

    a) Enrolment Projections

Moved/Seconded

The Secretary Treasurer reported that every year the Ministry of Education requests that school districts provide a three-year enrolment projection for the purposes of determining operating grant requirements. Projections for students enrolled in regular K-12 schools were prepared using enrolment projections from the Baragar system, five-year average (grade-to-grade) transition rates and local knowledge of recent and historical enrolment trends. Enrolment for summer learning, regular school age students, indigenous education, continuing education, alternate education, students with special needs, English Language Learners, non-graduated adults, graduated adults and international students were explained.

THAT the Board receive the Enrolment Projections for information.
CARRIED

4. Board Committees and Advisory Committee Reports

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

        i. Minutes of Meeting

Moved/Seconded

THAT the Board receive the February 2, 2022, Minutes of the Education Advisory Committee, for information.
CARRIED

    f) Aboriginal Education

        I. Minutes of Meeting

Moved/Seconded

THAT the Board receive the January 27, 2022, Minutes of the Aboriginal Education Advisory Committee, for information.
CARRIED

H. TRUSTEE MOTIONS AND NOTICES OF MOTIONS

I. TRUSTEE REPORTS

BC School Trustees Association: Provincial Council
Trustee Murray reported that updates received at Provincial Council included the advocacy work undertaken by BCSTA, and preparation for local elections. Boards of Education have also been asked to submit feedback on the Draft BCSTA 2022/23 Budget.

BC School Trustees Association: Indigenous Education Committee
Trustee Trudeau reported that the committee reviewed feedback received from the IEC concurrent session held at the Trustee Academy and that the Call Out Questions were discussed.

District Parent Advisory Council
The Chairperson noted that a full report is included in the public agenda package.

Municipal Advisory Committee on Accessibility and Inclusiveness
Trustee Sullivan reported that an update on the Accessibility and Inclusiveness Framework was provided.

Maple Ridge-Pitt Meadows Arts Council
Trustee Sullivan reported that one of the items discussed was the "Lift" Lobby where more than 50 handmade paper mache spheres created by students are displayed.

Ridge Meadows Education Foundation
Trustee Murray welcomed Monica Schulte, Assistant Secretary Treasurer and David Vandergugten, Assistant Superintendent to the RMEF Board.

Youth Planning Table
Trustee Murray reported on the work of the UPlan sub-committee and on the presentation by Melissa Malo, City of Maple Ridge on the youth strategy.

Culture Collective Network
The Chairperson noted that a full report is included in the public agenda package.

Ridge Meadows Overdose Community Action Team
Trustee Shaw reported that presentations were received by Clair Hall, BC Ambulance Service and Samantha Monckton, My Safe.

City of Pitt Meadows Community Support Select Committee
Trustee Sullivan reported on the updates by the Friends in Need Food Bank and the Seniors Network.

Good News Items
Trustee Murray expressed his pride at the accomplishments of both staff and students in the school district; Trustee Shaw spoke to her pleasure at working with students again; Trustee Sullivan acknowledged the work of staff on the Strategic Facilities Plan and thanked all those who participated in the "*Facilities of the Future"* engagement process; Trustee Trudeau also spoke to the engagement process and expressed how much she enjoyed the Student Forum. Trustee Trudeau further reflected on her participation at the Golden Ears Metis Society Family Day event; Trustee Yamamoto spoke to the success of family literacy month and her participation at the BC Spokes Anti-Racism meeting; Trustee Carreras spoke to the unveiling at the Foundry Ridge Meadows of the grand mural put together by 3 youth artists, Maive North, Sarah Penner and Rayah Sawyer with local Katzie artist Rain Pierre. Foundry Ridge Meadows was selected by the BC Summer Games 2020 Legacy Fund committee for a grant of $18,000 which enabled this opportunity to happen.

J. QUESTION PERIOD

A comment was posed regarding the February 15, 2022, Deputy Minister's Bulletin and school gatherings and events.

K. OTHER BUSINESS

L. ADJOURNMENT

Moved/Seconded

THAT the Board adjourn the meeting.
CARRIED

The Public Board meeting adjourned at 8:16 p.m.

_____	_____
Korleen Carreras, Chairperson	Flavia Coughlan, Secretary Treasurer

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 3

To:	**Board of Education**	From:	Chairperson Korleen Carreras
Re:	**SWIS PROGRAM**	Date:	March 9, 2022 (Public Board Meeting)

Information

RECOMMENDATION:

THAT the Board receive for information the presentation on the SWIS Program.

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 4

To:	**Board of Education**	From:	Facilities Planning Committee of the Whole
Re:	**STRATEGIC FACILITIES PLAN**	Date:	March 9, 2022 (Public Board Meeting)

Decision

BACKGROUND/RATIONALE

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 completed plan provides 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. (Attachment A)

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

1. **Phase I: Strategic Facilities Review**
   June 2021 - the information gathered in the first phase and presented in the *Strategic Facilities Review* document formed the foundation for phase two consultation.

2. **Phase II: Strategic Facilities Planning Consultation**
   September 2021 – February 2022 – feedback collected throughout the consultation can be found in the attached *"Facilities of the Future Public Consultation Summary"* (Attachment B).

3. **Phase III: Strategic Facilities Plan**
   March 2022 - the information presented in the *Strategic Facilities Plan* is a culmination of the work done in phases one and two. It includes recommendations in the areas of future education consideration, catchment areas, naming of school facilities, and capital plan priorities for existing facilities and future schools.

RECOMMENDATION:

THAT the Board approve the Strategic Facilities Plan and authorize the Superintendent and the Secretary Treasurer to implement the recommendations included in the plan.

Attachments

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

STRATEGIC FACILITIES PLAN

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42
March 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 identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs, as well as new education initiatives.

The completed plan provides 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 was created in three steps:

1. **Phase I: Strategic Facilities Review**
   June 2021 – Strategic Facilities Review was presented to the Board of Education.
   The information gathered in the first phase and presented in the Strategic Facilities Review document, formed 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 collected throughout the consultation process shaped 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 Grade11 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 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. 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. Students also stressed the importance of protecting safe spaces that support mental health/wellness in schools. Of particular concern was that these spaces might be lost as new programs are introduced.

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. We also heard there is a need to clearly define the terms used in our recommendations, including "Indigenous language," which would include First Nations, Métis, and Inuit. Finally, members of the Expanded Education Advisory Committee stressed the importance of ongoing public consultations as future programs are contemplated.

In our consultations with local First Nations and Golden Ears Métis Society, we heard strong support for First Nations, Métis, and Inuit studies (both languages and cultures), as well as support for leveraging opportunities that would bring community elders into the classroom to support/supplement learning.

Post-secondary institutions provided feedback on current post-secondary partnership programs and flagged other program options in areas including environment, technology, entrepreneurship, and health.

Through our public surveys 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 and that the respondents were most interested in the following programs: computer science, environmental studies, expanding trades programming at other schools, entrepreneurship and business. Respondents also expressed support for introducing new programs before the identified March 2024 timeline, and for more programming options at the elementary level.

There was general support for the draft recommendations presented and feedback collected through the engagement process was incorporated in the revised recommendations below.

RECOMMENDATION(S)
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 (or earlier) with recommendations for next steps presented to the Board by March 2024 (or earlier). **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 (or earlier) with recommendations for next steps presented to the Board by March 2024 (or earlier).** **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 (First Nations, Métis, and Inuit) programming be explored along with all other educational programming recommendations forthcoming 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 enroled 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.

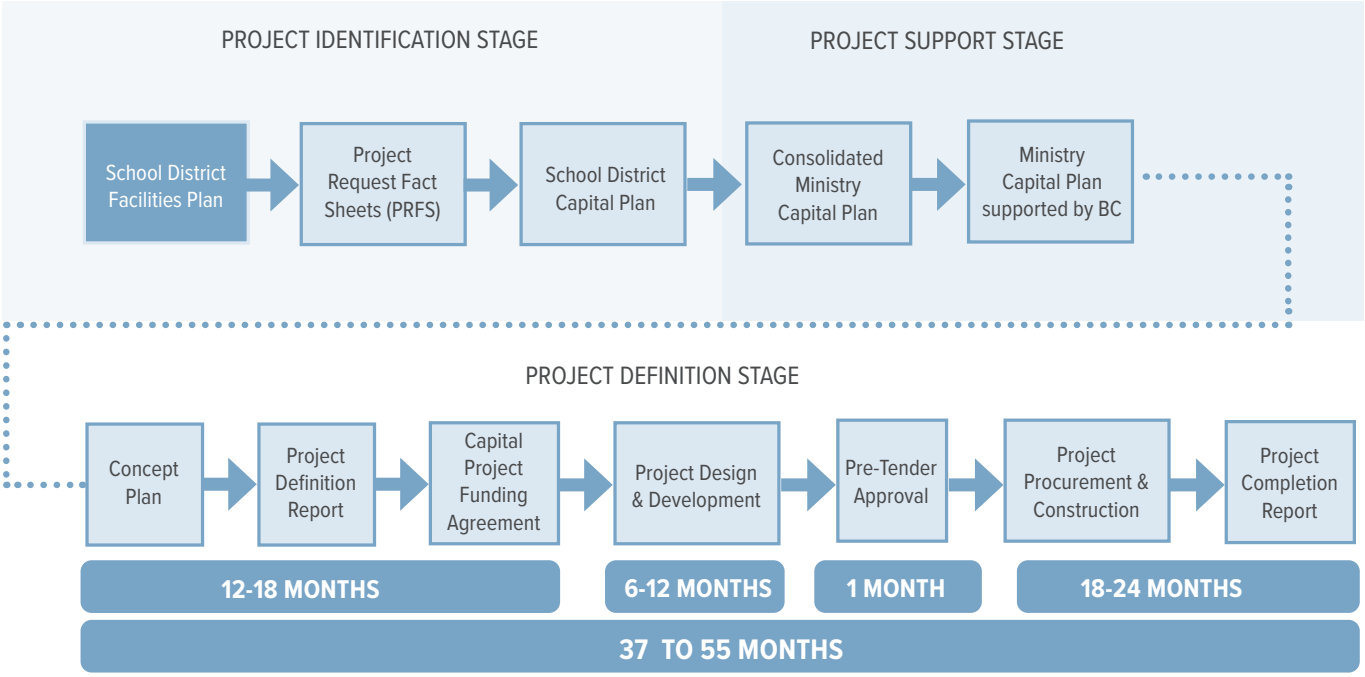
These facility plans must identify capital requirements for school expansion and consolidation, school replacement or upgrades on building condition, seismic vulnerability and ongoing maintenance / life-cycle costs, as well as any new government initiatives.

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:

Ministry of Education Capital Plan Framework



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)

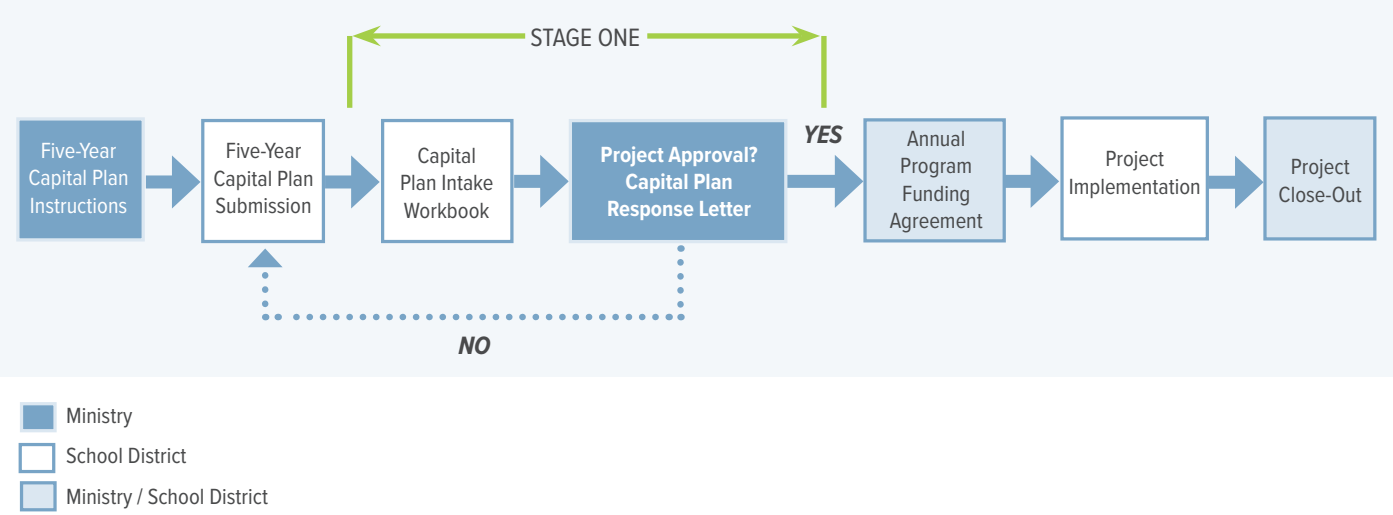
3.2 CAPITAL PROJECT APPROVAL PROCESSES

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:

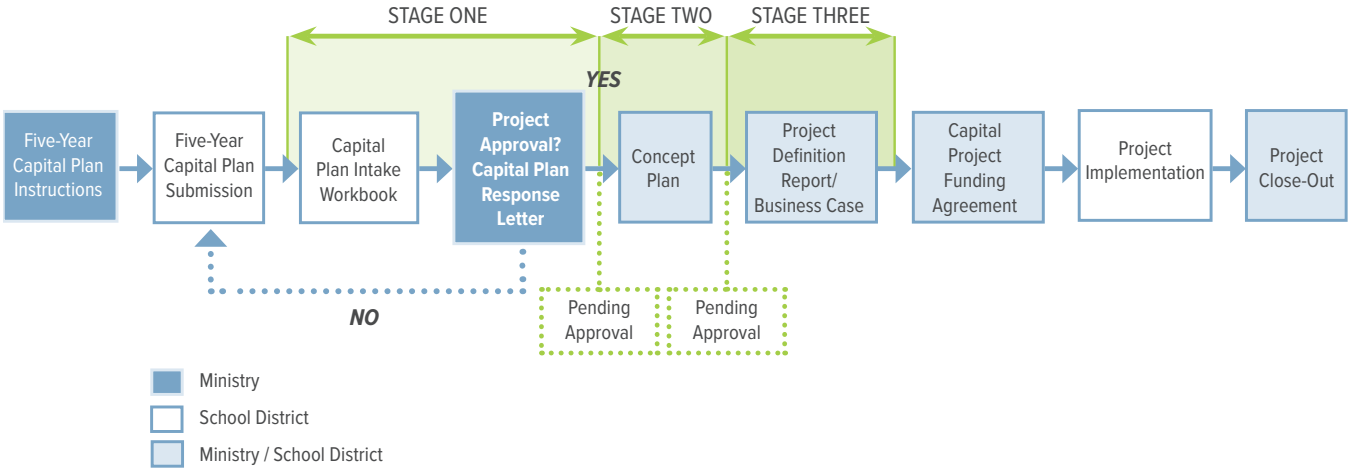
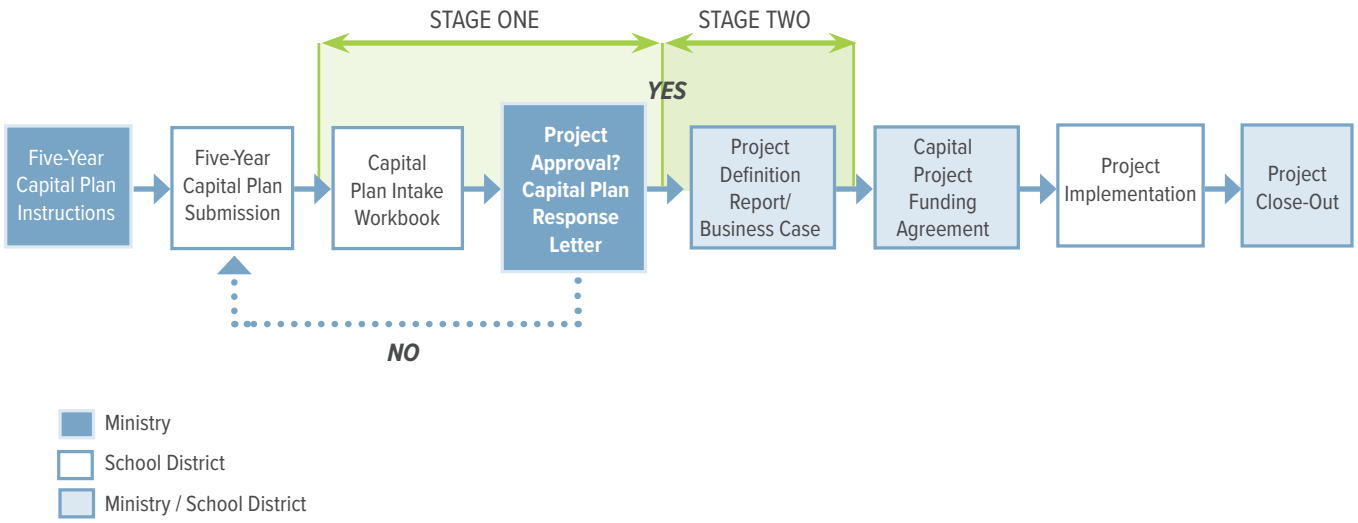


Figure 3 illustrates the process for RDP:



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) ia 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 facilites.

3.4 CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

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

FACILITY UPGRADES

To help the district assess priorities when it comes to upgrades to existing facilities, we provided nine key considerations in our online survey and asked respondents to rank these from most to least important. In this ranking exercise, the consideration of improved health and safety emerged as most important, followed by 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, and universal (gender neutral) bathrooms and change rooms. In workshops with district leadership, Expanded Education Advisory Committee, Student Voice, local First Nations and Golden Ears Métis Society, gender neutral washrooms emerged as essential, with many participants observing that these would fall under the umbrella of health and safety.

In the online surveys, accessibility was seen to extend to well-designed pick-up/drop-off areas and parking, for which a number of respondents advocated. Similarly, the category of health and safety was understood to include safe access to facilities and safe spaces for all students.

SUSTAINABILITY

To assess community priorities when it comes upgrades to existing facilities in the context of sustainability, we asked survey respondents to rank six key considerations from most to least important. Respondents generally favoured projects that would improve the functionality of a building but also felt that enhancing the use of outdoor spaces was important. Remaining considerations were ranked as follows: 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, and those that improve the aesthetics (look) of the building.

A common theme that surfaced in this area - both in the two online surveys and our workshops - was the call for enhancing or reintegrating natural, green spaces with an emphasis of plants native to the environment. This category of responses included calls for year-round use of outdoor spaces (both covered and uncovered), including gardens, fields, and playgrounds. In the online surveys in particular, ensuring good air quality, ventilation, climate control, and backup generators for power outages emerged as particularly important.

FACILITIES DATA

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

FACTOR	DESCRIPTION
Seismic Risk	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.
Facility Condition	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.
Energy Management Rank	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.
Future Utilization	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.

There was general support for the draft recommendations presented and feedback collected through the engagement process was incorporated in the revised recommendations.

RECOMMENDATION(S)

It is recommended that capital plan priorities for existing facilities be determined in accordance with the methodology outlined below.

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

- **Seismic risk**
- **Facility condition**
- **Energy management rank**
- **Future utilization**

Capital project scope definition for identified high priority existing facilities will be guided by the following principles:

a. **Improved health and safety**
b. **Improved accessibility**
c. **Enhanced sustainability**
d. **Improved building condition**
e. **Increased building capacity to accommodate increased enrolment**
f. **Improved functionality**

3.5 CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

The focus of the engagement process 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, followed by the promotion of social emotional well-being of users, projected future enrolment, environmental sustainability, the ability to use facilities for other after school/community programs, educational research/trends and their impact on space, community input, land-based design, and universal (gender neutral) bathrooms and change rooms.

Students again emphasized the importance of gender neutral bathrooms as a key health and safety consideration, but also spoke about the importance of supporting student well-being through an increased availability of counselors and the building of welcoming, quiet, and safe spaces where students can recharge or study. Online feedback flagged the following additional considerations: building school spaces with flexibility in mind; accessibility to public transit or walkability; and safe pick-up/drop-off areas. Survey respondents and workshop participants also expressed support for robust public consultation when new facilities are being designed.

SUSTAINABILITY

To assess the sustainability factors that our community considers most important when designing a new facility, we provided six key potential factors and asked survey respondents to rank them. Respondents generally supported facilities that provide high quality indoor air. Remaining considerations were ranked from most to least important as follows: 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, and facilities that reduce water use.

Students again emphasized the importance of gender neutral bathrooms as a key health and safety consideration, and also stressed the need to consider the environmental impact of a new facility. Gardening opportunities, courtyards and green spaces also emerged as important in workshop discussions, as did the continuation of effective waste reduction programs. Other suggestions made in the first online survey included solar powered facilities, generous windows to maximize natural light, and electric charging stations in parking lots.

There was general support for the draft recommendations presented and feedback collected through the engagement process was incorporated in the revised recommendations.

RECOMMENDATION(S)
It is recommended that new facilities design be informed by education research and trends, facilities development best practice, and community input. It is further recommended that the development of new schools aims to create facilities that are accessible for all users, sustainable (impact on the environment is minimized), connected to the environment, and that maximize use of outdoor spaces. It is recommended that new school site acquisitions and new space requests be defined and 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, followed by impact on school population, school being 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, and impact on families that will move into the area in future years. Additional feedback included a call for more alignment/overlap between elementary and secondary catchment areas and the need to prioritize siblings where catchments may have changed.

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

RECOMMENDATION(S)

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.

In our consultation process, we solicited feedback to assess key potential factors that should be considered when naming new facilities and re-naming existing facilities. Through the survey ranking exercise, geographical features emerged as the most important consideration, followed by community input, honouring Indigenous context/history, and recognizing people who made a significant contribution to the community.

Additional feedback highlighted the preference for considering historical background and emphasized the need for robust public consultation process when the district is contemplating naming or renaming school facilities.

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.

RECOMMENDATION(S)

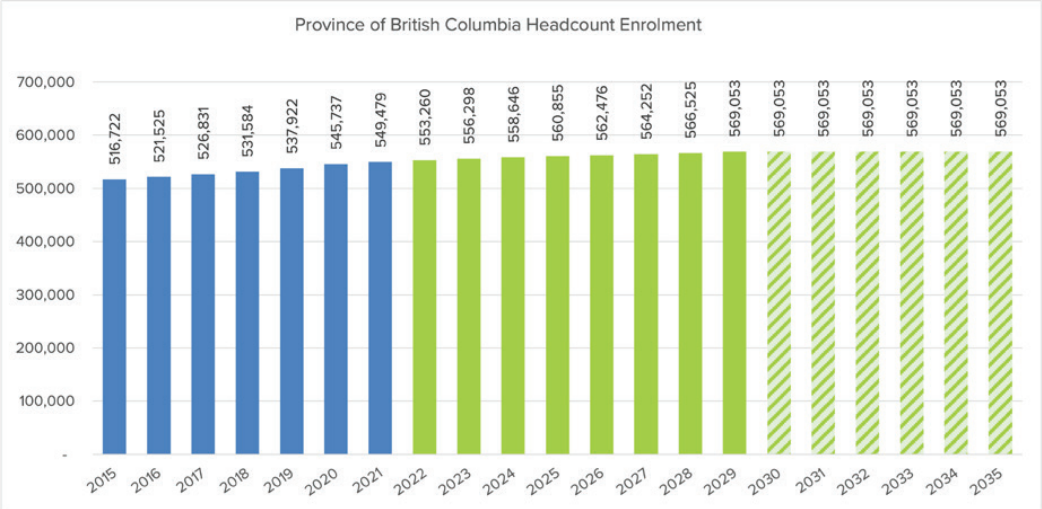
It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update *Policy 6600: Naming of School District Facilities*.

4. ENROLMENT PROJECTIONS

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

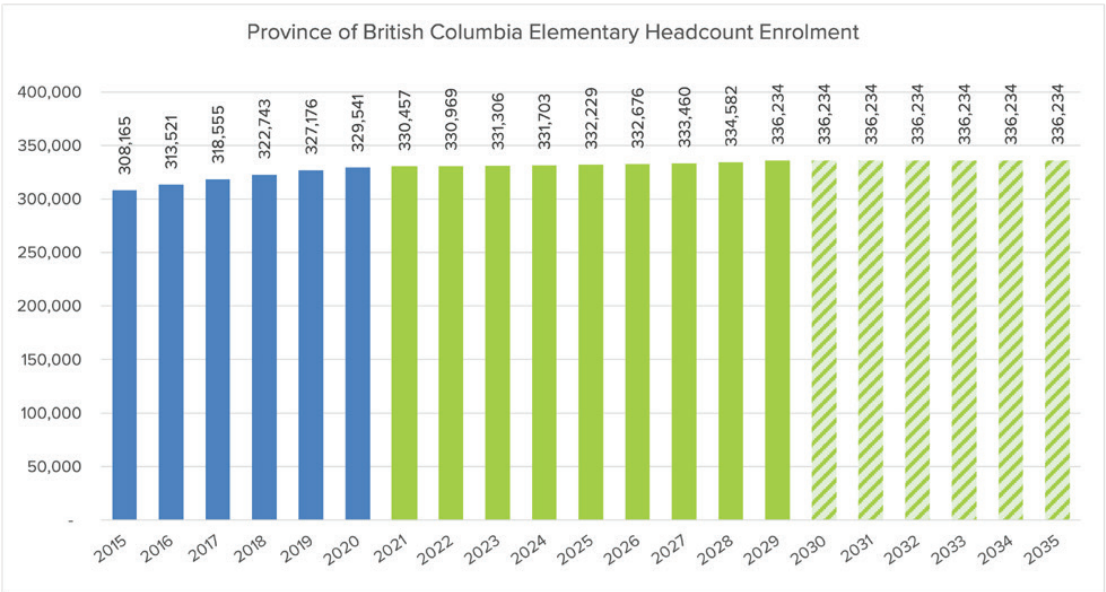
4.1 PROVINCIAL ENROLMENT TRENDS

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.

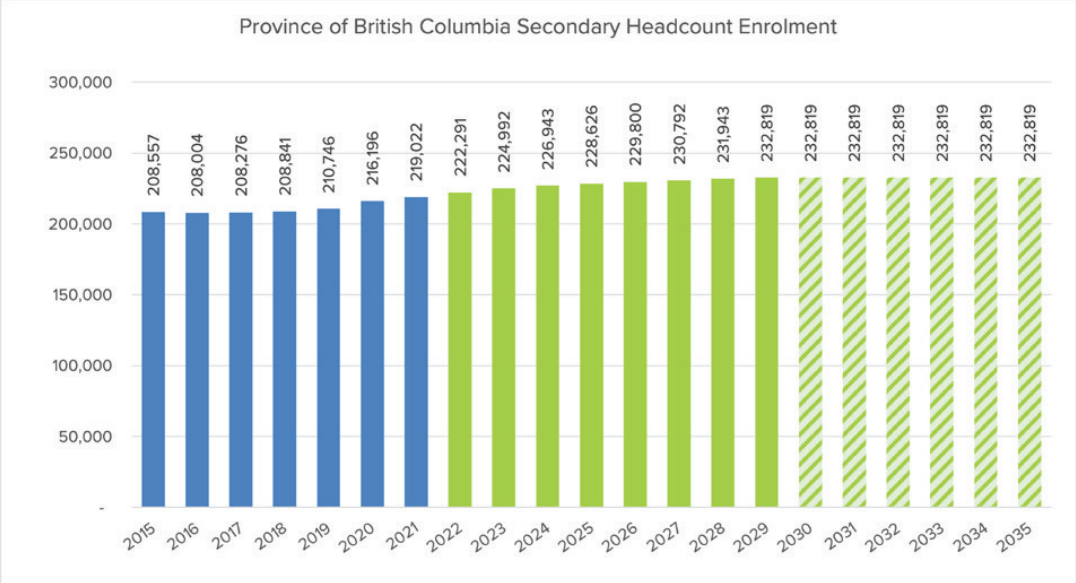


Source: https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments
Projections (2020 onward) are based on current year enrolment projected forward using a special Provincial Population Projections (PEOPLE 70).
Base age/sex estimated populations are 2019, rather than 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

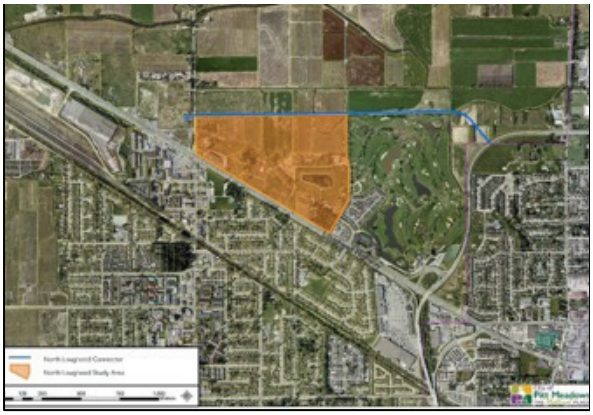
The City of Pitt Meadows and the City of Maple Ridge are within our school district boundaries.

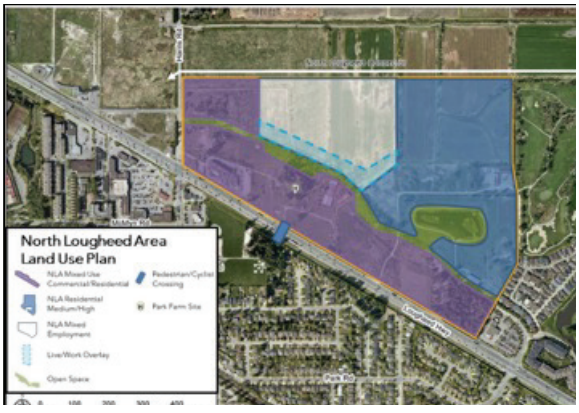
CITY OF PITT MEADOWS

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.

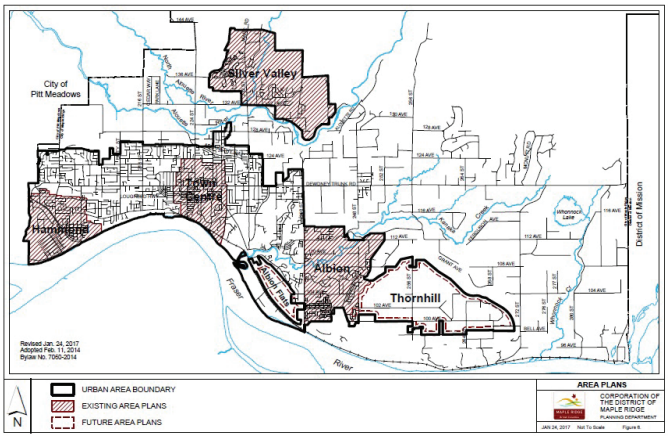




CITY OF MAPLE RIDGE

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).

