

Board of Education
Public Meeting Agenda

Wednesday, March 12, 2025 – 7:00 pm
1st Floor Boardroom

https://sd38.zoom.us/webinar/register/WN_dtcyCyqQR42kWTlpvauMng

After registering, you will receive a confirmation email containing information about joining the webinar.

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiñəṇ̓ language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements and Trustees' Updates

- (a) Recognition of Visitors
- (b) Announcements
- (c) Any materials not included in packages available to the public

2. Adoption of Agenda

3. Presentations, Briefs, Special Recognition

- (a) Presentations
Nil.
- (b) Briefs
Nil.
- (c) Special Recognition
Nil.

4. Questions from the Public

Members of the public are invited to come forward with questions regarding agenda items.

5. Executive

6. Approval of Minutes of Prior Meetings

- (a) Record of an in-camera meeting of the board held Wednesday, February 19, 2025.
- (b) Regular meeting of the board held Wednesday, February 19, 2025 for approval.

7. Business Arising from Prior Minutes

- (a) **Strategic Plan – Quarterly Update Strategic Priority 4 and 5**
Report from the Executive Director, Human Resources, the Director, Communications & Marketing, and Assistant Superintendent Brautigam attached.

8. New Business

- (a) **RECOMMENDATION – 2025 Long Range Facilities Plan**
Report from the Secretary Treasurer attached.

9. Questions from the Public

Members of the public are invited to come forward with questions regarding agenda items.

10. Standing Committee Reports

- (a) **Audit Committee**
Chairperson: David Yang
Vice Chairperson: Rod Belleza

A meeting was held on Tuesday, March 4, 2025. The next meeting is scheduled for Tuesday, May 6, 2025.

- (b) **Education Committee**
Chairperson: Heather Larson
Vice Chairperson: David Yang

The next meeting is scheduled for Wednesday, April 16, 2025, at 6:00 pm.

- (c) **Facilities and Building Committee**
Chairperson: Ken Hamaguchi
Vice Chairperson: Heather Larson

- (i) Minutes of the meeting held on February 5, 2025, are attached for information.

A meeting was held on Wednesday, March 5, 2025. The next meeting is scheduled for Wednesday, April 2, 2025, at 4:30 pm.

- (d) **Finance and Legal Committee**
Chairperson: Donna Sargent
Vice Chairperson: Debbie Tablotney

The next meeting is scheduled for Wednesday, April 16, 2025, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 105/105-R District Code of Conduct.
Report from the Committee Chairperson attached.

- (ii) The next meeting is scheduled for Monday, April 14, 2025, at 11:00 am.

11. Board Committee and Representative Reports

(a) **Council/Board Liaison Committee**

Nil.

(b) **BCSTA**

The Provincial Council meeting was held on February 22, 2025. BCSTA AGM will be held on April 24-26, 2025 – Trustees have been registered.

(c) **BCPSEA**

Nil.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

Board of Education

Telephone 604 668 6000

www.sd38.bc.ca

The next meeting is scheduled for Wednesday, April 23, 2025

Contact Persons regarding agenda items:

Superintendent, Mr. Christopher Usih – 604 668 6081

Secretary Treasurer, Ms. Cindy Wang – 604 668 6012

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items to include your name and address.
- Items received at the office of the Secretary Treasurer by 9:00 a.m. the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9:00 a.m. Agenda deadline will be reserved for the next meeting of the Board.
- For further assistance, please contact the Executive Assistant to the Board at 604 295 4302.

Committee Appointments 2024-2025

	Audit	Education	Facilities and Building	Finance and Legal	Policy	
Chairperson	David Yang	Heather Larson	Ken Hamaguchi	Donna Sargent	Debbie Tablotney	
Vice Chairperson	Rod Belleza	David Yang	Heather Larson	Debbie Tablotney	David Yang	
Member	Alice Wong	Donna Sargent	Rod Belleza	Ken Hamaguchi	Alice Wong	
Alternate	Donna Sargent	Alice Wong	David Yang	Alice Wong	Heather Larson	
District Staff Rep	Cindy Wang	Maryam Naser	Cindy Wang	Cindy Wang	Chris Usih	
	DEI Advisory	Indigenous Ed. Advisory	SOGI Advisory			
Representative	Donna Sargent/David Yang	Ken Hamaguchi/Debbie Tablotney	Heather Larson/Donna Sargent			
Alternate	Alice Wong	Alice Wong	Ken Hamaguchi			
District Staff Rep	Christel Brautigam	Liz Hayes-Brown	Rav Johal			
Reports To	Board of Education	Board of Education	Board of Education			
	Council/Board Liaison	BCPSEA Provincial Rep	BCSTA Provincial Council			
Representative	Heather Larson/ Donna Sargent	Debbie Tablotney	Heather Larson			
Alternate	Debbie Tablotney	Rod Belleza	Alice Wong			
District Staff Rep	Chris Usih/Cindy Wang	Tanya Major	Chris Usih			
Reports To	Board of Education	Board of Education	Board of Education			
	Cambie Coordinating	Child Care Development Advisory	ELL Consortium	Richmond Sister City Advisory	Richmond Sustainability Action	Vancouver Coastal Health Authority
Representative	Alice Wong	Heather Larson	David Yang	Alice Wong	Rod Belleza	Debbie Tablotney
Alternate	Rod Belleza	Rod Belleza	Donna Sargent	Ken Hamaguchi	David Yang	David Yang
District Staff Rep	Cindy Wang/Maryam Naser	Maryam Naser	Liz Hayes-Brown	Shaun Sephton	Maryam Naser	Chris Usih/Braunwyn Thompson/Christel Brautigam
Reports To	Finance and Legal Committee	Facilities and Building Committee	Education Committee	Education Committee	Facilities and Building Committee	Education Committee

Note:
The Chairperson or Vice Chairperson of the board is the alternate to all standing committees in the absence of the appointed trustee. All trustees are encouraged to attend standing committee meetings as they are available.

Date: March 12, 2025

From: Cindy Wang, Secretary Treasurer

Subject: **Record of an In-camera Board Meeting held February 19, 2025**

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held February 19, 2025.

(a)	Briefs and Presentations:	Nil.
(b)	Executive:	Administrative items were discussed.
(c)	Business Arising out of Minutes:	Administrative items were discussed.
(d)	New Business:	Administrative items were discussed.
(e)	Standing Committee Reports:	Administrative items were discussed.
(f)	Board Committee and Representative Reports:	Administrative items were discussed.
(g)	Correspondence:	Nil.
(h)	Record of Disclosure:	Nil.

Below find an excerpt from Board Policy which outlines those matters that constitute In-Camera material.

Pursuant to Board Policy 201, unless otherwise determined by the Board, the following matters shall be considered in-camera;

To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as:

- individual student matters;
- individual employee matters;
- legal concerns;
- negotiating collective agreements;
- negotiating contracts;
- the sale or purchase of land.

Trustees will not disclose to the public or employees the proceedings of an in-camera session unless a resolution has been passed at the closed meeting to allow such disclosure.

Board of Education
Public Meeting Minutes

Wednesday, February 19, 2025 – 7:00 pm
1st Floor Boardroom and via Zoom

Present:

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee
Superintendent of Schools
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Assistant Superintendent
Executive Director, Human Resources
Director, Communications & Marketing
Executive Assistant (Recording Secretary)

K. Hamaguchi
D. Yang
R. Belleza
H. Larson
D. Sargent
D. Tablotney
A. Wong
C. Usih
C. Wang
C. Brautigam
R. Laing
M. Naser
B. Thompson
T. Major
D. Sadler
T. Lee

The Chairperson called the meeting to order at 7:04 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əḿ language group on whose traditional and unceded territories we teach, learn and live.

1. Recognition of Visitors, Announcements, Trustees' Updates

(a) Recognition of Visitors

Nil.

(b) Announcements

Trustee Larson: February 26 is Pink Shirt Day. Pink Shirt Day began in 2007 when a student in Nova Scotia was bullied for wearing a pink shirt to school. It has since been recognized annually as a day to stand against bullying and to be advocates for greater acceptance, respect, and inclusion for all. This year's theme, Let Kindness Grow, is about cultivating a community of kindness. Just like tending to a garden, together we can each help nurture a sense of belonging where we live, work, and go to school. The Board's Strategic Plan Priority

2, Equity and Inclusion, outlines our commitment to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. Let's work together to sprinkle acts of kindness and plant seeds of empathy and compassion throughout our community on this day and all year long.

Trustee Wong: Briefs regarding the 2025/26 Annual Budget will be accepted without prior notice at the March 12, 2025 and April 23, 2025 regular meeting of the Board. Please note that budget updates will be made available on the District's Budget website. All budget feedback will be considered by the Board as part of the budget process which is anticipated to be completed by May 21, 2025.

(c) **Any materials not included in packages available to the public**

The Secretary Treasurer noted all materials had been made available to the public on the district website.

2. Adoption of Agenda

The Chairperson proposed adding a record of the in-camera special meeting of the board, held Tuesday, February 18, 2025, as Item 6 (c).

030/2025 MOVED BY D. SARGENT AND SECONDED D. YANG:

THAT the Wednesday, February 19, 2025 regular agenda of the Board of Education be adopted as amended.

CARRIED

3. Presentations, Briefs, Special Recognition

(a) **Presentations**

Nil.

(b) **Briefs**

Nil.

(c) **Special Recognition**

Nil.

4. Questions from the Public

There were no questions from the public.

5. Executive

The Superintendent highlighted the rapid progression of the 2024/25 school year and expressed pride in the collaborative efforts of staff, families, and educational partners in supporting the district's success. He then provided an update on the transitions of the JustB4 and Colts Programs and reviewed the reports included in the agenda package.

The Superintendent announced the launch of the engagement process for the 2025-2030 Strategic Plan, inviting input from students, families, staff, and the community through an online survey and the public open houses, with more details are available on the district's website.

The Superintendent then invited Assistant Superintendent Laing to introduce students and staff from Thompson Elementary School, who shared how they are implementing the First Peoples Principles of Learning through intentional circle gatherings. This supports their focus on respect, inclusivity, belonging, and student self-regulation and goal setting. This initiative supports Strategic Plan Priority 1 – Inspired Learners, Priority 2 – Equity and Inclusion, and Priority 5 – A Connected Learning Community. They also connected the initiative to Pink Shirt Day on February 26 and invited the trustees, Superintendent, and Secretary Treasurer to join the circle.

Trustees thanked the students for their presentation. Students and staff then answered various questions from trustees.

6. Approval of Minutes of Prior Meetings

- (a) A record of an in-camera meeting of the board held Wednesday, January 22, 2025 was included for information.
- (b) Regular meeting of the board held Wednesday, January 22, 2025

031/2025 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:

THAT the Board of Education approve the Minutes of Wednesday January 22, 2025 regular meeting as circulated.

CARRIED

- (c) A record of an in-camera special meeting of the board held Tuesday, February 18, 2025 was included for information.

7. Business Arising from Prior Minutes

- (a) **2024/25 Amended Annual Budget Bylaw – Three Readings**

The Secretary Treasurer presented highlights from the report attached to the agenda package, noting that the Board is required to approve the 2024/25 Amended Annual Budget Bylaw in the amount of \$376,372,750 and submit it to the Ministry of Education and Child Care.

The Secretary Treasurer then responded to various trustees' questions regarding the Integrated Child & Youth Team (ICY) and Language Instruction for Newcomer to Canada (LINC) programs, and transfer of funds to Local Capital. A discussion followed on the importance of the LINC program and the need to advocate for its continuation.

There was unanimous consensus that three readings of the 2024/25 Annual Budget Bylaw take place.

The Chairperson then read the first reading of the Amended Annual Budget Bylaw in full:

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$376,372,750 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

032/2025 FIRST READING MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:

CARRIED

The Chairperson then read the second reading of the bylaw in summary:

The Amended Annual Budget Bylaw has been prepared in accordance with the *School Act*, Ministerial Orders, and Ministry policies. The total budget for the 2024/2025 fiscal year amounts to \$376,372,750. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

033/2025 SECOND READING MOVED BY A. WONG AND SECONDED BY D. YANG:

CARRIED

The Chairperson then read the third reading of the bylaw in summary:

The Amended Annual Budget Bylaw has been prepared in accordance with the *School Act*, Ministerial Orders, and Ministry policies. The total budget for the 2024/2025 fiscal year amounts to \$376,372,750. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

034/2025 THIRD AND FINAL READING MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

CARRIED

The 2024/25 Amended Annual Budget Bylaw having been read a first, second and third time, is passed and adopted this 19th day of February 2025.

8. New Business

(a) Revised 2025/26 Annual Budget Timeline

The Secretary Treasurer spoke to her report as included in the agenda package. Trustees expressed their appreciation to staff for promptly revising the timeline.

035/2025 MOVED BY D. SARGENT AND SECONDED BY R. BELLEZA:

THAT the Board of Education approve the revised 2025/26 Annual Budget timeline as presented in this report.

CARRIED

9. Questions from the Public

There were no questions from the public.

10. Standing Committee Reports

(a) Audit Committee

Chairperson: David Yang

Vice Chairperson: Rod Belleza

The next meeting is scheduled for Tuesday, March 4, 2025.

(b) Education Committee

Chairperson: Heather Larson

Vice Chairperson: David Yang

The Committee Chairperson noted the informative meeting on AI and its benefits for educational opportunities.

(i) Minutes of the meeting held on January 15, 2025, were attached for information.

A meeting was held on Wednesday February 12, 2025. The next meeting is scheduled for Wednesday, April 16, 2025, at 6:00 pm.

(c) **Facilities and Building Committee**

Chairperson: Ken Hamaguchi

Vice Chairperson: Heather Larson

The Committee Chairperson noted that the committee welcomed and congratulated Jonathan Ho, the new Director of the Richmond Project Team.

- (i) Minutes of the meeting held on January 8, 2025, were attached for information.

A meeting was held on Wednesday February 5, 2025. The next meeting is scheduled for Wednesday, March 5, 2025, at 4:30 pm.

(d) **Finance and Legal Committee**

Chairperson: Donna Sargent

Vice Chairperson: Debbie Tablotney

- (i) Minutes of the meeting held on January 15, 2025, were attached for information.

A meeting was held on Wednesday, February 12, 2025. The next meeting is scheduled for Wednesday, April 16, 2025, at 10:00 am.

(e) **Policy Committee**

Chairperson: Debbie Tablotney

Vice Chairperson: David Yang

- (i) **RECOMMENDATION:** Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff

The Committee Chairperson spoke to the report as included in the agenda package.

036/2025 MOVED BY D. TABLOTNEY AND SECONDED BY D. YANG:

THAT the Board of Education approve minor revisions to ***Policy 103: Collaboration and Community, Policy 103-R (A): Foundations for Learning, and Policy 103-R (B): Complaints and Appeals by Staff***, in accordance with Board Policy 204: Creation and Revision of Policy and Regulations.

CARRIED

- (ii) A Notice of Motion for the March 12, 2025 Public Board meeting regarding Policy 105/105-R District Code of Conduct was attached for information.

- (iii) Minutes of the meeting held on January 13, 2025, were attached for information.

A meeting was held on Monday, February 10, 2025. The next meeting is scheduled for Monday, April 14, 2025, at 11:00 am.

11. Board Committee and Representative Reports

(a) **Council/Board Liaison Committee**

A meeting was held on January 29, 2025. The next meeting is scheduled for April 30, 2025 at 9:30 am.

(b) **BCSTA**

The Provincial Council meeting will be held on February 22, 2025.

(c) **BCPSEA**

The Annual General Meeting was held on January 30-31, 2025 and Trustee Tablotney provided highlights from the meeting.

12. Correspondence

(a) For action:

Nil.

(b) For information:

Nil.

13. Adjournment

037/2025 MOVED BY D. YANG AND SECONDED BY R. BELLEZA:

THAT the regular meeting of Wednesday, February 19, 2025 of the Board of Education be adjourned at 8:16 pm.

CARRIED

K. HAMAGUCHI
Chairperson

C. WANG
Secretary Treasurer

Report to the Board of Education (Public)

Date: March 12, 2025

From: Tanya Major, Executive Director, Human Resources

Subject: Strategic Plan – Quarterly Update Strategic Priority 4

The following report to the Board is for information only. No further action on the part of the Board is required at this time.

INTRODUCTION

The purpose of this report is to provide highlights regarding progress on the district's Strategic Priority 4 goals.

BACKGROUND

At the December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#). Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the Strategic Plan reporting cycle, it was agreed that quarterly reports focusing on specific strategic priority highlights will be provided to the Board each December, March and June and an annual report summarizing progress on all five strategic priorities will be provided each June.

STRATEGIC PLAN PRIORITY FOUR UPDATE: Focus Highlights for 2024/25

STRATEGIC PRIORITY FOUR – A PROGRESSIVE WORKPLACE

Goal One – Inclusion, equity and diversity are foundational to employment at every level of the district

Objective Two: *Develop and provide opportunities for employees to learn about workplace equity, diversity and inclusion.*

Identify /develop professional learning resources & modules for introduction into the district: Human Resources staff continue to work collaboratively with Learning Services staff and Senior Team to implement the 'Provincial K-12 Anti-Racism Strategy' by identifying and developing Anti-Racism training resources that meet the contextual learning needs of all employee groups:

- **October:** RASA Conference; Monique Gray Smith, Kathryn Wadel, Destine Lord, Compassionate Systems Leadership
- **May 2025 Non-Instructional Day:** Brad Baker, Len Pierre, Laura Grizzlypaws

Goal Two – Professional learning, leadership and skill development for all staff is promoted, encouraged and supported

Objective One: *Develop human resource plans to ensure equity of access and continuity of learning, skill development and training for all.*

During the 2024/25 school year learning opportunities have been available, which include:

- **August Summer Learning:** The Purpose, Practice, and Pedagogy of Play, Powerful Habits for Powerful Learning,
- **October CUPE Conference:** Empowering Resilience, Canucks Autism Network presentation, Admin Assistant 101, Making Time for Mindfulness, Health 101, Slips, Trips, Falls: Injury Prevention, Respectful Workplace Training, Understanding Interoception, SharePoint/Office 365, Understanding Neurodiversity
- **October:** RLT Professional Growth Planning
- **November Mini-Conference:** Reclaiming Play, Social Responsibility Through Play, From Thinking to Writing, FPPL and Place Consciousness, Safe Sensory Strategies. Proficiency-Based Assessment Tools, Boardmaker 7, Building Student Confidence, The Anxious Generation, Supporting ELL Learners, Land Acknowledgements, Artificial Intelligence, Cybersecurity
- **December:** POPARD, Non-violent Crisis Intervention (CPI), Learning to be an Anti-Racist, Indigenous Peoples' Collections in School Libraries
- **January:** Data Dashboard, SIOP Training for ELL and classroom teachers
- **January Mini-Conference:** Keynote Speakers - Hannah Beach and Destine Lord
- **February:** The Emotional Roots of Aggression and Anxiety with Hannah Beach, Language Instruction Strategies, Connecting with Science and Sustainability

- **On-going:** Conducting Respectful Workplace training sessions with various employee groups where the need has been identified through administrators/managers and/or, as a result of, workplace investigations.

Ongoing collaboration with partner groups: Human Resources staff continue to consult with and collaborate on identifying learning, skill development and training needs for specific employee groups, and shared funding opportunities that guide future offerings.

Objective Two: *Design a comprehensive leadership development plan across the district.*

Leadership Development Framework: An initial summary of learning themes was compiled from survey information gathered in the Spring of 2024. Human Resources staff have consulted with RASA to collaboratively articulate tiered mentorship/leadership development opportunities for vice principals and principals and aspiring teacher leaders that will support learning for early, mid, late career school-based leaders, as well as those interested in developing their formal leadership skills. Offerings have included:

- **Professional Growth Plans:** structured ongoing support for all members of the Richmond Leadership Team
- **Leading the Way:** A Three-Part Teacher Leadership Series
- **Coaching Series:** designed to build the mindsets and conversational skills to find strength-based solutions that foster resiliency, increase individual potential, heighten performance, and improve resourcefulness.
- **Difficult Conversations Series:** A Three-Part series designed to coach leaders and further inform their practice around difficult conversations.
- **Mentorship Sessions:** Support for vice principals and principals new to their role in key leadership areas that include the art of leadership, instructional leadership, ethical leadership, relational leadership, and organizational leadership.

Looking ahead to the 2025/2026-year, Human Resources staff will collaborate with RMAPS/Exempt leaders to develop further mentorship and leadership development opportunities for their members that support learning for early, mid, late career leaders and staff.

Goal Three – Employee health and well-being is valued and supported within a culture of caring

Objective Two: *Identify the primary areas of focus to grow or enhance existing supports.*

Participation and use feedback: Human Resources staff frequently review and summarize employee participation data for various health and well-being related offerings. This information informs the district whether an offering is providing value to our employees. By way of example, to date, the 'Calm App' data reveals the following use information:

- 1628 Users, with 104 New signups since July 1, 2024.

- 1,128 actively engaged.
- Total engagement rate: 76.4%

Targeted offerings: While the district provides numerous health and wellness support offerings, employee feedback identified a desire to have access to small group, employee created opportunities. As a result, for the 2024/25 school year Human Resources has supported:

- **Zumba Fitness Classes:** Tuesdays at Brighthouse.
- **Hatha Yoga:** Mondays and Wednesdays at Grauer.
- **Healthy Workplace Initiative Grants:**
 - Creative Wellness and Nutrition (McNeely): designed to foster a healthier, more engaged, and collaborative workplace through two key components: (1) providing healthy food and snacks for staff bi-weekly and (2) offering art and creative expression activities.
 - Pickleball Club (Bridge): Weekly in the school gym; 12-20 participants/week.
 - Weight-training (Cambie): In the second year of running, this offering occurs 2 times per week.
 - Wellness Wednesday (Palmer): 10 different wellness activities for 10 consecutive weeks: Zumba, Clay making, volleyball, restorative yoga, kickboxing, healthy power bowl making, HIIT, Basketball, Flow Yoga, and movement snacks.
 - Wellness Weekday (Talmey): This offering aligns the School Story focus of Literacy and FPPOL by creating opportunities for staff to come together for a variety of wellness experiences; arts and crafts, walking/physical challenges, and themed books.
 - **SWell Initiatives (SLSS):** A total of 19 opportunities consisting of 2 health talks, 8 yoga classes, 1 cooking session, and 8 wellness walks.

Health and Safety initiatives to attend to broad employee wellness needs: inoculation clinic offerings, hearing test clinics, mental health first aide, occupational first aid training.

Disability Management: processes and supports to ensure timely return to work options. PEBT (Public Education Benefits Trust) reports that SD38 continues to be a leading district with respect to providing timely referrals and return to work options, scheduling, accommodations.

Objective Three: *Build supervisor/management capacity for acknowledging and supporting employee wellness*

To date Human Resources has worked in tandem with Learning Services and partner groups to develop and provide capacity building opportunities to support staff wellness across departments and facilities. These include:

- **Administrators/manager capacity building:** Human Resources provides ongoing support to system leaders with having attendance and wellness conversations with employees, within a culture of caring.
- **Consult with partner groups:** Human Resources engages in ongoing collaboration to surface needs and opportunities for supervisors/managers to support employees in their health and wellbeing.

Goal Four –High quality staff with growth potential are recruited and retained in all positions across the district.

Objective Two: *Provide opportunities for management staff to build and enhance their assessment and hiring capabilities.*

Identify and promote training opportunities for Human Resources staff in recruitment and selection practices: Training opportunities are ongoing for all Human Resources staff, with particular focus on those with recruitment responsibilities. Human Resources staff track their participation and reflect on learning and action items from each session which are discussed in one-on-one meetings with supervisors.

Objective Four: *Highlight and promote our district as an employer of choice.*

Planning and designing a multi-pronged recruitment and retention strategy: In collaboration with partner group feedback, Human Resources staff are implementing a variety of initiatives:

- **Attract and Source:** improving recruitment branding, presence, and outreach to attract and source high-quality applicants, online and social-media recruitment strategy, engaging in job fairs, etc.
- **Improving the Candidate Experience:** reviewing and improving recruitment processes, interview guides, support and resources for management staff, etc.
- **Plan for the future:** increasing capacity for practicum placements for both teachers and educational assistants and strengthening relationships with post-secondary institutions, as well as presentation opportunities within SD38 grade 11 and 12 career planning/classes. Human Resources continues to provide targeted professional learning opportunities to teacher candidates to foster affiliation and support readiness.
- **Optimization of Current Talent Pool:** creating a strategy to optimize use of subs/TTOCs, refining employee onboarding processes, refreshing EA development and supports in partnership with partner groups, Learning Services staff and the REAP program.

Goal Five –All staffing allocations are determined equitably, responsibly, and responsively.

Objective One: *Identify and implement innovative staffing allocation processes that support timely responses to emergent needs.*

Revised RTA staffing allocation processes: Redesigned school staffing summary sheets in collaboration with Finance/payroll, Central Registration, and the Secretary Treasurer’s department to create efficient alignment. Human Resources continues to revise staffing timelines and data collection timelines to best align with budget and staffing timelines and needs. Enhanced communication and data sharing with our RTA partner group ensures transparency and effective consultation regarding staffing allocations.

Revise CUPE staffing allocations processes: Human Resources continues to collaborate with Learning Services, Central Registration, Finance and the Secretary Treasurer’s department to redesign identified CUPE staffing processes such as EA and Administrative Assistant allocations.

Goal Six – The district has effective risk management policies and practices in place to ensure safety and stability

Objective One: *Conduct a review to identify, assess and prioritize current and potential risk factors.*

Objective Two: *Develop risk mitigation plans and embed them in policy to manage and address risk.*

Policy 641 and 641-R: The Board of Education established the Enterprise Risk Management (ERM) Policy in 2023. The policy formally defines the district’s approach of identifying, assessing, mitigating, monitoring and reporting on enterprise risks across the district. The policy outlines the governance structure for ERM, including the roles and responsibilities of the Board and senior management. The policy promotes a risk-aware culture within the district, emphasizing the importance of identifying and managing risks in all aspects of the operations.

On-going risk review and reporting process: Work continues for District staff to periodically review and update the risk management procedures, and report to the Board through the Audit Committee. The risk review process focuses on the following aspects across all functional areas in the District:

- Review the metrics that measure the likelihood and impact of the identified risk events
- Review the effectiveness of existing risk management strategies
- Timeline of developing and implementing further risk mitigation plans
- Allocation of resources as necessary

CONCLUSION

Human Resources staff are actively engaged in fulfilling the Boards commitments as outlined in the 2020-2025 Strategic Plan Priority four goals and objectives. This report is presented to highlight key actions and initiatives that are underway during the 2024/25 school year.

Respectfully submitted,

Tanya Major

Executive Director, Human Resources

Report to the Board of Education (Public)

Date: March 12, 2025

From: Christel Brautigam, Assistant Superintendent
David Sadler, Director of Communications and Marketing

Subject: **Strategic Plan Quarterly Update – Strategic Priority 5**

This report is provided to the Board for information purposes. No further action on behalf of the Board is required at this time.

INTRODUCTION

The purpose of this report is to provide an update on the progress made towards Strategic Priority 5.

BACKGROUND

At its December 2020 Public meeting, the Board of Education approved the strategic priorities, goals and objectives contained in the [2020-2025 Strategic Plan](#). Operational plans outlining the annual areas of focus for each strategic priority were then developed by senior staff. As part of the Strategic Plan reporting cycle, it was agreed that quarterly reports focussing on specific priorities will be provided to the Board each December, March, and June.

STRATEGIC PRIORITY FIVE – A CONNECTED LEARNING COMMUNITY

Goal Two - *Internal communication practices effectively improve collaboration and productivity.*

Objective Three: Improve distribution strategies and practices.

☐ Establish Best Practices and Communication Standards.

Internal communication standards and best practices were developed to provide clear direction for staff. These guidelines, available on RichNet, ensure district and school communications remain consistent.

To further enhance branding and visual consistency, standardized templates have been provided to all schools. Additionally, all school and district logos, along with district-branded virtual meeting backgrounds, are now accessible on RichNet. These resources promote a unified and professional appearance in both internal and external communications.

To further ensure that internal communication practices effectively improve collaboration and productivity, best practices in intranet governance have been implemented, including a governance structure and ongoing content monitoring. An automated annual file review system ensures outdated or redundant content is regularly assessed and updated, maintaining accuracy and relevance. To further support staff in managing their department pages, RichNet tutorial videos and content manager training sessions have been developed, promoting clarity, consistency and ease of use across all district communications.

☐ Monitor and Report on Internal Communication Practices.

Monthly and annual reports provide comprehensive insights into internal communication trends, including social media engagement, website performance, and media coverage. These reports serve as essential tools for data-driven decision-making, allowing the district to assess the effectiveness of its communication strategies and make informed improvements.

Tracking social media engagement provides valuable feedback on how well key messages resonate with the community, allowing the district to refine content, improve audience reach and enhance public engagement. Website performance analytics offer critical insights into user behavior, identifying the most frequently accessed resources and ensuring that important information is easily navigable and accessible. Media coverage analysis helps measure the district's public presence and how key initiatives, policies and educational programs are represented in external reporting.

Additionally, these reports assess the district's effectiveness in reaching the public and delivering clear, impactful communication. By continuously monitoring trends and performance metrics, the district can proactively adjust its strategies to maintain transparency,

strengthen stakeholder relationships, and ensure that communication efforts remain relevant, timely and aligned with the needs of the school community.

Objective Four: Build awareness and understanding of the district's work.

☐ **Analyze and benchmark understanding of the district's work and identify opportunities for improvement.**

The district's efforts to build awareness and understanding of its work have shown significant progress in recent years. In 2022/23, total views on the district website and social media reached 886,208. This number more than doubled in 2023/24, reaching 1,748,863 total views.

To date in 2024/25, total views stand at 1,090,119, with four months remaining in the reporting period. Engagement remains strong, and with continued content development and strategic communication efforts, we anticipate sustained high levels of reach and interaction throughout the remainder of the year.

The district's ongoing efforts to build awareness and understanding of its work are supported by a strategic approach to content development and continuous improvement. A dedicated focus on crafting unique stories each month ensures that content remains fresh, relevant, and engaging for our community. By highlighting diverse aspects of student learning, district initiatives and community partnerships, we create meaningful connections and reinforce the district's role as an active and transparent communicator.

Beyond content creation, the district maintains a strong commitment to data-driven decision-making. By systematically gathering and analyzing engagement data, setting benchmarks, and identifying opportunities for refinement, we ensure that communication strategies are both effective and aligned with best practices. This approach allows us to assess what types of content resonate most with our audience, refine messaging accordingly, and optimize distribution channels to maximize reach and engagement.

Best practices in digital communication emphasize the importance of consistency, relevance and audience engagement. Regularly publishing high-quality content builds trust and credibility, while data-informed adjustments ensure that resources are allocated efficiently to the most impactful strategies. By continuously evaluating and refining our approach, the district strengthens its ability to inform, engage and connect with the community in a meaningful way.

☐ **Integrate identified opportunities to increase internal awareness and understanding into internal communications.**

STRATEGIC PLAN - AREAS OF FOCUS 2025-26

Since its launch one year ago, RichNet has received 1.4 million visits, averaging over 7,000 visits per workday from internal staff alone. This demonstrates its role as a key platform for staff to access important district information. The platform's data and analytics capabilities allow the district to make informed decisions, supporting ongoing refinements and alignment with continual improvement.

In response to feedback at our 2024 partner group meeting, we have taken steps to streamline district communications, ensuring that RichNet serves as the primary communication tool for staff. The RLT Bulletin now plays a supporting role in delivering targeted updates, while reliance on email communication has been significantly reduced. These changes enhance efficiency, improve accessibility and ensure that information is delivered in a structured and manageable way. Additionally, efforts have been made to improve the communication of key district messages directly from the Office of the Superintendent, ensuring that staff receive clear, consistent and timely updates on district priorities and initiatives.

To further build internal awareness and understanding of the district's work, we have introduced a structured approach to sharing Around the District stories internally. These stories highlight the great work happening across our schools and departments, creating a stronger connection among staff and reinforcing the district's collective achievements.

RichNet continues to evolve, with new features added and staff feedback actively incorporated to enhance functionality. These improvements have strengthened the platform's ability to support staff in their work by improving the delivery of key content, including staff contact lists, calendar dates, and other essential district information. This ensures that internal communications remain timely, relevant, and effective.

Significant enhancements have also been made to the Richmond Leadership Team (RLT) Bulletin to improve content delivery and accessibility. A new system now enables unique bulletins that ensure staff receive the most relevant information. Additionally, an upgraded delivery system has improved content formatting, reliability, and overall effectiveness.

To further support data-driven decision-making, analytics tracking has been integrated into the RLT Bulletin, allowing the district to assess which content is most valuable to staff. This ensures that refinements and improvements are guided by engagement insights, strengthening the effectiveness of internal communication across the district.

Goal Three - Our students' voices and perspectives are valued, encouraged, and embedded.

Actions supporting Goal 3:

- ☐ Expanding opportunities to activate student voice and diversify the range of perspectives.

Table 38 and Presidents' Council provide a structured way for students to voice their concerns, ideas, and needs at a district level, ensuring that their perspectives are heard in decision-making. These district student councils are supported by both school and district staff.

Table 38 leadership students are utilizing their skills to plan school-based initiatives to increase connection and belonging in their schools.

A district-developed student survey for elementary and secondary students is in progress to gather data about student belonging and safety at school.

An ELL student survey was conducted recently to gather data regarding the experiences of secondary ELL learners with a focus on reducing barriers in their school experience. Results will be shared throughout March and April.

Student focus groups will be engaged throughout Winter-Spring 2025 to solicit further discussion and feedback regarding student learning in SD38 schools at the elementary and secondary level to improve the school experience for all students.

The third annual Student Voice Forum, hosting over 100 students from diverse backgrounds and from all schools, was held on February 5. This event offers a valuable opportunity for staff and Trustees to engage with students and discuss their school experiences. Students shared that they felt heard and respected.

Support has been provided to secondary administrators to focus on actively seeking to include a diversity of voices and perspectives in student voice opportunities.

❑ Creating structures to support the use of student input in decision making.

Through the strategic planning engagement process, student voice is being solicited through a district survey and school-based focus groups. Students' collective voice will be used to help shape the Board's strategic plan.

Presidents' Council representatives review feedback from fellow students to make and influence decision making in their schools that affect student learning and wellbeing.

School and district staff continue to engage formal and informal methods to gather student input on key decisions. These methods include surveys, suggestion boxes, and focus groups.

STRATEGIC PLAN - AREAS OF FOCUS 2025-26

Students serve as representatives on the District SOGI Advisory Committee, DEI Advisory Committee, and Mental Health Youth Advisory Group to ensure student input is considered in decision making and so that students have a voice on issues that directly affect them.

Input gathered at the annual Student Voice Forum is summarized and shared annually with principals, vice principals, and district staff so that it can be utilized to guide district and school initiatives.

The Board of Education will host a dinner for members of the Table 38 President's Council to engage in dialogue and express appreciation for their leadership and achievements throughout the school year on May 28.

School Stories are reflective of input collected through student engagement, focus groups, and interviews as part of the school improvement planning process.

CONCLUSION

Significant progress has been made on all Strategic Priority Five objectives scheduled for the current school year. Many steps have been taken to refine and improve both external and internal communication practices. Student voice is an important and integral aspect of school and district planning. Work will continue in each of the areas discussed in this report.

Respectfully submitted,

Christel Brautigam, Assistant Superintendent

David Sadler, Director of Communications and Marketing

Report to the Board of Education (Public)

Date: March 12, 2025

From: Cindy Wang, Secretary Treasurer

Subject: **2025 Long Range Facilities Plan**

RECOMMENDATION

THAT the Board of Education approve the 2025 Long Range Facilities Plan as presented in the attachment to this report.

BACKGROUND

The Long Range Facilities Plan (LRFP) is a strategic document that outlines the District's vision and approach to managing its school facilities both for the current needs and future requirements over an extended period. It serves as a roadmap for decision-making regarding school capacity, modernization, maintenance and new construction, ensuring alignment with projected student enrolment trends, demographic shifts, and educational priorities of the Richmond learning community. Some of the key aspects of the LRFP development process include:

- Strategic planning: ensure school facilities align with the Board's mandate and long-term educational goals.
- Capital planning and funding requests: foundation for the Board's capital planning and provincial funding requests integrating data-driven methodology.
- Sustainability, safety and modernization: prioritize safe, sustainable and modernized school environments that support evolving learning needs.
- Stakeholder engagement: the LRFP development process encourages collaboration with education partner groups, staff, parents and broader community to ensure transparency and community input.

DISCUSSION

The Board of Education launched the LRFP public consultation process in October 2024 through a series of engagement sessions:

- Launch of Online feedback forms (October 2024)
- Education Partner Group Meeting #1 (October 3, 2024)
- Richmond Teacher's Association Meeting (October 22, 2024)
- Public Open House (November 19, 2024)
- Trustee Workshop (November 27, 2024)
- Education Partner Group Meeting #2 (December 5, 2024)
- Presentation to RDPA (January 13, 2025)
- Online Open House (January 14, 2025)
- Trustee Workshop (February 25, 2025)

The public engagement process has facilitated discussions with the public and education partner groups garnering valuable feedback on the LRFP. Education partner group meetings included representatives from Richmond Teachers' Association (RTA), CUPE Local 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), and Richmond Management and

Professional Staff (RMAPS). Feedback received from education partners, community partners and the public has been integrated into the 2025 LRFP being presented to the Board of Education for approval.

The 2025 LRFP includes a number of amendments to the existing plan, addressing the following key areas:

- Updated enrolment and growth data: incorporates revised enrolment projections, housing growth trends and other relevant data.
- Alignment with child care policies: reflects emerging child care policies resulting from the expanded mandate of the Ministry of Education and Child Care.
- Expansion strategies for growth areas: updates strategies for school expansions and new school development in Richmond city centre and other high-growth areas.
- Legislative and policy changes: accounts for recent and ongoing legislative and policy changes affecting housing development and land use, including:
 - Amendments to the Local Government Act Provincial Housing Statutes introduced in Fall 2023 to increase housing supply across the province.
 - City of Richmond Transit-Oriented Area Bylaw and Small-Scale Multi-Unit Housing Zoning introduced in June 2024.
 - City of Richmond Official Community Plan update, targeted for completion in late 2025.
 - Updated Metro Vancouver Regional Growth Strategy adopted in February 2023

DISCUSSION

The 2025 Long Range Facilities Plan (LRFP) provides a comprehensive framework for the sustainable management of school facilities in Richmond School District, ensuring alignment with evolving enrolment trends, policy developments and educational priorities. By integrating updated enrolment projections, growth strategies and legislative changes, the plan supports informed decision-making and responsible resource allocation. Additionally, it reinforces the District's commitment to safety and long-term sustainability of facilities planning, while fostering collaboration and community feedback with education partners.