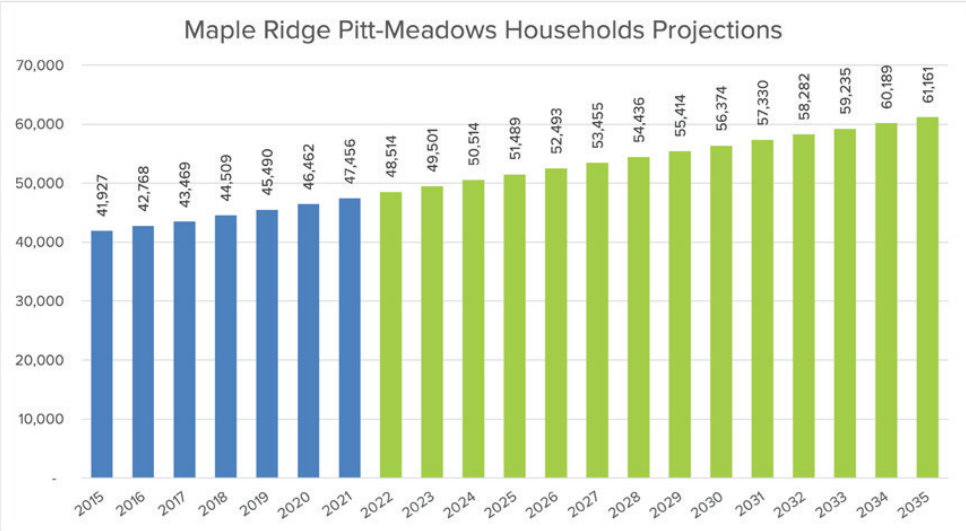
In the City of Maple Ridge, the main residential development and growth areas are Albion, Silver Valley, Town Centre, and the Lougheed Corridor.



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

a. as the Albion area builds out, Thornhill will start to develop, pushing residential expansion further to the east; and
b. 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.

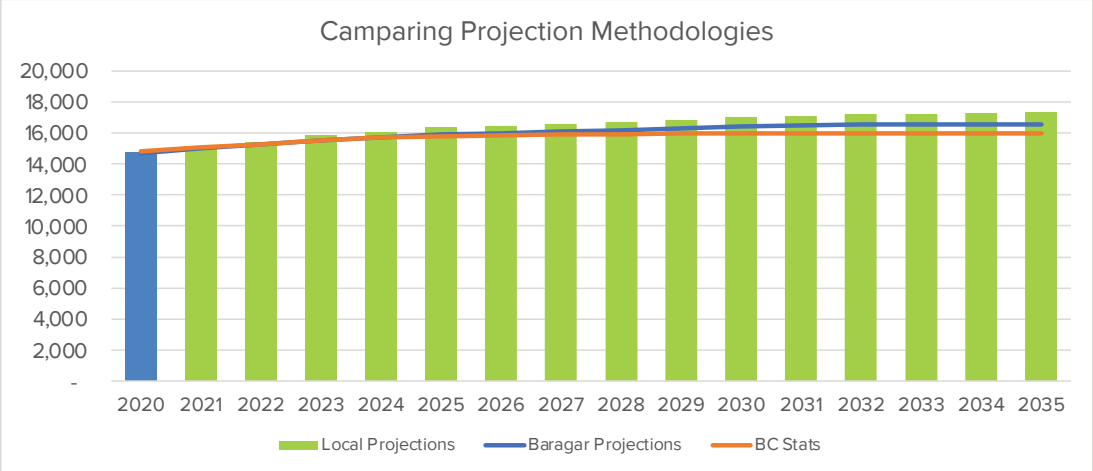


Source: Produced by BC Stats, data version Households 2020.

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.
c̓əsqənelə 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.

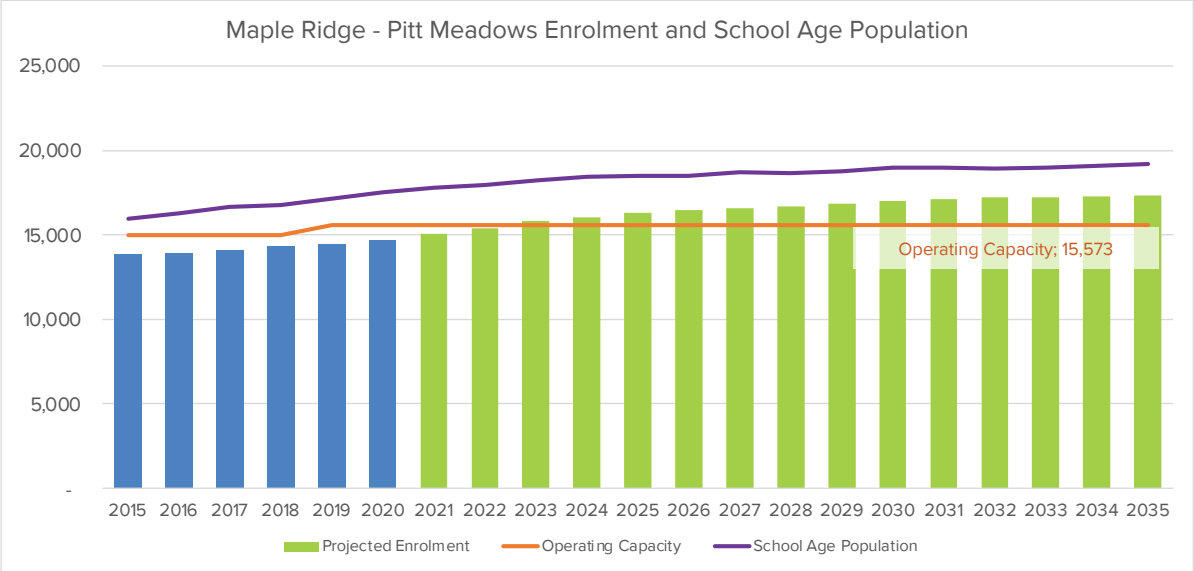
NORTH LOUGHEED

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.



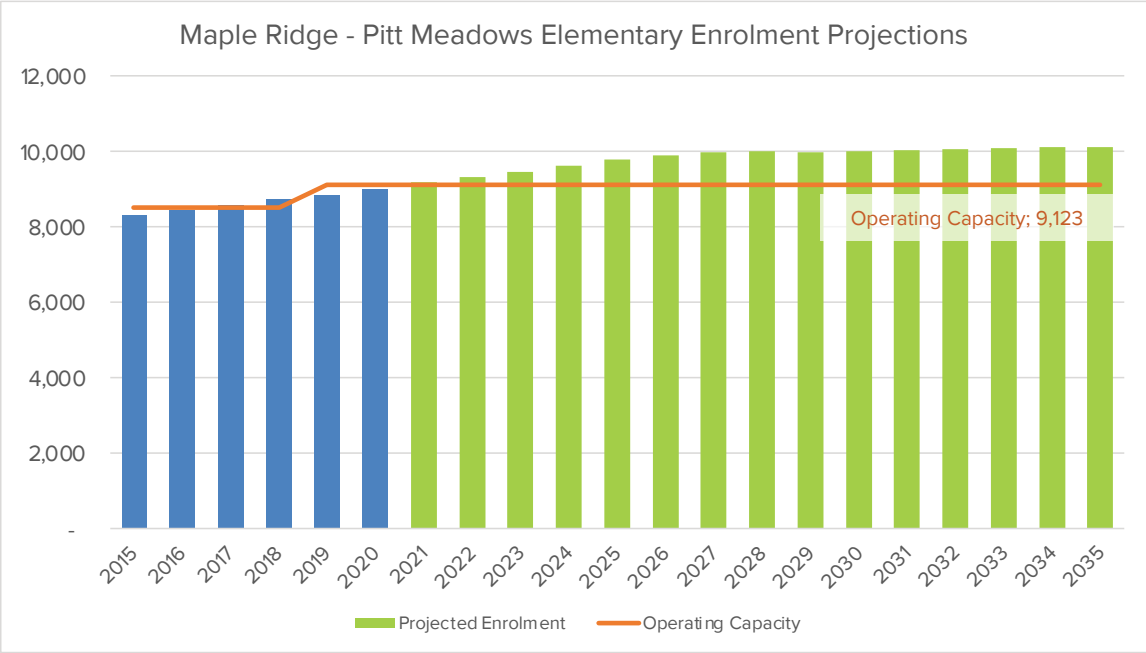
School age population from: http://www.bcstats.gov.bc.ca/StatisticsBySubject/

In addition, every year, 450-500 international students are enroled 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.

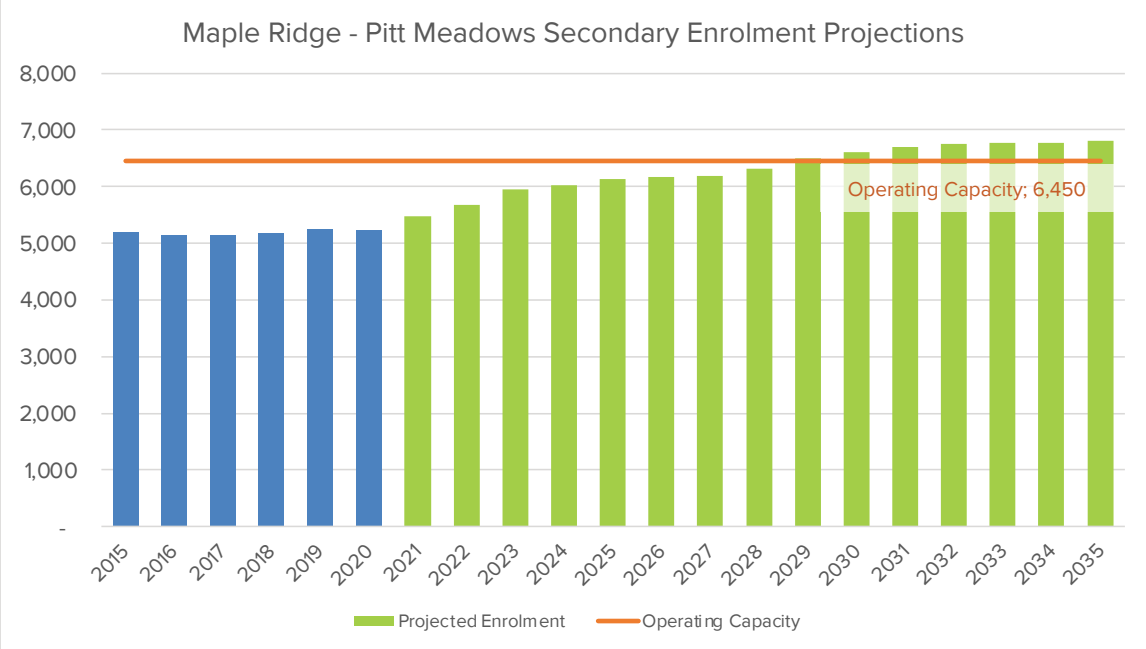
The school district currently has 21 elementary facilities. The following graph shows the current operating capacity of those schools relative to elementary enrolment. The 2019 increase in operating capacity is owed to the opening of c̓əsqənelə elementary. The total operating capacity in the district 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.



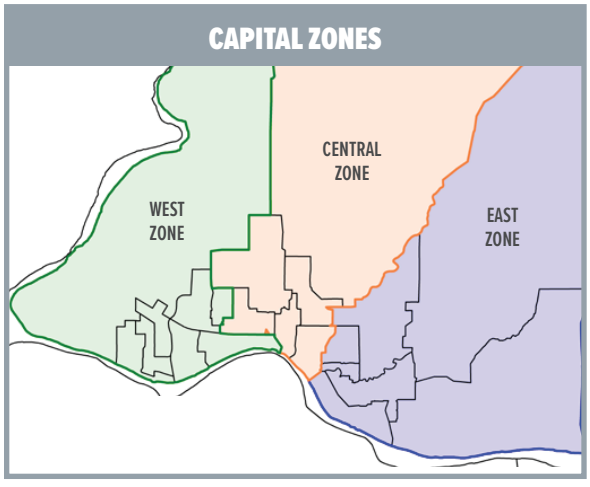
5. MAPLE RIDGE – PITT MEADOWS FACILITIES

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.

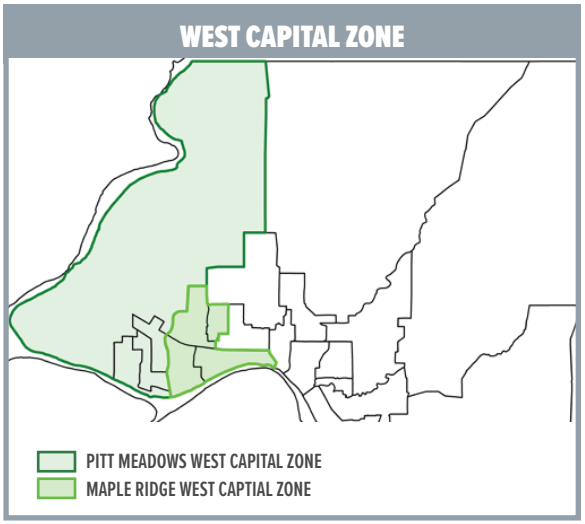


Detailed information about the 27 schools can be reviewed in Appendix B *Facilities Condition Index* and Appendix D *School Fact Sheets.*

5.1 WEST CAPITAL ZONE

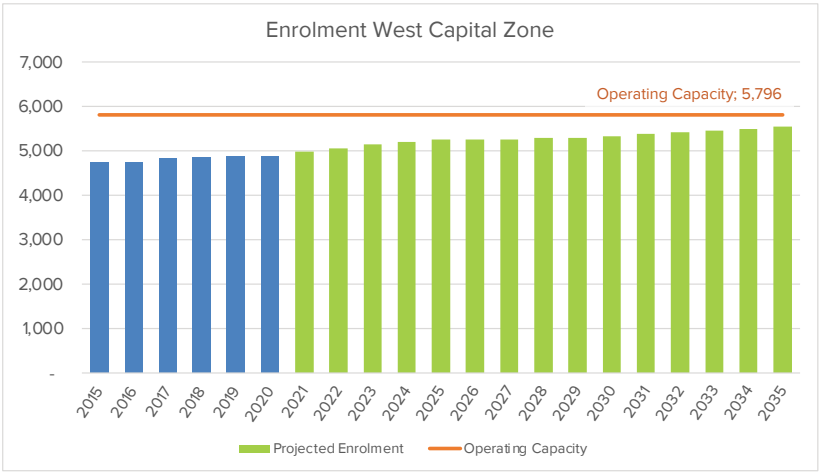
The West Capital Zone consists of eight elementary schools and two secondary schools, and will be reviewed in two individual zones – the Pitt Meadows West Zone and the Maple Ridge West Zone.

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



5.1.1 ENROLMENT PROJECTIONS

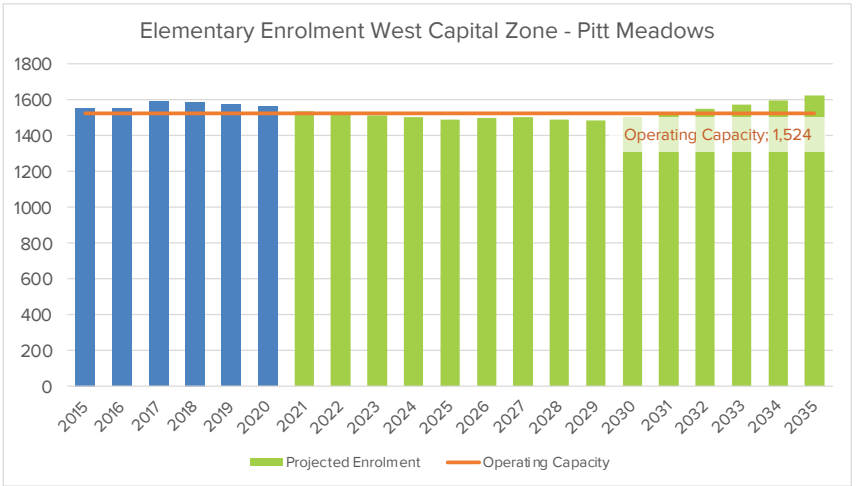
In the West Zone, the historical and forecasted enrolment is shown relative to the available operating capacity of the schools in this zone. By 2035, the schools in this zone are expected to be over 95% utilized.



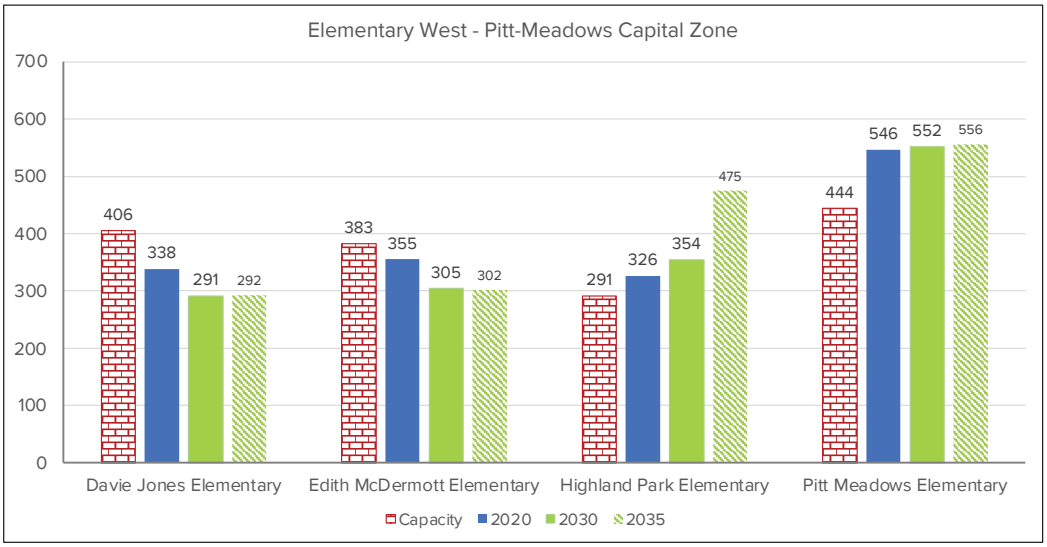
5.1.2 ELEMENTARY SCHOOLS WEST CAPITAL ZONE

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).

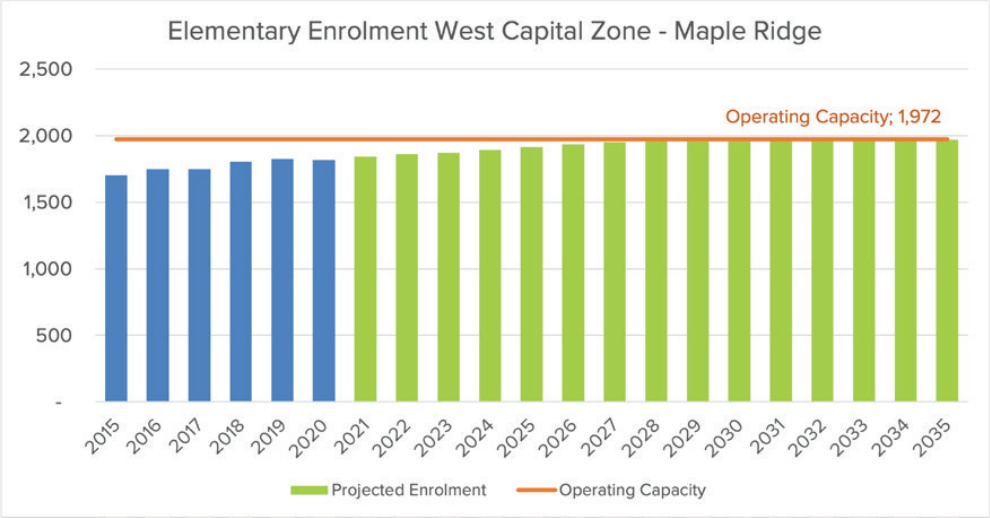
In recent years, the additional enrolment has been accommodated by six portable classrooms – one at Edith McDermott, two at Highland Park and three at Pitt Meadows Elementary.

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.

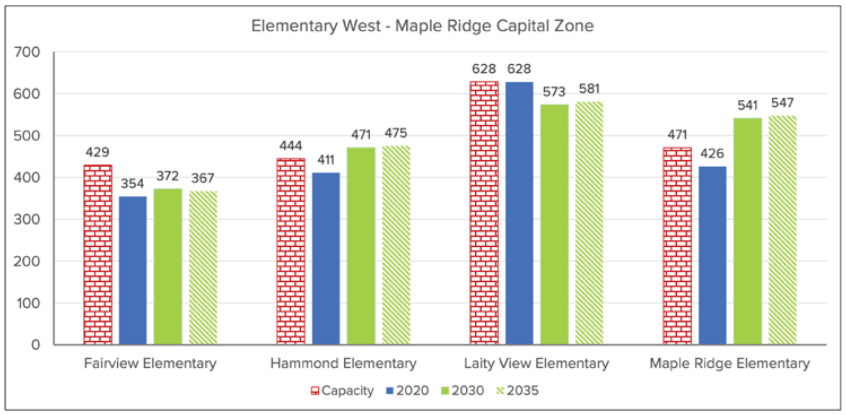
5.1.2.2 MAPLE RIDGE

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



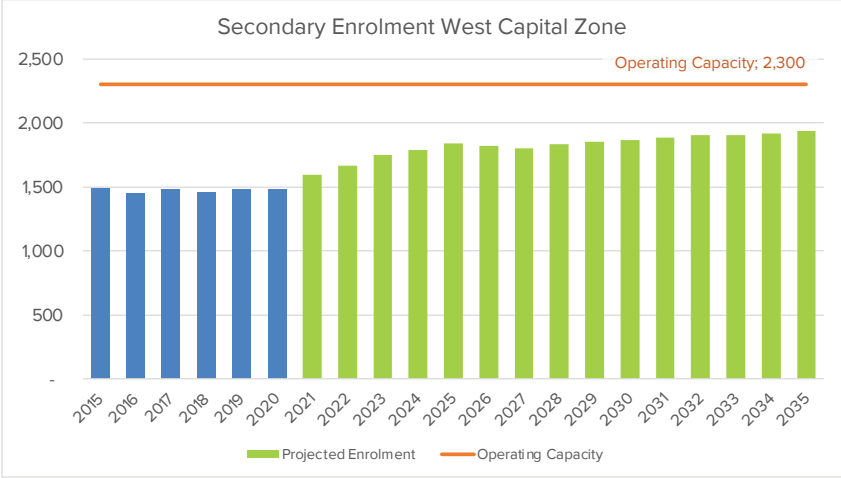
There is projected to be sufficient elementary capacity in the Maple Ridge West Capital Zone for the foreseeable future. Currently, there are no portable classrooms at these four schools. With schools collectively operating at a utilization rate of 92% (153 spaces open). By 2030, the elementary schools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



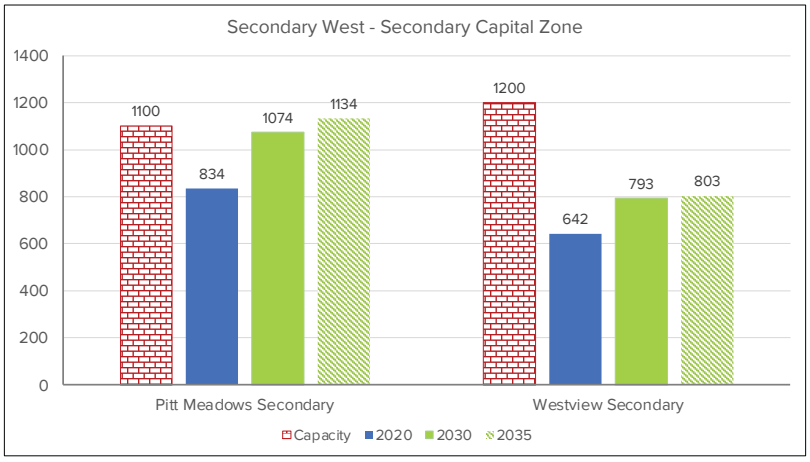
5.1.3 SECONDARY SCHOOLS WEST CAPITAL ZONE

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
Average	**0.60**			**19.3**

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
	3,496	**6**	**3,634**	**11**	**3,887**

* 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
	2,300	**0**	**2,300**	**0**	**2,300**

.* 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
Operating Space Available (Required)	**111**	**109**	**98**	**93**	**63**	**43**	**41**	**57**	**37**	**9**	**(22)**	**(48)**	**(74)**	**(99)**
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
Total Space Available (Required)	**249**	**247**	**236**	**231**	**201**	**181**	**179**	**195**	**175**	**147**	**116**	**90**	**64**	**39**

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
Operating Space Available (Required)	**634**	**550**	**514**	**462**	**483**	**500**	**469**	**449**	**433**	**415**	**399**	**395**	**382**	**363**
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
Total Space Available (Required)	**634**	**550**	**514**	**462**	**483**	**500**	**469**	**449**	**433**	**415**	**399**	**395**	**382**	**363**

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

Public feedback on Capital Plan priorities in the West Capital Zone focused almost entirely on various perceived upgrade needs at existing facilities, including the need to replace the Pitt Meadows Secondary facility. Respondents also encouraged the school district to consider the condition of any portables in this zone.

RECOMMENDATION(S)

SCHOOL SITES

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.

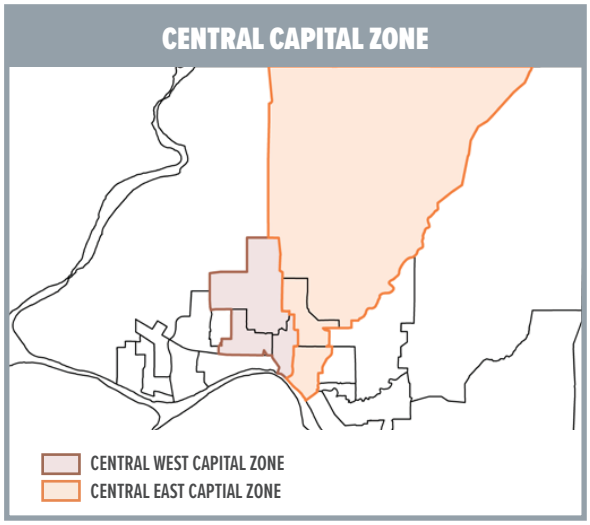
SCHOOL SITES

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.

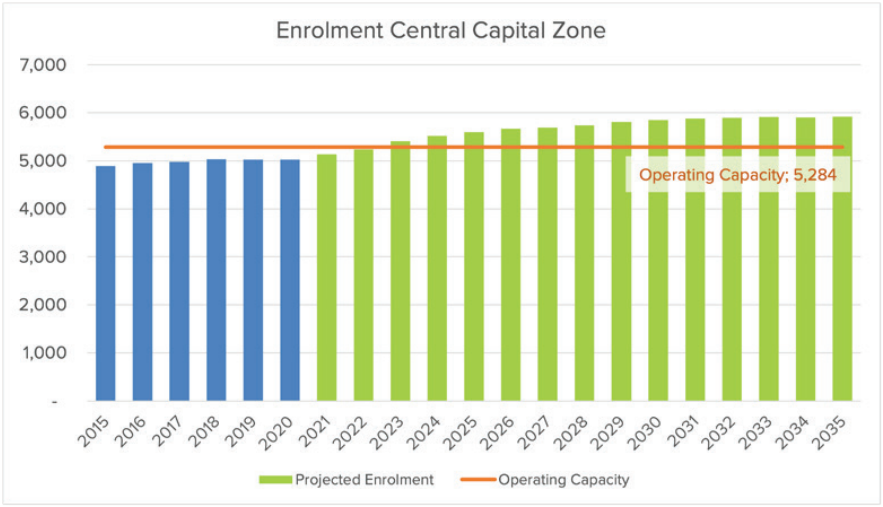
5.2 CENTRAL CAPITAL ZONE

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.



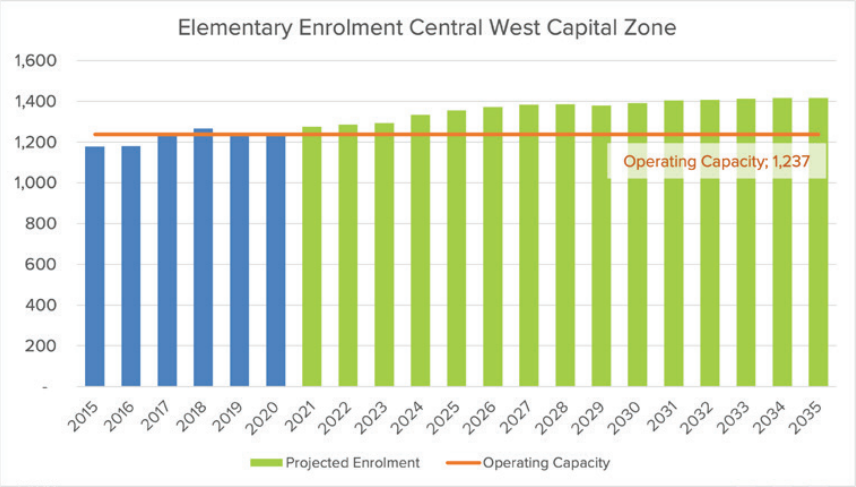
5.2.1 OVERALL ENROLMENT

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.

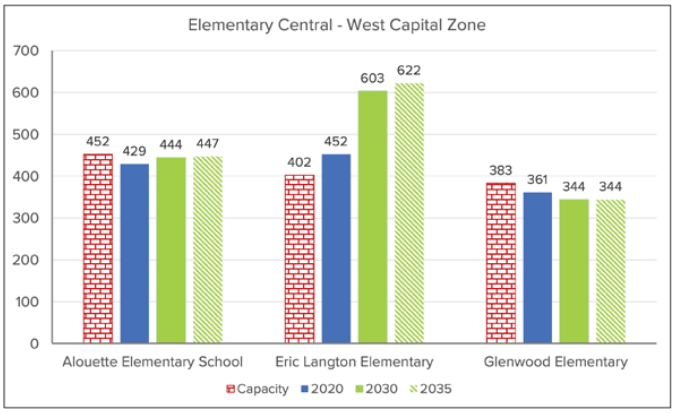


Since 2015, enrolment in the Central West capital zone has been growing and the combined utilization rate of elementary schools in this zone for 2020 is 100%. Enrolment is expected to continue to increase until at least 2035.

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.

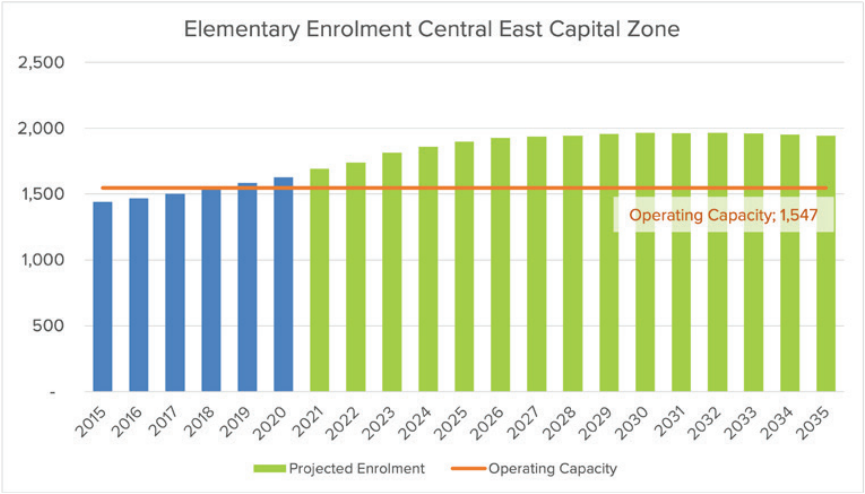
Eric Langton Elementary is a ministry supported project and the district is preparing a Project Definition Report for seismic mitigation and expanded capacity by 199 spaces.