As the educational landscape continues to evolve, the LRFP serves as a foundational document in guiding the District's capital planning, ensuring that district facilities remain responsive to the needs of students, families and broader learning community needs.

Respectfully submitted,

*Cindy Wang, MSc, CPA-CA
Secretary Treasurer*

Attachments:

- 2025 Long Range Facilities Plan Executive Summary
- 2025 Long Range Facilities Plan

SD38 LONG RANGE FACILITIES PLAN EXECUTIVE SUMMARY

2025 Long Range Facilities Plan

Upon adoption of the Long Range Facilities Plan in June 2019, the Board of Education of School District No. 38 (Richmond) noted the importance of maintaining and updating the plan on an ongoing basis. The first review and update to the plan was adopted by the Board of Education in 2021.

In February 2025, the Board of Education adopted the 2025 LRFP after comprehensive review process that included multiple education partner group meetings, workshops with the Board of Education, and public open house sessions.

Structure

The LRFP is organized into the following ten chapters:

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

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

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

Chapter 4 – Demographics and Impact of Growth Patterns on Schools provides an overview of community demographics, land use plans and development activities impacting expansion strategies.

Chapter 5 – K-12 School Age Enrolment provides an overview of historic and projected District enrolment.

Chapter 6 – Capacity/Enrolment provides a definition and overview of operating capacity for schools in SD38 and identifies the current and projected surplus in space at both elementary and secondary levels.

Chapter 7 – Facility Condition and Improvements contains Facility Condition and Seismic Risk ratings for all SD38 facilities and identifies programs for capital improvements.

Chapter 8 – Educational Support Facilities outlines all facilities that are complementary to SD38's core educational facilities.

Chapter 9 – Property consists of an overview of all parcels of land held by SD38 and current leases and rentals of SD38 property/facilities.

Chapter 10 – Strategy for Communities of Schools Regions outlines the specific strategies for each of the District's four Communities of Schools Regions.

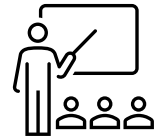
240,000

Population of Richmond
(2024, BC Stats)



24,000

K-12 SD38 Students
(including International, Continuing Education and Virtual School)



389

Acres of District-Owned Property



38

Elementary Schools



10

Secondary Schools



LONG RANGE FACILITIES PLAN EXECUTIVE SUMMARY

Chapter 1 – Background and Purpose

A Long Range Facilities Plan (LRFP) places the need for capital projects in a district-wide context and plays a key role in the submission of capital project requests by the District as it forms the basis of capital investment decisions by the Ministry of Education and Child Care. Under Ministry of Education and Child Care guidelines, the LRFP is intended to provide rationale for capital investment priorities contained in the District's annual Five-Year Capital Plan submission and assist in the determination of the Ministry's Annual Facility Grant allocations to the District.

The LRFP also provides a district-wide framework for key local decisions in optimizing facility assets such as catchment area configurations, locations for district programs, surplus district facilities, addressing areas of the district with low enrolment, and maintenance priorities. The LRFP outlines concrete plans for a ten-year planning horizon with more general considerations for the longer term.



Chapter 2 – Vision and Guiding Principles

District Policy 100 - Vision, Mission, Values

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

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

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

LRFP Guiding Principles:

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

Chapter 3 – Educational Considerations

- **Grade Configuration:** The Richmond School District has traditionally constructed and supported neighbourhood schools. The historic grade configuration for elementary schools has been Kindergarten to Grade 7. The historic grade configuration for secondary schools has been Grades 8 to 12.
- **Early Learning and Pre-Kindergarten Programs:** Early learning and pre-Kindergarten programs provided in schools include Kindergarten Orientation for pre-school age children, a free drop-in Early Learning Centre at General Currie Elementary, and Strong Start Centres at five elementary schools providing free drop-in programs for parents/caregivers and their children from birth to school age.
- **K-12 Educational Programs:** The LRFP outlines the variety of K-12 educational programs offered by SD38, including Programs of Choice, the Virtual School Program, Careers Program, and Alternate Programs. Alternate programs include Aspen, Colts Program, Combined Studies, Community Schools Program, Errington Learning Centre, Indigenous Gathering Spaces, Integrated Academics, Integrated Child and Youth Teams, Richmond School Program, and Station Stretch/ Street View/ Horizons.
- **Continuing Education:** Richmond Continuing Education (RCE) offers a wide range of educational programs for school-age students and adults throughout the calendar year.
- **International Education:** Richmond International Education (RIE) provides students from around the world the opportunity to achieve their educational goals at schools throughout our District.
- **District Technology:** The LRFP supports improving infrastructure and facilities by integrating up to date technology into classrooms and common areas.

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

- The population of Richmond has been growing, and the school age population has grown by over 2,400 between 2016 and 2024.
- The ratio of students to households has declined from 0.28 in 2016 to 0.25 in 2024 and is projected to continue to decline gradually.
- SD38 projects that total K-12 enrolment will grow between 2024 and 2031 by approximately 1,901 based on demographic trends and projected new residential development in the City of Richmond.
- Most of the proposed new residential units under application are in the City Centre Area (82%).

Metro Vancouver Regional Growth Strategy (Metro 2050)

- Metro 2050 provides direction for how Metro Vancouver will accommodate population growth over the next 30 years.
- Metro 2050 intends for growth to be located within existing urban containment boundaries with higher density development directed to Urban Centres and Frequent Transit Development Areas (FTDAs).
- Richmond City Centre is a designated 'Urban Centre' in Metro 2050.

City of Richmond Official Community Plan (OCP)

- The Richmond OCP indicates that the City will grow by 80,000 people between 2012 and 2041 and aims to concentrate growth in the City Centre, near Neighbourhood Service Centres and along Arterial Roads.
- The City is undergoing an update to their OCP targeted for completion by December 2025 in response to Housing Statutes introduced in 2023.

Provincial Housing Statutes (2023)

- In Fall 2023, the Provincial Government introduced housing legislation amending the Local Government Act in efforts to increase housing supply province-wide.
- In June 2024, to meet legislative requirements, the City of Richmond:
- Adopted a bylaw designating Transit-Oriented Area's with provincially prescribed minimum height and density provisions affecting lands within 800 metres of the City Centre's five Canada Line Station.
- Rezoned close to 27,000 single family and duplex lots throughout the City to allow for Small-Scale Multi-Unit Housing (SSMUH). As directed by provincial legislation, SSMUH zoning permits:
 - 3 dwelling units on lots that are 280m² or less;
 - 4 dwelling units on lots that are larger than 280m²; and
 - 6 dwelling units on lots that are larger than 281m² and within 400m of a frequent service bus stop (i.e., daytime service every 15 minutes).

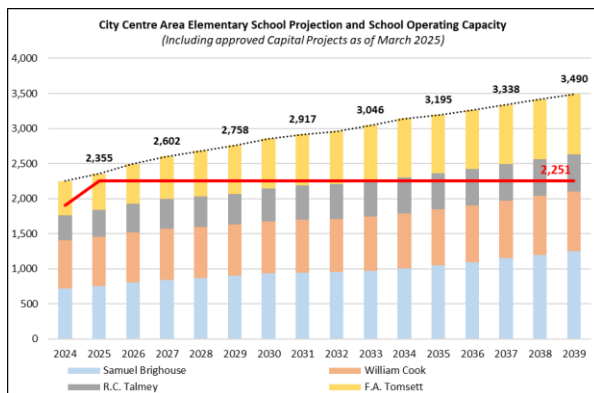
Impact of Provincial Housing Statutes on Enrolment Growth and School Facility Needs

- The TOA bylaw is anticipated to have:
 - a moderate impact on growth in the Talmey Elementary catchment, and a minimal impact is anticipated elsewhere in the City Centre Area, as the majority of the City Centre is already subject to high density land use designations.
- SSMUH Zoning is anticipated to have:
 - a minimal impact on short-term (1-5 year) enrolment growth projections, and a moderate impact on medium-term (6-10 year) and long-term (11+ year) enrolment growth projections varying by catchment, with higher rates of growth concentrated in catchments with larger lots within 400 m of a frequent service bus stop.

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

Richmond City Centre Area Plan – Population and School Enrolment Growth

- The City of Richmond adopted the latest City Centre Area Plan (CCAP) in 2009. The CCAP forecasts that the total population of the area will grow to 90,000 (from 39,210) by 2031 and 120,000 by 2100 (projected build-out).
- The CCAP will have rapid housing growth and student growth is expected, resulting in a K-7 shortfall of 666 seats by 2031 and 1,239 seats by 2039 if capacity is not expanded beyond approved projects as of March 2025.



- Review of the long-term capacity needs of Secondary Schools serving the City Centre is recommended.

City Centre Area School Expansion Scenarios

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

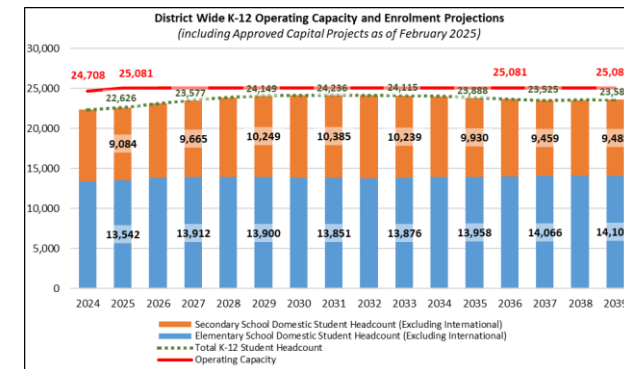
- The review of each option in Chapter 4 resulted in the following conclusions:
 - Scenario #1 (Status Quo/Use of Modular Classrooms) is the lowest cost of the three scenarios; however, it is the least desirable strategy an educational and facility management perspective therefore is not recommended.
 - Scenario #2 (Combination of School Additions and new school in City Centre West) has the second lowest cost of the three strategies studied, however, it is not the preferred facilities expansion scenario for accommodating long term enrolment growth between 2025 and 2039.
 - Scenario #3 (Combination of School Additions and Two New schools in City Centre East and West) has the highest cost of the three strategies; however, it is the most desirable from an educational and facility management perspective and is therefore the preferred scenario for accommodating long term enrolment growth between 2025 and 2039.
- Preferred Scenario for Facilities Expansion of City Centre Area Schools:
 - To address projected enrolment growth in the City Centre Area, the LRFP recommends a phased approach for facilities expansion, consistent with Scenario #3 – Combination of School Additions and two new schools in City Centre East and West.

Hamilton Area Plan – Enrolment Growth and Proposed Addition

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

Chapter 5 – K-12 School Age Enrolment

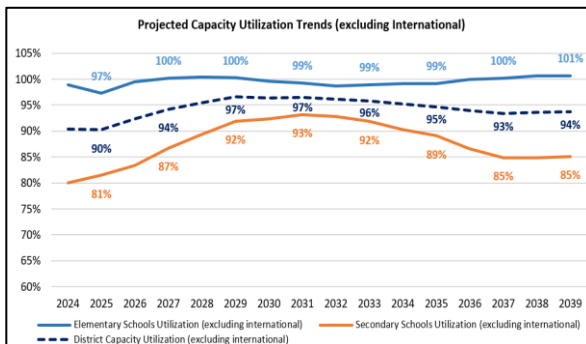
- The District's total K-12 enrolment (excluding international, Continuing Education and Virtual School) declined from 21,975 in 2010 to 19,419 in 2018 before rebounding to 22,334 in 2024.
- SD38 projects that total K-12 enrolment will increase between 2024 and 2035 by approximately 1,900 based on demographic trends and projected new residential development in the City of Richmond.



- The District total international enrolment has increased from 432 students in 2010 to 919 in 2023, with a decline in 2020 due to the COVID-19 Pandemic. In 2024, international student enrolment declined to 768, likely due to rapidly changing political, social and economic conditions in Canada and abroad.
- Approximately 12% of school-age population of Richmond does not attend SD38 schools and may attend elsewhere i.e., independent schools, home school or other school districts.

Chapter 6 – Capacity / Utilization

- Chapter Six provides a definition and overview of operating capacity for schools in SD38 and identifies the current and projected surplus in space at both elementary and secondary levels.
- Key points in the overview include:
 - Impact of Restored Class Size and Composition Provisions – resulting increase in the numbers of teachers as class sizes were restored to 2002 limits.
 - Child Care Provisions – the LRFP supports its current policies and practice to manage available space to support child care, early learning programs and before and after school care.
 - A series of graphics are provided in Sections 6.2 and 6.3 of the LRFP that illustrate the total historic and projected operating capacity, enrolment and capacity utilization for K-7 students, 8-12 students, and all K-12 students with separate graphs for elementary, secondary, and total school district enrolment projections.
 - Currently elementary schools have an average capacity utilization of 99% while secondary schools have an average capacity utilization of 80%.



Optimizing the Utilization of School Assets

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

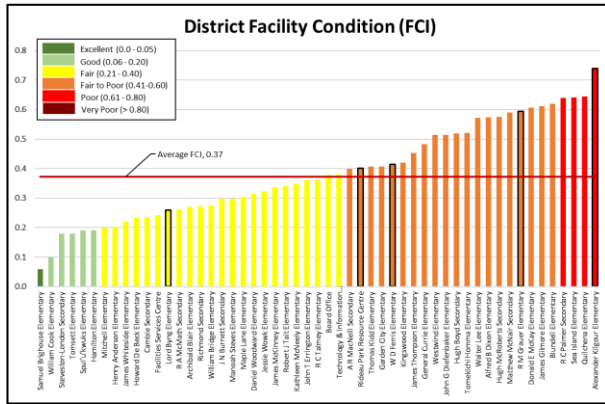
1. Manage sustainable enrolment cohorts for schools based on operational capacities of school buildings.
2. Provide phased-in boundary moves between schools, affecting new students only, to balance enrolment between schools where appropriate.
3. Give priority for registration in the same school to siblings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

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

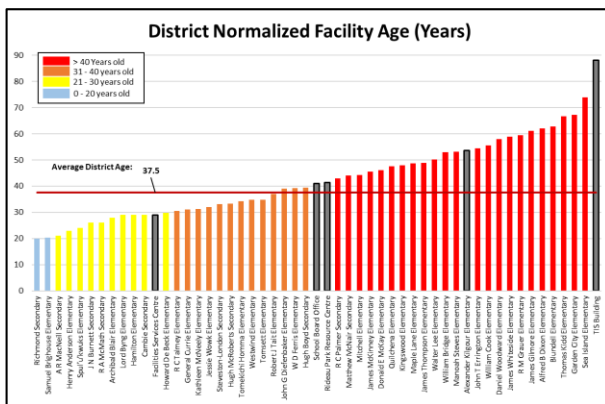
Chapter 7 – Facility Condition and Improvements

Facility Condition Assessments and Age

- The total replacement cost for the District's 53 buildings is \$827.0 Million.
- The average Facility Condition Index (FCI) of all District buildings as of October 2024 is 0.37 (Fair) and the total value of needed or outstanding repairs, renewal or upgrade requirements is \$307.3 Million.

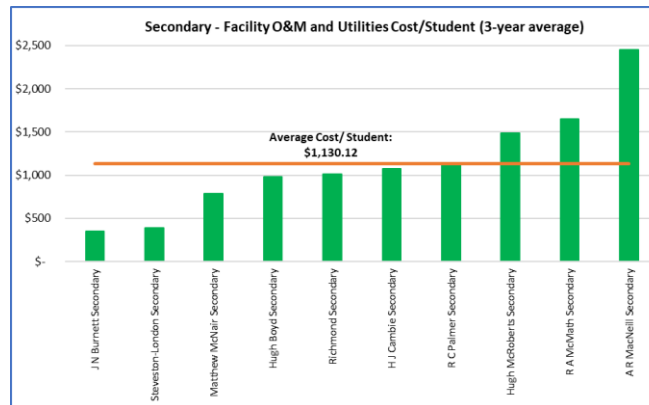
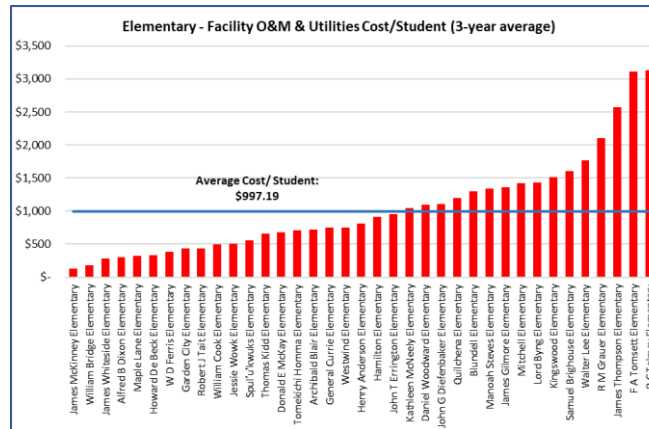


- The average age of SD38 buildings is 37.5 years, with the average age of elementary schools at 43.5 years and the average age of secondary schools at 31 years.



Annual Facilities Operating, Maintenance and Utility Costs

- The average annual total operating and maintenance (O&M) and utility cost of all facilities, based on the last three years is \$22.7 Million.
- Schools with higher capacity utilization typically have lower facility O&M costs per student than schools with lower capacity utilization, as surplus spaces still require basic cleaning, maintenance, heating and lighting.



Seismic Upgrades

- In 2004, the Province launched the School Seismic Mitigation Program (SMP) that identified 36 schools that may have higher risks associated with a seismic event.
- In addition to the structural risks to a seismic event, liquefaction of soils beneath the foundations of buildings was identified. The structural and liquefaction risk ratings are: high, moderate-high, moderate, and low; based on criteria determined by geotechnical engineers to guide seismic project needs.

Current and Proposed Seismic Mitigation Program Projects

- 14 of the 36 schools have been approved by MECC for design/ construction, leaving 22 schools containing at least one high seismic structural risk block and 16 schools requiring substructural upgrades to address Liquefaction Risk.
- The Richmond Project Team has reviewed a series of potential metrics and recommends that future seismic projects should be based on the formula (Estimated Total Project Cost ÷ School Enrolment), with schools having the lowest ratios (i.e. lowest cost per student) having priority over schools with higher ratios.
- The ranking of seismic projects for all schools with high seismic risk should be based on the prioritization included annually in the Five-Year Capital Plan.
- To expedite seismic upgrades, school programs may need to be temporarily relocated to allow construction to proceed during the school year.
- During the feasibility stage of projects, options must be developed including, but not limited to, Seismic Upgrade of the Existing School, Partial Replacement of the School (Most Vulnerable Blocks) and Seismic Upgrade of the Balance of the School, or Full Replacement of the School.

Chapter 8 – Educational Support Facilities

School Board Office (SBO)

- Currently, District central operations are spread out over a number of sites, due to insufficient space at the current District Administration Building site.

Significant upgrades to the SBO were completed in 2019/2020 and as a result, the FCI is estimated to have improved from 0.44 to approximately 0.38.

Richmond Continuing Education (RCE)

- In Fall 2022, RCE was centralized into a standalone Adult Education Centre in a repurposed and renovated surplus wing of Mitchell Elementary, which has been physically separated from the elementary school and fenced-off to prevent intermingling of adults and children.
- Previously, RCE was spread across seven facilities, including the Rideau Park District Resource Centre (previously Rideau Park Adult Learning Centre).
- The centralized location is accessible via public transportation and allows for evening and weekend programming.

Welcome Centre/Central Registration

- The Welcome Centre/ Central Registration is located on the 1st floor of the renovated School Board Office, completed in 2019/20.

Learning and Business Technology Services (LBT)

- The LBT Services, including the Computing Infrastructure and Data Centre was relocated in Summer 2023 into the renovated Rideau Park District Resource Centre (previously Rideau Park Adult Learning Centre).
- Previously, LBT was located in an 85-year-old former Radio-Canada transmission building at the northwest corner of the McNair Secondary School Site.

Chapter 8 – Educational Support Facilities

Facilities Services Centre (FSC)

- The Facilities Services Branch is located in a 29 year-old facility situated at the northwest corner of the City.
- The FSC building is adequately sized for District operations and is undergoing upgrades to address building envelope and temperature control issues, however, the associated FSC Yard is undersized to meet the increased operational demands of a growing school district.
- Ideally, the school district should consider opportunities to permanently accommodate long-term space needs for outdoor storage for facilities services and operations on dedicated School District property.

International Program

- Richmond International Education (RIE) is currently based at the SBO and has been adequately accommodated since the 2019/2020 renovations.

Transportation

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

Chapter 9 – Property

General

- The Richmond Board of Education holds title to 75 unique parcels of land totaling 157.3 hectares. 16 parcels totaling 6.4 hectares are not used for District schools or operations including one (former Kilgour Elementary Site) that is currently leased to the CSF.

Chapter 9 – Property

District-owned Land Holdings

- There are currently six district-owned land holdings that are not used by the district for educational, administrative or operational purposes.
- The school district will review long term facilities options for these sites, prioritizing the District's enrolment growth needs.

City Land

- Many school sites include fields located on adjacent lots owned and maintained by the City of Richmond.

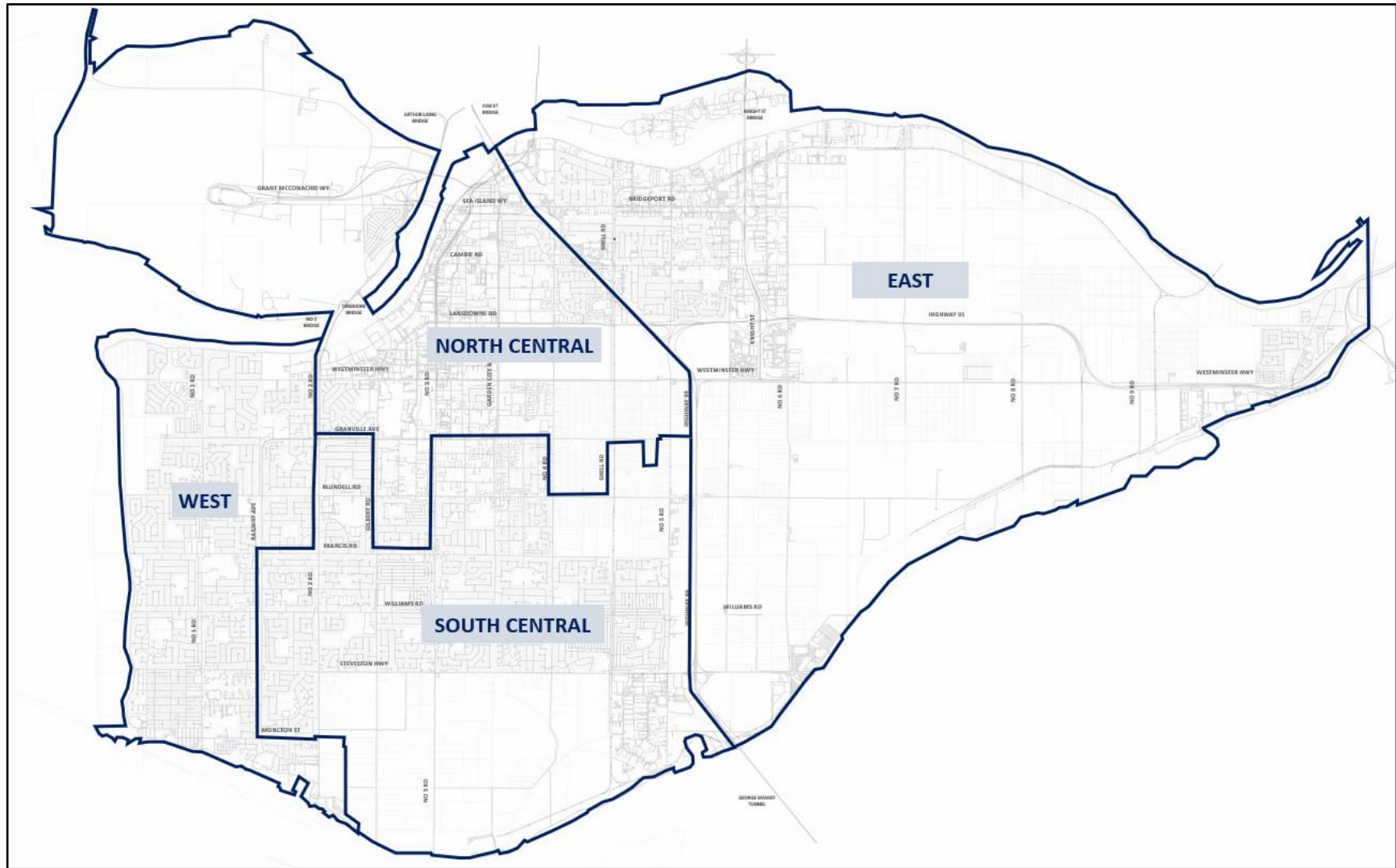
Leases and Rentals

- Child Care:** SD38 believes that the presence of before- and after-school child care services at school sites benefits our school communities. Where space exists, individual schools may support child care services for the families in the community that they serve. There are currently 31 elementary schools with child care leases in place.
- Kilgour Elementary – Leased to CSF (Conseil Scolaire Francophone de la Colombie-Britannique):** The former Kilgour Elementary school site has been leased to the Conseil scolaire francophone de la Colombie-Britannique (CSF) for many years.
- Residences at Anderson School Reserve, South McLennan Land Holdings:** SD38 currently leases out six lots with houses, including one adjacent to Anderson Elementary and five in the South McLennan neighbourhood. The District will be reviewing the long term implication of Provincial Housing Legislation on school district education and administrative needs for these sites.
- Other Leases and Rentals:** In addition to child care services, SD38 has long-term license agreements in place for use of school facilities with the City of Richmond, Scouts Canada, Girl Guides of Canada and other groups. Most SD38 facilities are available for rental outside of normal business hours and include classrooms, multipurpose rooms, lounges, foyers and gymnasias.

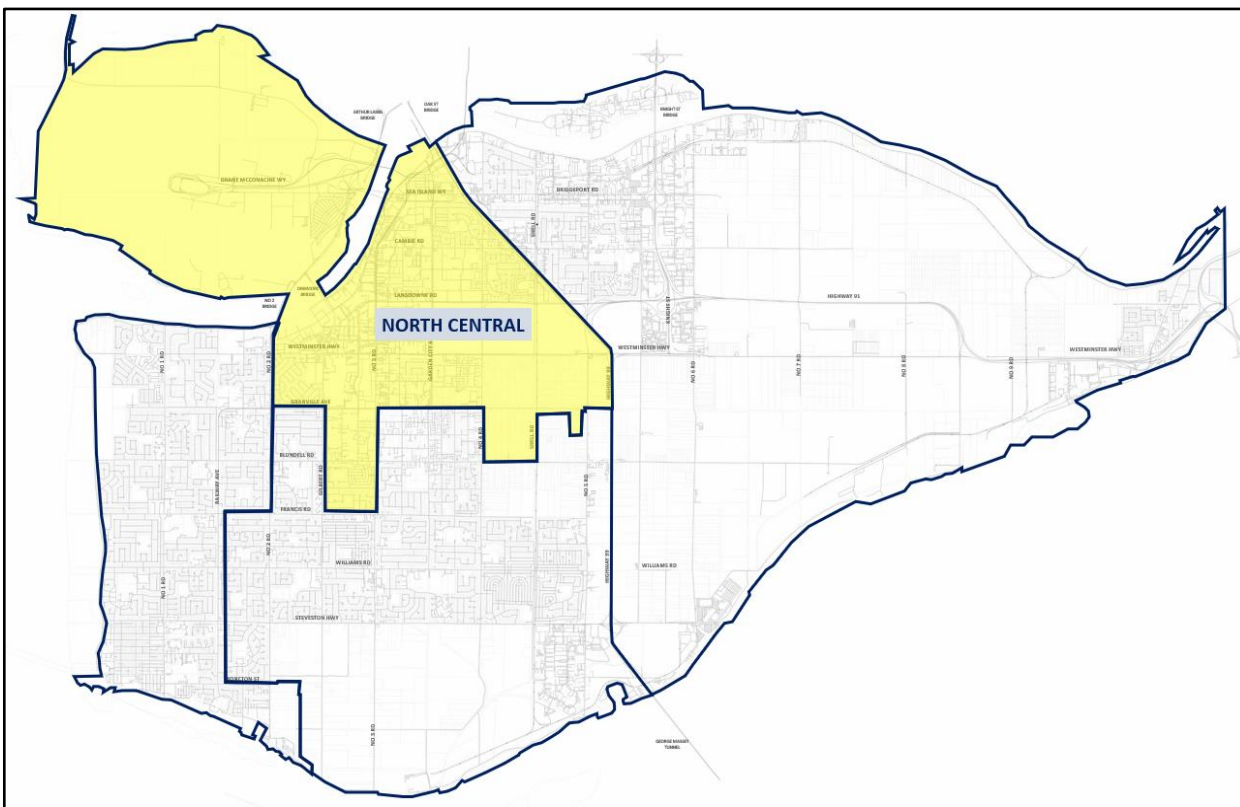
Chapter 10 – Communities of Schools Regions

Communities of Schools Regions

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



North Central Community of Schools Region



North Central Region considerations:

Comprehensive Boundary Review:

- Consider future boundary scenarios and capacity alternatives for new schools and expansion proposals for City Centre Planning Area schools.

Expansions:

- Implement North Central Region Capital Expansion Strategy for City Centre Area Elementary Schools, including two new City Centre Elementary Schools.
- Annually consider updates to the District's capital expansion strategy, identifying progress made and any changes that may be required.

- Consider options for additions to North Central Secondary schools to accommodate long term growth.

Site Acquisition:

- Continue to include a proposed city centre school site acquisition as an Eligible School Site Proposal as part of a longer-term expansion strategy and Five-Year Capital Plan submissions.

LRFP Progress Update:

1. Comprehensive Boundary Review:

In December 2019, the Board of Education approved the following boundary revisions in the North Central Region supported by the LRFP.

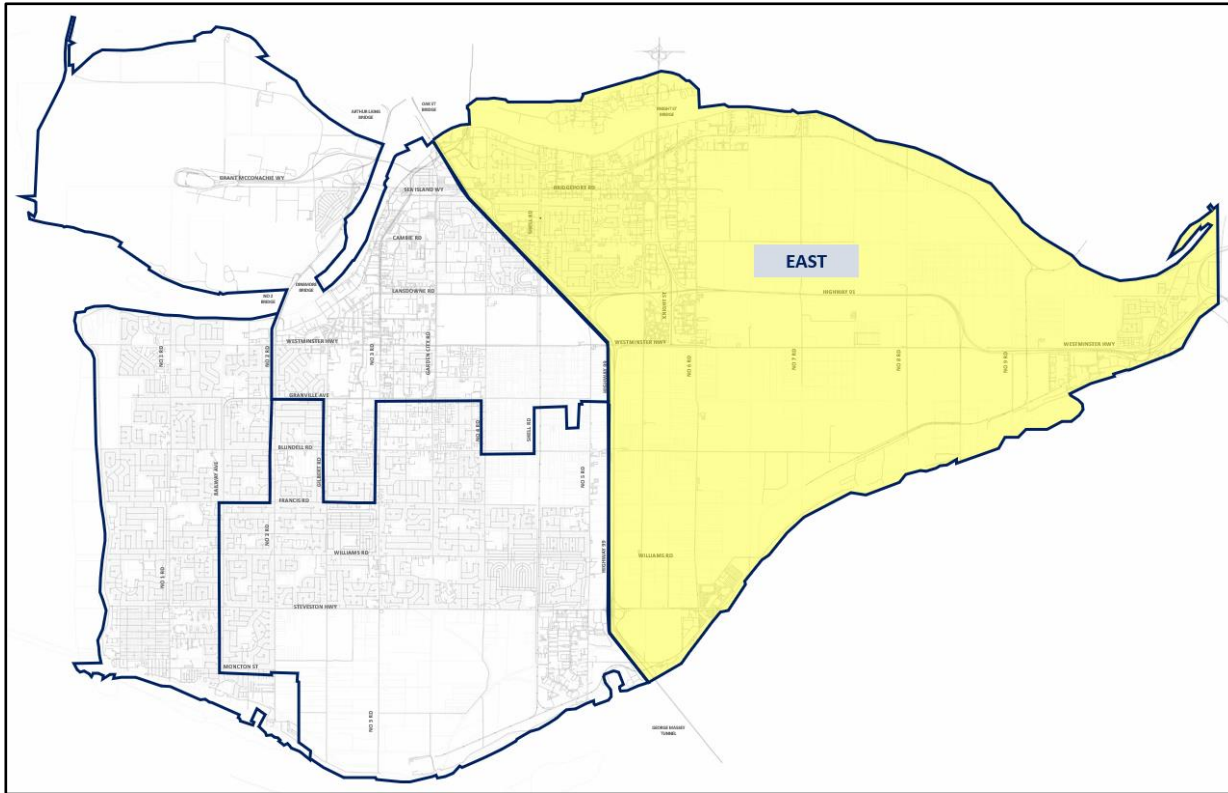
- Three elementary boundary alignment revisions to improve student safety.
- Three secondary boundary alignment revisions to improve student safety.
- One Elementary boundary revision to reflect regions defined in the LRFP.
- One secondary boundary revision to reflect regions defined in the LRFP.
- One secondary boundary revision to reduce elementary split-feeder catchments.

2. Major Capital Projects:

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

- William Cook Elementary (structural and liquefaction seismic upgrade/partial replacement/expansion) – **completed Fall 2020.**
- W.D. Ferris Elementary (structural seismic upgrade) – **completed Fall 2020.**
- F.A. Tomsett Elementary (structural and liquefaction seismic upgrade/expansion) – **completed Fall 2022.**
- Six Classroom addition to William Cook Elementary – **completed Fall 2024.**
- Six Classroom addition to Samuel Brighthouse Elementary – **completed Fall 2024.**
- Six Classroom addition to R.C. Talmey Elementary – under construction, **completion targeted Fall 2025.**
- Nine Classroom addition to F.A Tomsett Elementary – under construction, **completion targeted Fall 2025.**

East Community of Schools Region



East Region Considerations:

Comprehensive Boundary Review:

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

Expansions:

- Hamilton Elementary is projected to grow rapidly with new residential development and an addition to the school will be required by 2027.

LRFP Progress Update:

1. Comprehensive Boundary Review:

In December 2019, the Board of Education approved the following boundary revisions impacting schools in the North Central Region supported by the LRFP.

- *Five elementary boundary alignment revisions to improve student safety.*
- *One elementary boundary revision to reflect regions defined in the LRFP.*
- *One (1) secondary boundary revision to reflect new regions defined in the LRFP.*

The Board of Education also deferred the following boundary revisions for future consideration:

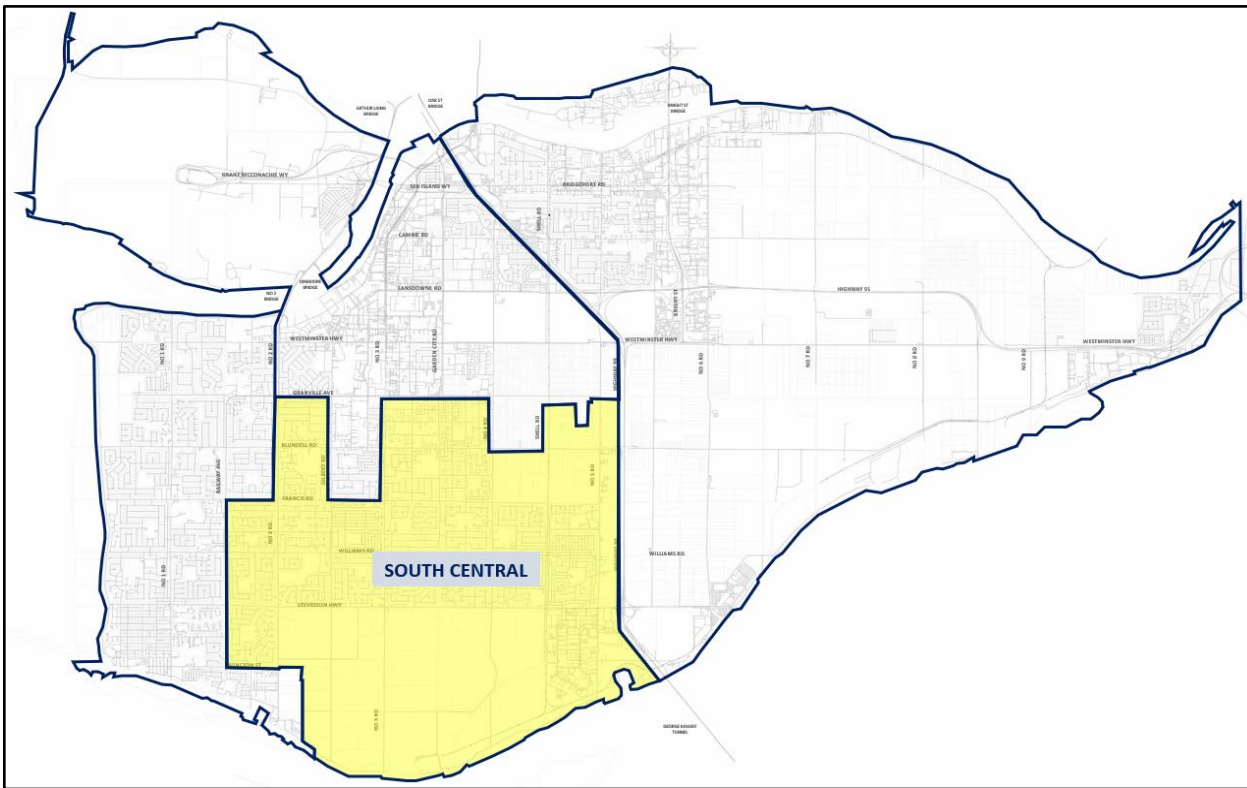
- *Two elementary boundary revisions to reflect new regions defined in the LRFP.*
- *One secondary boundary revision to reflect new regions defined in the LRFP.*

2. Major Capital Projects:

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

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

South Central Community of Schools Region



South Central Region Considerations:

Comprehensive Boundary Review:

- Consider expanding Cambie Secondary catchment and McNeely Elementary catchment to include portions of Kingswood Elementary and Woodward Elementary east of Highway 99 (currently feeding McNair Secondary) and Hamilton Elementary catchment.
- Consider program location and possible consolidation options to improve equitable access and distribution of programs where appropriate.

Space Optimization:

- Consider Secondary School boundary and space alterations where appropriate to address the combined secondary school seat surplus in the South Central Region.
- Consider Elementary School boundary and program moves, and space alterations where appropriate to address the combined elementary school seat surplus in the South Central Region.