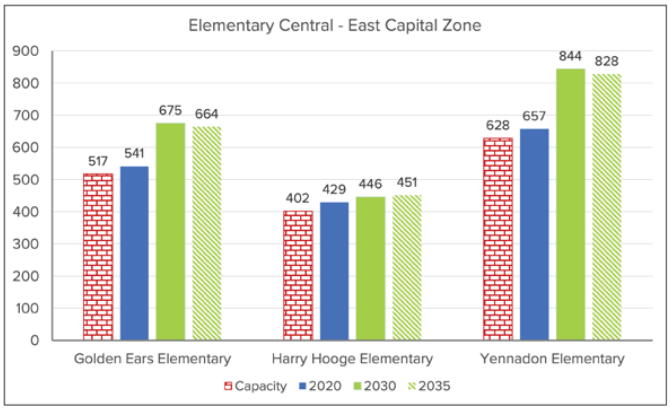
When taking into consideration the expansion of Eric Langton, there will be sufficient space in this sub-zone until 2030.



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.

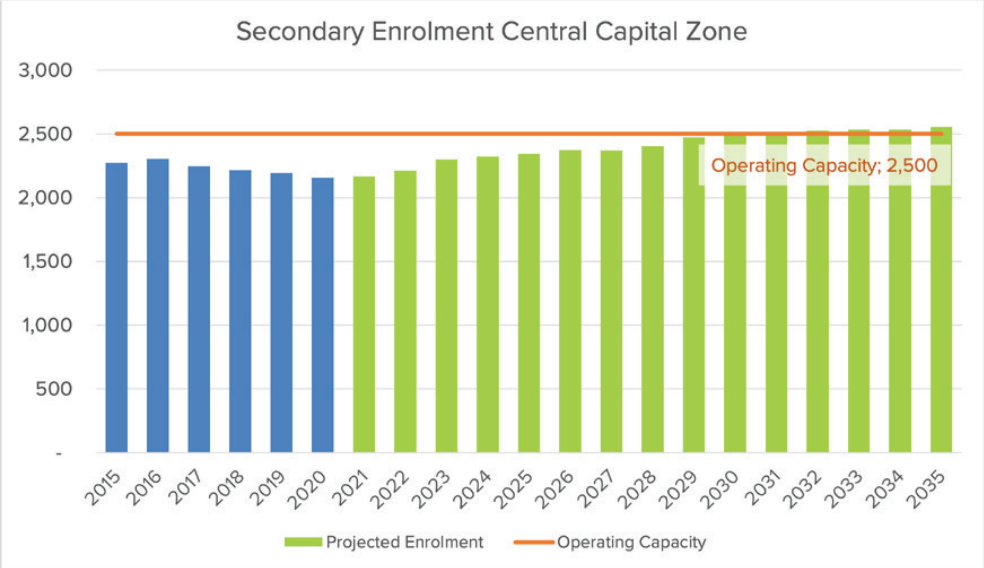




Since 2015, enrolment in the Central East capital zone has been growing and the combined utilization rate of elementary schools in this zone for 2020 is 105%. Enrolment is expected to continue to increase until at least 2030 and remain stable thereafter. By 2030, utilization rate will be at 127% with 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 Hooge Elementary. A further two portable classrooms were installed on-site at Yennadon Elementary in September 2021.

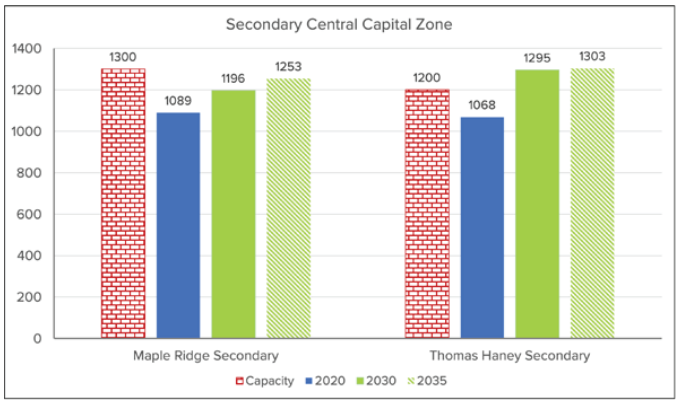
5.2.4 SECONDARY CENTRAL OVERALL

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
Average	**0.58**			**17.8**

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 Hooge 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 Hooge 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 Hooge 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 Hooge Elementary	402	2	448	1	471
Yennadon Elementary	628	2	674	2	720
	2,784	**12**	**3,060**	**9**	**3,267**

* 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
	2,500	**4**	**2,600**	**4**	**2,700**

* 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
Operating Space Available (Required)	**(239)**	**(323)**	**(409)**	**(272)**	**(87)**	**(113)**	**(121)**	**(127)**	**(147)**	**(156)**	**(164)**	**(163)**	**(159)**	**(150)**
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
Total Space Available (Required)	**37**	**(1)**	**5**	**73**	**120**	**71**	**63**	**57**	**37**	**28**	**20**	**21**	**25**	**34**

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 show 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
Operating Space Available (Required)	**288**	**199**	**176**	**155**	**128**	**130**	**96**	**27**	**9**	**(10)**	**(24)**	**(34)**	**(34)**	**(56)**
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
Total Space Available (Required)	**388**	**299**	**276**	**255**	**228**	**230**	**196**	**127**	**109**	**90**	**76**	**66**	**66**	**44**

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

Public feedback on Capital Plan priorities in the Central Capital Zone showed strong support for a new school in the Silver Valley neighbourhood. A number of respondents raised questions about how school expansions may impact the culture of those elementary schools, while others encouraged the school district to ensure that the new addition does not impact access to the facility. In a similar vein, the impact of the addition at Harry Hooge Elementary on pick-up/drop-off was flagged as a potential concern.

RECOMMENDATION(S)

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

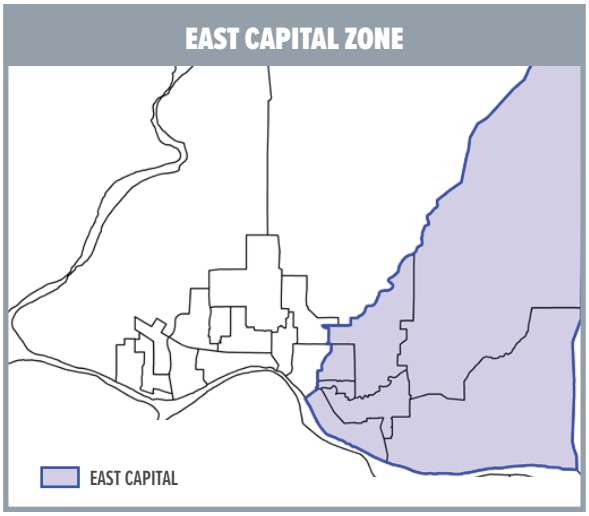
It is recommended that the following schools be expanded:

- 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.

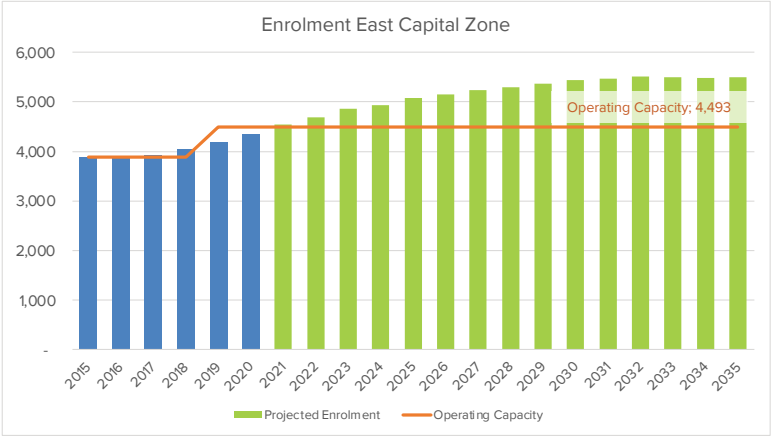
5.3 EAST CAPITAL ZONE

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



5.3.1 OVERALL ENROLMENT

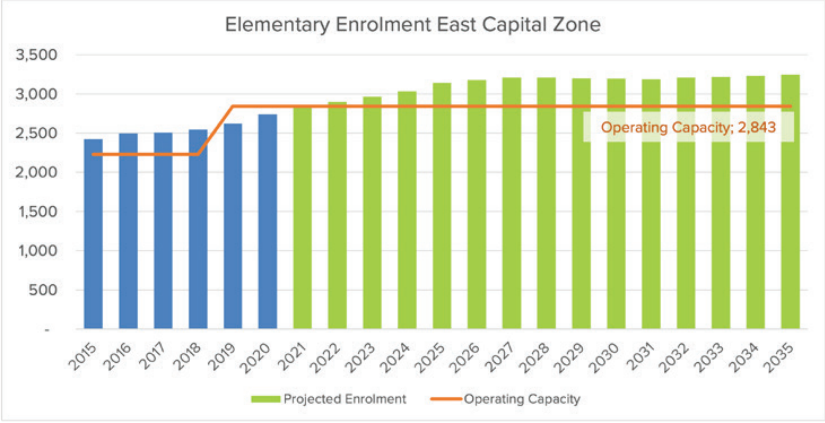
In the East Capital Zone, the historical and forecasted enrolment is shown relative to the available operating capacity of the schools in this zone. Within the East Capital Zone, additional capacity will be required in the immediate future.



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.

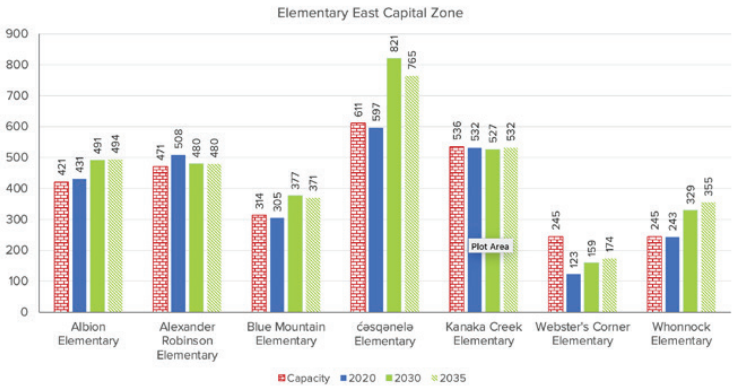


This zone is under the greatest enrolment pressure in the district. In 2019, a new school, c̓əsqənelə, opened and temporarily alleviated the enrolment pressure in this zone. In 2020, the utilization rate of the elementary schools was 97%.

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.

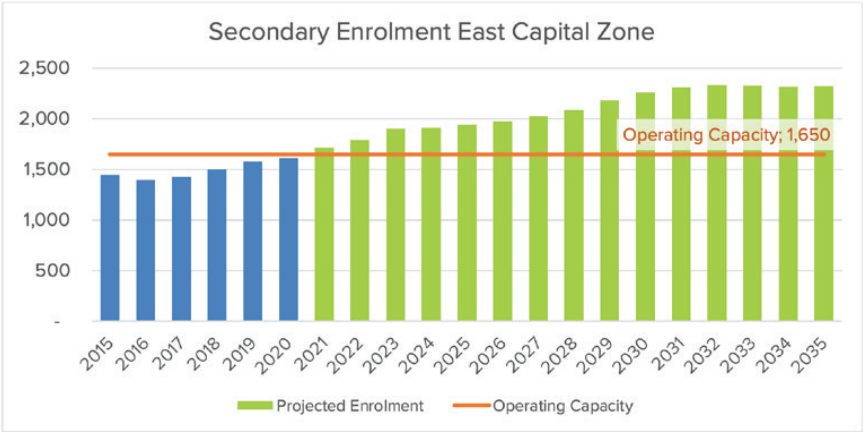
After 2030, the Thornhill development is expected to yield additional students in the catchment area of Whonnock Elementary creating the need for an additional 84 spaces by 2030 and 110 spaces by 2035.

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.

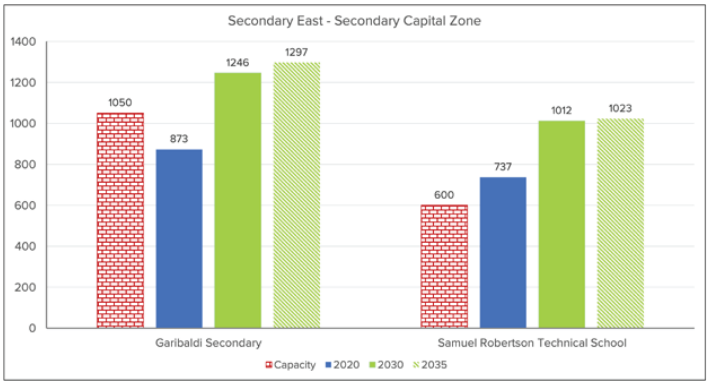


In 2020, the utilization rate of the East Capital Zone secondary schools is 98%. By 2030, the utilization rate of the zone is expected to be 137% (608 spaces over operating capacity). By 2035, the utilization rate is expected to be 141%, requiring an additional 670 spaces in the zone.

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
ćəsqənelə 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
Average	**0.41**			**14.1**

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	
	ć̓əsqənelə 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	
ć̓əsqənelə 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. c'əsqənelə 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
ćəsqənelə 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
	2,843	**13**	**3,142**	**5**	**3,257**

* 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
	1,650	**12**	**1,950**	**4**	**2,050**

* 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
Operating Space Available (Required)	**(56)**	**(125)**	**(190)**	**(297)**	**(3)**	**(33)**	**(35)**	**(16)**	**(8)**	**10**	**(1)**	**7**	**6**	**5**
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
Total Space Available (Required)	**243**	**174**	**109**	**2**	**296**	**197**	**126**	**76**	**15**	**33**	**22**	**30**	**29**	**28**

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
Operating Space Available (Required)	**(143)**	**(251)**	**(258)**	**(292)**	**(323)**	**(375)**	**261**	**169**	**92**	**41**	**19**	**21**	**33**	**30**

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
Total Space Available (Required)	**157**	**49**	**42**	**33**	**27**	**25**	**586**	**394**	**217**	**141**	**119**	**121**	**133**	**130**

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

Public feedback on Capital Plan priorities in the East Capital Zone showed strong support for the elimination of portables on the Samuel Robertson Technical Secondary site and the re-absorption of those spaces into the main school facility. Some respondents encouraged the school district to consider the impact that the expansion of the Blue Mountain Elementary facility will have on pick-up and drop-off, while others wondered about the potential future need to expand the neighbouring Garibaldi Secondary School facility. The desire for a greater alignment between elementary and secondary catchments was also expressed.

RECOMMENDATION(S)

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)

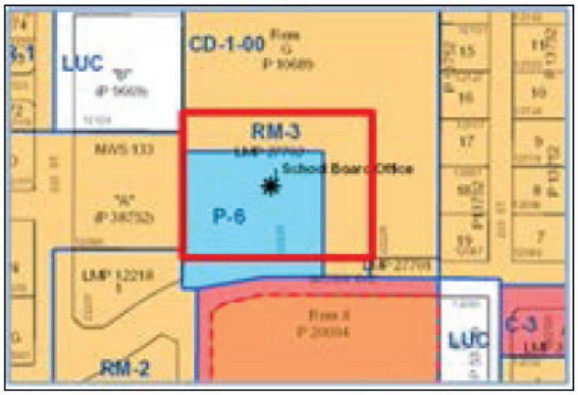
The District Education Office is located at 22225 Brown Avenue, Maple Ridge, and houses the Board offices and administrative staff for the school district.

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 m2 and is zoned RM-3, Multi-Family Residential.







While this property is surplus to the school district's current needs, it may be required in the longer term, even if just for parking. Over the following decade, the student enrolment in the Maple Ridge – Pitt Meadows School District is expected to 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.

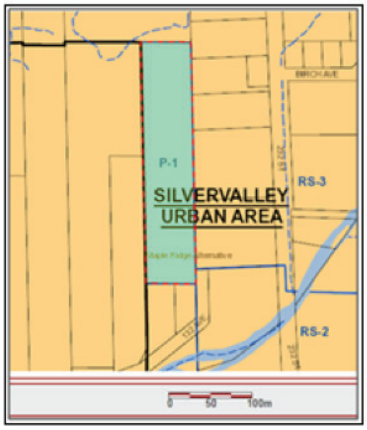


5.4.4 ALOUETTE RIVER CAMPUS

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 m2. 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
Average	**0.66**	

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
TOTAL	**$8,414,259**

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			

Public feedback on Capital Plan priorities for other facilities raised the question of whether the Alouette River Campus property could not be repurposed for an elementary school despite the fact that it is not large enough to accommodate a facility of that size. In a similar vein, some respondents wondered if the land could not be used to host specific programs. The question was also raised if remote work opportunities may not mitigate some of the space challenges in administrative buildings.

RECOMMENDATION(S)

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%.

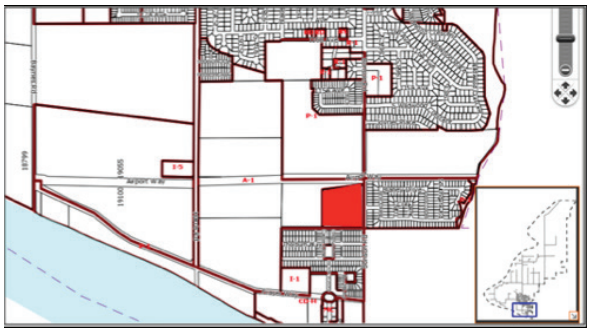
5.5.4 CROWN LAND GRANT

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.

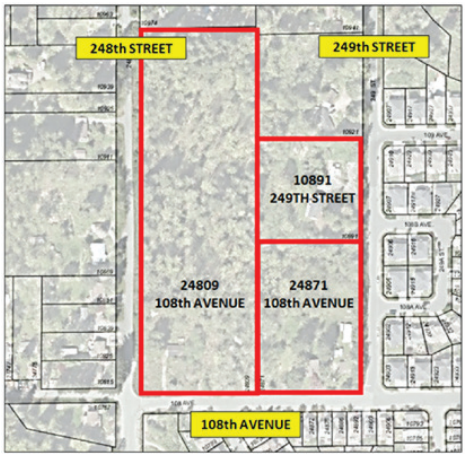
5.5.5 SCHOOL DISTRICT OWNED SCHOOL SITES

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

RECOMMENDATION(S)

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 (or earlier) with recommendations for next steps presented to the Board by March 2024 (or earlier).

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 (or earlier) with recommendations for next steps presented to the Board by March 2024 (or earlier).

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 (First Nations, Métis, and Inuit) programming be explored along with all other educational programming recommendations forthcoming 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

RECOMMENDATION(S)

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

RECOMMENDATION(S)

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

RECOMMENDATION(S)

It is recommended that capital plan priorities for existing facilities be determined in accordance with the methodology outlined below.

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

- Seismic risk
- Facility condition
- Energy management rank
- Future utilization

Capital project scope definition for identified high priority existing facilities will be guided by the following principles:

a. Improved health and safety
b. Improved accessibility
c. Enhanced sustainability
d. Improved building condition
e. Increased building capacity to accommodate increased enrolment
f. Improved functionality

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 Hooge 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	
	ćəsqənelə 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 Hooge 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	
	ćəsqənelə 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

RECOMMENDATION(S)

It is recommended that new facilities design be informed by education research and trends, facilities development best practice, and community input.

It is further recommended that the development of new schools aims to create facilities that are accessible for all users, sustainable (impact on the environment is minimized), connected to the environment, and that maximize use of outdoor spaces.

It is recommended that new school site acquisitions and new space requests be defined and 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

RECOMMENDATION(S)

SCHOOL SITES

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.

CENTRAL CAPITAL ZONE

RECOMMENDATION(S)

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

RECOMMENDATION(S)

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

RECOMMENDATION(S)

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 [1]	Total Cost
Facility Based Costs			
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 [2]			74,832
Building Operations [3]			198,408
Total Facility Based Costs			**602,147**
Student Based Costs			
Vice Principal - Teaching Time	0.60	152,059	91,235
Enroling Teachers [4]	26.48	109,164	2,891,613
Non-Enroling Teachers [5]	4.57	109,164	498,770
Lunch Hours Supervisors	5.00	4,363	21,816
District Instructional Support [6]			1,354,200
School Supplies [7]			62,825
Digital Recovery Fee [8]			24,000
Transportation [9]			12,600
Total Student Based Costs			**4,957,059**
Allocated District Costs			
Building Maintenance [10]			166,992
District Support [11]			253,200
Information Technology [12]			128,400
Total Allocated District Costs			**548,592**
TOTAL SAMPLE ELEMENTARY SCHOOL BUDGET			**6,107,798**

[1] Includes average annual salary and the cost of employee benefits and replacements
[2] Based on an average of $15.59 per square meter
[3] Custodial salary, benefit and replacement costs
[4] Includes teacher in charge allowance - $1,059 per school
[5] Non-enroling teachers include non-classroom teachers such as teacher librarians, resources teachers (English language learners, special education, etc.)
[6] Includes district teachers, education assistants and district education departments and Aboriginal Education - $2,257 per student
[7] 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
[8] $40 per student FTE
[9] Based on an average of $21 per student (actual costs $1,448/student)
[10] Based on an average of $34.79 per square meter
[11] Includes trustees, secretary treasurer's office, HR, payroll, purchasing, communications and finance $422 per student
[12] Based on an average of $214 per student

SAMPLE BUDGET - SECONDARY SCHOOL

Number of students (FTE) enroled	1,000

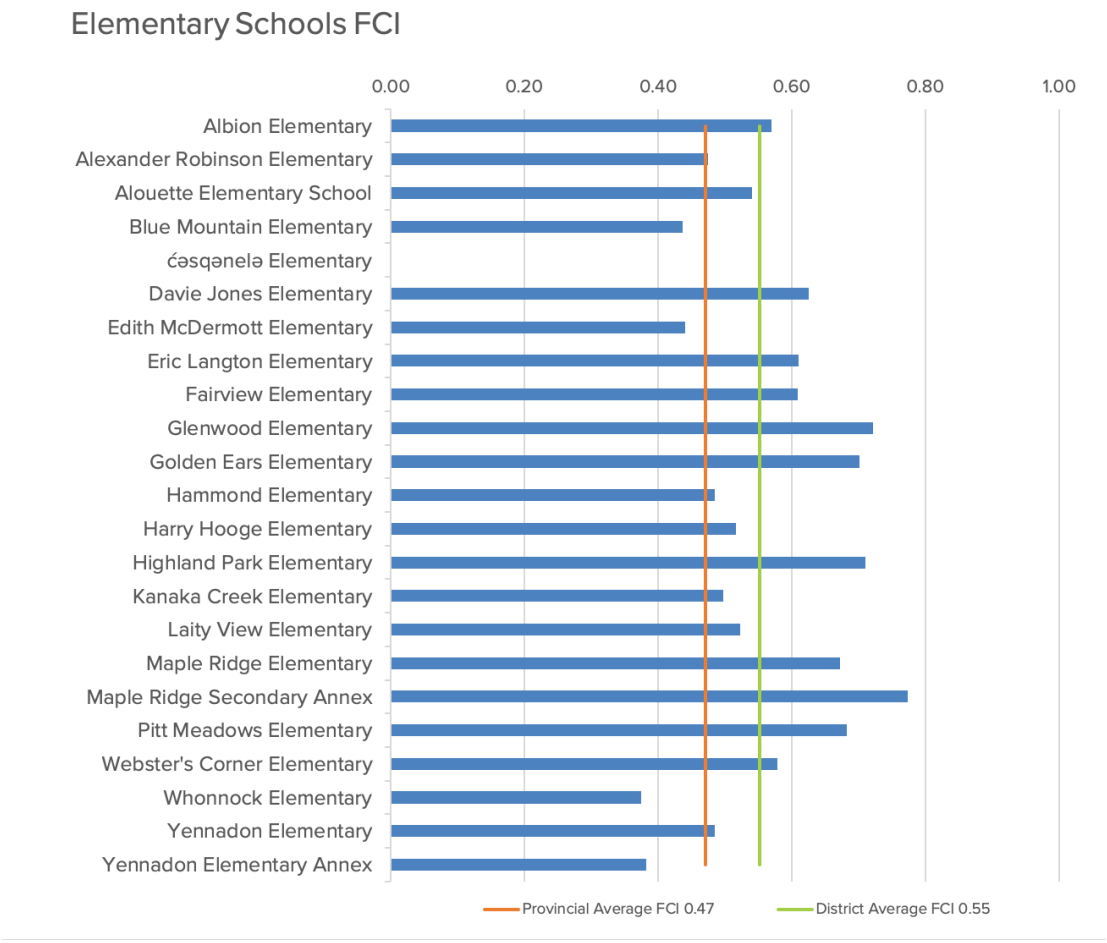
	FTE	$/FTE [1]	Total Cost
Facility Based Costs			
Principal	1.00	182,283	182,283
Vice Principal - Admin Time	1.50	161,182	241,773
Clerical Support Staff	3.57	63,925	228,275
Building Utilities [2]			206,973
Building Operations [3]			317,472
Total Facility Based Costs			**1,176,776**
Student Based Costs			
Vice Principal - Teaching Time	0.50	161,182	80,591
Enroling Teachers [4]	33.77	109,164	3,720,218
Non-Enroling Teachers [5]	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 [6]			2,257,000
School Supplies [7]			130,975
Digital Recovery Fee [8]			40,000
Transportation [9]			21,000
Total Student Based Costs			**7,408,626**
Allocated District Costs			
Building Maintenance [10]			461,872
District Support [11]			422,000
Information Technology [12]			214,000
Total Allocated District Costs			**1,097,872**
TOTAL SAMPLE SECONDARY SCHOOL BUDGET			**9,683,274**

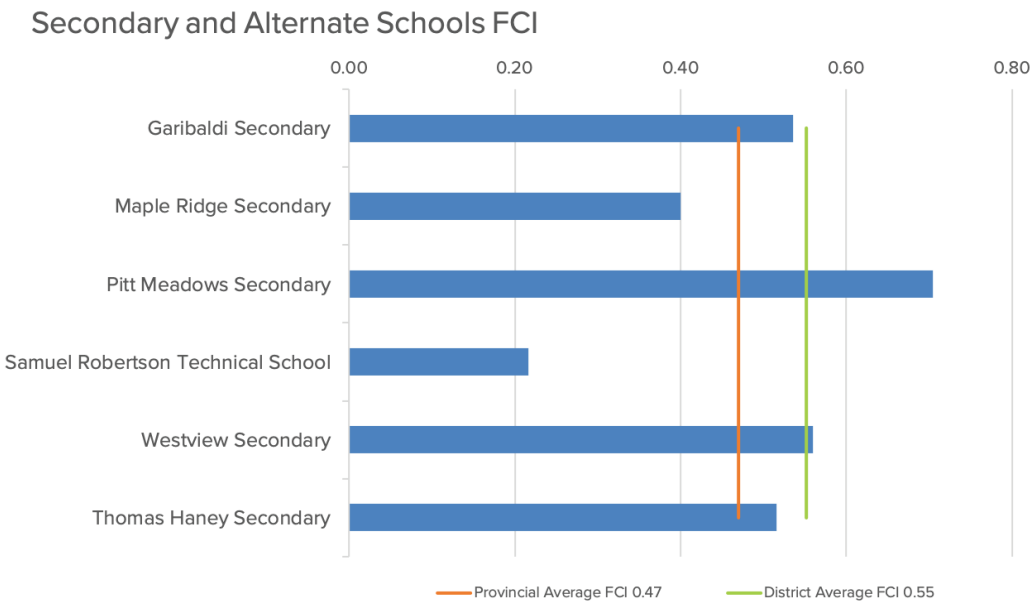
[1] Includes average annual salary and the cost of employee benefits
[2] Based on an average of $15.59 per square meter
[3] Custodial salary and benefit costs
[4] Includes department head allowances $34,077 per school
[5] Non-enroling teachers include non-classroom teachers such as teacher librarians, resources teachers (English language learners, special education and counselling, etc.)
[6] Includes district teachers, teachers teaching on call, education assistants and district education departments and Aboriginal Education - $2,257 per student
[7] 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
[8] $40 per funded student FTE
[9] Based on an average of $21 per student (actual cost $1,448/student using regular student transportation)
[10] Based on an average of $34.79 per square meter
[11] Includes trustees, secretary-treasurer's office, HR, payroll, purchasing, communications - $422 per student
[12] Based on an average of $214 per student

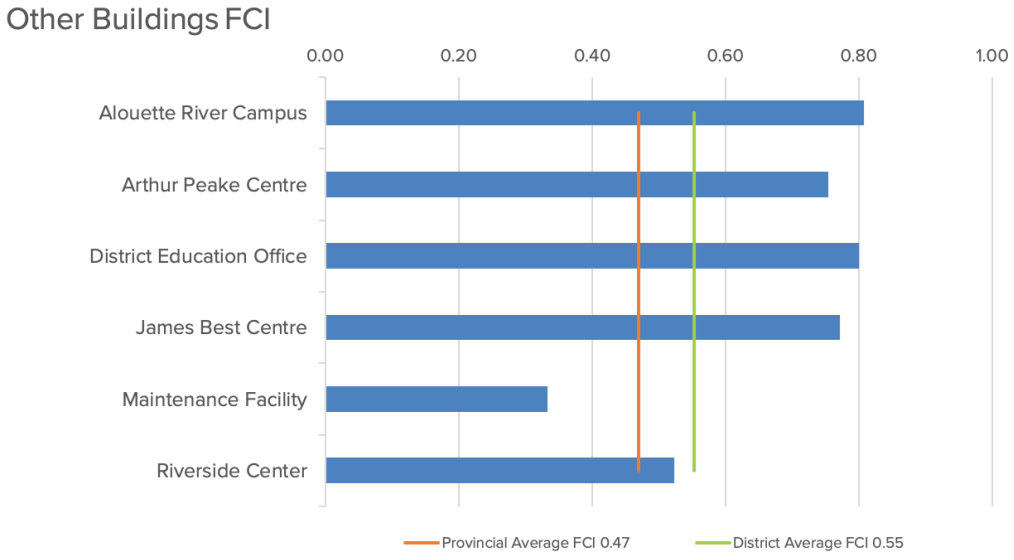
APPENDIX B: FACILITIES CONDITION INDEX

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.