LRFP Progress Update:

1. Comprehensive Boundary Review:

In December 2019, the Board of Education approved the following boundary revisions impacting schools in the South Central Region supported by the LRFP:

- *Six elementary and four secondary boundary alignment revisions to improve student safety.*
- *One secondary boundary adjustment to reduce elementary split-feeder catchments.*

The Board of Education also deferred the following boundary revisions for future consideration:

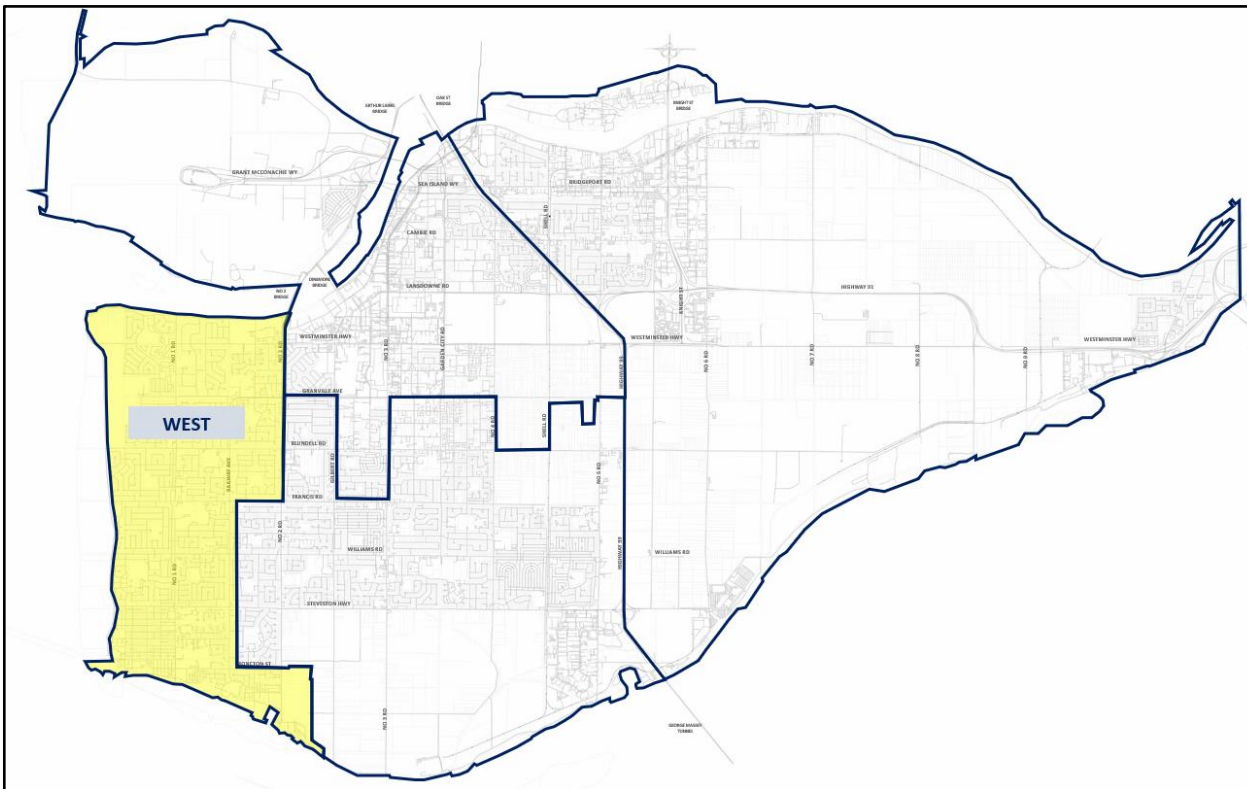
- *One elementary boundary revision to reflect regions defined in the LRFP.*
- *Two secondary boundary revisions to reduce elementary split-feeder catchments.*
- *One elementary and one secondary boundary alignment revision to improve student safety.*

2. Major Capital Projects:

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

- *R.J. Tait Elementary (structural and liquefaction seismic upgrade) – **completed in 2020***
- *Mitchell Elementary (structural and liquefaction seismic upgrade and partial replacement) – **completed in 2021***
- *Maple Lane Elementary (structural seismic upgrade) – **completed in 2022.***
- *McKinney Elementary (structural and liquefaction seismic upgrade) – **completed in 2022.***
- *Bridge Elementary (structural and liquefaction seismic upgrade) – **completed in 2023.***
- *Whiteside Elementary (structural and liquefaction seismic upgrade) – **completed in 2023.***
- *DeBeck Elementary (structural and liquefaction seismic upgrade) – under construction, **targeted for completion in 2025***

West Community of Schools Region



West Region Considerations:

Comprehensive Boundary Review:

- Consider boundary moves to reduce split feeder elementary school catchments.
- Consider program location and possible consolidation options to improve equitable access and distribution of programs where appropriate.

Space Optimization:

- Consider Elementary School boundary and moves, and space alterations where appropriate to address the combined elementary school seat surplus in the South Central Region.

LRFP Progress Update:

1. Comprehensive Boundary Review:

In December 2019, the Board of Education approved the following boundary revisions impacting schools in the West Region supported by the LRFP:

- *Two secondary boundary revisions to reduce elementary split feeder catchments.*
- *Six boundary alignment revisions to improve student safety.*

The Board of Education also deferred the following boundary revisions for future consideration:

- *One secondary boundary revision to reduce elementary split-feeder catchments.*

2. Major Capital Projects:

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

- *Steves Elementary (structural and liquefaction seismic upgrade) – **completed Fall 2021***
- *Boyd Secondary (structural and liquefaction seismic upgrade and partial replacement) – **completed Fall 2020***
- *Dixon Elementary (structural and liquefaction seismic upgrade) – under construction, **targeted for completion in 2026***
- *Diefenbaker Elementary (seismic replacement) – under construction, **targeted for completion in 2028***

Long Range Facilities Plan Strategic Recommendations



Initiation

REVIEW

- Review and consider long term facilities options for school district properties in light of the potential impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on facility and property needs.
- Review locations and long-term accommodation requirements of District Choice Programs and Educational Support uses.
- Review locations and long-term accommodation requirements of Early Learning Pre-Kindergarten programs and services.
- Review the long-term capacity needs of Secondary Schools serving the City Centre Area.

1 Research & Exploration

- Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well-served by public transit.
 - Explore opportunities to maximize the use of the Adult Education Centre.
 - Explore options to accommodate long-term space needs for outdoor storage and operation on dedicated school district property.
 - Explore use of District space to replace existing leased premises for existing Alternate Programs.
 - Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including expansion and seismic upgrade projects.
 - Identify opportunities to receive funding to create new child care spaces on school grounds.
 - Identify opportunities to repurpose available space in schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy development for Communities of Schools Regions in Chapter 10 of this Plan.
- Identify all opportunities under the Seismic Mitigation Program to accelerate the Seismic Risk reduction and the provision of safer seats in the district, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan, including determination of the viability, timing and cost estimates for supported seismic projects that may include:
 - Seismic upgrade with no additional facility enhancements.
 - Seismic upgrade with facility enhancements, which may include replacement of High Seismic Risk areas and other enhancements or facility upgrades where needed.
 - Full Replacement of a facility with high seismic risk and high facility condition index (FCI).
 - Replacement of an elementary school that has a high seismic risk and high FCI, with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a high seismic risk.
 - Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.



2 | Planning & Strategizing

- *Develop a strategy to address areas of lower growth and utilization, including offering additional programs of choice to additional sites and measures to optimize school assets, consistent with Section 6.6 of this Plan and the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan.*
- *Develop guiding principles, to be followed on each seismic upgrade project, for the temporary displacement of students that best manages disruption.*
- *Develop options and concepts for combining District administration and District-level services at one location.*
- *Develop options for upgrading and repurposing the vacated Technology Services Centre into a space suitable for District needs.*
- *Determine an optimal capacity utilization for schools proposed for Major Capital Projects consistent with restored class and composition provisions for BC schools.*
- *Determine more precisely, the rationale, timing, location and concept designs of all capital projects, including elementary school expansions to accommodate projected City Centre Area Enrolment (existing school additions and new City Centre Schools East & West) and Hamilton Area Enrolment (addition to Hamilton Elementary).*
- *Determine, more precisely, the long-term impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on the location and timing of housing development and resulting enrolment growth in the district and implications on educational facilities.*

3 | Actions & Initiatives

- *Undertake catchment area boundary reviews in areas of growth in order to achieve a closer balance between enrolment and capacity across the District and facilitate efficient and effective enrolment management.*
- *Undertake consultation and engagement with the public before decisions are made when the Board of Education determines that there is a need to consolidate space, implement boundary moves, or consider choice program locations before decisions are made.*
- *Collaborate with City of Richmond and the Development Community to identify opportunities to locate up to two new elementary schools in the City Centre Area of Richmond.*
- *Collaborate with City of Richmond to maintain appropriate vehicular access at all hours to and from the Facilities Services Centre (FSC) and to minimize the impact on school district operations during and upon completion of*
 - *the planned upgrade and raising of the dike along River Road; and*
 - *the planned redevelopment of the adjacent City Operations Yard.*
- *Advocate for additional government funding for air conditioning in school facilities where necessary and for continued maintenance and upgrading of HVAC systems to support further improvements to educational environments.*
- *Advocate for additional government funding in the form of the Bus Acquisition Program to support bus fleet electrification.*
- *Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve carbon neutrality.*
- *Advocate for additional government funding in the forms of Annual Facility Grant and School Enhance Program to reduce deferred maintenance and extend the useful life of schools.*

4 Continued Support & Implementation

- *Ensure that all consultations follow requirements outlined through the School Act, Board Policy and Direction.*
- *Ensure that all learners are counted and projected enrolment is as accurate as possible in determining the space requirements for capital projects and associated Ministry funding.*
- *Ensure that any proposed new child care spaces or changes to existing child care spaces on Board property adheres to District Policy and Regulation 804.1 – Community Use of District Facilities, and Ministerial Orders pursuant to the School Act.*
- *Ensure that grade configuration(s) are providing the most benefit to all learners.*
- *Support community partners in providing equitable opportunities for engagement and enrichment, including the provision of child care and after school programming across communities.*
- *Support community transportation safety improvements by City of Richmond and other community partners and promote active transportation for school communities.*
- *Support decision-making and options about permanent program locations.*
- *Support opportunities to maximize utilization of the Adult Education Centre.*
- *Support the expansion strategy summarized in Chapter 10 of the Long Range Facilities Plan for City Centre Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.*
- *Support the expansion strategy summarized in Chapter 10 of the Long Range Facilities Plan for Hamilton Planning Area as part of the Facilities Strategy for the East Community of Schools Region.*
- *Support the Richmond Project Team as it continues to accelerate the delivery of major capital improvements, including school expansions and seismic upgrades.*
- *Continue to adopt and submit the annual Five-Year Capital Plan, with adjustments made as the Long Range Facilities Plan evolves.*
- *Continue to allow flexibility to provide grade configuration options for unique circumstances or to locate programs to support specific student needs.*
- *Continue to manage available space to support child care spaces on school grounds where appropriate.*
- *Continue to manage available space to support community uses in schools where appropriate.*
- *Continue to mitigate seismic risk at schools that have a high structural risk and/or moderate to high liquefaction risk through the Seismic Mitigation Program, using the project prioritization development by the Richmond Project Team.*
- *Continue to provide student transportation for students residing in rural/remote areas and for students with disabilities or diverse abilities, following requirements outlined through the School Act, Board policy and direction.*
- *Continue to strive to incorporate enhanced technology and supporting resources into any new construction, renovation, or upgrade project.*
- *Continue to strive to maintain all schools in Good/Fair condition with a target FCI of 0.3 or lower.*
- *Continue to maintain current annual facility operations and maintenance funding and enhance maintenance at schools through reductions in surplus floor area.*



RICHMOND

SCHOOL DISTRICT NO.38

Long Range Facilities Plan

MARCH 2025

***The Richmond Board of Education acknowledges and thanks the First Peoples of the
hən̓q̓əmin̓əm̓ (hun-ki-meen-um) language group on whose traditional and unceded territories
we teach, learn and live.***

REVISION HISTORY

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Executive Summary

Chapter 1 – Background and Purpose

- School District No. 38 (Richmond) [SD38], has an inventory of 58 district-owned sites on 157 hectares (389 acres) and currently serves 24,000 Kindergarten to Grade 12 students (including International, Continuing Education and Virtual School). There are 38 elementary schools, 10 secondary schools, 5 non-school facilities, and five sites not currently used for District schools or operations.
- Chapter 1 outlines how the Long Range Facilities Plan places the need for capital projects in a districtwide context and explains how it plays a key role in the submission of capital project requests by the District and how it can form a basis of capital investment decisions by the Ministry.

Chapter 2 – Vision and Guiding Principles

- District Policy 100 - Vision, Mission, Values

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

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

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

- LRFP Guiding Principles

The LRFP guiding principles are designed to:

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

Chapter 3 – Educational Considerations

- Grade Configuration

- The Richmond School District has traditionally constructed and supported neighbourhood schools. The historic grade configuration for elementary schools has been Kindergarten to Grade 7. The historic grade configuration for secondary schools has been Grades 8 to 12.

➤ Early Learning and Pre-Kindergarten Programs

- Early learning and pre-Kindergarten programs provided in schools include Kindergarten Orientation for pre-school age children, a free drop-in Early Learning Centre at General Currie Elementary, and Strong Start Centres at five elementary schools providing free drop-in programs for parents/caregivers and their children from birth to school age.

➤ K-12 Educational Programs

- The LRFP outlines the variety of K-12 educational programs offered by SD38, including Programs of Choice, the Virtual School Program, Careers Program, and Alternate Programs. Alternate programs include Aspen, Colts Program, Combined Studies, Community Schools Program, Errington Learning Centre, Indigenous Gathering Spaces, Integrated Academics, Integrated Child and Youth Teams, Richmond School Program, and Station Stretch/ Street View/ Horizons.

➤ Continuing Education

- Richmond Continuing Education (RCE) offers a wide range of educational programs for school-age students and adults throughout the calendar year.

➤ International Education

- Richmond International Education (RIE) provides students from around the world with the opportunity to achieve their educational goals at schools throughout our District.

➤ District Technology

- The LRFP supports improving infrastructure and facilities by integrating up to date technology into classrooms and common areas.

Strategic Recommendations (Chapter 3 – Educational Programs and Child Care)

- ***Ensure that grade configuration(s) are providing the most benefit to all learners.***
- ***Continue to allow flexibility to provide grade configuration options for unique circumstances or to locate programs to support specific students needs.***
- ***Review locations and long-term accommodation requirements of Early Learning Pre-Kindergarten programs and services.***
- ***Review locations and long-term accommodation requirements of District Choice Programs and Educational Support uses.***
- ***Support decision making and options about permanent program locations.***
- ***Explore use of District space to replace existing leased premises for Alternate Programs.***
- ***Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well-served by public transit.***
- ***Explore opportunities to maximize the use of the Adult Education Centre.***

- *Continue to strive to incorporate enhanced technology and supporting resources into any new construction, renovation, or upgrade project.*
- *Continue to manage available space to support child care spaces on school grounds where appropriate.*
- *Identify opportunities to receive funding to create new child care spaces on school grounds.*
- *Ensure that any proposed new child care spaces or changes to existing child care spaces on Board property adheres to District Policy and Regulation 804.1R – Community Use of District Facilities, and Ministerial Orders pursuant to the School Act.*

Chapter 4 - Demographics and Impact of Growth Patterns on Schools

➤ Community Demographics

- The population of Richmond has been growing, and the school age population has grown by over 2,400 between 2016 and 2024.
- The ratio of students to households has declined from 0.28 in 2016 to 0.25 in 2024 and is projected to continue to decline gradually as families have fewer children.
- Total K-12 enrolment is projected to grow between 2024 and 2031 by approximately 1,901 based on demographic trends and projected new residential development in the City of Richmond.
- Most of the proposed new residential units under application are in the City Centre Area (82%).

➤ Metro Vancouver Regional Growth Strategy (Metro 2050)

- Metro 2050 provides direction for how Metro Vancouver will accommodate population growth over the next 30 years.
- Metro 2050 intends for growth to be located within existing urban containment boundaries with higher density development directed to Urban Centres and Frequent Transit Development Areas (FTDAs).
- Richmond City Centre is a designated 'Urban Centre' in Metro 2050.

➤ City of Richmond Official Community Plan (OCP)

- The City of Richmond OCP indicates that the City will grow by 80,000 people between 2012 and 2041 and aims to concentrate population growth in the City Centre, near Neighbourhood Service Centres and along Arterial Roads.
- The City is undergoing an update to their OCP targeted for completion by December 2025 in response to Provincial Housing Statutes introduced in 2023.

➤ Provincial Housing Statutes (2023)

- In Fall 2023, the Provincial Government introduced housing legislation amending the Local Government Act in efforts to increase housing supply province-wide.
- In June 2024, to meet legislative requirements, the City of Richmond:
 - Adopted a bylaw designating Transit-Oriented Area's with provincially prescribed minimum height and density provisions affecting lands within 800 metres of the City Centre's five Canada Line Station.
 - Rezoned close to 27,000 single family and duplex lots throughout the City to allow for Small-Scale Multi-Unit Housing (SSMUH). As directed by provincial legislation, SSMUH Zoning permits:
 - 3 dwelling units on lots that are 280m² or less;
 - 4 dwelling units on lots that are larger than 280m²; and
 - 6 dwelling units on lots that are larger than 281m² and within 400m of a frequent service bus stop (i.e., daytime service every 15 minutes).

➤ Impact of Provincial Housing Statutes on Enrolment Growth and School Facility Needs

- The Transit-Oriented Area Bylaw is anticipated to have:
 - a moderate impact on growth in the Talmey Elementary catchment where high density development is now permitted in a portion of the catchment previously limited to single-family and duplex housing, and
 - a minimal impact on enrolment growth is anticipated elsewhere in the City Centre Area, as the majority of the City Centre is already subject to high density land use designations.
- Small-Scale Multi-Unit Housing Zoning is anticipated to have:
 - a minimal impact on short-term (1-5 year) enrolment growth projections, and a moderate impact on medium-term (6-10 year) and long term (11+ year) enrolment growth projections varying by catchment, with higher growth rates concentrated in catchments with larger lots within 400 m of frequent service bus stops.

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

- The City of Richmond adopted the latest City Centre Area Plan (CCAP) in 2009, which encompasses five “villages” along No.3 Road between River Road and Granville Avenue, and the “Oval Village” east of Gilbert Road and north of Westminster Highway. The CCAP forecasts that the total population of the area will grow to 90,000 (from 39,210) by 2031 and 120,000 by 2100 (projected build-out).
- The CCAP will have rapid housing growth and student growth is expected, resulting in a K-7 shortfall of 666 seats by 2031 and 1,239 seats by 2039 if capacity is not expanded beyond approved projects as of March 2025.
- A review of the long-term capacity needs of Secondary Schools serving the City Centre is recommended.

➤ City Centre Area School Expansion Scenarios

- In developing and updating the Capital Expansion Strategy, the Board of Education considered three scenarios for accommodating future elementary school enrolment growth in the City Centre Planning Area:
 - Scenario #1 – Status Quo/Use of Modular Classrooms.
 - Scenario #2 – Combination of School Additions and a New School in City Centre West.
 - Scenario #3 – Combination of School Additions and Two New Schools, in City Centre East and City Centre West.
- The review of each option in Chapter 4 resulted in the following conclusions:
 - Scenario #1 (Status Quo/Use of Modular Classrooms) is the lowest cost of the three scenarios; however, it is the least desirable strategy from an educational and facility management perspective therefore is not recommended.
 - Scenario #2 (Combination of School Additions and new school in City Centre West) has the second lowest cost of the three strategies studied, however, it is not the preferred

facilities expansion scenario for accommodating long term enrolment growth between 2025 and 2039.