Secondary and Alternate Schools FCI
0.00
0.20
0.40
0.60
0.80
Garibaldi Secondary
Maple Ridge Secondary
Pitt Meadows Secondary
Samuel Robertson Technical School
Westview Secondary
Thomas Haney Secondary
Provincial Average FCI 0.47
District Average FCI 0.55


Other Buildings FCI
0.00
0.20
0.40
0.60
0.80
1.00
Alouette River Campus
Arthur Peake Centre
District Education Office
James Best Centre
Maintenance Facility
Riverside Center
Provincial Average FCI 0.47
District Average FCI 0.55

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^2)	NATURAL GAS EUI (EGJ/M^2)	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

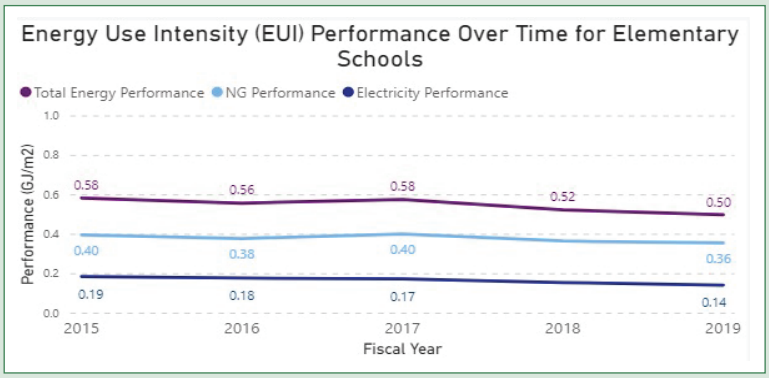
1.1 TOTAL ENERGY USE INTENSITY

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:

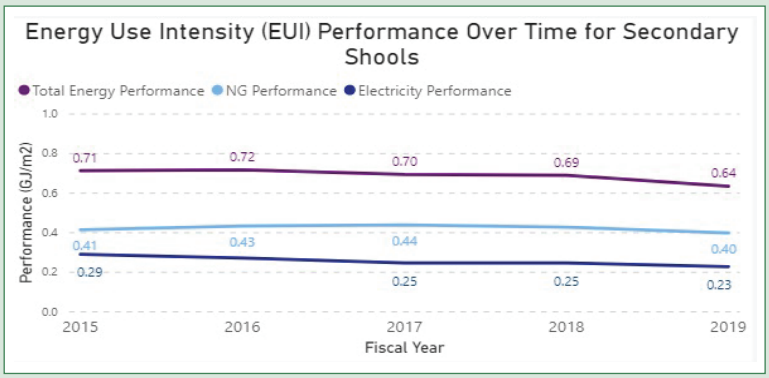
ELEMENTARY SCHOOLS	
Total EUI trends	Improved by **14%** since 2015
Breakdown	Electricity accounted for **56%** of the improvement
SECONDARY SCHOOLS	
Total EUI trends	Improved by **10%** since 2015
Breakdown	Electricity accounted for **86%** of the improvement
OTHER BUILDINGS	
Total EUI trends	Improved by **18%** since 2015
Breakdown	Electricity accounted for **31%** of the improvement



ELEMENTARY SCHOOLS

Total EUI Trend

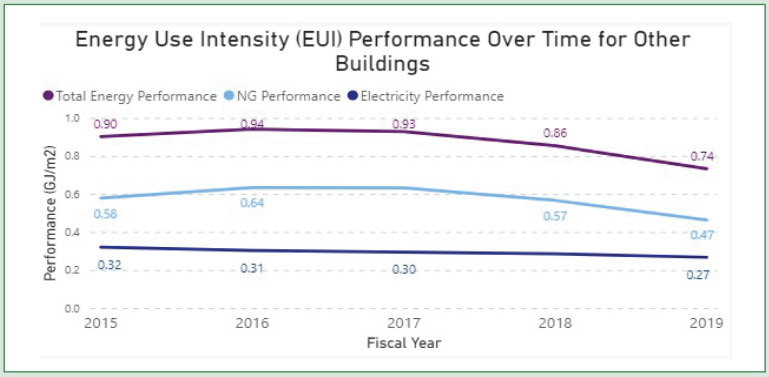
- Electricity performance has **improved by 26%**.
- Natural gas EUI has **improved by 10%**.
- Total EUI has improved by **14% since 2015**.



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**.



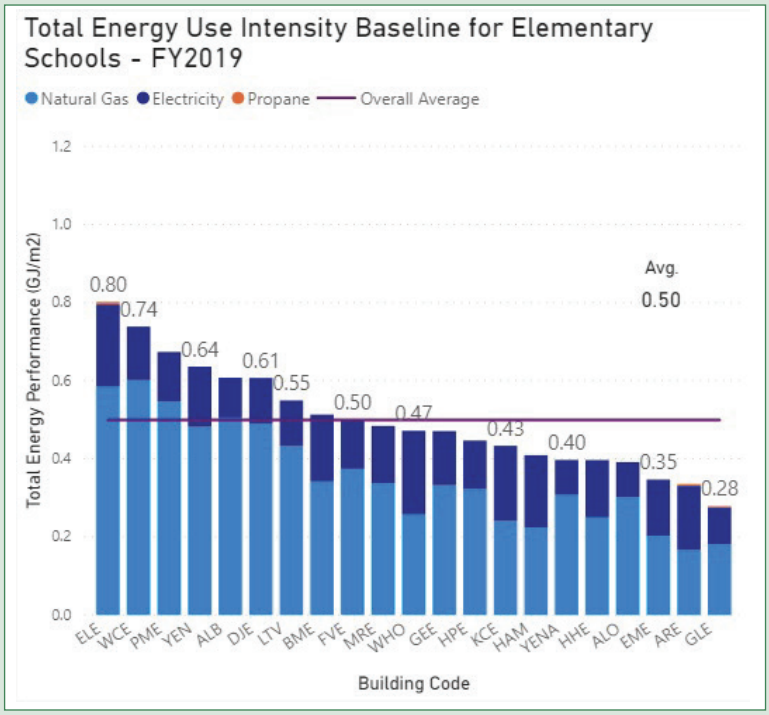
OTHER BUILDINGS

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.



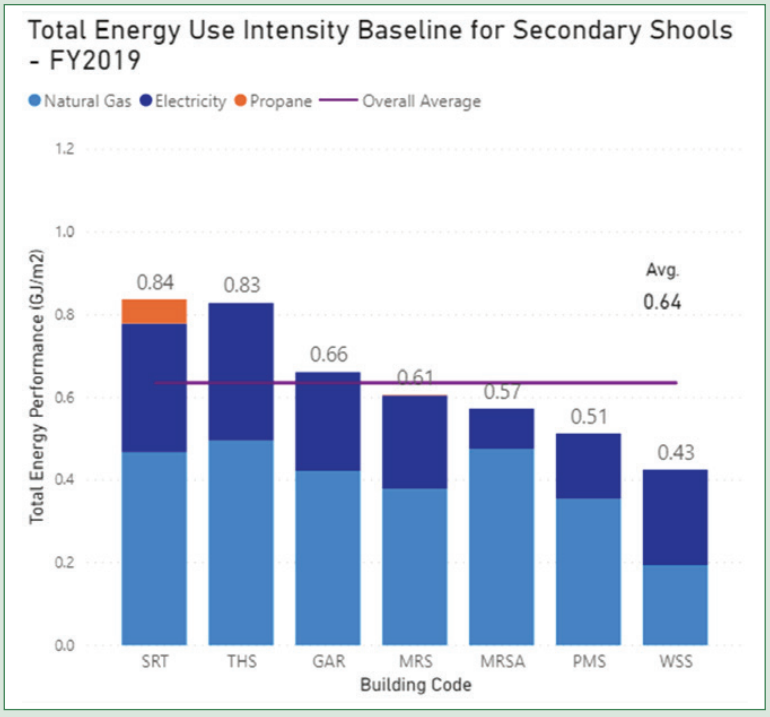
ELEMENTARY SCHOOLS

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.



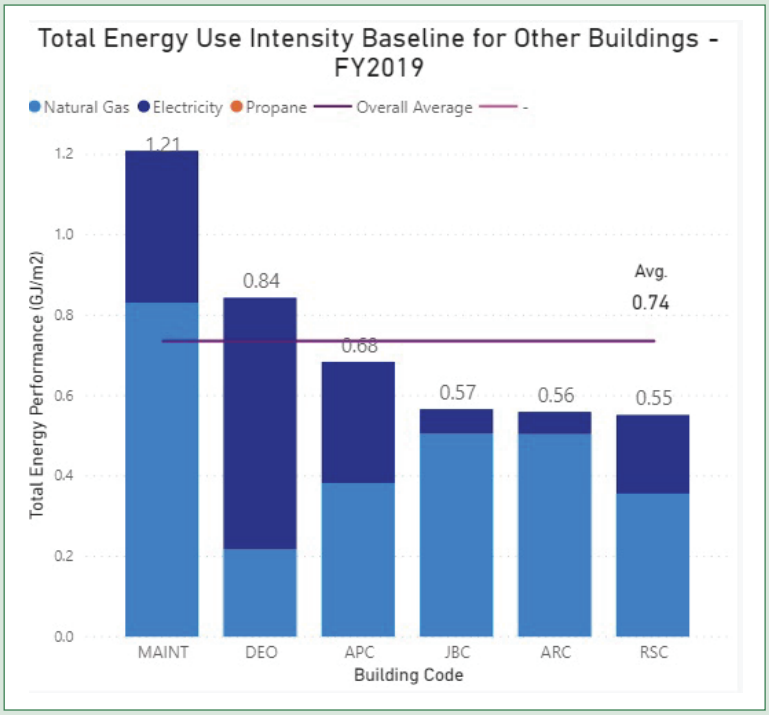
SECONDARY SCHOOLS

Total EUI Trend

Total EUI Avg: **0.64eGJ/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.



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.

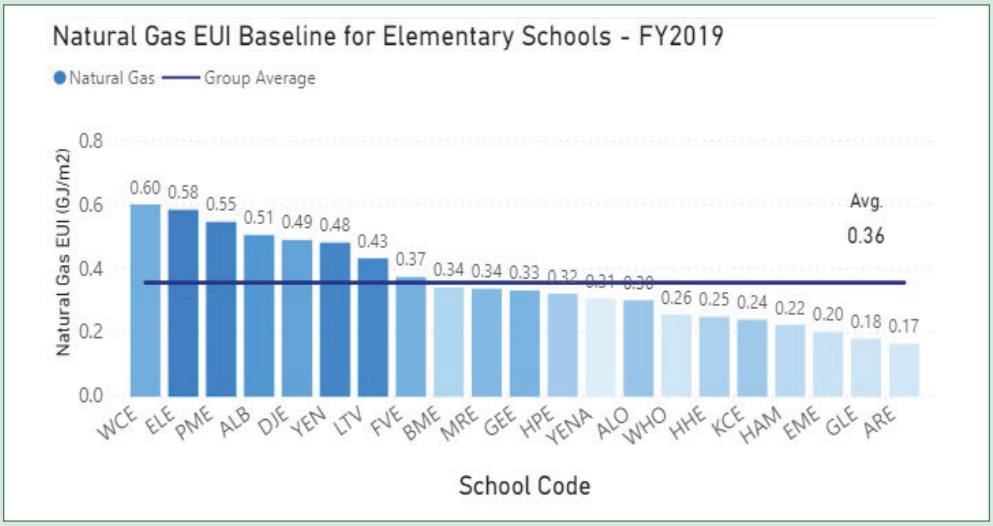
In the analysis there are two metrics shown on the figures:

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:

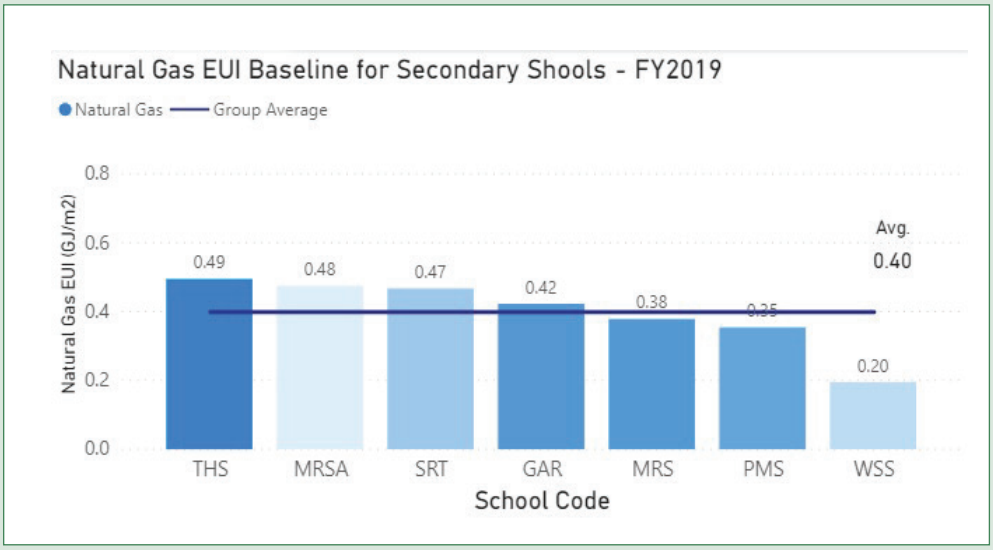
ELEMENTARY SCHOOLS	
Average natural gas EUI	0.36 eGJ/m² (72% of Total EUI)
Worst performers	Webster's Corners and Eric Langton elementary schools
Highest consumers	Eric Langton and Pitt Meadows elementary schools
SECONDARY SCHOOLS	
Average natural gas EUI	0.40 eGJ/m² (64% of Total EUI)
Worst performers	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



ELEMENTARY SCHOOLS
Natural Gas EUI Analysis

Average: **0.36 eGJ/m²**

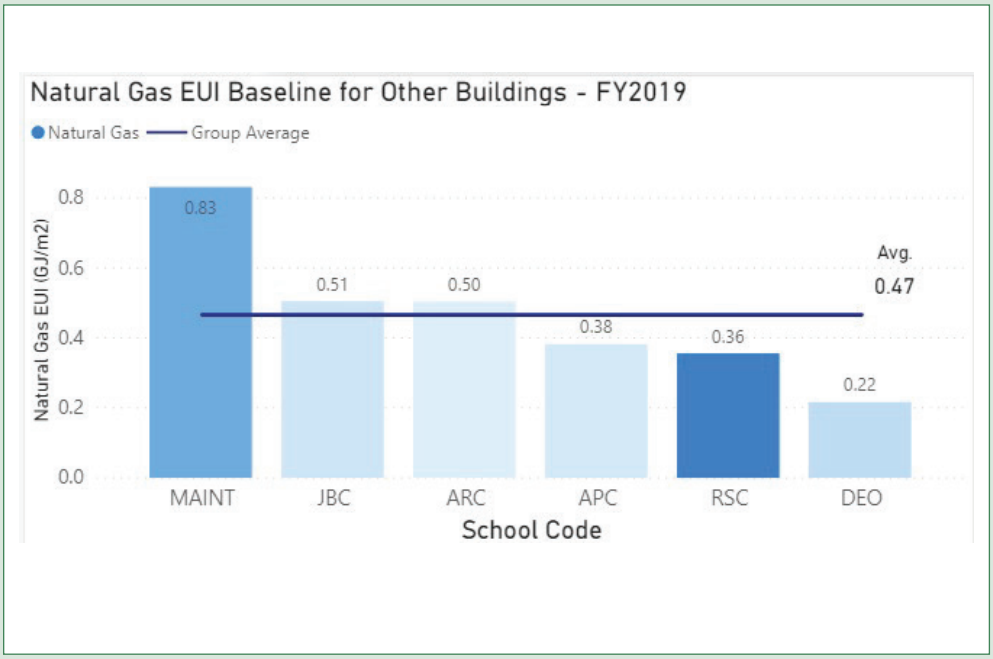
It's noted that the top four schools with the highest natural gas consumption (darkest blue) are also above the average in Natural Gas EUI performance. These are likely high value targets for energy saving opportunities and emission reductions.



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.



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

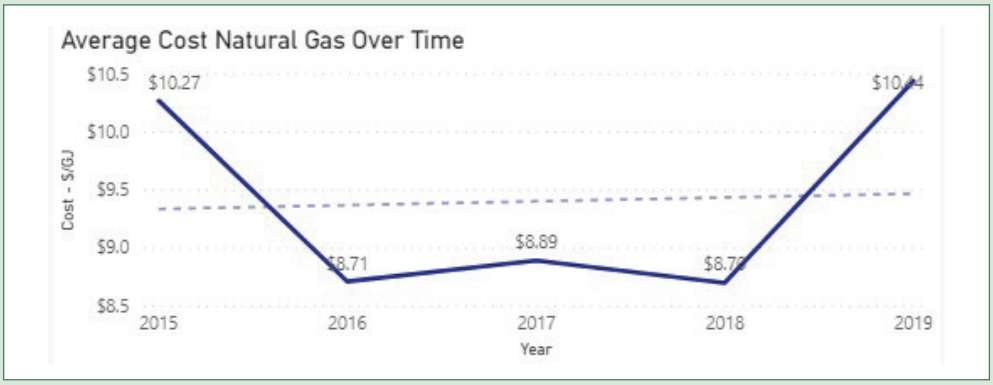
Total energy cost provides a snapshot of how well our energy efficiency measures are affecting our operational performance over time, and also provides a single data point to compare operational costs moving forward. This section will provide a quick view of utility price trends over time, and the total 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





UTILITY COST

Trends

Natural gas has seen an overall increase of 2% since 2015. There was a sharp drop-off in 2016 of 15%, which has been taken back by high natural gas prices in 2019. This reflects the volatility inherent in the natural gas market.

It's noted that electricity has seen 14.5% increase in cost/GJ of consumption since 2015. This increase has been relatively measured and predictable year over year.

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

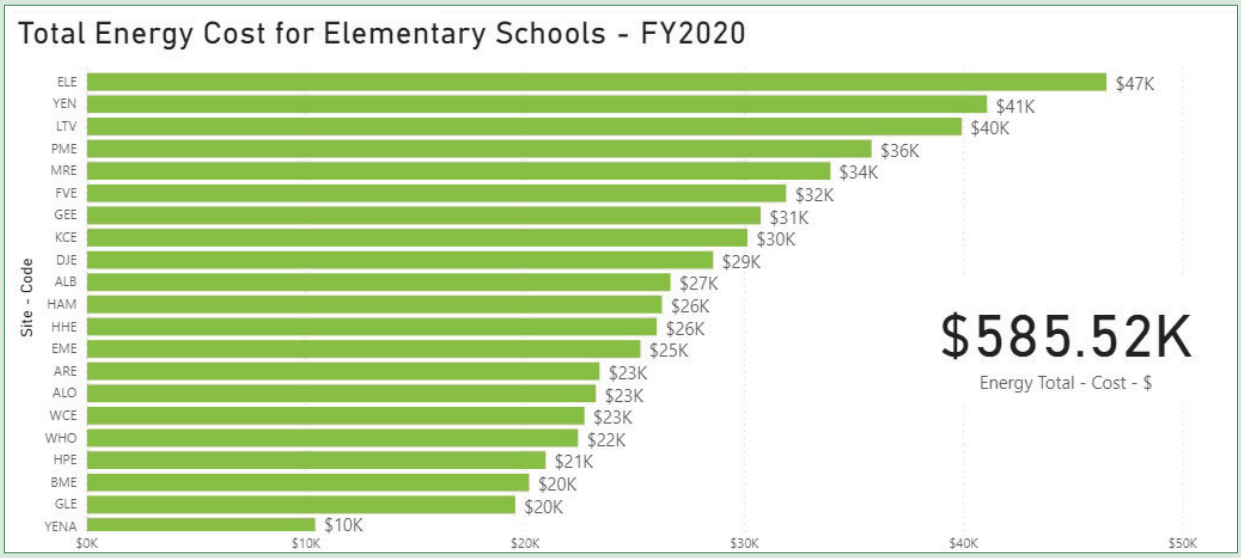
SECONDARY SCHOOLS

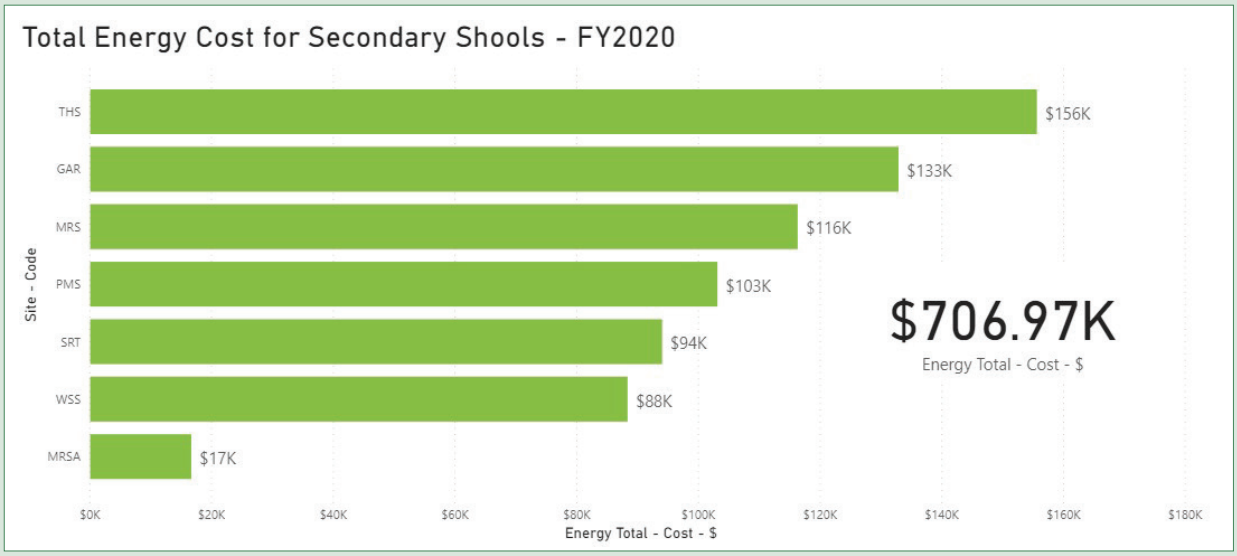
Three schools account for 56% of costs: Thomas Haney, Maple Ridge, and Garibaldi

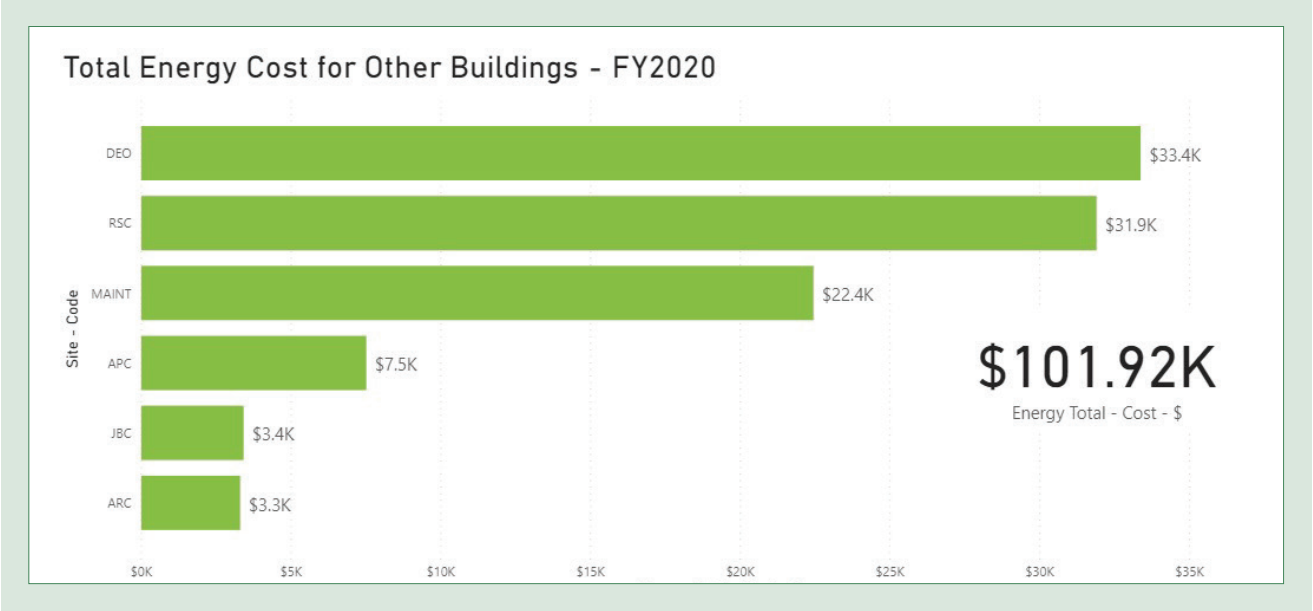
OTHER BUILDINGS

Two buildings account for 66% of costs: Riverside Centre and the District Education Office

ANALYSIS



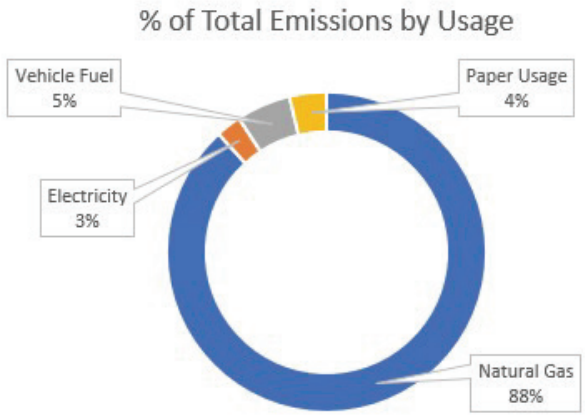




1.4 EMISSIONS PROFILE

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^2 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	
		Totals	**$2,551,231.90**	**$209,363.26**	**12.2**

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 Hooge 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
Total	**$258,871**	**376,157**	**$39,100**	**6.6**

*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 tCO2e shown in green.

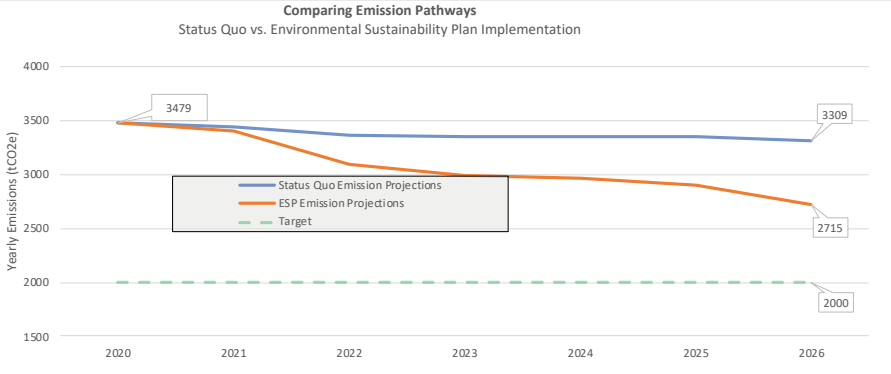


Figure 4: Compares a status quo emission pathway to the potential emission pathway if HVAC projects are implemented through to 2026.

Figure 4 shows that without any comprehensive plan, and looking at boiler improvements only, a reduction of 170 tCO2e (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 tCO2e (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.

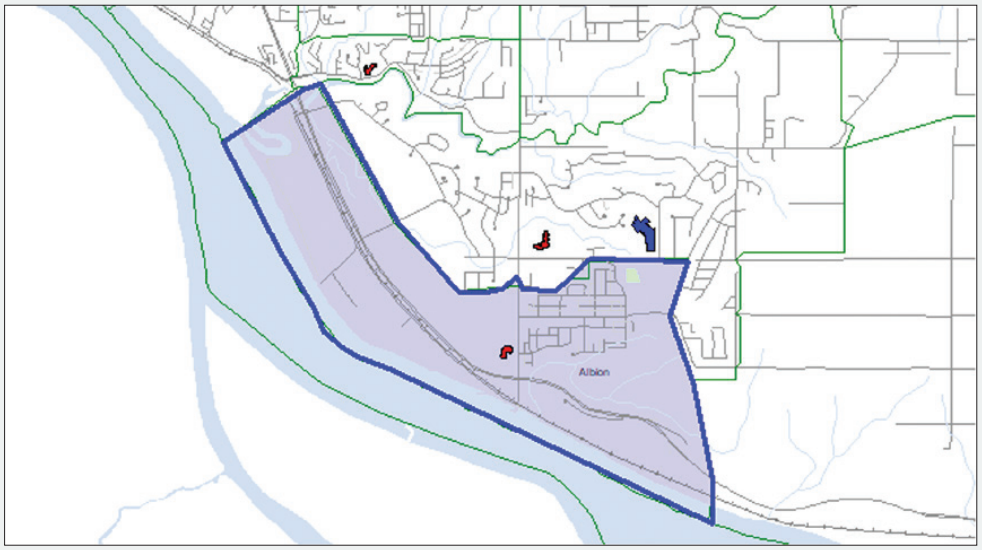
APPENDIX D: SCHOOL FACT SHEETS

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

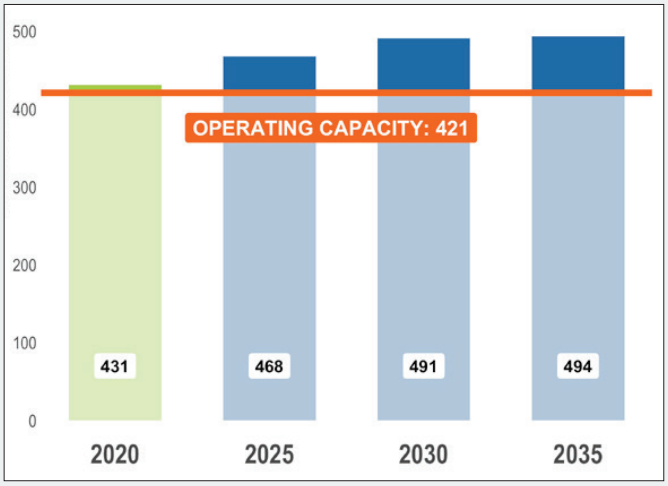
SIZE: 3,630 sq. m
CLASSROOMS: 19
OTHER: 0

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.

0.57	24	$3,923,014	$5,800,000
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.