- Scenario #3 (Combination of School Additions and Two New schools in City Centre East and West) has the highest cost of the three strategies; however, it is the most desirable from an educational and facility management perspective and is therefore the preferred scenario for accommodating long term enrolment growth between 2025 and 2039.
- City Centre Area School Expansion Scenarios
 - The City of Richmond adopted the Hamilton Area Plan (HAP) in 1995 and revised the plan in 2014. The projected new housing growth in this area will result in enrolment growth at Hamilton Elementary supporting a future six classroom addition to Hamilton Elementary as proposed by SD38.

Strategic Recommendations (Chapter 4 – Demographics & Impact of Growth Patterns on Schools)

- *Determine more precisely, the rationale, timing, location, and concept designs of all capital projects, including elementary school expansions to accommodate the projected City Centre Area enrolment (existing school additions and new City Centre Schools East & West) and Hamilton Area enrolment (addition to Hamilton Elementary).*
- *Collaborate with the City of Richmond and the development community to identify opportunities to locate up to two new elementary schools in the City Centre Area of Richmond.*
- *Support the expansion strategy summarized in Chapter 10 of the Long-Range Facilities Plan for City Centre Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.*
- *Support the expansion strategy summarized in Chapter 10 of the Long-Range Facilities Plan for Hamilton Elementary as part of the Facilities Strategy for the East Community of Schools Region.*
- *Determine, more precisely, the long-term impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on the location and timing of housing development and resulting enrolment growth in the district and implications on educational facilities.*
- *Review the long-term capacity needs of Secondary Schools serving the City Centre Area.*

Chapter 5 – K-12 School Age Enrolment

- The District’s total K-12 enrolment (excluding international, continuing education and virtual school) declined from 21,975 in 2010 to 19,419 in 2018 before rebounding to 22,334 in 2024.
- SD38 projects that total K-12 enrolment will increase between 2024 and 2035 by approximately 1,900 based on demographic trends and projected new residential development in the City of Richmond.
- The District total international enrolment has increased from 432 students in 2010 to 919 in 2023, with a decline in 2020 due to the COVID-19 Pandemic. In 2024, international student enrolment declined to 768, likely due to rapidly changing political, social and economic conditions in Canada and abroad.
- Approximately 12% of school-age population of Richmond does not attend SD38 schools and may attend elsewhere i.e., independent schools, home school or other school districts.

Strategic Recommendations (Chapter 5 - K-12 School Age Enrolment)

- ***Ensure that all learners are counted and projected enrolment is as accurate as possible in determining the space requirements for capital projects and associated Ministry funding.***

Chapter 6 – Capacity / Utilization

- Chapter 6 provides a definition and overview of operating capacity for schools in SD38 and identifies the current and projected surplus in space at both elementary and secondary levels.
- Key points in the overview include:
 - Impact of Restored Class Size and Composition Provisions – resulting increase in the numbers of teachers as class sizes were restored to 2002 limits.
 - Child Care Provisions – the LRFP supports its current policies and practice to manage available space to support child care, early learning programs and before and after school care.
 - A series of graphics are provided in Sections 6.2 and 6.3 of the LRFP that illustrate the total historic and projected operating capacity, enrolment and capacity utilization for K-7 students, 8-12 students, and all K-12 students with separate graphs for elementary, secondary, and total school district enrolment projections.
 - Currently elementary schools have an average capacity utilization of 99% while secondary schools have an average capacity utilization of 80%.

➤ Optimizing the Utilization of School Assets

- The following strategies and alternatives, informed by public input should be considered to help improve the optimization of space within schools:
 - Manage sustainable enrolment cohorts for schools based on operational capacities of school buildings.
 - Provide phased-in boundary moves between schools, affecting new students only, to balance enrolment between schools where appropriate.
 - Give priority for registration in the same school to siblings of current students.
 - Consider choice program locations or moves that may improve space utilization within the District.
 - Provide flexibility to grade configurations to accommodate unique situations where appropriate.
 - Consider including various community health and social services, preschools and child care initiatives in schools that may be considered essential to the community and complementary to schools and encourage the Province to provide exemption from operating capacity for classrooms utilized exclusively during school hours for these community uses.
 - Encourage the Province to provide exemption from operating capacity for classrooms utilized permanently for central District functions (i.e. Learning Services, Continuing Education, Richmond Virtual School) that cannot be accommodated within the School Board Office.
 - Consider a business case for all future possibilities for Seismic Mitigation Program implementation, in order to reduce surplus space to sustainable levels which may include:
 - Enrolment moves to provide “swing space” to accommodate seismic projects in surrounding schools.
 - Seismic upgrading that permanently converts surplus classroom space to be used for child care and essential community uses if a reduction in operating capacity can be supported by the Ministry.
 - Seismic projects that may replace a school with a smaller “right sized” school capacity where appropriate.
 - Replacement of a school building that has seismic risk with a modernized larger capacity school to accommodate students from multiple school catchments with possible consolidation considerations.
 - After considering other alternatives for optimizing the utilization of school assets, the Richmond School District may consider consolidation of school populations to reduce surplus capacity in community of schools regions where it would improve learning environments and provide the efficient and effective accommodation of students in schools.

- Where practical, ensure total estimated walk times to and from neighbourhood schools be: 1) within 30 minutes for elementary schools; 2) within 40 minutes for secondary schools; and consistent with reasonable walk limits set by the Board of Education for in-catchment students when considering:
 - boundary moves;
 - new school locations;
 - seismic projects which could result in a smaller 'right sized' school; and/or
 - replacing a high seismic risk school building with a modern larger capacity school to accommodate students from multiple school catchments through a consolidation process.

Strategic Recommendations (Chapter 6 - Capacity/Utilization)

- ***Determine an optimal capacity utilization for schools proposed for major capital projects consistent with restored class and composition provisions for BC schools.***
- ***Advocate for additional government funding in the form of the Carbon Neutral Capital Program to achieve Carbon Neutrality.***
- ***Undertake catchment area boundary reviews in areas of growth in order to achieve a closer balance between enrolment and capacity across the District and facilitate efficient and effective enrolment management.***
- ***Develop a strategy to address areas of lower growth and utilization, including offering additional programs of choice to additional sites and measures to optimize school assets, consistent with Section 6.6 of this Plan and the facilities strategy developed for communities of schools regions in Chapter 10.***
- ***Undertake consultation and engagement with the public when the Board of Education determines that there is a need to consolidate space, implement boundary moves, or consider choice program locations before decisions are made.***
- ***Ensure all consultations follow requirements outlined through the School Act, Board Policy and direction.***

Chapter 7 – Facility Condition and Improvements

➤ Facility Condition Assessments and Age

- The total replacement cost for the District's 53 buildings is \$827.0 Million.
- The average Facility Condition Index (FCI) of all District buildings as of October 2024 is 0.37 (Fair) and the total value of needed or outstanding repairs, renewal or upgrade requirements is \$307.3 Million.
- The average age of SD38 buildings is 37.5 years, with the average age of elementary schools at 43.5 years and the average age of secondary schools at 31 years.

➤ Annual Facilities Operating, Maintenance and Utility Costs

- The average annual total operating and maintenance (O&M) and utility cost of all facilities, based on the last three years is \$22.7 Million.
- Schools with higher capacity utilization typically have lower facility O&M costs per student than schools with lower capacity utilization, as surplus spaces still require basic cleaning, maintenance, heating and lighting.

➤ Seismic Upgrades

- In 2004, the Ministry of Education and Child Care launched the School Seismic Mitigation Program (SMP) that identified 36 schools in Richmond School District that may have structural risks associated with a seismic event.
- In addition to the structural risk of damage, the substructural risk of damage due to liquefaction of soils beneath the foundations of buildings need to be addressed. The liquefaction risk ratings are: high, moderate-high, moderate, and low based on criteria determined by geotechnical engineers to guide seismic project needs.

➤ Current and Proposed Seismic Mitigation Program Projects

- 14 of the 36 were approved by MECC for design/ construction, leaving 22 schools containing at least one high seismic structural risk block and 16 schools requiring substructural upgrades to address Liquefaction Risk.
- The Richmond Project Team has reviewed a series of potential metrics and recommends that future seismic projects should be based on the formula (Estimated Total Project Cost ÷ School Enrolment), with schools having the lowest ratios (i.e. lowest cost per student) having priority over schools with higher ratios.
- The ranking of seismic projects for all schools with high seismic risk should be based on the prioritization included annually in the Five-Year Capital Plan.
- To expedite seismic upgrades, school programs may need to be temporarily relocated to allow construction to proceed during the school year.

- During the feasibility stage of projects, options must be developed including, but not limited to, Seismic Upgrade of the Existing School, Partial Replacement of the School (Most Vulnerable Blocks) and Seismic Upgrade of the Balance of the School, or Full Replacement of the School.

Strategic Recommendations (Chapter 7 - Facility Condition and Improvements)

- ***Continue to strive to maintain all schools in good/fair condition with a target FCI of 0.3 or lower.***
- ***Continue to maintain current annual facilities operations and maintenance funding and enhance maintenance at schools through reductions in surplus floor area.***
- ***Advocate for additional government funding in the forms of the Annual Facility Grant and School Enhancement Program to reduce deferred maintenance and extend the useful life of schools.***
- ***Advocate for additional government funding for air conditioning in school facilities where necessary and for continued maintenance and upgrading of HVAC systems to support further improvements to educational environments.***
- ***Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve Carbon Neutrality.***
- ***Continue to adopt and submit the Annual Five-Year Capital Plan, with adjustments made as the Long Range Facilities Plan evolves.***
- ***Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including expansion and seismic upgrade projects.***
- ***Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.***
- ***Support the Richmond Project Team as it continues to accelerate the delivery of major capital improvements, including school expansions and seismic upgrades.***
- ***Continue to mitigate seismic risk at schools that have a high structural risk and/or moderate to high liquefaction risk through the Seismic Mitigation Program, using the project prioritization developed by the Richmond Project Team.***
- ***Develop guiding principles, to be followed on each seismic upgrade project, for the temporary displacement of students that best manages disruption.***
- ***Identify opportunities to repurpose available space in schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan.***
- ***Identify all opportunities under the Seismic Mitigation Program to accelerate the Seismic Risk reduction and the provision of safer seats in the district, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of***

this Plan, including determination of the viability, timing and cost estimates for supported seismic projects that may include:

- ***Seismic upgrade with no additional facility enhancements.***
- ***Seismic upgrade with facility enhancements, which may include replacement of High Seismic Risk areas and other enhancements or facility upgrades where needed.***
- ***Full Replacement of a facility with high seismic risk and high facility condition index (FCI).***
- ***Replacement of an elementary school that has a high seismic risk and high FCI, with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a high seismic risk.***

Chapter 8 – Educational Support Facilities

➤ School Board Office (SBO)

- Currently, District central operations are spread out over a number of sites, due to insufficient space at the current District Administration Building site.
- Significant upgrades to the SBO were completed in 2019/2020 and as a result, the FCI is estimated to have improved from 0.44 to approximately 0.38.
- Completed upgrades include:
 - Modernization of the 4th Floor, including addition of a small meeting room and guest workstations
 - Complete renovation of the 3rd Floor to accommodate the relocation of Finance, Purchasing and Communications & Marketing Departments
 - Complete renovation of the 1st Floor office areas to accommodate a new District Welcome Centre, consolidated Richmond International Education department, and upgraded finishes to the main lobby
 - Physical security upgrades to the covered parkade
 - Installation of electric vehicle charging stations, upgraded building identification signage, exterior pressure washing of the building.
 - Installation of Carbon Capture Unit to convert CO2 captured from the building's heating system into a stable carbonate used in soaps and detergents.
- In addition, Learning Services staff were relocated to an underutilized and renovated wing at H.J. Cambie Secondary in Summer 2019 to alleviate space issues at SBO.

➤ Richmond Continuing Education (RCE)

- In Fall 2022, RCE was centralized into a standalone Adult Education Centre in a repurposed and renovated surplus wing of Mitchell Elementary, which has been physically separated from the elementary school and fenced-off to prevent inter-mingling of adults and children.
- Previously, RCE was spread across seven facilities, including the Rideau Park Resource Centre.
- The centralized location is accessible via public transportation and allows for evening and weekend programming.

➤ Welcome Centre/Central Registration

- The Welcome Centre/ Central Registration is located on the 1st floor of the renovated School Board Office, completed in 2019/20.

- Learning and Business Technology Services (LBT)
 - The LBT Services, including the Computing Infrastructure and Data Centre was relocated in Summer 2023 into the renovated Rideau Park District Resource Centre (previously Rideau Park Adult Learning Centre).
 - Previously, LBT was located in an 85-year-old former Radio-Canada transmission building at the northwest corner of the McNair Secondary School Site.
- Facilities Services Centre (FSC)
 - The Facilities Services Branch is located in a 29 year-old facility situated at the northwest corner of the City.
 - The FSC building is adequately sized for District operations and is undergoing upgrades to address building envelope and temperature control issues, however, the associated FSC Yard is undersized to meet the increased operational demands of a growing school district.
 - Ideally, the school district should consider opportunities to permanently accommodate long-term space needs for outdoor storage for facilities services and operations on dedicated School District property.
- International Program
 - Richmond International Education (RIE) is currently based at the SBO and has been adequately accommodated since the 2019/2020 renovations.
- Transportation
 - SD38 operates a fleet of 15 yellow buses to transport students with special needs to and from their school and for those students residing in rural or remote parts of the city to and from their catchment school.

Strategic Recommendations (Chapter 8 – Educational Support Facilities)

- ***Develop options and concepts for combining District Administration and District-Level services at one location.***
- ***Explore opportunities to maximize the use of the Adult Education Centre.***
- ***Develop options and concepts for upgrading and repurposing the vacated Technology Services Centre into a space suitable for District needs.***
- ***Collaborate with City of Richmond to maintain appropriate vehicular access at all hours to and from the Facilities Services Centre (FSC), and to minimize impact on school district operations during and upon completion of***
 - ***the planned upgrade and raising of the dike along River Road; and***
 - ***the planned redevelopment of the adjacent City Operations Yard***
- ***Explore options to accommodate long-term space needs for outdoor storage and operations on dedicated school district property.***

- *Continue to provide student transportation for students residing in rural/remote areas and for students with disabilities or diverse abilities, following requirements outlined through the School Act, Board Policy and direction.*
- *Advocate for additional government funding in the form of the Bus Acquisition Program to support bus fleet electrification.*
- *Support community transportation safety improvements by City of Richmond and other community partners to promote active transportation for school communities.*

Chapter 9 - Property

➤ General

- The Richmond Board of Education holds title to 75 unique parcels of land totaling 157.3 hectares. 16 parcels totaling 6.4 hectares are not used for District schools or operations including one (former Kilgour Elementary Site) that is currently leased to the CSF.

➤ District-owned Land Holdings

- There are currently six district-owned land holdings that are not used by the district for educational, administrative or operational purposes.
- The school district will review long term facilities options for these sites, prioritizing the District's enrolment growth needs.

➤ City Land

- Many school sites include fields located on adjacent lots owned and maintained by the City of Richmond.

➤ Leases and Rentals

- **Child Care:** SD38 believes that the presence of before- and after-school child care services at school sites benefits our school communities. Where space exists, individual schools may support child care services for the families in the community that they serve. There are currently 31 elementary schools with child care leases in place.
- **Kilgour Elementary – Leased to CSF (Conseil Scolaire Francophone de la Colombie-Britannique):** The former Kilgour Elementary school site has been leased to the Conseil scolaire francophone de la Colombie-Britannique (CSF) for many years.
- **Residences at Anderson School Reserve, South McLennan Land Holdings:** SD38 currently leases out six lots with houses, including one adjacent to Anderson Elementary and five in the South McLennan neighbourhood. The District will be reviewing the long term implication of Provincial Housing Legislation on school district education and administrative needs for these sites.
- **Other Leases and Rentals:** In addition to child care services, SD38 has long-term license agreements in place for use of school facilities with the City of Richmond, Scouts Canada, Girl Guides of Canada and other groups. Most SD38 facilities are available for rental outside of normal business hours and include classrooms, multipurpose rooms, lounges, foyers and gymnasias.

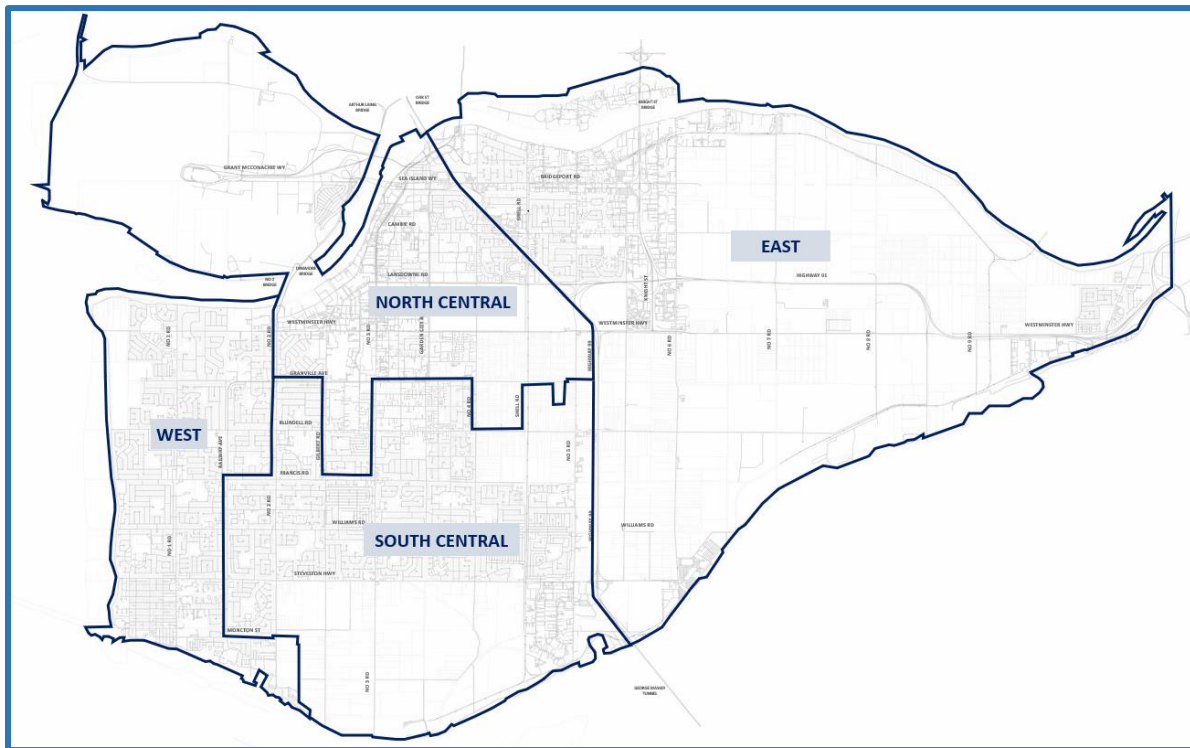
Strategic Recommendations (Chapter 9 – Property)

- *Continue to manage available space to support community uses in schools where appropriate.*
- *Support community partners in providing equitable opportunities for engagement and enrichment, including the provision of child care and after school programming across communities.*
- *Review and consider long term facilities options for school district properties in light of the potential impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on facility and property needs.*

Chapter 10 – Strategy for Communities of Schools Regions

➤ Communities of Schools Regions

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



➤ **North Central Community of Schools Region**

- **Secondary School Space Utilization Considerations: North Central Region**
 - Enrolment at both secondary schools is projected to grow rapidly over the next ten years due to construction of new residential units in the City Centre Area of Richmond.
 - Enrolment at Richmond Secondary is projected to exceed capacity after 2026 while at A.R. MacNeill Secondary, enrolment will exceed capacity after 2030.
- **Secondary School Space Utilization Considerations: North Central Region**
 - Additions may be considered at Richmond Secondary and A.R. MacNeill Secondary to accommodate long term growth.
 - A comprehensive boundary review should be considered to align accommodation with the City Centre Area Elementary expansion strategy.
- **Secondary School Facilities Conditions and Seismic Upgrade Considerations: North Central Region**
 - Better than average facility conditions for Richmond Secondary and A.R. MacNeill Secondary will continue with routine capital upgrades and regular maintenance.
 - There are low seismic structural and low seismic liquefaction risks to both secondary schools in the North Central Region and they do not require seismic upgrades.
- **Elementary School Space Utilization Considerations: North Central Region**
 - A combination of expansions and two new schools will be required to address the projected seat shortfall in the City Centre Area schools.
- **Elementary School Space Utilization Strategy: North Central Region**
 - **Expansion Strategy:** The following major capital projects comprise the City Centre Expansion strategy and when completed would create 1,445 new seats (total operating capacity expansion). All proposed capital expansion projects are included in the District's Capital Plan and subject to Ministry approval and further review through project definition reports, therefore completion dates and capacity targets are tentative:
 - **Completed Expansions**
 - Completed (September 2024) 140 seat addition to Samuel Brighthouse Elementary.
 - Completed (September 2024) 116 seat addition to William Cook Elementary.
 - **Approved Expansions**
 - Approved 140 seat addition to R.C. Talmey Elementary for completion by 2025.
 - Approved 210 seat addition to F.A. Tomsett Elementary for completion by 2025.