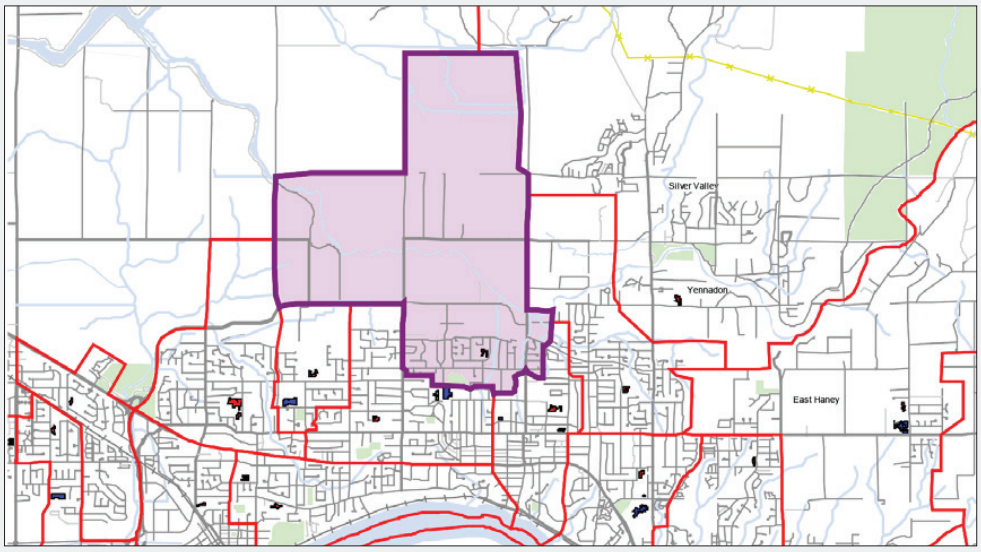
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

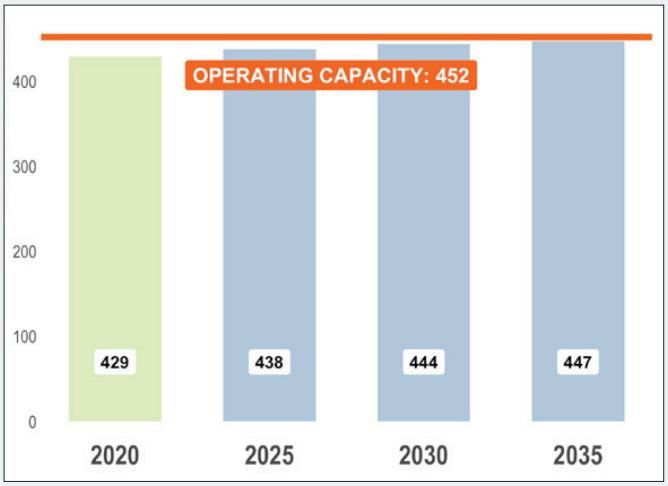
SIZE: 3,703 sq. m
CLASSROOMS: 21
OTHER: 0

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.

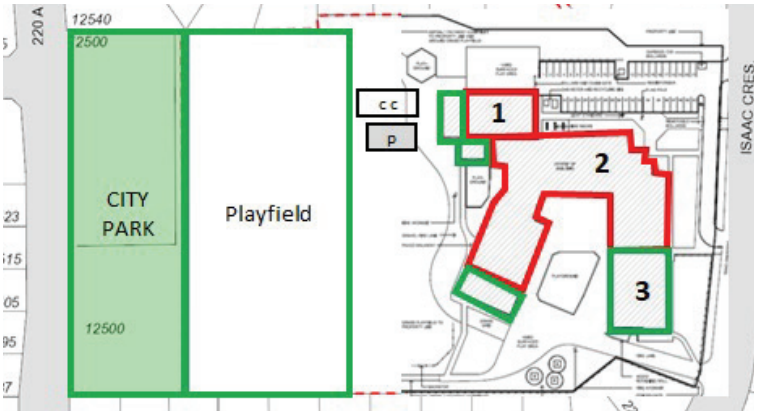
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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.

0.54	4	$3,959,093	$6,500,000
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.

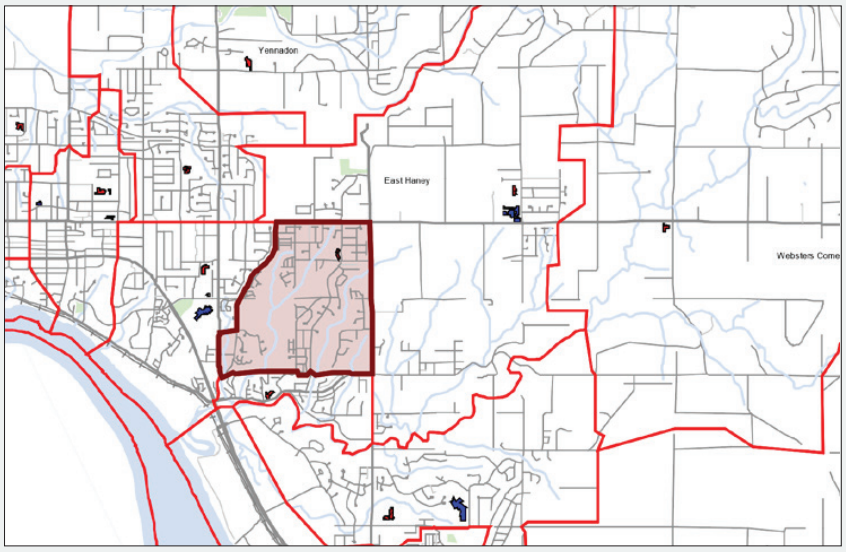
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

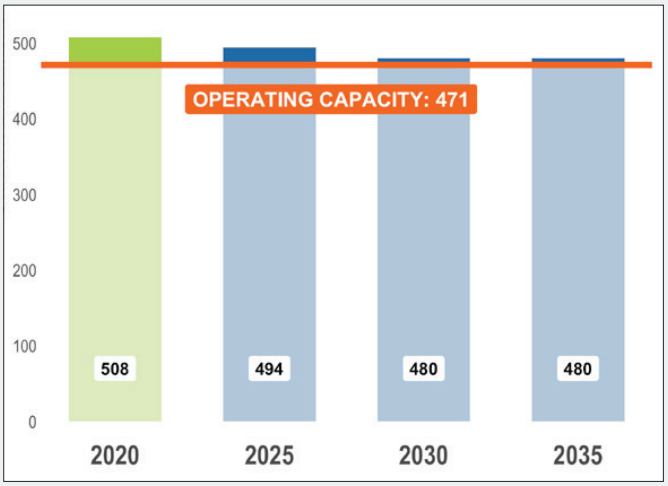
SIZE: 3,535 sq. m
CLASSROOMS: 22
OTHER: 0

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.

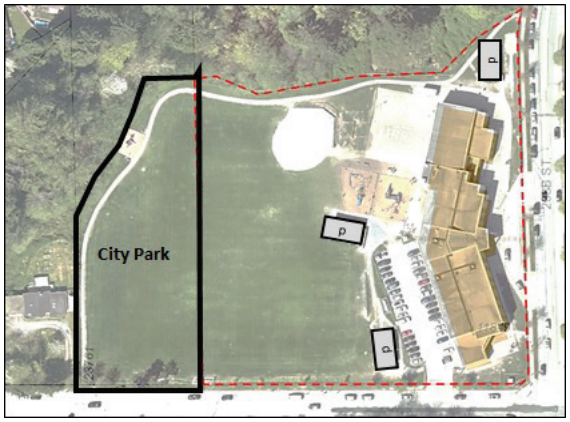
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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	6	$3,357,925	N/A
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.

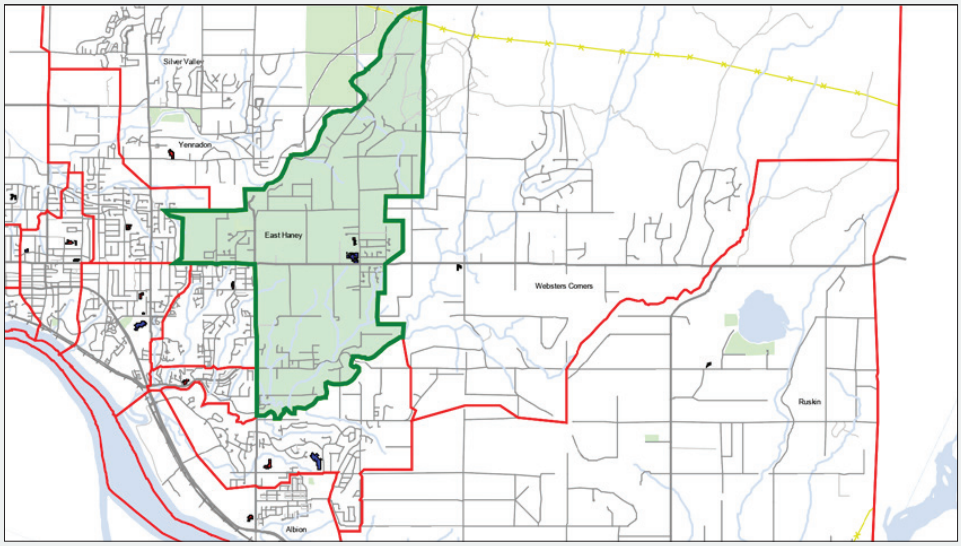
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

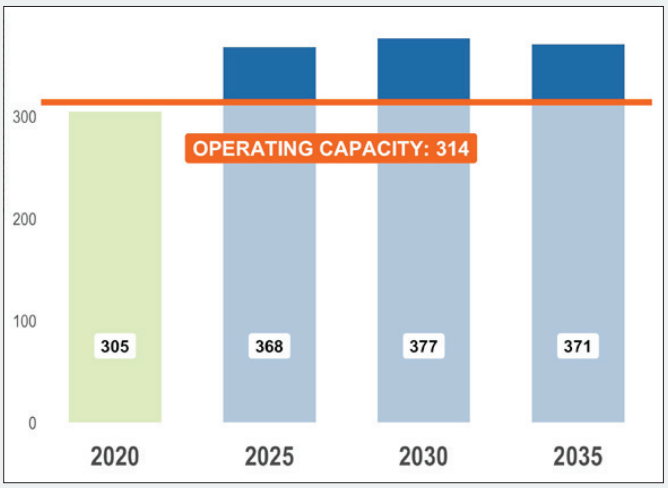
SIZE: 2,540 sq. m
CLASSROOMS: 14
OTHER: 0

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).

0.44	13	$2,175,339	N/A
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.

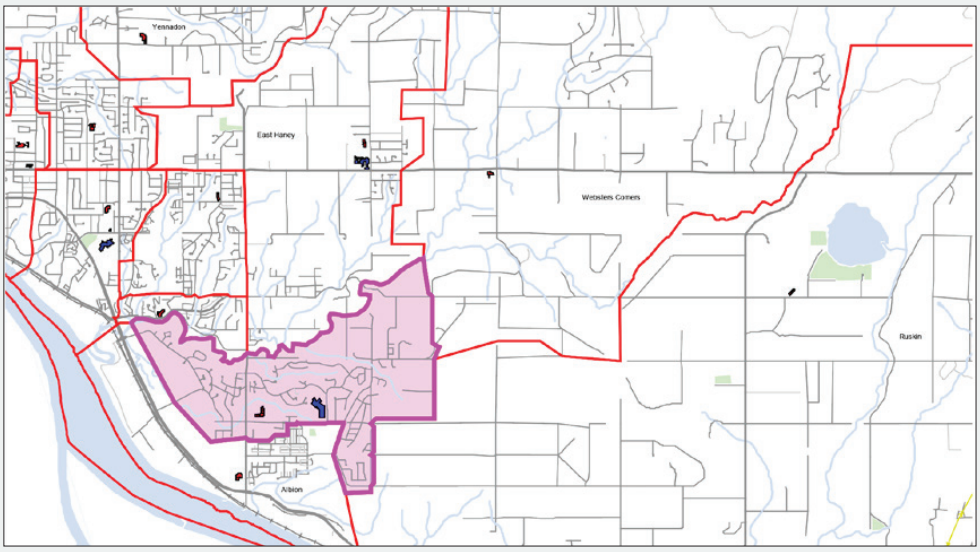
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

c̓əsqənelə 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

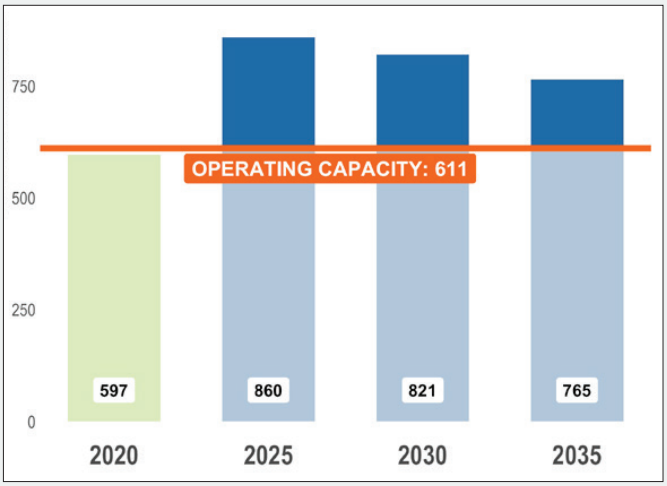
SIZE: 4,800 sq. m
CLASSROOMS: 28
OTHER: 2

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 c̓əsqənelə Elementary is 611.

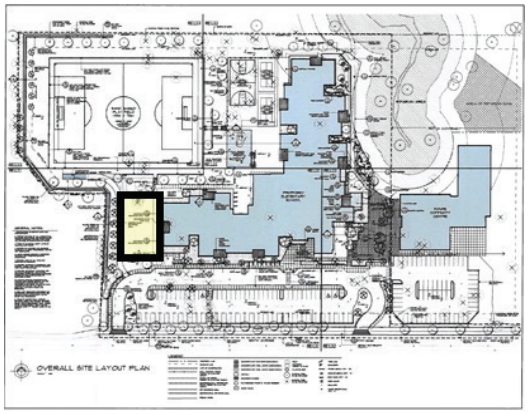
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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:

P **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
N/A	1	N/A	N/A

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.

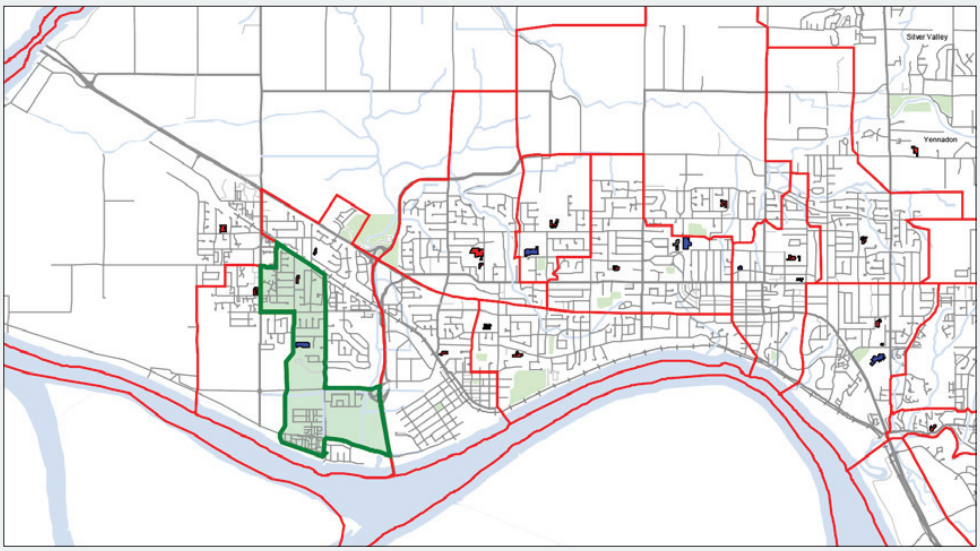
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

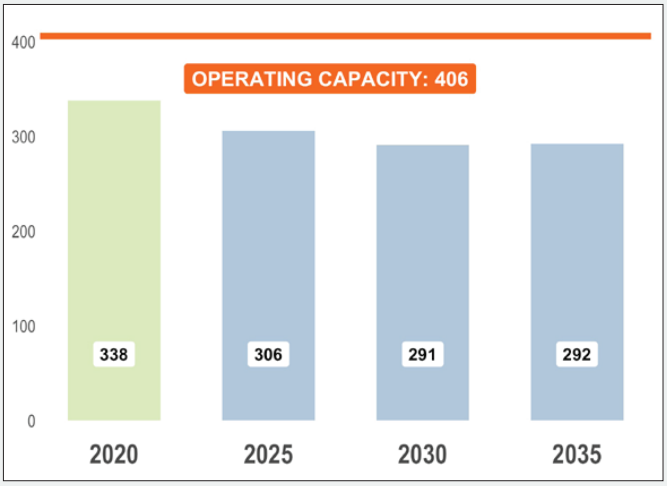
SIZE: 3,397 sq. m
CLASSROOMS: 17
OTHER: 1

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.

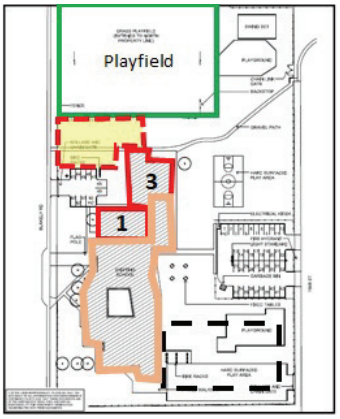
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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.

0.62	28	$4,735,590	$1,500,000
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.

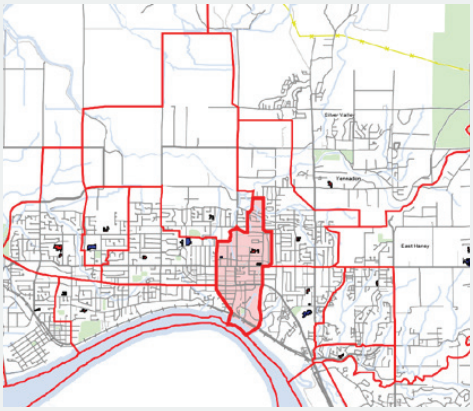
ERIC LANGTON ELEMENTARY



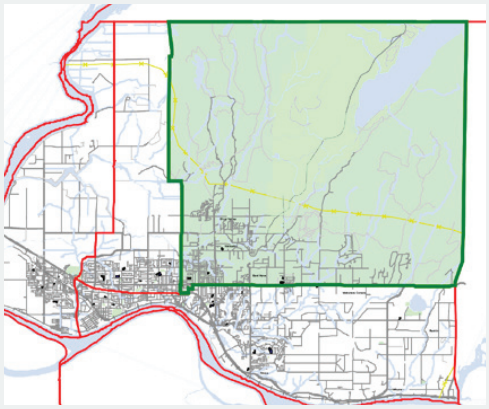
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion
- StrongStart

BUILDING SUMMARY

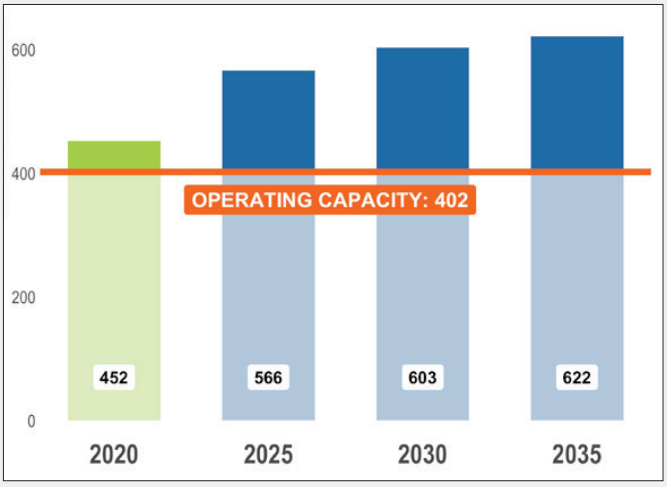
SIZE: 3,830 sq. m
CLASSROOMS: 19
OTHER: 1

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.

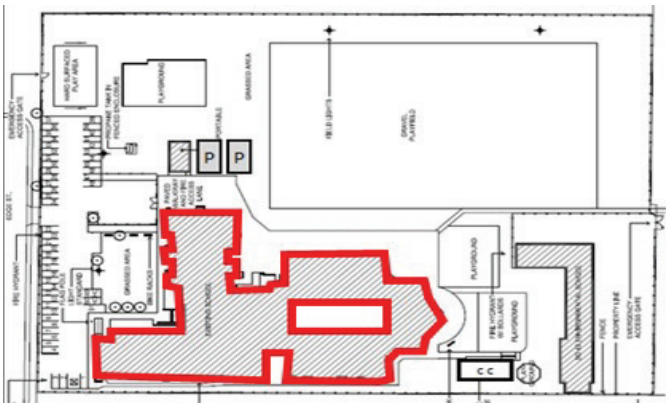
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: 3.135 ha

CHARACTERISTICS: James Best Centre, child care, and Environmental School is on the east side of the site.

PORTABLES: P 3 *Possible to add 1 portable east of the existing 3 portables.*

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

All 5 blocks at Eric Langton have a high seismic risk.

A Seismic Project Definition Report has been approved for either a seismic upgrade with an addition or a full replacement school. Decision is expected late 2021.

Tentative earliest opening would be September, 2024 or 2025 depending on the option approved. Either option would increase the operating capacity by 201.

ADDITIONS

A 40k + 175 addition is already included in the upgrade.

0.61	33	$4,526,030	$28,700,035
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.

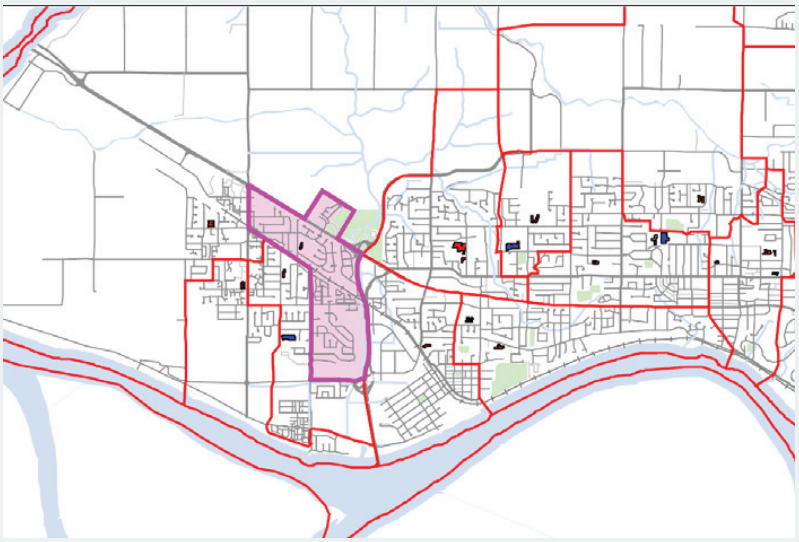
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

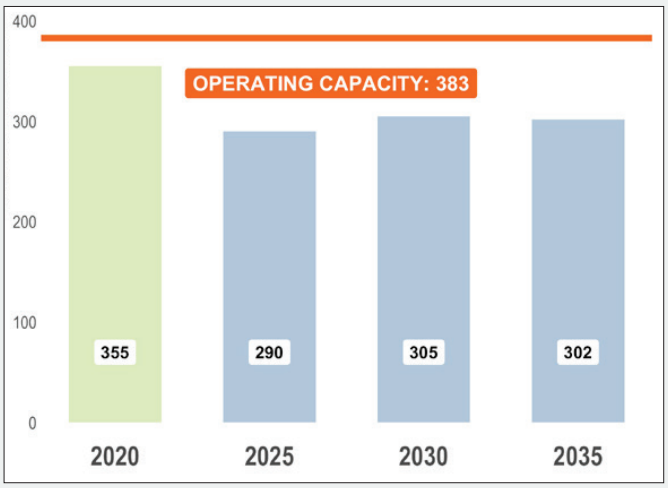
SIZE: 3,269 sq. m
CLASSROOMS: 17
OTHER: 0

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.

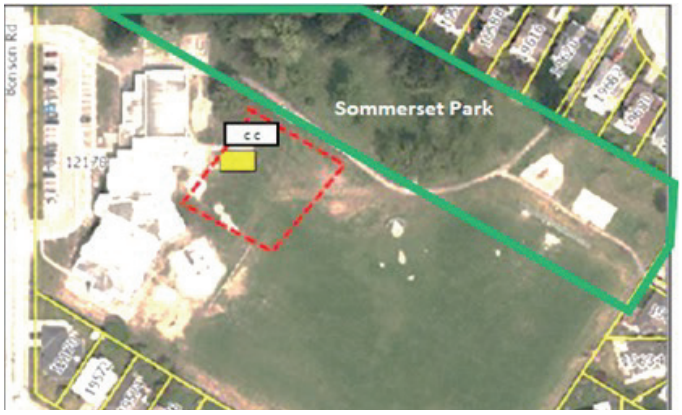
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **1 modular** *Possible to add 1 portable to the south of the modular or on the playfield, which 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 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.

0.44	3	$3,385,845	N/A
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.

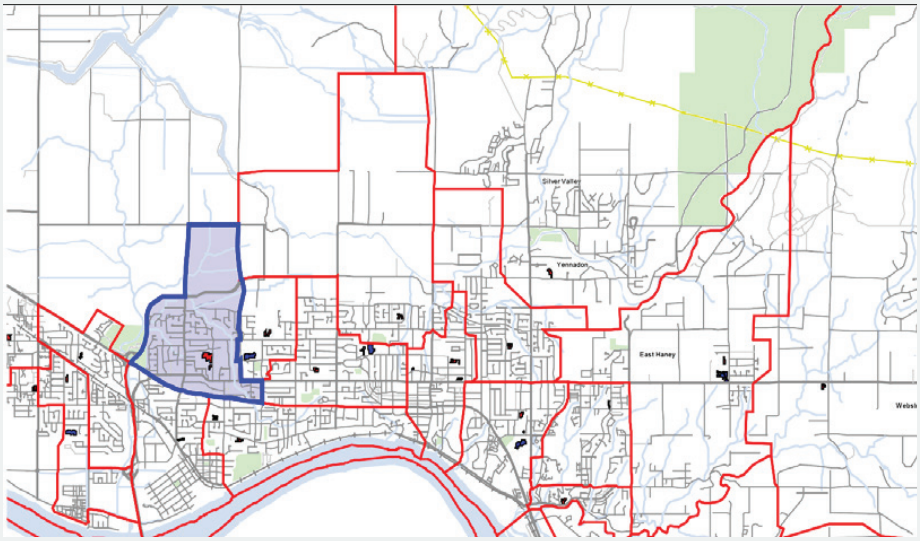
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

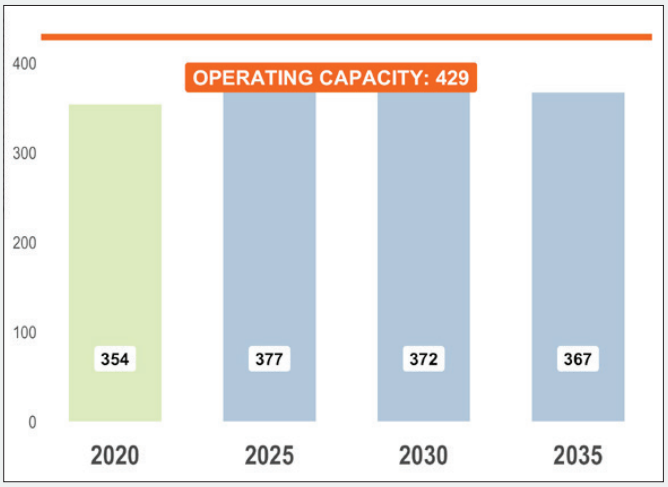
SIZE: 3,862 sq. m
CLASSROOMS: 22
OTHER: 1

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.

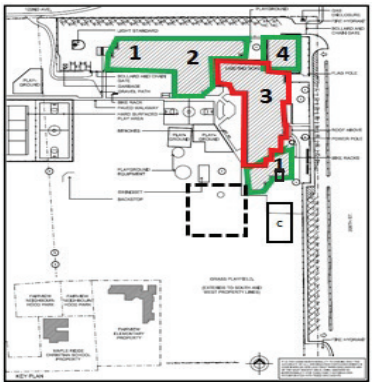
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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	19.5	$6,229,181	N/A
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.

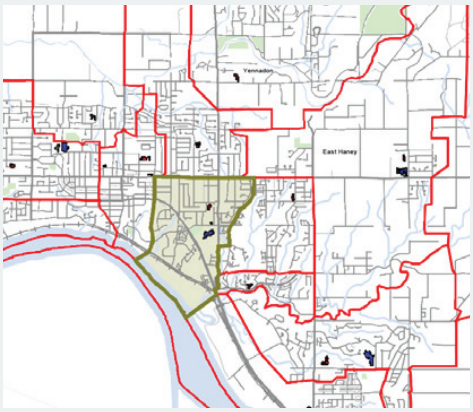
GOLDEN EARS ELEMENTARY



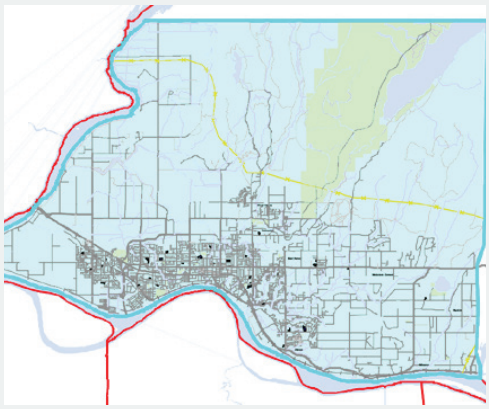
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



LATE FRENCH IMMERSION



DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion (Late)

BUILDING SUMMARY

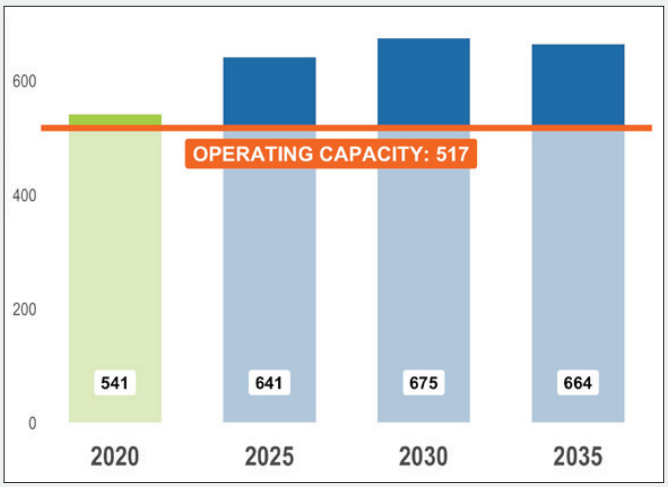
SIZE: 4,186 sq. m
CLASSROOMS: 23
OTHER: 0

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.

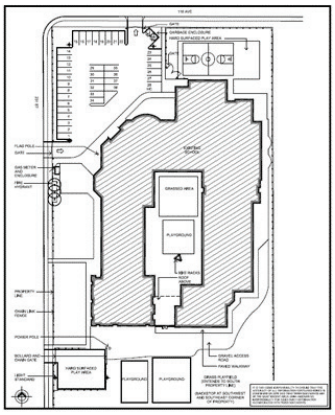
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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	11	$5,099,638	N/A
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.

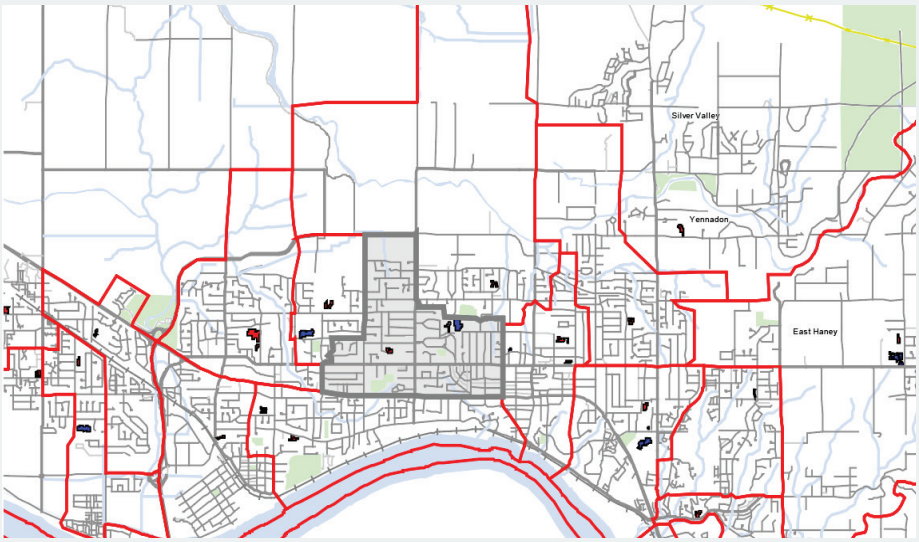
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

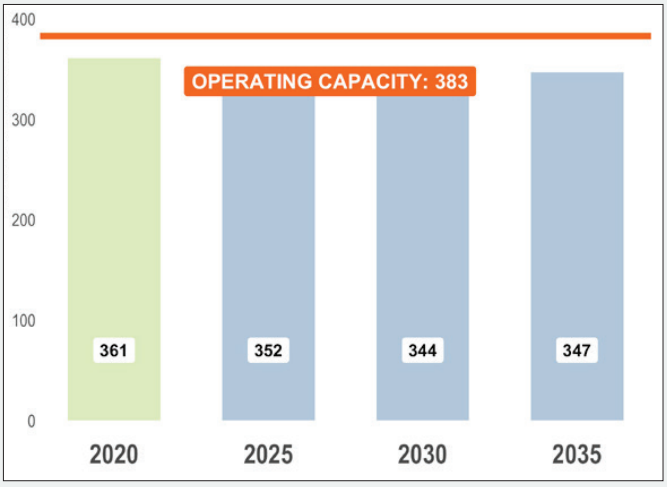
SIZE: 3,473 sq. m
CLASSROOMS: 19
OTHER: 0

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.

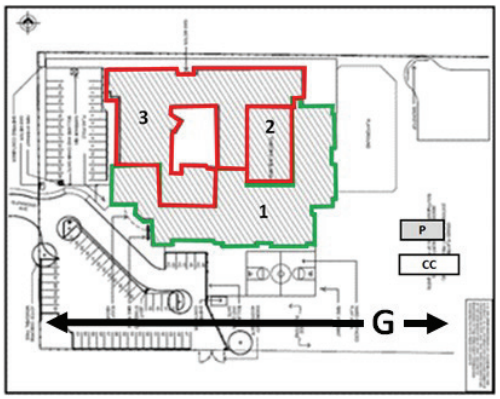
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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-of is very circuitous. A major gas transmission line and right-of-way runs along the south 20 m of the property

PORTABLES: P 1 *Possible to add 1 portable north of the existing portable.*

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.

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.

0.72	9	$6,061,384	$4,000,000
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.

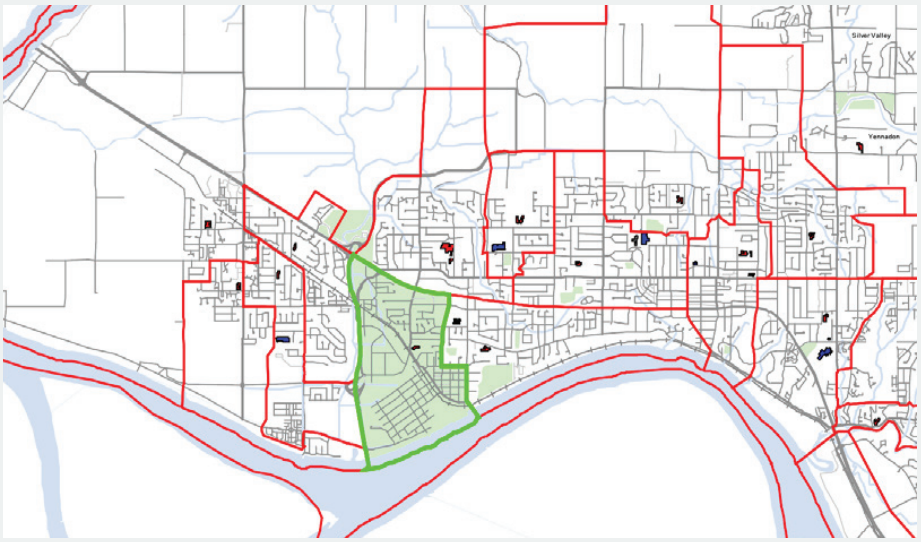
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

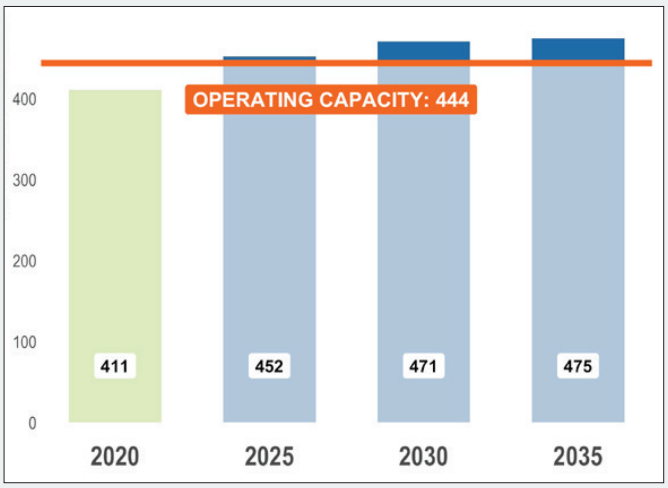
SIZE: 3,535 sq. m
CLASSROOMS: 20
OTHER: 1

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.

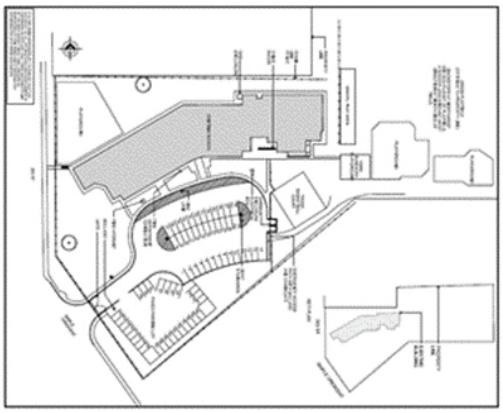
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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.

0.48	5	$3,544,109	N/A
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.

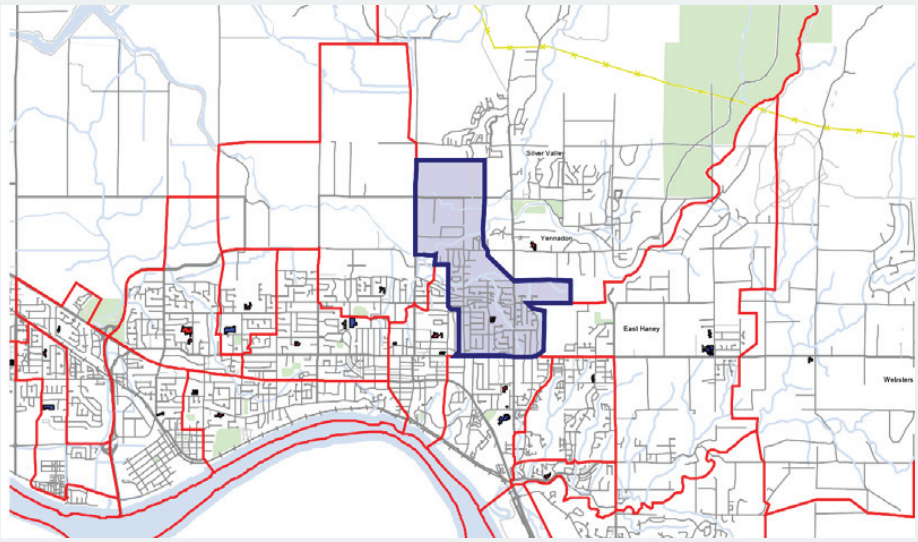
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

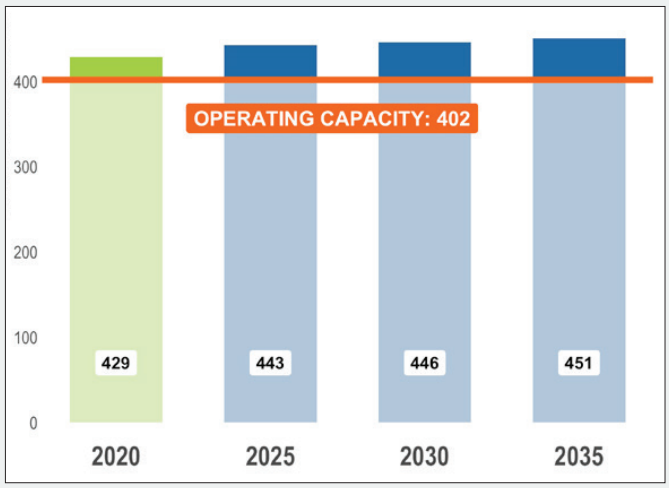
SIZE: 3,691 sq. m
CLASSROOMS: 19
OTHER: 1

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.

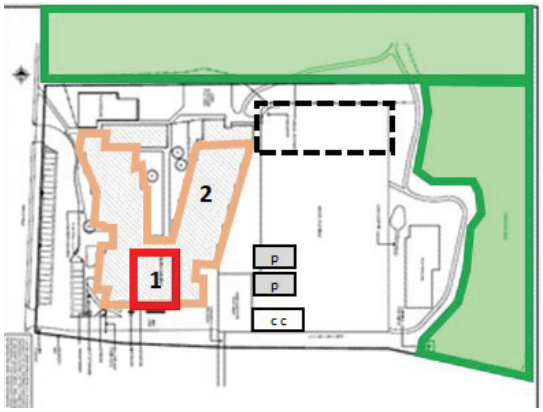
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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.

0.52	7	$3,645,446	$600,000
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.

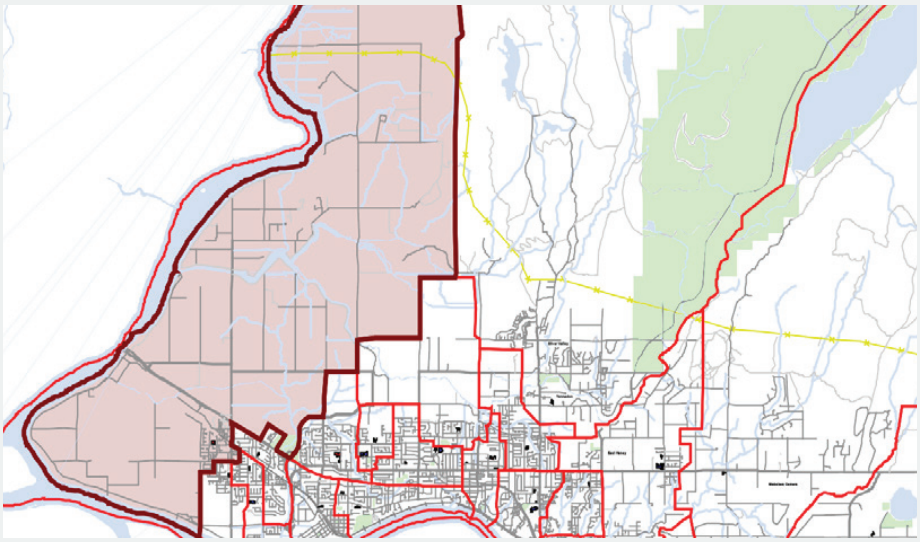
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

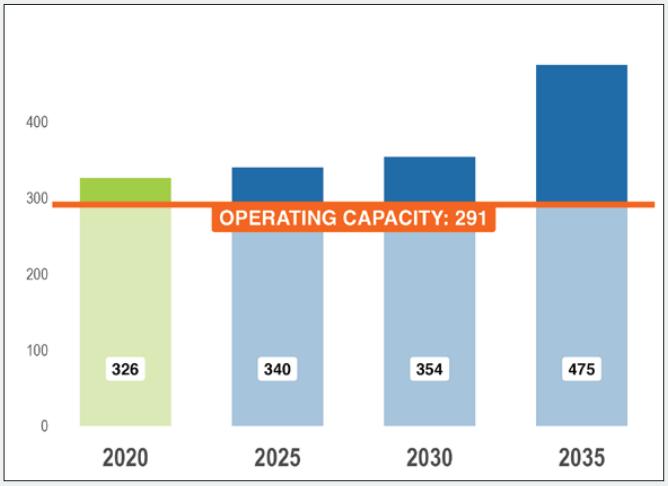
SIZE: 3,172 sq. m
CLASSROOMS: 14
OTHER: 1

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: P **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.

0.71	15	$4,634,277	$3,500,000
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.

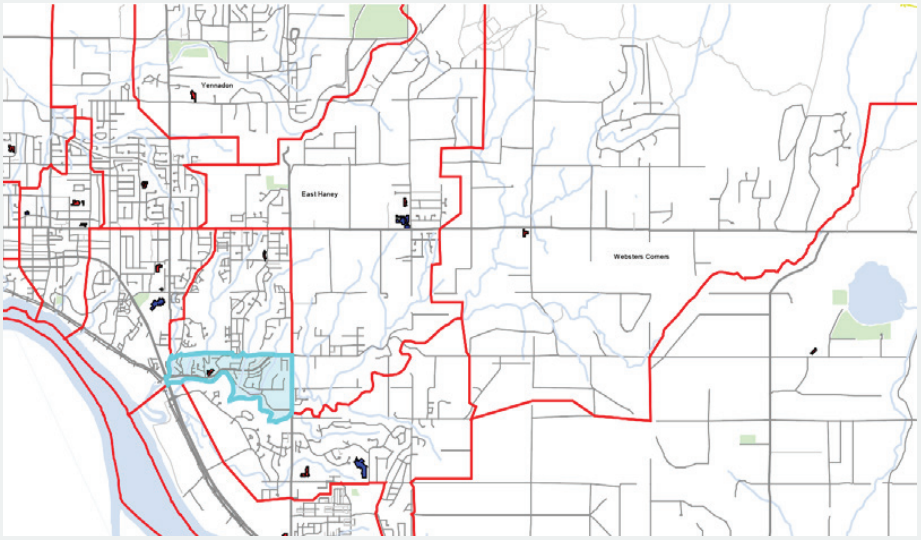
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

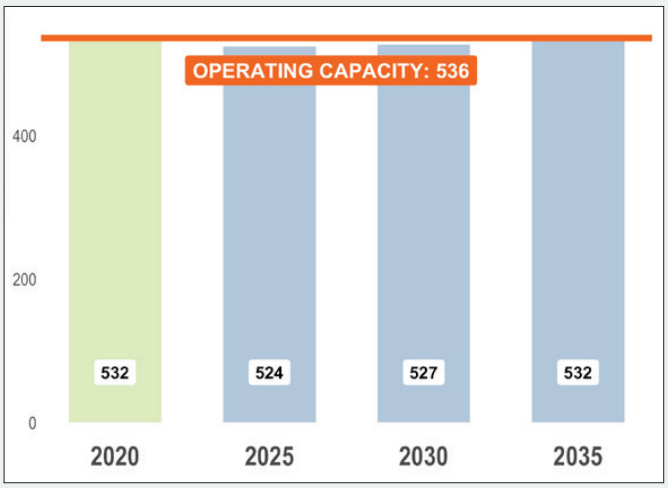
SIZE: 4,346 sq. m
CLASSROOMS: 24
OTHER: 0

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.

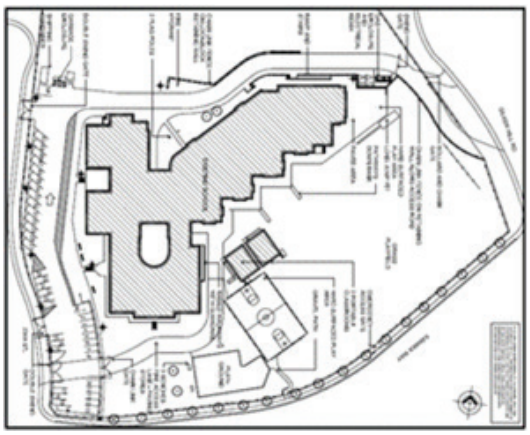
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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.

0.50	8	$4,774,783	N/A
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.

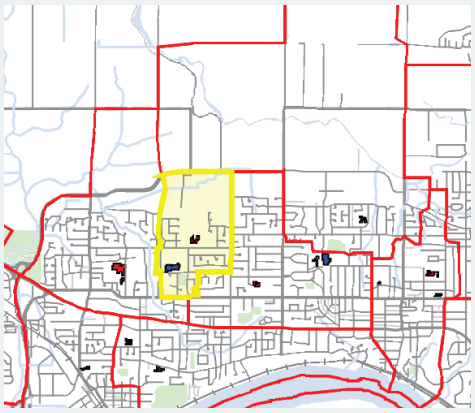
LAITY VIEW ELEMENTARY



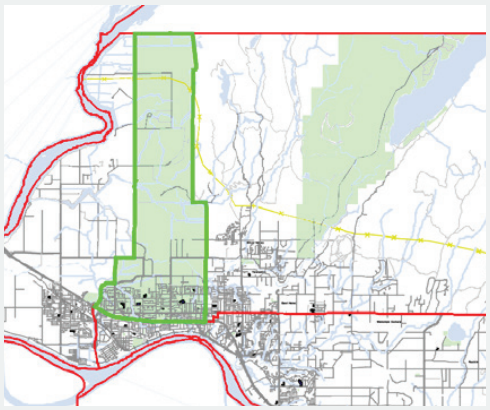
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion

BUILDING SUMMARY

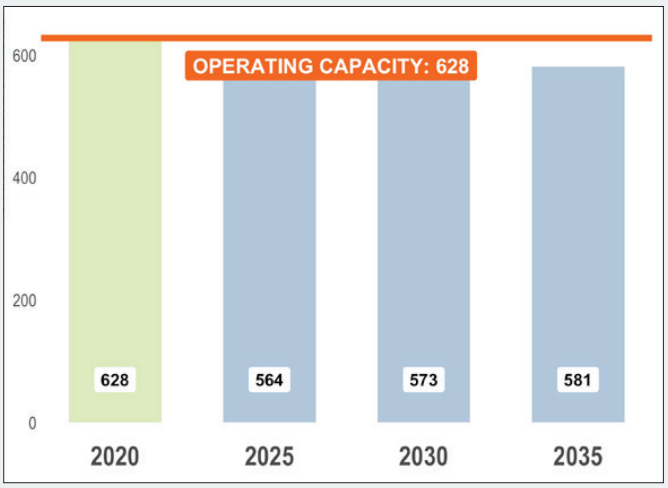
SIZE: 4,794 sq. m
CLASSROOMS: 29
OTHER: 0

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: P **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.

0.52	12	$4,938,198	N/A
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.

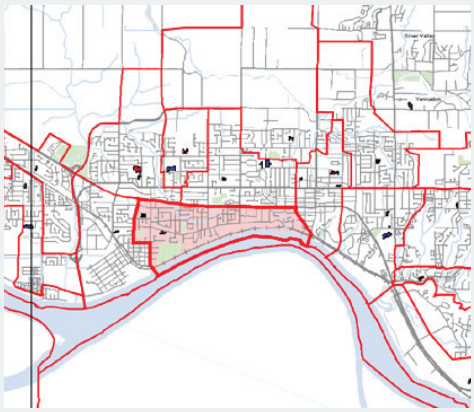
MAPLE RIDGE ELEMENTARY



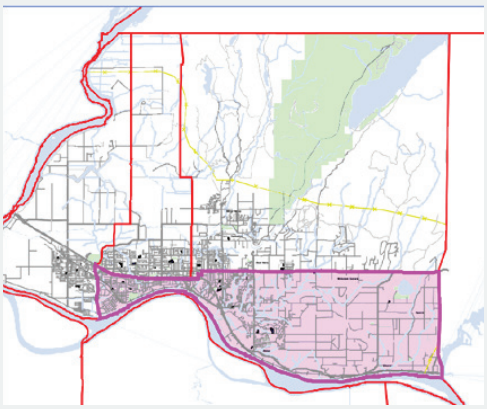
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion

BUILDING SUMMARY

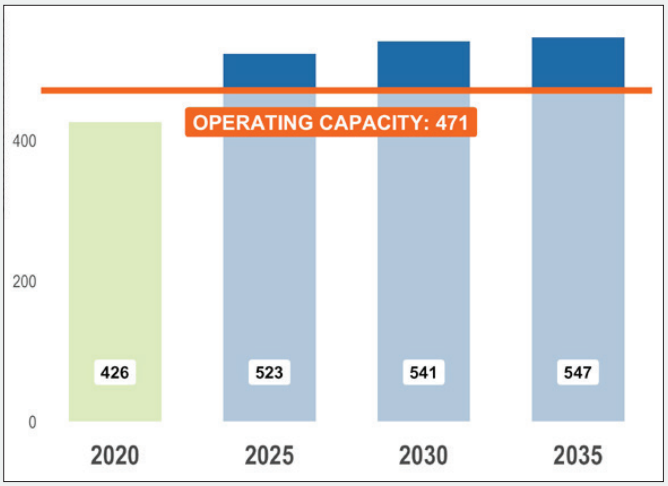
SIZE: 3,905 sq. m
CLASSROOMS: 21
OTHER: 0

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.

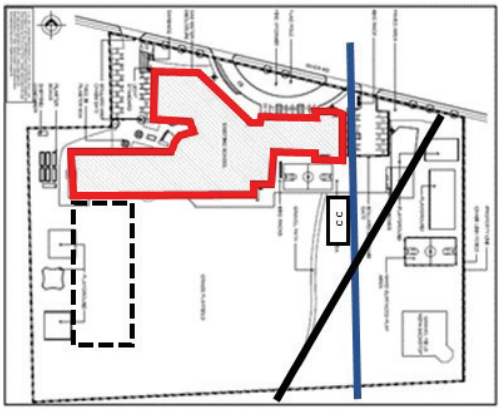
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **0** There are no practical locations to add portable classrooms.

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 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.

0.67	22	$5,948,813	$6,100,000
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



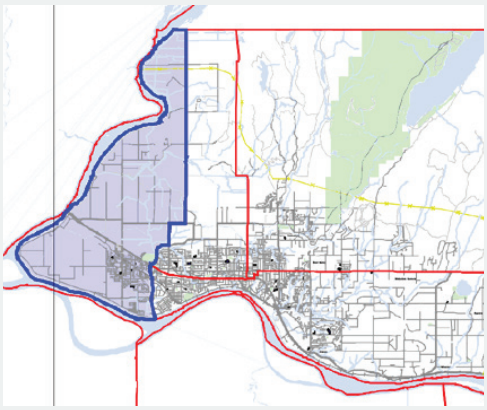
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- 1-to-1 Inquiry Program
- French Immersion

BUILDING SUMMARY

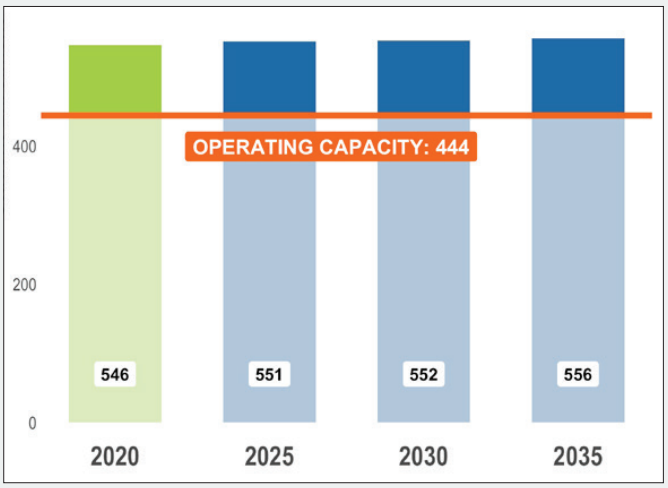
SIZE: 3,998 sq. m
CLASSROOMS: 22
OTHER: 0

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.

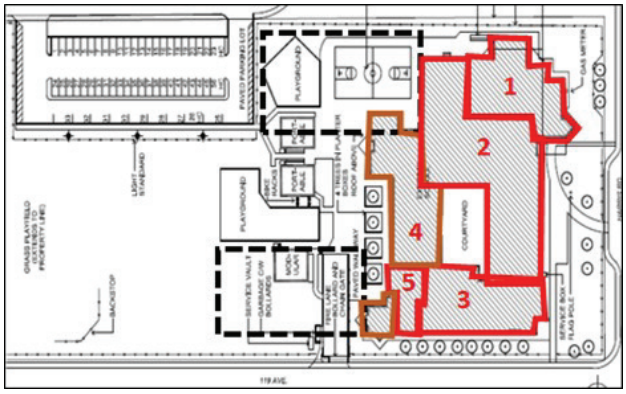
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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.

0.68	31	$5,350,425	$7,100,000
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.

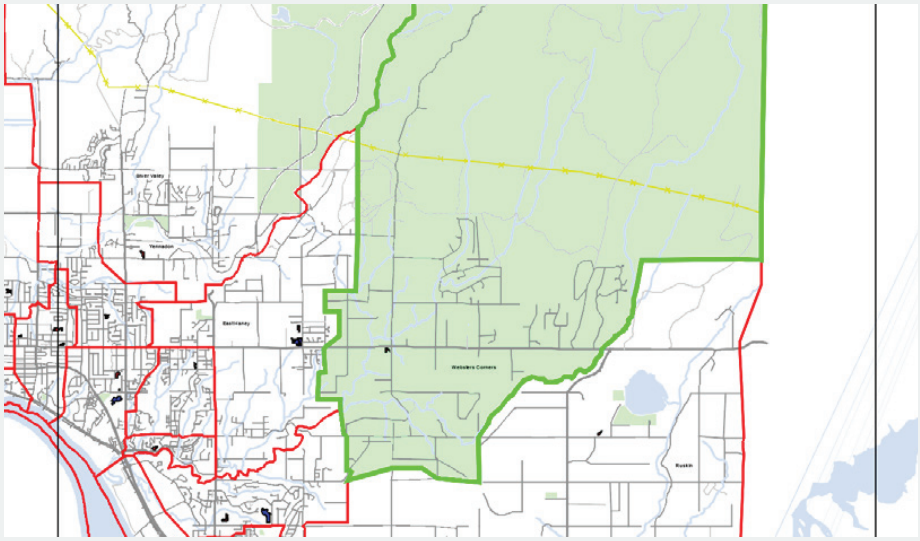
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

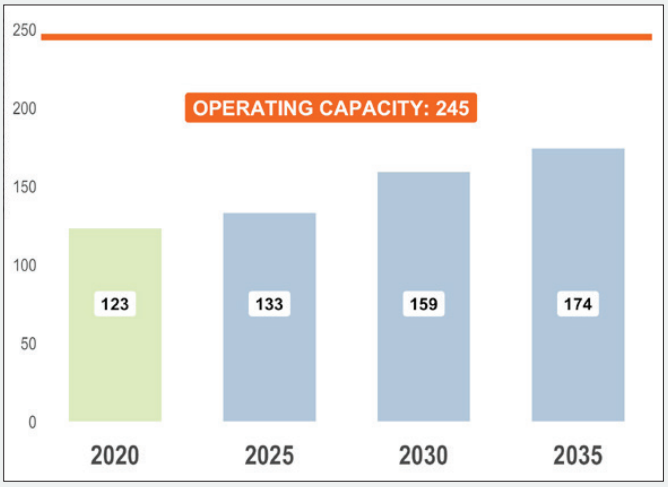
SIZE: 2,471 sq. m
CLASSROOMS: 10
OTHER: 1

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.

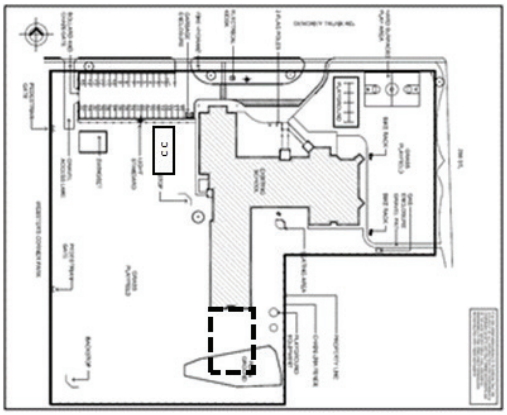
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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.

0.58	26	$2,804,520	N/A
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.

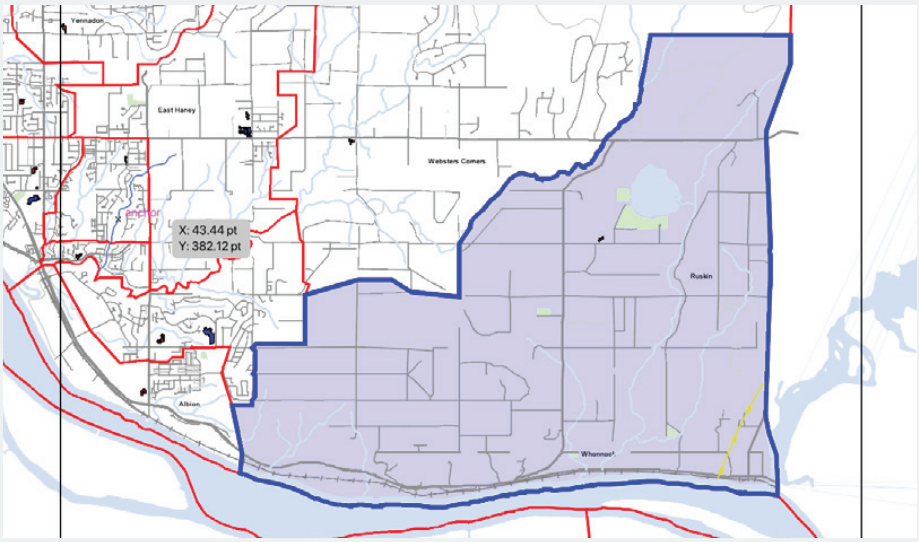
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

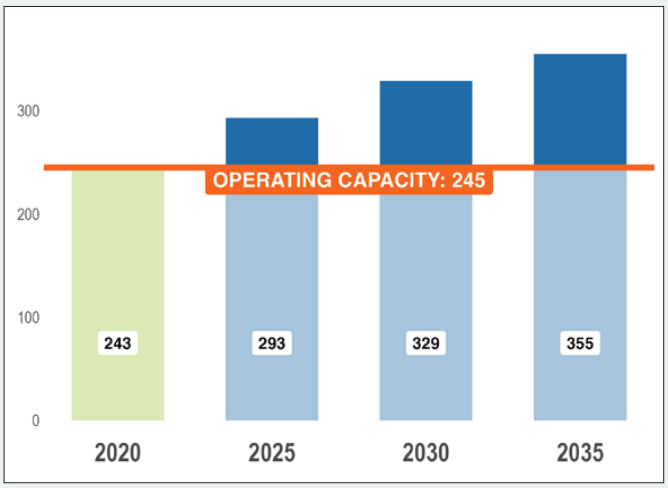
SIZE: 2,330 sq. m
CLASSROOMS: 11
OTHER: 0

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.