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- Proposed Expansions and New Schools
 - o Proposed New City Centre Elementary School East with an operating capacity of 294 seats for completion by 2028.
 - o Proposed New City Centre Elementary School West, with an operating capacity of 546 seats for completion by 2032.
 - **Updates and Changes to Expansion Strategy:** The Board of Education should annually consider updates to its capital expansion program until it is fully implemented, identifying progress made on approvals and any changes or modifications to the proposed project strategy that may be required, responding to changes to student needs, education considerations and actual enrolment growth trends.
 - **Site Acquisition Considerations – City Centre Area:** in order to address continued enrolment growth from Richmond’s City Centre, the District should:
 - o Continue to pursue discussions with the City of Richmond and development community to determine the possibility, timing and physical and financial viability for two suitable new school sites or air space parcels to locate future City Centre Schools.
 - o Continue to include proposed city centre school site acquisitions as Eligible School Site Proposals to be incorporated into the Five-Year Capital Plan.
 - **Elementary School Boundary Considerations:** Future boundary scenarios and capacity alternatives should be considered for proposed new City Centre schools and proposed school expansions. All boundary changes are subject to the boundary review process in subsection 6.5.6 of this Plan.
 - Elementary School Facilities Conditions and Seismic Upgrade Considerations: North Central Region
 - The LRFP has facilitated the approval and completion of seismic upgrading has been completed at the following North Central Region schools: William Cook Elementary (structural and liquefaction seismic upgrade/partial replacement/expansion – completed Fall 2020), W.D. Ferris Elementary (structural seismic upgrade – completed Fall 2020) and F.A. Tomsett Elementary (structural and liquefaction seismic upgrade/expansion – completed Spring 2022).
 - Two other elementary schools in the North Central Region have a high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program: Sea Island School (“H1” structural, “M” liquefaction) and R.C. Talmey Elementary (“H1” structural, “H” liquefaction).

➤ **East Community of Schools Region**

- **Secondary School Space Utilization Considerations: East Region**
 - There is sufficient secondary school capacity at Cambie Secondary to accommodate Grade 8-12 enrolment growth in the East Region for the foreseeable future.
 - Cambie Secondary has a significant space surplus, and potential strategies to increase the school's enrolment include: expanding the school's catchment to include all areas east of Highway 99 in Richmond School District, increasing the schools Richmond International Education enrolment and locating a district choice program at the school.
 - New secondary students included in the current catchment of Cambie Secondary and portions of McNair Secondary catchment east of Highway (including Hamilton Elementary and east portions of Kingswood Elementary and Daniel Woodward Elementary) should be encouraged to attend Cambie Secondary, to ensure efficient utilization of space for Cambie Secondary.
- **Secondary School Space Utilization Considerations: East Region**
 - The secondary enrolment intake from the east portions of Kingswood Elementary and Daniel Woodward Elementary lying east of Highway 99 and all of Hamilton Elementary catchment currently within Matthew McNair Secondary catchment (South Central Region) should be moved to Cambie Secondary (East Region).
 - This would require a boundary move from Matthew McNair Secondary to H.J. Cambie Secondary that should be phased-in (affecting new students only) to improve long term space utilization at Cambie Secondary to a more sustainable level. Further analysis is required to determine implications on student accommodation and transportation.
 - All proposed boundary changes in this plan are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.
- **Secondary Programs and Educational Considerations for the East Region**
 - Locating a choice program at Cambie Secondary may be a future consideration if it is suitable for the school, particularly if it can draw some of the secondary school enrolment growth from MacNeill Secondary and Richmond Secondary and help balance long term secondary enrolment growth between the North Central and East regions.
- **Secondary School Facilities Conditions and Seismic Upgrade Considerations: East Region**
 - The facility condition index for H.J. Cambie Secondary 0.24 (fair) and the school has a low structural seismic risk, low liquefaction risk, and is not included in the Provincial Seismic Mitigation Program.
- **Elementary School Space Utilization Considerations: East Region**
 - Portions of the elementary school catchments for Kingswood and Woodward that are on the east side of Highway 99 and in the East Region are geographically aligned more closely with McNeely Elementary catchment and boundary moves should be considered in conjunction with the proposed boundary move from Matthew McNair to H.J. Cambie Secondary.

-
- Hamilton Elementary is projected to grow rapidly with new residential development in the catchment and an addition to the school will be required by 2027.
 - Elementary School Facilities Conditions and Seismic Upgrade Considerations: East Region
 - The LRFP has facilitated the approval and completion of seismic upgrading at the following East Region schools: R.J Tait Elementary (completed Fall 2020) and Mitchell Elementary (completed Fall 2021).
 - Kathleen McNeely Elementary is the only other elementary school that has a high seismic risk block that needs to be addressed through the Provincial Seismic Mitigation Program.
 - South Central Community of Schools Region
 - Secondary School Space Utilization Considerations: South Central Region
 - Enrolment at McNair Secondary and Steveston-London Secondary is projected to remain below operating capacity and relatively level into the future.
 - Enrolment at McRoberts Secondary and Palmer Secondary is projected to remain relatively level slightly above operating capacity into the future.
 - If in the future regular students residing in the current McNair Secondary catchment and on the east side of Highway 99 are directed to Cambie Secondary that would result in a gradual reduction in the current school projections for McNair Secondary and will add to the combined seat surplus for secondary schools in the South Central Region.
 - There is a combined secondary school space surplus in the South Central Region of 588 seats as of September 2024, which is projected to decrease to 194 seats by 2030, before increasing to 757 seats by 2039.
 - Secondary School Space Utilization Strategy: South Central Region
 - The LRFP supports all space optimization strategies and alternatives identified in Section 6.6 of this Plan to address the surplus capacity issue at two of the Secondary schools in the South Central Region.
 - A proposed phased-in secondary school boundary move from Matthew McNair Secondary to H.J. Cambie Secondary, including portions of Kingswood Elementary and Daniel Woodward Elementary catchments lying east of Highway 99 and all of Hamilton Elementary catchment should be considered.
 - Secondary School Facilities Conditions and Seismic Upgrade Considerations: South Central Region
 - Three of the four secondary schools have a facility condition rating of fair or above.
 - All four secondary schools have high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program.
 - Elementary School Space Utilization Considerations: South Central Region
 - There is a combined elementary school space shortfall in the South Central Region of 82 seats as of September 2024, which is projected to increase to 189 by 2026 then gradually transition to a long term seat surplus of over 200 by 2039. Only 5 of the 15 elementary schools in the South Central Region have surplus capacity.

- Elementary School Space Utilization Strategy: South Central Region
 - **Boundary Review:** Elementary intake from the east portions of Kingswood Elementary catchment and Woodward Elementary catchment lying east of Highway 99 should be moved to McNeely Elementary in the East Region.
 - **Program Location Review:** Both Early French Immersion programs in the South Central Region are in close proximity to each other and a program review is recommended to consider program location and possible consolidation options to improve distribution and equitable access to the program where appropriate.
- Elementary School Facilities Conditions and Seismic Upgrade Considerations: South Central Region
 - The LRFP has facilitated the approval of seismic upgrading at the following South Central Region schools: Maple Lane Elementary (completed Fall 2021), James McKinney Elementary (completed Spring 2022), James Whiteside Elementary (completed Fall 2023), William Bridge Elementary (Completed Fall 2023), and Howard DeBeck Elementary (under construction – targeted completion Fall 2025).
 - There are eight elementary schools remaining in the South Central Region that have a need for future seismic upgrade due to high seismic risk.
 - The District will combine facility improvements with Seismic Mitigation Program seismic upgrade projects and expansion projects where appropriate, to improve condition of facilities that have a poor facility condition rating in the South Region. Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.
- West Community of Schools Region
 - Secondary School Space Utilization Considerations: West
 - Enrolment at J.N. Burnett Secondary and High Boyd Secondary is projected to remain level below operating capacity into the future.
 - R.A. McMath Secondary includes the French Immersion Program and is currently slightly below the school's capacity of 1,200 and enrolment is projected to be slightly above capacity from 2028 to 2030, peaking at 1,293 in 2029 before decreasing to 1,110 by 2039.
 - Secondary School Space Utilization Strategy: West Region
 - The LRFP supports all space optimization strategies and alternatives identified in Section 6.6 of this Plan to improve the utilization of Secondary schools in the West Region.
 - Secondary School Facilities Conditions and Seismic Upgrade Considerations: West Region
 - Two secondary schools have a fair to poor facility condition rating and one secondary school has a fair condition rating.
 - Hugh Boyd Secondary was the only school that had high seismic risk blocks (structural only) in the West Region, and this is being addressed through a seismic upgrade which was recently completed in Fall 2020. J.N. Burnett Secondary and R.A. McMath both have low structural seismic risk and low liquefaction and will not require seismic upgrades.

-
- Elementary School Space Utilization Considerations: West Region
 - There is a combined elementary school space surplus in the West Region of 481 seats as of September 2024, which is projected to increase to 690 seats by 2030 and to 761 by 2039.
 - Elementary School Space Utilization Strategy: West Region
 - **Space Optimization:** The District will consider all space optimization strategies and alternatives identified in Section 6.6 to address the surplus capacity issue of elementary schools in the West Region.
 - **Program Location Review:** Both Early French Immersion programs in the West Region are in close proximity to each other and a program review is recommended to consider program location and possible consolidation options to improve distribution and equitable access to the program where appropriate.
 - Elementary School Facilities Conditions and Seismic Upgrade Considerations: West Region
 - The LRFP has facilitated the approval of seismic upgrading at the following West Region schools: Manoah Steves Elementary (completed Fall 2021) and Alfred B. Dixon Elementary (under construction, targeted for completion by Spring 2026).
 - The seismic replacement of John G. Diefenbaker Elementary is also underway, targeted for completion by Spring 2028.
 - There are six elementary schools remaining in the West Region that have a need for future seismic upgrade due to high seismic risk.

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Chapter 1 - Background and Purpose

1.1 BACKGROUND

1.1.1 Overview of District

School District No. 38 (Richmond) (SD38) is located in the Metro Vancouver region of British Columbia and serves over 24,000 Kindergarten to Grade 12 students (including International. Continuing Education and Virtual School) in the City of Richmond. The City of Richmond, located on Lulu Island at the mouth of the Fraser River and encompassing Sea Island and some smaller uninhabited islets to the north and south, has an estimated population in 2024 of 240,996 (2024 PEOPLE-BC Stats). Neighbouring communities are Vancouver and Burnaby to the north, New Westminster to the east, and Delta to the south. The Salish Sea forms its western border.

SD38 has 58 District-owned sites:

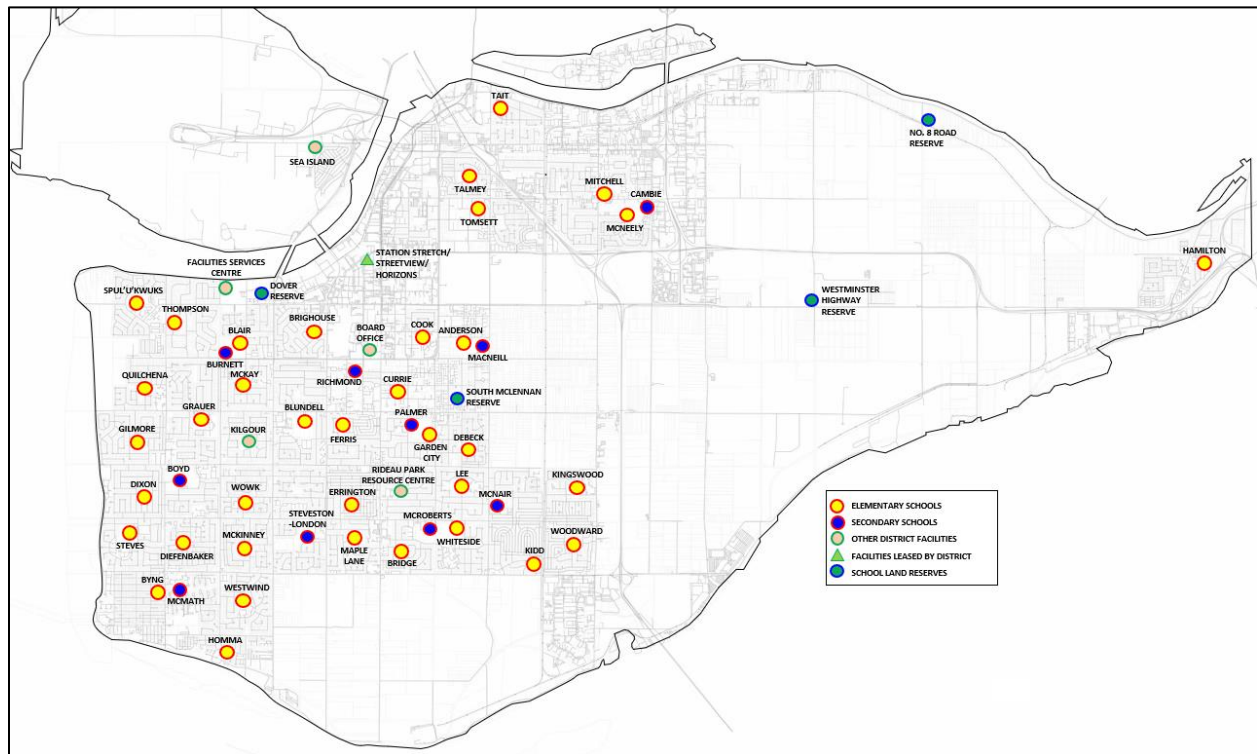
- 38 elementary (Kindergarten to Grade 7) schools;
- 10 secondary (Grades 8 to 12) schools;
- School Board Office;
- Facilities Services Centre
- Rideau Park District Resource Centre;
- Adult Education Centre;
- a former elementary school (Kilgour) leased to the Conseil Scolaire Francophone de la Colombie-Britannique; and
- five school reserves (Anderson, Dover Park, No. 8 Road, South McLennan and Westminster Highway).

The total District-owned land area is 157 hectares (389 acres).

The total District-owned building area is 276,563 square meters (3,009,191 square feet) and there are 54 portable classrooms totalling another 4,807 square meters (51,742 square feet) for a grand total of 281,370 square meters (3,028,671 square feet). This total includes elementary, secondary, district support facilities, and purpose-built child care facilities.

In addition to district-owned assets, the District leases space at 5280 Minoru Boulevard to accommodate Station Stretch/ Street View/ Horizons Alternate Education Programs.

1.1.2 District Map



1.2 PURPOSE

1.2.1 Purpose of a Long Range Facilities Plan

A District-wide Long Range Facilities Plan (LRFP) places the need for capital projects in a district-wide context and plays a key role in the submission of capital project requests by the District as it forms the basis of capital investment decisions by the Ministry of Education and Child Care.

LRFP's take into consideration:

- educational program requirements and trends;
- current and 10-15 year projections in enrolments, and community demographics;
- operating capacities, utilization and condition of existing facilities, including temporary accommodation and/or rental facilities;
- current and anticipated changes in land use;
- future trends or anticipated new initiatives, including both those of the school district and the government; and
- transportation of students.

Under Ministry of Education and Child Care guidelines, the LRFP is intended to provide rationale for capital investment priorities contained in the District's annual Five-Year Capital Plan submission and should assist in the determination of the Ministry's Annual Facility Grant allocations to the District.

The LRFP also provides a District-wide framework for key local decisions in optimizing facility assets such as catchment area configurations, locations for District programs, surplus District facilities, addressing areas of the District with low enrolment, and maintenance priorities. The LRFP outlines concrete plans for a ten-year planning horizon with more general considerations for the longer term.

1.2.2 Purpose of an Annual Five-Year Capital Plan

“Annual Five-Year Capital Plan submissions from boards of education are used by the Ministry to determine which priority capital projects may be included in the Ministry’s Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year priorities, which can be used in longer term government planning and the determination of potential future capital planning requirements for the public K-12 education system.”

(Source: 2025/26 Ministry of Education and Child Care Capital Plan Instructions)

The Five-Year Capital Plan, submitted annually by SD38 to the Ministry of Education and Child Care (MECC), contains a list of major capital projects proposed to be implemented over a five-year period starting in the next Provincial fiscal year:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural District Program (RDP)

As well as minor capital projects proposed to be implemented in the next Provincial fiscal year:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Food Infrastructure Program (FIP)
- Playground Equipment Program (PEP)

Other capital programs include:

- Annual Facility Grant (AFG)
- Building Envelope Program (BEP)
- Child Care (CC)

Each Board of Education is expected to have an LRFP in place for its school district that outlines management strategies for its inventory of capital assets in support of educational programming goals. The LRFP does not need to be submitted as part of a Five-Year Capital Plan, although the Ministry may request pertinent sections to inform its capital plan review process.

Chapter 2 - Vision and Guiding Principles

2.1 DISTRICT POLICY 100 - VISION, MISSION, VALUES

- VISION** *The Richmond School District is the best place to learn and lead.*
- MISSION** *The Richmond School District's mission is to cultivate a safe, accepting and engaging community that inspires a passion for lifelong learning.*
- VALUES** *The values that will guide our work together to achieve our vision and mission are: collaboration, creativity, curiosity, resilience, respect and equity, for all.*

Collaboration

We work collaboratively not only within our schools, but with the whole community. We accept challenges, solve problems and celebrate successes together. We foster an understanding of the importance of, and a desire for, cooperation and collegiality.

Creativity

We are innovative in our approaches, and value and encourage all to challenge and trust their imaginations and to be resourceful and inventive. We support creativity in teaching, learning and leadership development. We know and teach that creativity is essential in a rapidly changing world, and is required to navigate and thrive in life and within our global economy.

Curiosity

We provide an environment where questions and self-expression are encouraged and are received without judgement. We value wonder and inquisitiveness because these qualities position both students and staff to gain the knowledge, experiences and relationships that make for happy and productive lives.