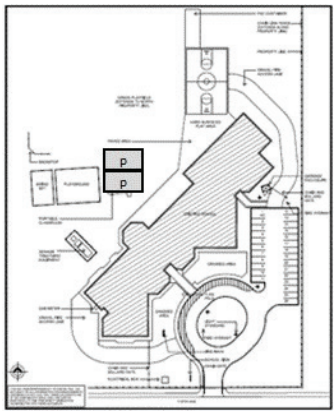
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P 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.

0.37	2	$1,408,525	N/A
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.

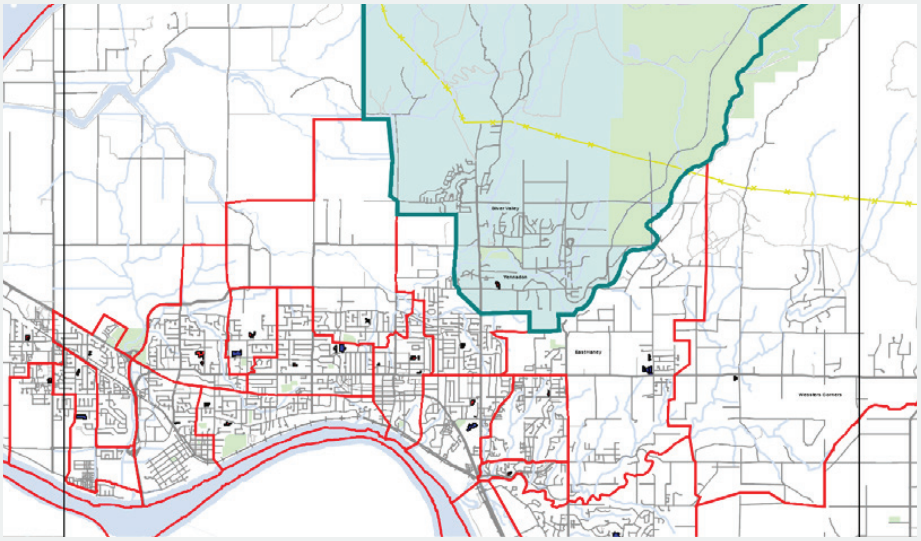
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

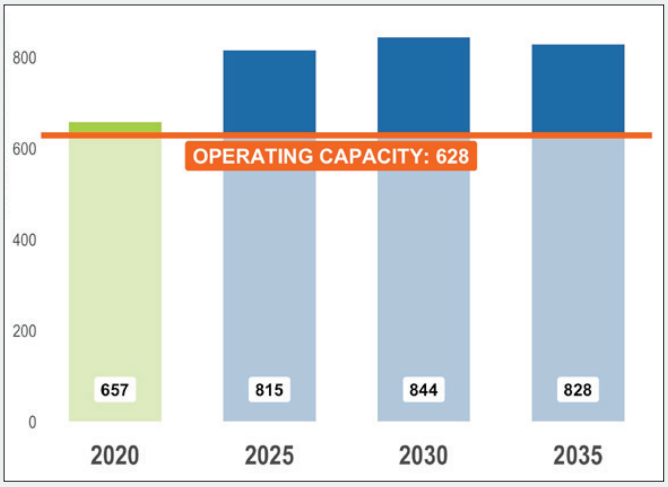
SIZE: 4,380 sq. m
CLASSROOMS: 29
OTHER: 0

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.

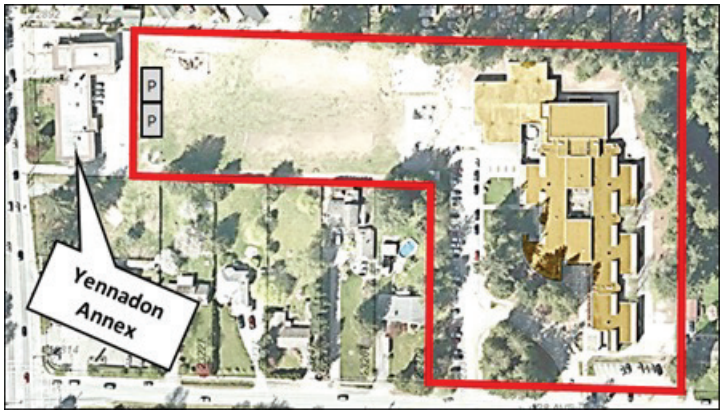
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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	16	$4,605,768	N/A
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 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: 🅿 **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.

0.38	1	$1,291,353	N/A
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.

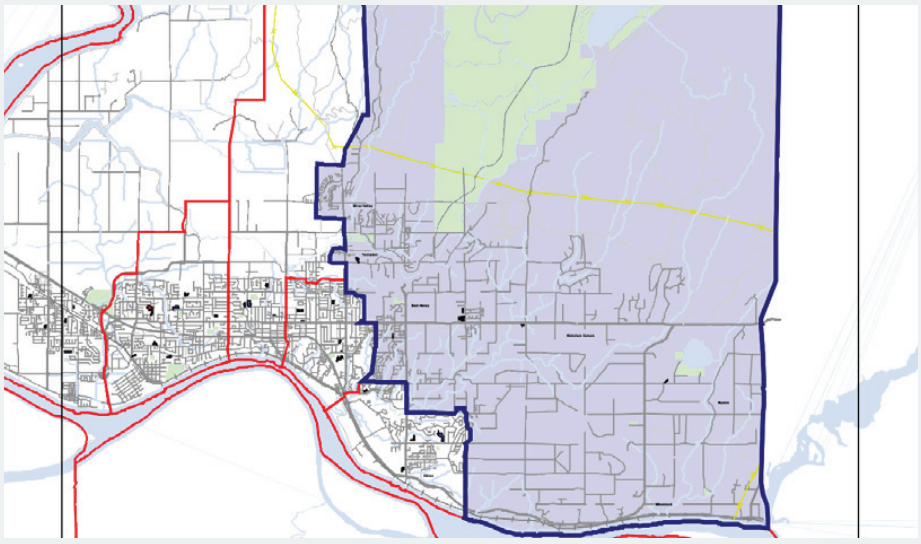
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

BUILDING SUMMARY

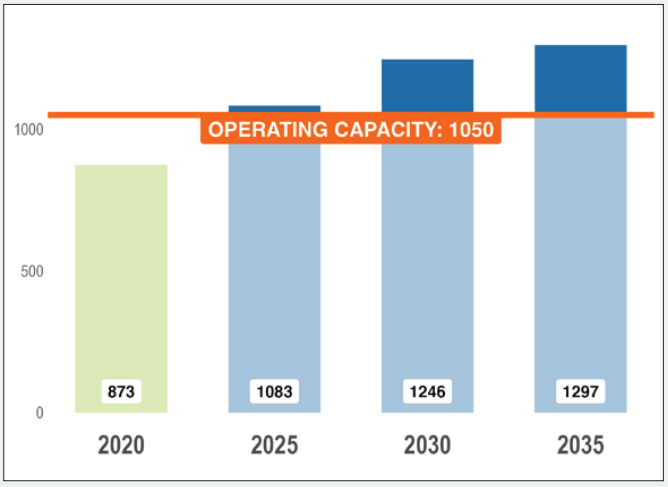
SIZE: 12,429 sq. m
CLASSROOMS: 42
OTHER: 0

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.

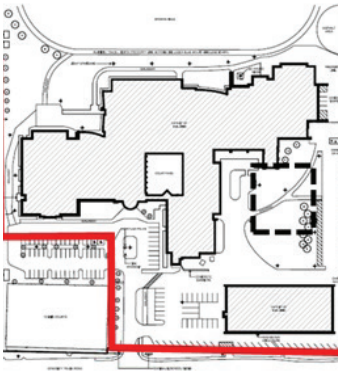
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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	29	$13,640,109	N/A
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.

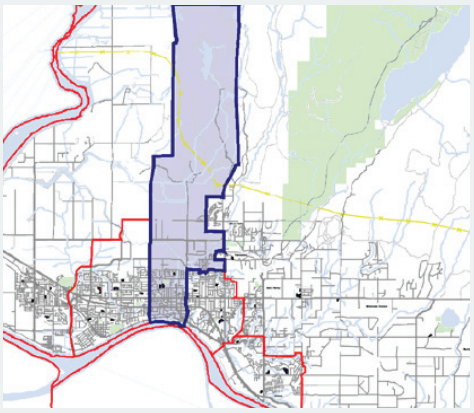
MAPLE RIDGE SECONDARY



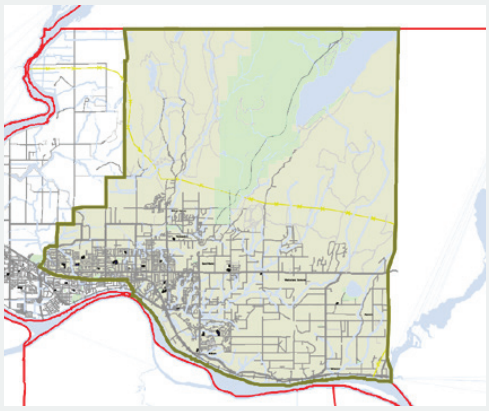
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- For a list of available programs, visit the Maple Ridge Secondary website at secondary.sd42.ca/mrss

BUILDING SUMMARY

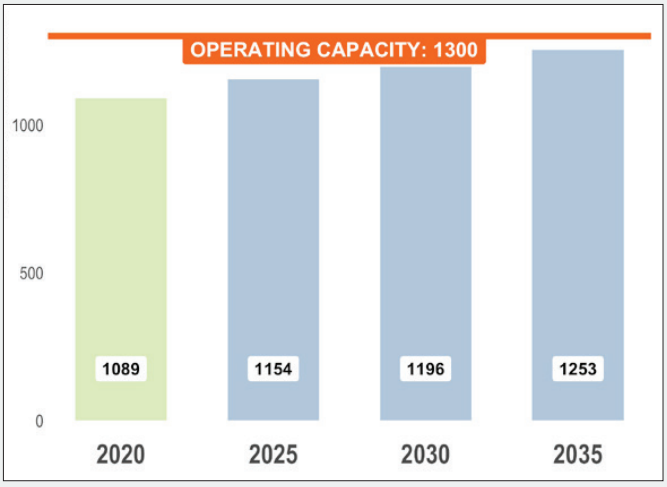
SIZE: 13,793 sq. m
CLASSROOMS: 52
OTHER: 0

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: P **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.

0.40	19.5	$11,162,617	$2,800,000
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.

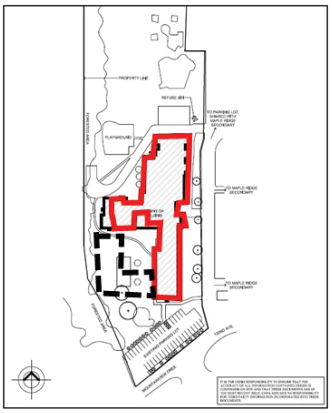
MAPLE RIDGE SECONDARY ANNEX

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: P 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.

0.77	27	$6,102,945	$4,859,000
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.

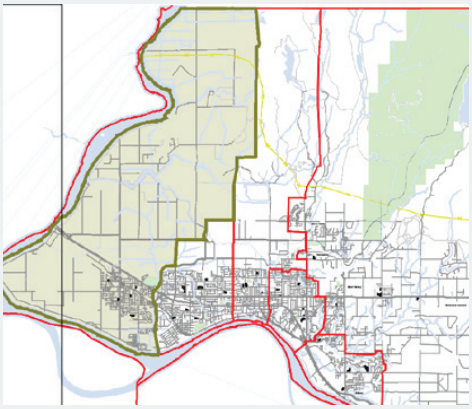
PITT MEADOWS SECONDARY



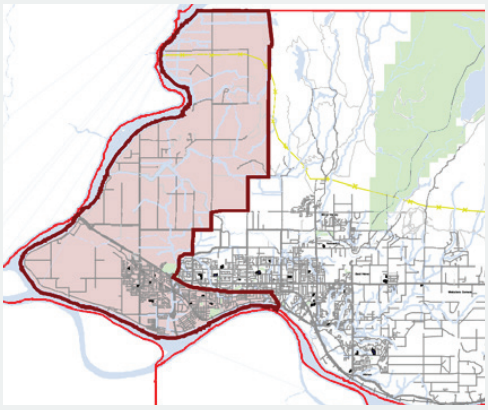
This fact sheet provides an overview of the school's catchment boundaries, current and projected student enrolment, available district programs, facility operating conditions, and overall building condition as assessed through Ministry of Education and School District No. 42 metrics.

CATCHMENT AREA

ENGLISH



FRENCH IMMERSION



DISTRICT PROGRAMS

- For a list of available programs, visit the Pitt Meadows Secondary website at secondary.sd42.ca/pmss

BUILDING SUMMARY

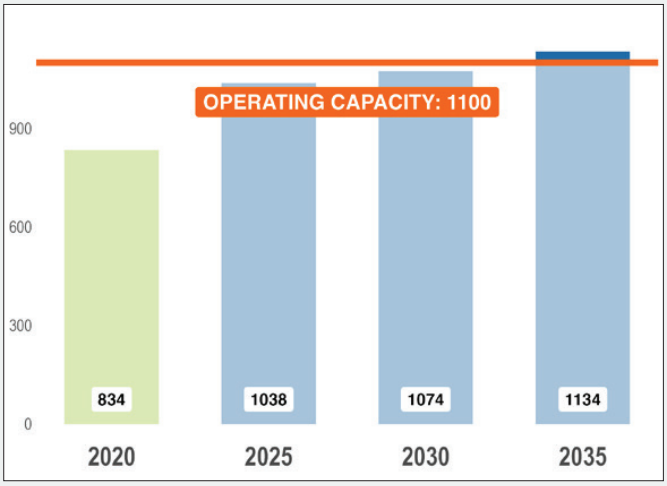
SIZE: 13,276 sq. m
CLASSROOMS: 44
OTHER: 0

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.

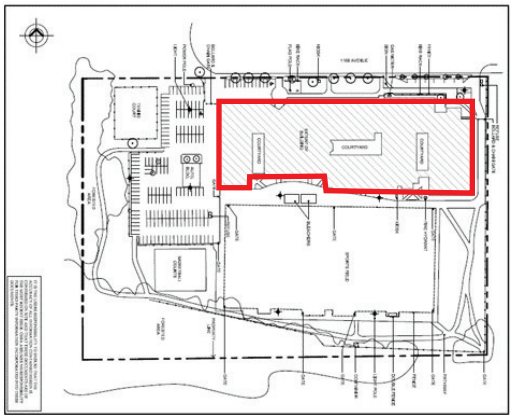
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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	34	$23,539,985	$30,863,085
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.

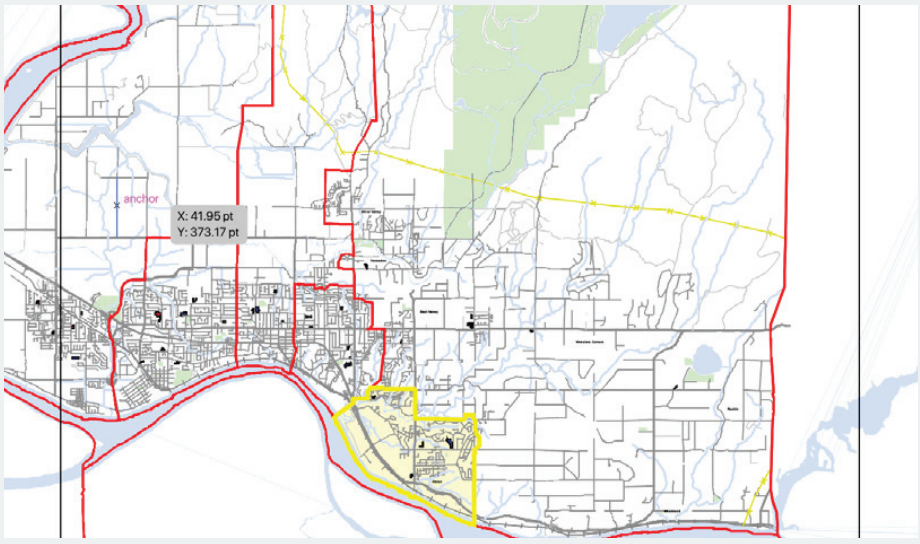
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

BUILDING SUMMARY

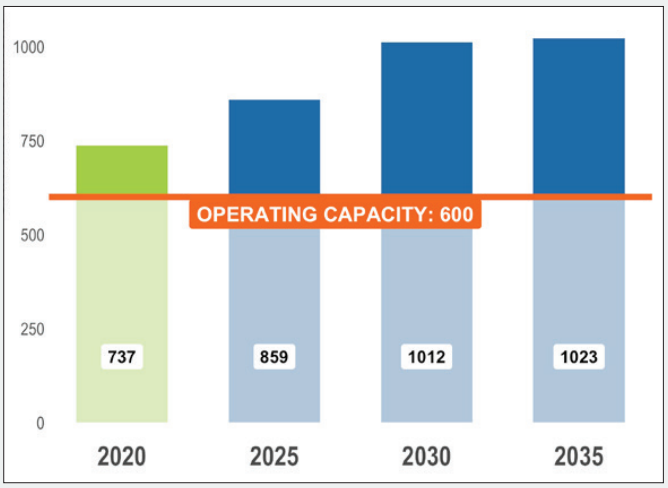
SIZE: 6,860 sq. m
CLASSROOMS: 24
OTHER: 0

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.

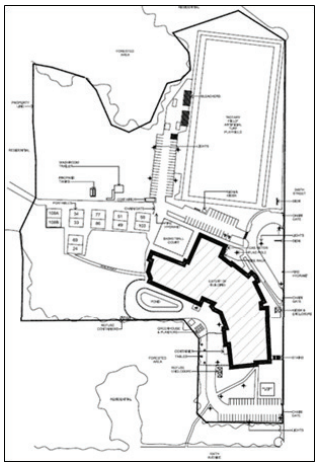
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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	21	$3,695,049	N/A
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.

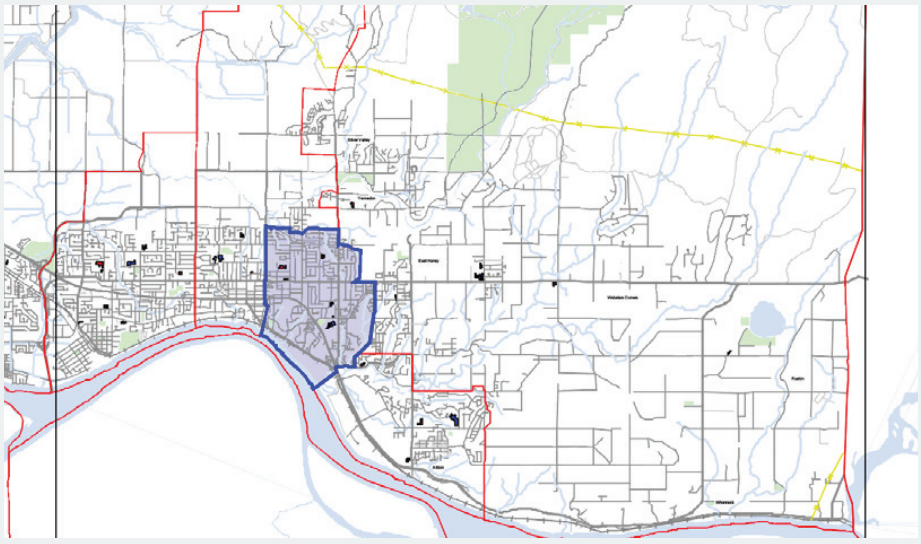
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

BUILDING SUMMARY

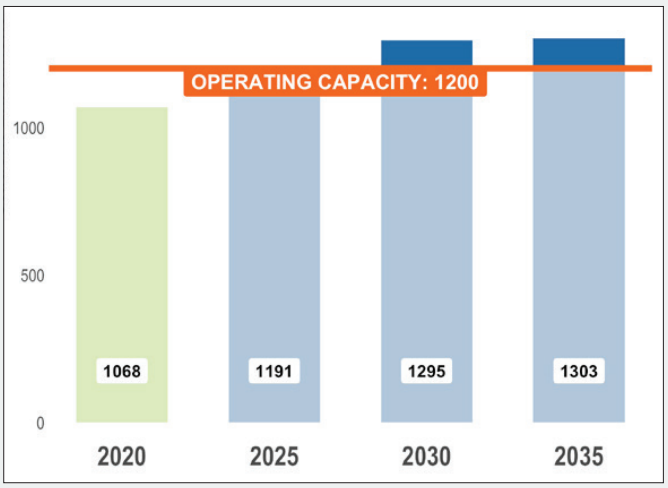
SIZE: 12,736 sq. m
CLASSROOMS: 48
OTHER: 0

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.

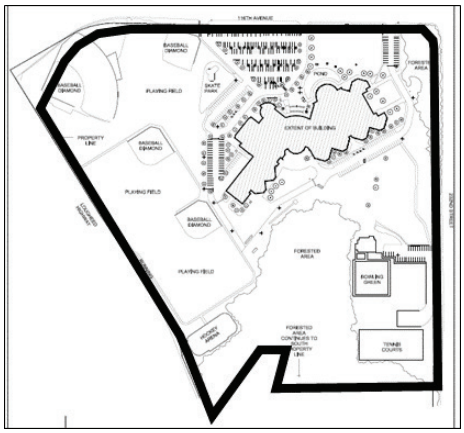
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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.

0.52	32	$17,233,303	N/A
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.

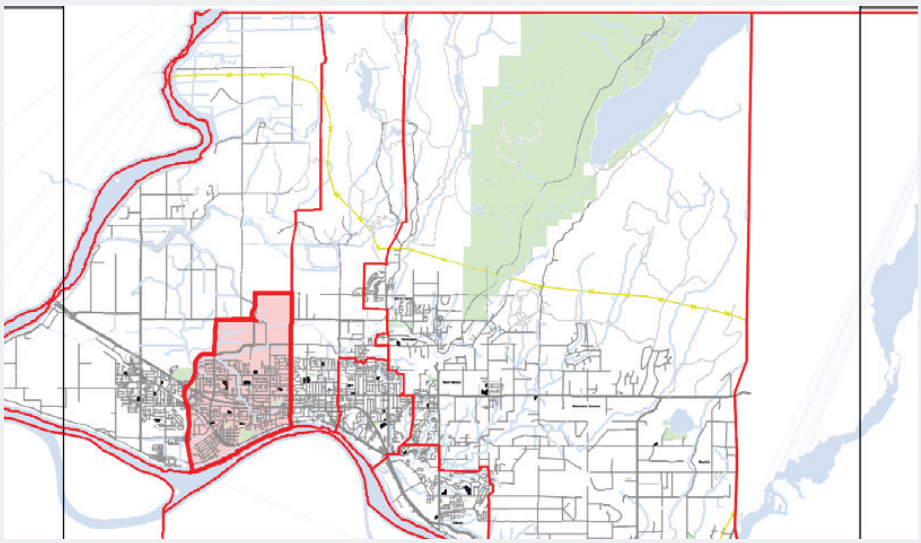
SEISMIC ESTIMATE - The estimated cost to bring the facility up to current seismic building standards.

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

BUILDING SUMMARY

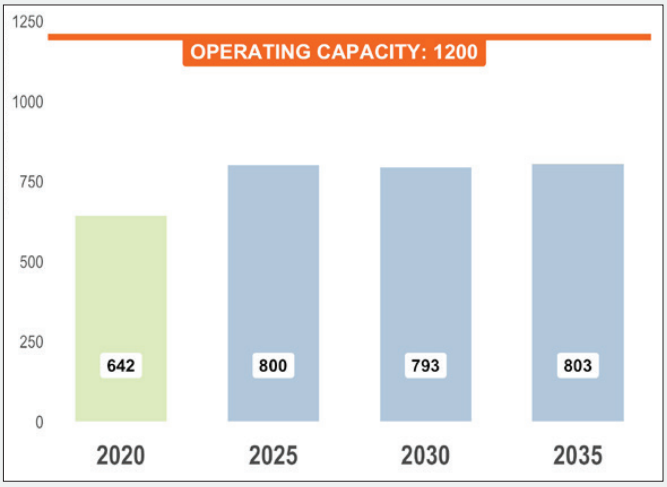
SIZE: 12,369 sq. m
CLASSROOMS: 48
OTHER: 0

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.

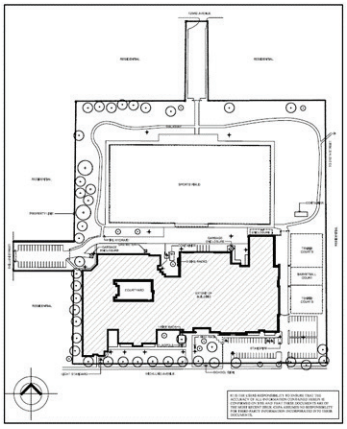
Ministry of Education nominal and operating capacities are used as a standard across the province and are not mandated capacities.



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: P **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	23	$14,087,263	N/A
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.

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).

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

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
FCI - Facility Condition Index	The likelihood projects will be funded through the ministry	40%
EUI - Energy Use Intensity	Total energy use intensity is a proxy for building energy performance	25%
Natural Gas Consumption	Overall natural gas consumption per year	25%
Electricity Consumption	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
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
c̓əsqənelə Elementary	CES					1

FACILITIES DATA

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

FACTOR	DESCRIPTION
Seismic Risk	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.
Facility Condition	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.
Energy Management Rank	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.
Future Utilization	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.

ACCESSIBILITY

The British Columbia Building Code governs how new construction, building alterations, repairs and demolitions are completed and establishes minimum requirements for accessibility. The school district is guided by the Building Accessibility Handbook for accessibility upgrades and the design of accessible facilities.

HEALTH AND SAFETY

The following are examples of health and safety facility upgrades: seismic mitigation, improved ventilation systems, gender neutral bathrooms and change rooms, security systems, parking lot markings and signage.

ACRONYMS

ACRONYM	DEFINITION
DDC	Direct Digital Control is the system that controls heating and ventilation in buildings.
EUI	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.
EEM	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.
GHG	Green House Gases – These are emissions that contribute to global warming by trapping energy inside the earth's atmosphere.
GJ	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.
HVAC	Heating Ventilation and Air Conditioning
LED	Light Emitting Diode
NG	Natural Gas
School ID	An abbreviate school identification code.
tCO2e	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.
TLED	Tubular Light-Emitting Diode; light fixtures designed to directly replace other ceiling tubular lighting fixtures without the need to replace other components.

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue
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School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

FACILITIES OF THE FUTURE

PUBLIC CONSULTATION SUMMARY

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



KORLEEN CARRERAS
BOARD CHAIR



ELAINE YAMAMOTO
VICE-CHAIR



KIM DUMORE
TRUSTEE



MIKE MURRAY
TRUSTEE



PASCALE SHAW
TRUSTEE



KATHLEEN SULLIVAN
TRUSTEE



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

FOLLOW-UP WORKSHOP WITH EXPANDED EDUCATION ADVISORY

Date: Wednesday, February 2, 2022 from 4 p.m. to 6 p.m. via Zoom

Participants: members of the Aboriginal Education Committee, Education Committee, helping teachers, school district trustees and senior staff

Participants discussed recommendations made in the key areas of future education priorities, existing facilities, and new facilities. For each area, participants were asked to indicate whether the recommendations reflect what was heard through the Facilities of the Future engagement process, to identify any issues or gaps with these recommendations, and to voice questions that the recommendations may raise in terms of next steps/ implementation. A summary of key themes is provided below:

- The desire for continued public input on possible future programs of choice was identified.
- The need to define a common understanding of the terms used was highlighted. This included terms such as "safety," "accessibility," "SOGI," "equity," "sustainability," or "Indigenous language," which should encompass First Nations, Métis, and Inuit.
- Questions about whether the social emotional aspect was adequately addressed, and an acknowledgement that student feedback must be carefully considered.
- An acknowledgement of the benefits of a collaborative approach with the community when building new facilities, introducing new programs, etc.
- The value of using outdoor spaces for instruction, and of incorporating more natural building materials into the design of facilities was acknowledged.
- The importance of ensuring facilities are accessible for students with physical disabilities, and the importance of accessibility from the perspective of addressing the various needs our students may have.
- An acknowledgement of the role that neighbourhood schools play in communities, and of the benefits of ensuring programs of choice are available in such schools.
- Participants observed that the implementation of the recommendations must be supported with appropriate staffing.

FOLLOW-UP WORKSHOP WITH STUDENT VOICE

Date: Wednesday, February 9, 2022 from 10 a.m. to 11:30 a.m. via Zoom

Participants: Students from all elementary and secondary schools, School District Trustees and Senior Staff

Participants discussed recommendations made in the key areas of future education priorities, capital plan priorities for existing facilities, and capital plan priorities for new facilities. Students were asked to reflect on whether these recommendations provide a framework/structure/recipe for the creation of educational programs that meet student needs. A summary of the feedback is provided below:

- **Future education priorities:**
  The need to more clearly define terms used in the recommendations was flagged (e.g. "health and safety," "Indigenous") and the suggestion was made that the teaching of Indigenous language should be a priority. Recognition that trades in the district can be expanded to include business and computer courses. Caution that we should ensure the continued availability of safe spaces that support mental health/wellness in schools when programs are expanded. There was also acknowledgment of the value of life skills (e.g. financial literacy), which participants should begin to be introduced in earlier grades. The benefit of place-based learning and of the availability of sports programs was also reaffirmed.



- **Capital plan priorities for existing facilities:**
  A recognition that gender neutral washrooms fall under the umbrella of health and safety. A preference to have separate washrooms from primary and intermediate students was expressed. Meal programs were acknowledged as having great value and the suggestion was made that these be expanded to meet the needs of each school. Feminine hygiene products in washrooms were appreciated. The suggestion was made that these products be placed where primary students cannot reach them. Dividers in boys washrooms were requested.
- **Capital plan priorities for new facilities:**
  The design of new facilities should consider the environmental impact of the facility, including the use of fossil fuels. A need to reduce the use of portable classrooms, which were felt to be ineffective learning environments. A request to place more emphasis on supporting student mental health through greater availability of counselors, as well as larger, more welcoming spaces that change the counselling structure, and quiet spaces where students can study. The importance of gardening opportunities, courtyards, and green spaces was recognized. Accessibility was also flagged as important, as was access to a variety of up-to-date library resources. The importance of inclusion through gender neutral washrooms was highlighted.

CONSULTATION WITH LOCAL FIRST NATIONS AND GOLDEN EARS MÉTIS SOCIETY

The meetings with Katzie First Nation, Kwantlen First Nation and Golden Ears Métis Society representatives sought to review recommendations made in the areas of future education priorities, existing facilities, and new facilities. A summary of key themes is provided below.

Katzie First Nation:

- Expressed support for incorporating more Indigenous artwork into facilities. Preference for open/free spaces with room to breathe and sense of comfort. Support for rooms/spaces where Indigenous culture can be practiced, which can include traditional medicines, smudge bowls, etc. Strong support for making Indigenous (First Nations, Métis, and Inuit) language classes available to all students.
- Highlighted the importance of environmental sustainability and effective waste reduction programs.
- Confirmed the need for gender neutral washrooms, and stressed the need to carefully consider and prioritize student feedback.

Kwantlen First Nation:

- Expressed support for gender neutral washrooms, for the introduction of Indigenous (First Nations, Métis, and Inuit) language classes, and for the provincial Integrated Child & Youth Teams initiative. Highlighted the importance of continuing to support student mental health. Ensuring students have safe spaces in facilities (away from classrooms or administrative offices) was flagged as a priority.
- Support was also expressed for finding ways to develop a sense of community in a school/classroom through peer mentorship and/or the hosting of community elders as appropriate (e.g. for sharing stories and other activities).
- Support for outdoor programs and covered outdoor spaces that enable learning in all weather conditions.
- Strong support for ongoing collaboration with First Nations.

Golden Ears Métis Society (GEMS):

- Considerations in the area of education: The importance of including and promoting First Nations, Métis, and Inuit Studies (FNMI) at grade 11/12 levels, and ensuring the district uses FNMI instead of the broader reference to First Peoples. Additionally, Indigenous language programming should include Michif language for Métis learners, which is approximately 50% of the Aboriginal Education population. Deepening FNMI education and equity will support wholistic success of FNMI learners, families, and communities. A request that Métis are invited to contribute to environmental and land studies.
- Considerations in the area of capital planning for existing and future facilities: A request to consider FNMI education rooms; ensure inclusion and visibility of Indigenous students, including Métis students. Support for integrating Métis imagery and natural landscapes into the design of facilities. Support for prioritizing themes and initiatives that address environmental sustainability.



CONSULTATION WITH POST-SECONDARY INSTITUTIONS

The meetings with British Columbia Institute of Technology (BCIT), Vancouver Community College (VCC) representatives reviewed recommendations made in the areas of future education priorities, existing facilities, and new facilities. A summary of key themes is provided below.

British Columbia Institute of Technology:

- Programs in the following growth industry areas should be considered and made available to all students: environment, technology, health.
- Highlighting the benefits of consulting early with post-secondary institutions so that K-12 programming replicates industry trends.
- Curiosity about post-secondary programming that may benefit K-12 students (e.g. technology, entrepreneurship, environmental education). Encouragement of expansion into more technology-based trades and off-site opportunities, as well as increasing trades program options.
- Electrical programs are best kept to one site for staffing/resource purposes.
- The possibility of a motorcycle program, which is currently in industry demand.
- The importance of giving grade 8/9 students metal and wood shop experience to inform future decisions.
- The importance of training the trainer and taking advantage of the 2-day instructor training offered by shop teachers.
- Support for gender neutral washrooms expressed.

Vancouver Community College:

- Observation that Samuel Robertson Technical Secondary (SRT) trades spaces should be prioritized for upgrading (e.g. ventilation upgrades, washroom upgrades, stylist chairs for theory work - no whiteboard). Aesthetic renovations of the facility may also be required as the overall aesthetic of the facility is important when it comes to attracting students.
- Students suggest the location of the culinary program is not convenient and there are barriers in terms of commute. The same is true for the hairdressing program. Additionally, the hairdressing program relies on proximity to town for clientele; a more central location is therefore preferable.
- Opportunity to add programs (e.g. cosmetology), and acknowledgment that additional training would make students competitive with professionals who have more "formal" training in hair design, as an example.



SECOND ONLINE SURVEY

To give our community an opportunity to provide feedback on the draft recommendations, we prepared a follow-up survey that was open from February 1, 2022, to February 15, 2022. The survey received 372 responses. A high level summary of responses is provided below.

DEMOGRAPHICS

In which area do you currently live?

Responses received: 372

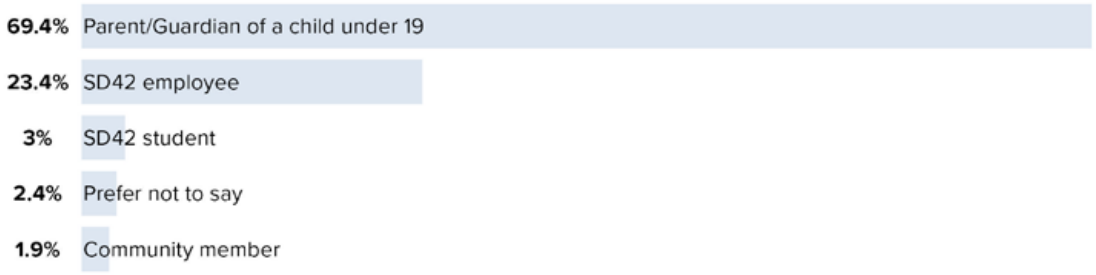
Of the 372 respondents, 287 (77.2%) lived Maple Ridge, 47 (12.6%) lived in Pitt Meadows, and 28 (10.2%) lived in other communities. Of the 287 respondents who lived in Maple Ridge, 112 (39%) lived in Zone 1 (East Maple Ridge), 89 (31%) lived in Zone 2 (Central East Maple Ridge), 48 (16.7%) lived in Zone 3 (Central West Maple Ridge), and 38 (13.2%) lived in Zone 4 (West Maple Ridge).

Which category best describes you?

Responses received: 372

We asked respondents to identify the category or categories that best describe them. Respondents could select as many categories as applied.

Parent/guardian of a child or children under 19 was selected by 258 (69.4%) respondents; *SD42 employee* was chosen 87 times (23.4%); *SD42 student* was selected 11 times (3.0%); 9 (2.4%) respondents *preferred not to say*; and 7 (1.9%) identified as *community members*.





FUTURE EDUCATION CONSIDERATIONS

The first question presented the following five recommendations in the area of future education considerations:

RECOMMENDATION(S)

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.

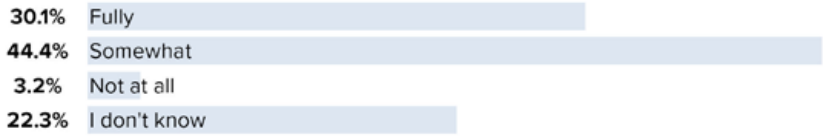
It is also recommended that an in-depth review of the viability of Indigenous language programming be explored along with all other educational programming recommendations forthcoming in the report – Deepening Indigenous Education and Equity to Support the Wholistic Success of Indigenous Learners, Families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

Do these recommendations provide a framework for the creation of educational spaces and educational programs that meet student needs?

Responses received: 372

When asked if the recommendations in the area of future education considerations provide a framework for the creation of educational spaces and educational programs that meet student needs, 112 (30.1%) of respondents felt that the recommendations provide this framework fully, 165 (44.4%) felt that they provide it somewhat, 83 (22.3%) weren't sure, while 12 (3.2%) felt the recommendations did not provide this framework at all.



What issues or gaps do you see with these recommendations?

Responses received: 120

120 respondents took the time to provide additional feedback on these recommendations when invited to identify any issues or gaps. This feedback fell into the following general categories:

- With respect to **expanding programs of choice to other schools in the district**, some expressed support for this expansion, but a number of respondents flagged the potential difficulty of finding qualified staff and properly resourcing programs that are spread across the district. A question was raised about how the expansion of programs of choice to all schools might affect cross-catchment enrolment.
- A number of respondents advocated for the expansion of programs of choice at Pitt Meadows Secondary, while others suggested that new programs at Westview Secondary should seek to address the needs of the students currently attending the school.
- A number of respondents felt that the **timeline** for making recommendations on next steps on the viability of additional programs of choice should be more compressed.



- **Suggestions were made for specific programming**, including additional clubs and sports teams, robotics/mechatronics, programs geared toward students with special needs, Indigenous history and culture as an alternative to Indigenous language studies, French Immersion program options in other areas, place-based learning, mandatory financial literacy courses, programming to support students who struggle with mental health and/or attendance, and programs that focus on supporting physical health.
- A number of respondents felt that the recommendations did not sufficiently address needs at the elementary level. Several respondents advocated for an expansion of after school programming, and some noted that the call for more fine arts programming is not reflected in the list of recommendations.
- A number of respondents emphasized the need to ensure there is strong base-level programming in all schools.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 87

When asked what questions these recommendations raise in terms of next steps/implementation, responses fell into the following general categories:

- A number of respondents raised questions about the **proposed timeline** for reviewing potential new programs of choice, feeling that February 2024 was too far in the future.
- Some respondents highlighted the need to consider the **enrolment and capacity of schools** when contemplating adding programs of choice, as well as the need to consider the **needs of the students currently** at these schools. Questions were asked about whether there would be opportunities for cross-catchment enrolment, and whether the school district would give families an opportunity provide additional feedback once specific programs of choice are proposed. The question was also raised whether spreading programs of choice across the school district would not compromise the quality of these programs.
- A number of respondents flagged the need to protect existing programs and to ensure these programs are not replaced once new program options are introduced.
- Other feedback included the following: some respondents stressed the need to provide programs that challenge students academically Finally, a number of respondents noted they would prefer to see more specific recommendations.

NAMING OF SCHOOL FACILITIES

The next question presented the following recommendation in the area of naming of school facilities:

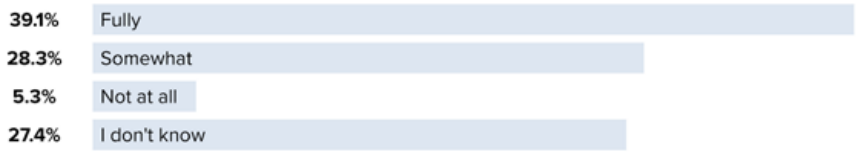
RECOMMENDATION(S)

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*.

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process, 141 respondents (39.1%) felt that it reflects this feedback fully, 102 (28.3%) said that it reflects it somewhat, 19 (5.3%) said it does not reflect it at all, and 99 (27.4%) were not sure.



What issues or gaps do you see with these recommendations?

Responses received: 57

When asked to identify issues or gaps with the recommendations, 57 respondents provided feedback, which fell into the following general categories:

- Attention must be paid to historical background when new names are contemplated, and community feedback should be sought and considered.
- Respondents also expressed varied preferences on which considerations should be prioritized in the naming of facilities (e.g. geographical features, Indigenous names, etc.).
- Clear guidance on pronunciation should be provided in cases where correct pronunciation is not self-evident.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 43

When asked what questions this raises in terms of next steps/implementation, respondents stressed the need for a public consultation process when the naming or renaming of a facility is being contemplated so that community members have an opportunity to express their preferences or flag any concerns. Respondents also acknowledged the challenge of the name selection process and the difficulty of prioritizing the naming criteria.

CATCHMENT AREAS

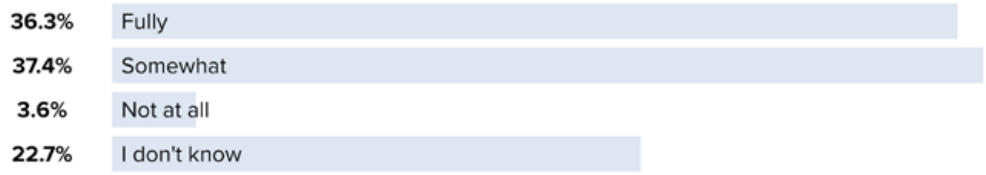
The next survey question presented the following recommendation in the area of determining catchment areas:

RECOMMENDATION(S)
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.

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process,135 respondents (37.4%) felt that it reflects this feedback somewhat, 131 (36.3%) said it reflects it fully, 82 (22.7%) didn't know, and 13 (3.6%) felt it did not reflect the feedback received at all.



What issues or gaps do you see with these recommendations

Responses received: 60

When asked to identify issues or gaps with the recommendations, 60 respondents provided feedback as summarized below:

- A number of respondents provided feedback on current catchments and expressed preferences for future catchment changes and/or for the ranking of considerations when catchment changes are made. These considerations include the following: daycare, housing development, current enrolment challenges, impact on choice educational programming, location of French Immersion programs, public transportation access, distance from the elementary school to secondary school in the same catchment.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 47

When asked what questions this raises in terms of next steps/implementation, 47 respondents provided additional feedback as summarized below:

- A number of respondents highlighted the need to be flexible in contemplating catchment changes so that school boundaries can be adjusted as needed based on fluctuating enrolment. Respondents also acknowledged the challenge of managing enrolment in areas of growth, and stressed the need to accommodate siblings in cases where catchments may have been changed or consider the proximity of the school to residences. Some asked for more overlap between elementary and secondary catchments, while others wondered how catchment changes would be consulted upon and implemented.

CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

The next question presented the following recommendation in the area of capital plan priorities for existing facilities:

RECOMMENDATION(S)

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

Guiding principles

- improved health and safety
- improved accessibility
- enhanced sustainability
- improved building condition
- improved functionality
- increased building capacity to accommodate increased enrolment

Facilities data

- seismic risk
- facility condition
- energy management rank
- future utilization



Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 372

When asked if the recommendation reflects what was heard through the engagement process, 184 respondents (49.5%) felt that it reflects this feedback fully, 121 (32.5%) said it reflects it somewhat, 54 (14.5%) didn't know, and 13 (3.5%) felt it did not reflect the feedback received at all.



What issues or gaps do you see with these recommendations?

Responses received: 59

When asked to identify issues or gaps with the recommendations, 59 respondents provided feedback as summarized below:

- A number of participants provided feedback on specific schools in terms of what improvements they felt should be made, including seismic work on specific schools, improvements to specific school fields, updates to shutters at specific schools, and improvements/renovations to specific classroom spaces.
- A number of respondents stressed the need to further define some of the terms used to establish common understanding and avoid misinterpretation. In this vein, "accessibility" was felt to need additional refinement, and the category of "health and safety" was felt should extend to the exterior of the school facilities as well as interior features such as gender neutral washrooms.
- Students who responded to this question stressed the importance of gender neutral washrooms.
- Some respondents commented on the continued enrolment growth the school district is seeing in a number of areas, and others noted plans for existing facilities should take this growth into consideration.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 37

When asked what questions this raises in terms of next steps/implementation, 37 respondents provided additional feedback. This feedback included questions about how the school district would prioritize the guiding principles and facilities data, questions about the timeline, and comments about the importance of proper ventilation and the work required at specific schools.



CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

The next question presented the following recommendation in the area of capital plan priorities for new facilities:

RECOMMENDATION(S)

It is recommended that the 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

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 372

When asked if the recommendation reflects what was heard through the engagement process, 174 respondents (46.9%) felt that it reflects this feedback fully, 127 (34.2%) said it reflects it somewhat, 59 (15.9%) didn't know, and 11 (3%) felt it did not reflect the feedback received at all.



What issues or gaps do you see with these recommendations?

Responses received: 52

When asked to identify issues or gaps with the recommendations, 52 respondents provided feedback. Input included the following:

- Requests that specific existing facilities be prioritized; appreciation of outdoor spaces being maximized; requests for public consultations to help shape the design of new facilities; the need to look beyond the next five years in terms of facility needs; the need to establish an order of priority for the guiding principles that have been identified; the need to ensure facilities have sufficient parking; transportation and walkability should be considered; planning for after school spaces; covered outdoor for students at elementary; flexible design that allows for repurposing of some spaces in future; ensuring new facilities include calm safe spaces for students; and considering student safety when contemplating joint developments.
- Finally, a number of respondents noted they would have preferred more focused/specific recommendations.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 31

31 respondents provided additional feedback when asked what questions this raises for them in terms of next steps/implementation. Input included the following:

- Ensuring accessibility is at the forefront of planning; accessing funding outside of what government is able to provide; the need to prioritize the guiding principles; ensuring there is adequate parking at new facilities; ensuring we are focused on future growth and not just current needs; question about timelines for building new schools once the need is identified; as well as feedback relating to specific schools and neighbourhoods.

WEST CAPITAL ZONE

The next question presented the following recommendation in the area of the West Capital Zone:

RECOMMENDATION(S)

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.

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process, 150 respondents (41.6%) felt that it reflects this feedback fully, 99 (27.4%) said it reflects it somewhat, 76 (21.1%) didn't know, and 36 (10%) felt it did not reflect the feedback received at all.



What issues or gaps do you see with these recommendations?

Responses received: 44

When asked to identify issues or gaps with the recommendations, 4 respondents provided feedback. Input included support for the replacement of Pitt Meadows Secondary; questions about accommodating increases in enrolment moving forward (both at elementary and secondary level); requests to look at upgrading specific facilities in this zone; a need to consider the condition of any portables in this area; and a request for a second French Immersion program option in Pitt Meadows.



What questions does this raise for you in terms of next steps/implementation?

Responses received: 22

22 respondents provided additional feedback when asked what questions this raises for them in terms of next steps/implementation. Input included requests that plans be made for potential future growth, support for keeping the Bonson Road site, and support for public consultations on facilities-related matters.

CENTRAL CAPITAL ZONE

The next question presented the following recommendations in the area of the Central Capital Zone:

RECOMMENDATION(S)

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:

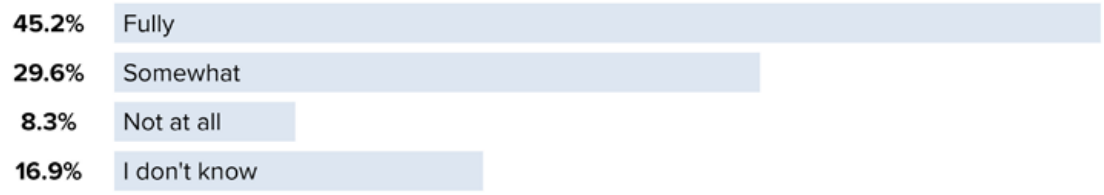
- Eric Langton Elementary – new addition of 9 classrooms (40K + 175)
- Harry Hooge Elementary – new addition of 10 classrooms (40K + 200)

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.

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process,163 respondents (45.2%) felt that they reflect this feedback fully, 107 (29.6%) said they reflect it somewhat, 61 (16.9%) didn't know, and 30 (8.3%) felt they did not reflect the feedback received at all.



What issues or gaps do you see with these recommendations?

Responses received: 68

When asked to identify issues or gaps with the recommendations, 68 respondents provided feedback, which included the following:

- Support was expressed for a new school in the Silver Valley neighbourhood of Maple Ridge; preference for building smaller elementary schools; question about where and when new school(s) could be built in this zone in the future; the need to improve public transportation to/from Silver Valley if a new secondary school is not built in the area; the need to address population growth at Yennadon Elementary; ensuring adequate access to Eric Langton Elementary; question about the need to potentially rebuild the Maple Ridge Secondary Annex; and concerns about pick-up/drop-off and impact on school culture if Harry Hooge Elementary is expanded.



What questions does this raise for you in terms of next steps/implementation?

Responses received: 42

When asked what questions this raises in terms of next steps/implementation, 42 respondents provided additional feedback. Input included questions about the timeline for and long-term necessity of the additions to Eric Langton and Harry Hooge elementary schools; the challenges of increasing staffing levels; impact the potential repurposing of Maple Ridge Annex might have on enrolment at Glenwood Elementary; timeline for upgrading schools with a high Facility Condition Index (FCI); question about whether the recommendations made will be sufficient to address future increases in enrolment; the need to consider public transportation limitations and parking availability and safe pick-up/drop-off; question about whether an expansion of Yennadon Elementary is not required; impact(s) on school culture when elementary school capacity is increased; question about timeline for upgrades to secondary schools in this zone; and an expressed desire for neighbourhood schools.

EAST CAPITAL ZONE

The next question presented the following recommendations in the area of the East Capital Zone:

RECOMMENDATION(S)
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)

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process, 149 respondents (41.3%) felt that they reflect this feedback fully, 115 (31.9%) said they reflect it somewhat, 66 (18.3%) didn't know, and 31 (8.6%) felt they did not reflect the feedback received at all.





What issues or gaps do you see with these recommendations?

Responses received: 70

When asked to identify issues or gaps with the recommendations, 70 respondents provided feedback. Input included the following:

- Reflections that additional spaces will continue to be needed at both elementary and secondary level in this zone; impact of Blue Mountain expansion on traffic, pick-up/drop-off; suggestion that the proposed timeline should be accelerated; a question on whether the additions would be build-outs or portables; request to add French Immersion to Blue Mountain; question about how Blue Mountain expansion will impact enrolment at Garibaldi Secondary, which is already full; reflection that portables at Samuel Robertson Technical (SRT) should be eliminated and students reabsorbed into the building; question about where on the school sites the additions would occur; consider need for increased childcare in areas where elementary additions/expansions occur; lack of recreational and wellness facilities in this zone; suggestion that other schools in this zone also require additions/expansion.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 40

When asked what question this raises in terms of next steps/implementation, 40 respondents provided additional feedback. Input included questions about the impact of large elementary schools on school culture; whether the timeline for the expansions/additions should not be expedited; need to ensure greater alignment between elementary and secondary catchments (school boundaries); question about whether the SRT expansion will be sufficient to address enrolment growth; question about whether there will not be a need to increase the building capacity of Garibaldi Secondary to accommodate enrolment growth; questions about placement of additions; and an observation that building new schools is less disruptive to school communities than the expansion of existing schools.

CAPITAL PLAN PRIORITIES FOR OTHER FACILITIES

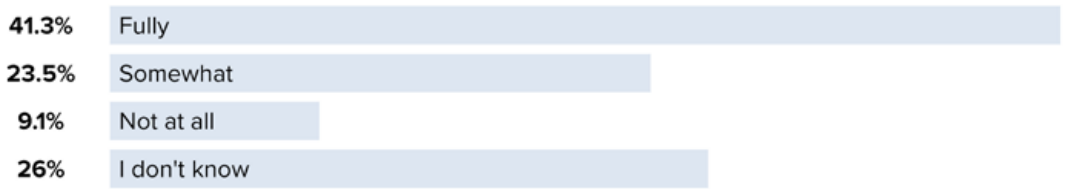
The final question presented the following recommendations in the area of the capital plan priorities for other facilities:

RECOMMENDATION(S)
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.

Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process,149 respondents (41.3%) felt that they reflect this feedback fully, 85 (23.5%) said they reflect it somewhat, 94 (26%) didn't know, and 33 (9.1%) felt they did not reflect the feedback received at all.





What issues or gaps do you see with these recommendations?

Responses received: 34

When asked to identify issues or gaps with the recommendations, 34 respondents provided feedback. Input included the following:

- **Alouette River Campus:** Suggestion that Alouette River Campus (ARC) could be used for an elementary school despite the fact it is not large enough to accommodate a school, or that it can used as a general storage facility for the school district; observation that the district Environmental School uses the ARC site; suggestion the school district hold on to the ARC property while the land continues to increase in value; suggestion that proceeds from the sale of the ARC property can go towards funding a new school in Silver Valley; and the suggestion the property can be used for First Nations studies.
- **Administrative buildings:** The suggestion was made that remote work at the district level offers opportunity to manage building capacity issues. One respondent also stressed the importance of transparency when investments are made.

What questions does this raise for you in terms of next steps/implementation?

Responses received: 21

When asked what questions this raises in terms of next steps/implementation, 21 respondents provided additional feedback. Input included the suggestion the land be sold at full market value; a question about how much is to be set aside annually to achieve these goals; request for continued transparency about how the money is being used; question about whether there is opportunity to repurpose the land for other district uses, including possibly hosting a trades program.



School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 5

To:	**Board of Education**	From:	Superintendent Harry Dhillon
Re:	**SUPERINTENDENT'S UPDATE**	Date:	March 9, 2022 (Public Board Meeting)
			Information

RECOMMENDATION:

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

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 6

To:	**Board of Education**	From:	Trustee Kim Dumore
Re:	**TRUSTEE MOTION: HEALTHY SCHOOL FOOD PROGRAM**	Date:	March 9, 2022 (Public Board Meeting)
			Decision

BACKGROUND/RATIONALE:

Healthy school food programs are known to improve students' diets, mental and physical health, school performance, attendance, and social cohesion. Canadian research shows that school food programs improve health and education outcomes in children from all socio-economic backgrounds. Yet, Canada is the only G7 country without a National School Food Program and UNICEF has ranked Canada 37th of 41 wealthy countries when it comes to children's food security and nutrition. The pandemic demonstrated that school food programs are an essential service; with food insecurity rates increasing across the country, universal, healthy school food programs are needed more than ever.

RECOMMENDATION:

THAT the Board endorse the efforts of the Coalition for Healthy School Food to advocate for a universal, Provincially and Federally fully funded, healthy school food program. This support is based on a shared belief that all children and youth in BC should have daily access to healthy food at school.

School District 42
Maple Ridge & Pitt Meadows
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ITEM 7

To: **Board of Education**

From: Trustee
Elaine Yamamoto

Re: **DISTRICT PARENT ADVISORY COUNCIL**

Date: March 9, 2022
(Public Board Meeting)

Information

Date of meeting: February 24, 2022

Items discussed:

- Mark Halpin, Manager of Transportation, City of Maple Ridge presented the Strategic Transportation Plan. Information on the Strategic Transportation Plan process report can be found at: https://www.mapleridge.ca/2557/Strategic-Transportation-Plan. Questions regarding safety around specific schools can be submitted to mhalpin@mapleridge.ca.

- Assistant Superintendent Ken Cober provided an overview of the district's student completion trends over the past seven years including the percentages of students graduating with honours. Mr. Cober also reported that elementary spring cross-country and track meets will resume and that hot lunch programs will be addressed at the principal and vice principals meeting.

- Trustee Report:

  - Work continues to ensure that our schools remain open and safe during the latest wave of the pandemic.

  - Highlights from the February 23, 2022 public board meeting: 2021/22 Amended Annual Budget was approved; Terms of Reference for the working group on Racial Inclusivity and Equity were approved; Operational Plans for the Board of Education and the Education, Business Operations, Human Resources and Information Technology Departments can be found in the Strategic Plan on the school district website; Samantha Gambling of the BC Coalition for Healthy School Food presented on the need for a national, universal program to provide healthy food for children in schools.

  - **Date of next meeting:** March 10, 2022

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 8

To: **Board of Education**

From: Trustee
Kathleen Sullivan

Re: **MAPLE RIDGE-PITT MEADOWS ARTS COUNCIL**

Date: March 9, 2022
(Public Board Meeting)

Information

Date of meeting: February 28, 2022

Items discussed:

1. **Finance Committee:**
   - Discussion around the sound system replacement process with Danielle Pope, City of Maple Ridge.
   - Process described for a 'like for like' replacement, with the possibility and process for an upgrade to keep up with other theatres in the Lower Mainland.

2. **Executive Committees:**
   - New board members appointed to committees and chairs established.
   - Awards: Diane Speirs, Loretta Griffin-Jarvis and Laura Butler. Staff Liaison is Tracy Wiens, Arts Learning Program Manager.
   - Nominations: Carla Reed, Loretta Griffin-Jarvis, Linda King, Kevin Binnie and Curtis Pendleton as the Staff Liaison, if needed.
   - Governance: Sharen Sandhu, Sarah Thompson, Gary Cleave and Curtis Pendleton as the Staff Liaison

3. **Business Operations:**
   - COVID safety plan with remote work for all those who can, will continue to April 1. Will review again with the next PHO expected mid-March. Youth performing groups and other renters are being scheduled for Spring under COVID safety guidelines.

4. **Staffing:**
   - Jacqueline Leclerc has been hired as the new Manager for Marketing, Communications and Brand. She joins the team on March 14.
   - Anticipate hiring a Curator/Gallery Manager the first week of March to start within 2-3 weeks after.
   - Still have vacancies for 3-5 casual events and tech staff, including bartenders.
   - Currently in the interview process for Arts Learning Programs Administrative Assistant and hope to have this position filled by mid-March.

5. ACT Presents:

- Series resumes in mid-March through May.
- Tentatively planning another outdoor summer series – waiting on grant approval.
- 2022-23 Season planning in process. Opening night scheduled for September 30. Steven Page has been booked for this.

6. Arts Learning Programs:

- Spring Break classes are nearly full.
- Albion Community Centre is confirmed to open May 2022. Monday and Wednesday are confirmed for ACT Arts Centre programs use. 15% of registration fees will be charged to the ACT for facility cost recovery.

7. School Programs Update:

- Visual arts classes held at Webster's Corners, Eric Langton, and Hammond this winter.
- Spring 2022 - 3 classes will continue to be offered, as well as an expansion to programs held at Blue Mountain (visual arts), Laity View (theatre arts) and Edith McDermott (theatre arts).
- In process of creating 3 day workshops for Kanaka students in ceramics and drama to take place in June 2022.

8. Gallery:

- Goddesses: A Multimedia Exploration of the Divinely Feminine – guest curator is Angela Clarke – runs from February 26 to April 9.
- School District 42 Secondary Show – "Lift" will run April 23 to June 11. Students are creating works around this theme as part of the 50th anniversary.

9. Funding:

- Grants awarded for Restroom Upgrade Project ($60,000 from BC Gaming which is 80% of original quoted cost) and Birthday Bash June 12 ($5000 from Metro Vancouver Cultural Grant).
- Donor Event – May 15 Season closing donor reception.

10. Marketing and Communication:

- Continue to promote through postcard mailers and email marketing.
- Continue to monitor website and social media metrics.

11. Facilities:

- Washroom upgrade is scheduled: 2nd Floor- March 6 - 12, Dressing Rooms – March 20 - 26, Main Floor – March 27 - April 1.
- Looking to extend liquor license to include front steps – beginning inquiry with City of Maple Ridge.

Date of next meeting: March 28, 2022

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 9

To: **Board of Education**

From: Trustee
Elaine Yamamoto

Re: **ENGLISH LANGUAGE LEARNERS CONSORTIUM**

Date: March 9,2022
(Public Board Meeting)

Information

Date of meeting: February 28, 2022

Items discussed:

The English Language Learners (ELL) Consortium advocates for ELL learners in school districts across the province. The group includes staff and trustees from across the Lower Mainland.

There was discussion around the work that is being done to provide crucial additional language support so that newcomer students can succeed in our school system and beyond, the need for clarity and consistency in registering students of precarious status for public education and the definition of "ordinarily resident".

Date of next meeting: May 25, 2022

School District 42
Maple Ridge & Pitt Meadows
Learning Today, Leading Tomorrow

ITEM 10

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:

January 19, 2022

Call to Order	Meeting called to order at 1:19 p.m.
Motion of Exclusion	Approved
Approval of Agenda	Approved as circulated
Approval of Minutes	Approved as circulated
Superintendent Decision Item	Approved as circulated
Secretary Treasurer Decision Items	Approved as circulated
Superintendent Information Items	Received
Secretary Treasurer Information Items	Received
Board Committees	Received
Trustee Reports	Received
Adjournment	Meeting adjourned at 4:08 p.m.