Resilience

We encourage and support our students and staff to persevere through setbacks, rise to challenges and take risks. We work to develop resilience within our community and provide support and tools to manage and overcome difficulties. In doing so, we are building the confidence needed to explore, expand and take chances, and to accept setbacks and mistakes as opportunities.

Respect

We believe respect is the foundation of a safe, accepting and engaged environment. It is expected and encouraged from all members of our learning community. It defines how we lead, teach and learn.

Equity

We understand and appreciate the tremendous diversity of our learning community, and the value and richness this diversity affords us. We know that individual and diverse needs require careful attention and distinct approaches. We work to ensure that everyone's needs are recognized and addressed respectfully and fairly. In doing so, we continually aim to provide the supports and opportunities individuals require to achieve their fullest potential.

2.2 DISTRICT STRATEGIC PLAN

The Richmond Board of Education's 2020-2025 Strategic Plan outlines the District's priorities and identifies specific areas of focus over the next five years. Facilities planning is embedded in the Strategic Plan, which encourages the District to optimize and improve our facilities. The LRFP includes strategic recommendations consistent with Priority 3 in the Strategic Plan outlined below:

Priority 3 - Optimized Facilities and Technology

"We will optimize and improve our facilities and our technology to provide a learning environment that is safe, secure, accessible and inspires innovation and creativity.

Goal 1: The district's technology infrastructure is stable, secure, and relevant to support learning.

Goal 2: The district's facilities are well maintained, equitable, safe and conducive to learning.

Goal 3: The district fosters energy efficient and environmentally sustainable facilities and practices."

(Source: Richmond Board of Education 2020 – 2025 Strategic Plan)

2.3 DISTRICT POLICY 700 - STATEMENT OF GUIDING PRINCIPLES FOR BUILDING SITES

The Board of Education recognizes that the efficient and safe operation of the Richmond School District's facilities is an essential dimension of educational programs. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available district buildings and sites.

2.4 LONG RANGE FACILITIES PLAN VISION AND GUIDING PRINCIPLES

The Long Range Facilities Plan (LRFP) is a Board-approved planning document which supports our District vision for today and into the future. An LRFP supports changing demographics and educational programming needs and ensures that our student learning environments will be safe and welcoming in modernized facilities distributed equitably across our district.

The LRFP guiding principles are designed to:

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

The SD38 Long Range Facilities Plan:

- analyzes enrolment projections, current municipal land use plans and proposed developments, any anomalies between projected enrolment and existing operating capacities by catchment, and stakeholder input;
- analyzes facility condition audits and seismic risk assessments; and
- creates and evaluates options that respond to the plan's vision and guiding principles, through:
 - catchment boundary reviews;
 - program location reviews;
 - consideration of new programs;
 - community-appropriate facility use;
 - necessary facility upgrades (including seismic) and/or replacements;
 - facility expansion, decommissioning, amalgamation and/or closure; and
 - possible new or repurposed facilities

2.4 LRFP DEVELOPMENT PROCESS

2.4.1 Original 2019 Long Range Facilities Plan

The LRFP development process was divided into the following steps: information gathering, analysis, development of options, staff findings and recommendations, Board workshops, final recommendations, Board review and completion of the final report.

In late 2017, the Richmond Board of Education requested staff to undertake a Long Range Facilities Plan (LRFP) process, involving a review of its physical assets (lands and buildings), school boundaries and program locations so that strategic directions can be established for the future of its facilities.

The LRFP development process was divided into the following steps: information gathering, analysis, development of options, staff findings and recommendations, Board workshops, partner group review and feedback, final recommendations, Board review and completion of the final report, which was adopted by the Board in June 2019.

1. Staff Process

The LRFP Steering Committee consisted of:

- Superintendent of Schools
- Secretary Treasurer
- Director, Richmond Project Team
- Manager, Facilities Planning
- Director, Human Resources
- Director, Facilities Services
- Director of Instruction
- Director, Communications and Marketing

Meetings were held by the Steering Committee to review the plan objectives, guiding principles, long-term demographic trends, challenges, opportunities, options, and to develop facility planning strategies

and recommendations for the plan. In addition, updates were provided to the District Executive Team for feedback throughout the process.

2. Consultation

The Board of Education established a robust engagement process involving key stakeholders (Richmond Teachers' Association (RTA), CUPE Local 716, Richmond Association of School Administrators (RASA), Richmond District Parents' Association (RDPA), Richmond Management and Professional Staff (RMAPS), and the City of Richmond), and the public. A "Let's Talk" website was established, surveys taken, and open houses held to seek feedback on the plan.

3. Board of Education Long Range Plan Adoption Process

The Board of Education included the development of a Long Range Facilities Plan as one of their key strategic priorities. Regular updates were provided to the District Facilities & Buildings Committee on the development of the plan, including information on the consultation process. Three Board workshops were held to update the Board on progress of the Long Range Facilities Plan and gain feedback.

The draft Long Range Facilities Plan was developed by staff in advance of the stakeholder and public consultation process in Spring 2019. The draft document was then revised by the Board based on the feedback received through the stakeholder and public consultation process and the final Long Range Facilities Plan was adopted by the Board of Education in June 2019.

2.4.2 Review of Long Range Facilities Plan

Upon adoption of the Long Range Facilities Plan in June 2019, the Board of Education noted the importance of maintaining and updating the plan on an ongoing basis. The first review and update of the Long Range Facilities Plan was adopted by the Board of Education in November 2021.

In Fall 2024, District staff began their second comprehensive review and update to the LRFP. This review process involved multiple education partner group meetings, workshops with the Board of Education, online and in-person open houses, and regular updates to the District Facilities & Building Committee for feedback.

The second review and update to the Long Range Facilities Plan was adopted in March 2025, and considers the impact of amendments to the Local Government Act introduced in late 2023 in efforts to increase housing supply on municipal land use plans, and other emerging policies on school enrolment and facilities planning.

Chapter 3 - Educational Considerations

3.1 GRADE CONFIGURATION

The Richmond School District has traditionally constructed and supported neighbourhood schools. The historic grade configuration for elementary schools has been Kindergarten to Grade 7. The historic grade configuration for secondary schools has been Grades 8 to 12.

Strategic Recommendations (Section 3.1 - Grade Configuration)

- ***Ensure that grade configurations are providing the most benefit for all learners.***
- ***Continue to allow flexibility to provide grade configuration options for unique circumstances or to locate programs to support specific student needs.***

3.2 EARLY LEARNING AND PRE-KINDERGARTEN PROGRAMS

From an educational perspective, Early Learning is an umbrella term for children from birth to 8 years old. The Richmond School District provides primary grades (K-3) for those early learners aged 5-8 and a range of programs and services for pre-kindergarten age children are also accommodated. Programs and services situated in neighbourhood schools and operated by the School District include: Kindergarten Orientation Events, Early Learning Pre-Kindergarten Programs, Early Learning in Daycares, Preschools and StrongStart Centres.

Independently operated child care programs are also based out school district properties benefiting both school communities and surrounding neighbourhoods. An inventory of child care programs on Board property is included in Section 3.7 (Child Care on School Grounds) of this plan.

3.2.1 Kindergarten Orientation Events

Kindergarten orientation events build a foundation for positive relationships from home to school and sets the stage for future learning success.

Pre-Kindergarten children and their families are welcome to attend an orientation event in late Spring. The orientation session provides a positive transition for students who are starting school by giving parents, caregivers, and children an opportunity to meet teachers, staff, and support personnel. These orientation events are designed to provide information and comfort for parents and children on the full day Kindergarten classroom environments for all Regular, Montessori and Early French Immersion programs.

3.2.2 Early Learning Pre-Kindergarten Programs

A free drop-in Early Learning Centre program for preschool children and their parents is currently located at General Currie Elementary and is funded through a **United Way** grant in partnership with **Richmond Cares Richmond Gives** and **Richmond School District**. It is staffed by a licensed early childhood educator who supports parents and caregivers in engaging, exploring and learning with their children. Through play-based activities and the use of natural materials, parents and caregivers learn to enhance children's intellectual, social, emotional, physical, and creative capacities.

The Early Learning Centre program is a very popular and beneficial partnership for early childhood education.

3.2.3 StrongStart Centres

StrongStart Early Learning Centres provide free drop-in program for parents/caregivers and their children aged birth to five years old. Children and families participate in learning experiences that are designed to support early learning development – language, physical, cognitive, social, and emotional. Parents and caregivers discover new ways to support children’s learning at home while making valuable connections with others in the community. Those attending can expect to participate in organized sessions like story-time and play activities.

StrongStart Centres are designed to fill a community need and be located near other services for families of young children such as childcare or parent-resource centres in school-based hubs. There are currently StrongStart Centres at five elementary schools (Errington, Grauer, Mitchell, Thompson and Woodward). This program is very popular and is proven to be very beneficial for early learning.

The location of StrongStart Centres must meet Provincial funding and location criteria, requiring approval by the Ministry of Education and Child Care. As funding for StrongStart is capped by the Province, additional sites cannot be added to schools unless they are designated by the Province.

Strategic Recommendation (Section 3.2 - Early Learning and Pre-Kindergarten Programs)

- ***Review locations and long-term accommodation requirements of Early Learning Pre-Kindergarten programs and services.***

3.3 EDUCATIONAL PROGRAMS

Reviewing the District’s educational and special programs is critical to understanding the need for facilities. In addition to the core curriculum for K-12, Richmond School District offers a variety of K-12 District Programs and Programs of Choice that impact the location and use of the District’s facilities. These programs, situated in neighbourhood schools, include: Early and Late French Immersion, Montessori, Aboriginal Education, International Baccalaureate (Middle Years Program and IB Diploma Program), Advanced Placement, an Outdoor Academy, Richmond Virtual School, Career Programs and Alternate Programs.

In addition to K-12 programs, the District provides Continuing Education to school-aged and adults, accommodates International students. The District also supports and encourages the provision of child care programs on school grounds.

3.3.1 French Immersion Programs

French Immersion is the most popular District Program Option or Program of Choice. In 2024/2025, approximately 10.5% of total District enrolment was in the French Immersion Program (2,346 students). Families who wish to have their child learn in the French Immersion Program must enter the annual Program Option draw. Students may enter Early French Immersion in Kindergarten and, in a few instances, in Grade 1. Students may enter Late French Immersion in Grade 6.

The French Immersion Draw is based on a catchment system (refer to Subsection 6.5.3 for the current catchment maps). The home English catchment school determines the student application to one of the seven Early French Immersion schools. For example, a family whose child's English catchment school is Tomsett, must choose Anderson as their first choice Early French Immersion school. The Late French Immersion Draw is also based on a catchment system which identifies which Late French Immersion school is a family's first choice. Children with older siblings in French Immersion are given priority for entering the program. Sibling priority only applies if the siblings will be in the same school during the same school year.

1. Early French Immersion (EFI)

The Early French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing students with the opportunity to acquire a high level of proficiency in French. The majority of French Immersion Program intake occurs at Early French Immersion. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1). Upon graduation from the program in Grade 12, they should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and accept employment with French as the language of the workplace.

The Early French Immersion program currently accommodates 1,411 elementary students attending Henry Anderson, William Bridge, Alfred B. Dixon, James Gilmore, Tomekichi Homma, Mitchell and James Whiteside Elementary Schools. The first table below illustrates the distribution of where Early French Immersion students reside by the French Immersion program catchments and where they attend. The second table illustrates the distribution and attendance of Early French students by neighbourhood school catchments based on September 2024 enrolment results.

Attendance Patterns - French Immersion Early Catchments												
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM"												
	School of Attendance							Totals by School Catchment				
Catchment of Residence	Anderson	Bridge	Dixon	Gilmore	Homma	Mitchell	Whiteside	Total Early French Immersion	Attending from EFI Catchment	Attending from EFI Catchment	Outflow to Other School(s) (#)	Outflow to Other School(s) (%)
Anderson	198	1	4	7	6	20	8	244	198	81.2%	46	18.9%
Bridge	31	146	12	14	8	4	20	235	146	62.1%	89	37.9%
Dixon	1	1	123	12	5	2		144	123	85.4%	21	14.6%
Gilmore	11	7	22	130	8	1	2	181	130	71.8%	51	28.2%
Homma		3	30	10	218		3	264	218	82.6%	46	17.4%
Mitchell	5		2			107	3	117	107	91.5%	10	8.6%
Whiteside	12	17	3		3	6	166	207	166	80.2%	41	19.8%
Out of District - Coquitlam		2						2			2	100%
Out of District - Delta	1				2	3	1	7			7	100%
Out of District - New Westminster			1			3		4			4	100%
Out of District - Surrey	2					1	1	4			4	100%
Out of District - Vancouver	2							2			2	100%
Total Enrolment	263	177	197	173	250	147	204	1411				
Attending from EFI Catchment (#)	198	146	123	130	218	107	166		1088			
Attending from EFI Catchment (%)	75.3%	82.5%	62.4%	75.1%	87.2%	72.8%	81.4%			77.1%		
Inflow From Outside EFI Catchment	65	31	74	43	32	40	38				323	
Inflow From Outside EFI Catchment	24.7%	17.5%	37.6%	24.9%	12.8%	27.2%	18.6%					22.9%

LONG RANGE FACILITIES PLAN

CHAPTER 3 - EDUCATIONAL PROGRAMS AND CHILD CARE

MARCH 2025

Attendance Patterns - Early French Immersion Students by Grades K-7 Catchments												
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM "												
Catchment of Residence	School of Attendance							Totals by School Catchment				
	Anderson	Bridge	Dixon	Gilmore	Homma	Mitchell	Whiteside	Catchment of Attendance Total	Attending Within School Catchment Boundary(#)	Attending Within School Catchment Boundary(%)	Attend Other Schools(#)	Attend other School(s)(%)
Anderson	85		1		3	2	3	94	85	90%	9	10%
Blair				11	1			12	0	0%	12	100%
Blundell		4	2	14	1			21	0	0%	21	100%
Bridge	2	35				4	1	42	35	83%	7	17%
Brighthouse	3	22	7	8	2		2	44	0	0%	44	100%
Byng		2	6	8	50		3	69	0	0%	69	100%
Cook	54		3	1	1	4	5	68	0	0%	68	100%
Currie	7	20	2	3	1		6	39	0	0%	39	100%
DeBeck	10	27					4	41	0	0%	41	100%
Diefenbaker	1	1	21	3	2	2		30	0	0%	30	100%
Dixon			60					60	60	100%	0	0%
Errington	3	14		3	2		1	23	0	0%	23	100%
Ferris	5	2	1	16		1	1	26	0	0%	26	100%
Garden City	4	19	1		1		5	30	0	0%	30	100%
Gilmore	1		4	25				30	25	83%	5	17%
Grauer	3		6	16	3		1	29	0	0%	29	100%
Hamilton	3		2			13	1	19	0	0%	19	100%
Homma			4		94			98	94	96%	4	4%
Kidd		4					19	23	0	0%	23	100%
Kingswood	2	2	3		2	3	32	44	0	0%	44	100%
Lee	6	10					45	61	0	0%	61	100%
Maple Lane	2	9	2		2		1	16	0	0%	16	100%
McKay	1			20	2			23	0	0%	23	100%
McKinney		1	12		14			27	0	0%	27	100%
McNeely						18		18	0	0%	18	100%
Mitchell	1					57	2	60	57	95%	3	5%
Quilchena			2	14	1			17	0	0%	17	100%
Spul'u'kwuks	1	1	7	13				22	0	0%	22	100%
Steves			35	9	3			47	0	0%	47	100%
Tait	1					19		20	0	0%	20	100%
Talmey	8	1		2	1	7		19	0	0%	19	100%
Thompson				1				1	0	0%	1	100%
Tomsett	51			4	1	7		63	0	0%	63	100%
Westwind			8	2	60			70	0	0%	70	100%
Whiteside	1					1	35	37	35	95%	2	5%
Woodward	3	1			1	2	35	42	0	0%	42	100%
Out of District - Coquitlam		2						2	0	0%	2	100%
Out of District - Delta	1				2	3	1	7	0	0%	7	100%
Out of District - New Westminster			1			3		4	0	0%	4	100%
Out of District - Surrey	2					1	1	4	0	0%	4	100%
Out of District - Vancouver	2							2	0	0%	2	100%
School of Attendance Total Enrolment	263	177	197	173	250	147	204	1,411				
Attending from Within Schools Catchment Boundary(#)	85	35	60	25	94	57	35	391				
Attending from Within Schools Catchment Boundary (%)	32.3%	19.8%	30.5%	14.5%	37.6%	38.8%	17.2%			28%		
Inflow From Outside Schools Catchment Boundary(#)	178	142	137	148	156	90	169				1,020	
Inflow From Outside Schools Catchment Boundary (%)	67.7%	80.2%	69.5%	85.6%	62.4%	61.2%	82.8%					72.3%

2. Late French Immersion (LFI)

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. The Late French Immersion Program is provided for Grades 6-7 students at two elementary schools: John G. Diefenbaker and James Whiteside. In September 2024, the District had 148 Grade 6-7 Late French Immersion students, with 93 attending John G. Diefenbaker Elementary and 55 attending James Whiteside Elementary.

Students who complete the Late French Immersion program can transition easily to the Secondary French Immersion program in Grade 8 with program completion in Grade 12.

3. French Immersion - Secondary

The grade eight to twelve French Immersion program is open to those students who have completed the Early or Late French Immersion program. The goal is to develop students who are functionally bilingual and have opportunities to explore employment and post-secondary programs in French upon graduation. Upon graduation from the French Immersion program in Grade 12, French Immersion students can earn both a British Columbia Certificate of Graduation (Dogwood Diploma) and a Diplôme de fin d'études secondaires en Colombie-Britannique. These are referred to as "dual Dogwood diplomas" by the Ministry of Education and Child Care.

In order to receive the dual Dogwood diplomas, graduating French Immersion students must meet the Ministry of Education and Child Care's Graduation Requirements for the Dogwood Diploma and successfully complete grade 12 in the French

Immersion Program. Upon graduation, students should be able to participate easily in French conversations and may choose to continue to take post-secondary courses with either English or French as the language of instruction or accept employment with French as the language of work.

French Immersion is currently offered at McMath and McRoberts Secondary Schools. In September, the District had 798 Grade 8-12 French Immersion students, with 440 attending McMath Secondary and 358 attending McRoberts Secondary. The table to the right illustrates the distribution of secondary French Immersion students by catchment of residence and school of attendance:

Attendance Patterns - Grades 8-12 Catchments				
Read horizontally for "WHERE RESIDENTS GO" and vertically for "WHERE STUDENTS COME FROM"				
School of Attendance				
Catchment of Residence	McMath	McRoberts	Attend In-Catchment(%)	Total Secondary French Immersion (#)
Boyd	172	9	0%	181
Burnett	48	4	0%	52
Cambie		50	0%	50
MacNeill	3	62	0%	65
McMath	144	2	98.6%	146
McNair	3	69	0%	72
McRoberts	1	68	98.6%	69
Palmer	3	45	0%	48
Richmond	5	18	0%	23
Steveston-London	60	21	0%	81
Out of District - Delta		5		5
Out of District - New Westminster		2		2
Out of District - Surrey		1		1
Out of District - Vancouver	1	2		3
Total Enrolment	440	358		798
Attend from Catchment(#)	144	68		212
Attend from Catchment(%)	32.7%	19.0%	26.6%	
Attend Cross Boundary(#)	296	290		586
Attend Cross Boundary(%)	67.3%	81.0%		

French Immersion continues to draw strong numbers of applicants annually with large waiting lists for Early French Immersion. French Immersion Programs have growth limitations due to concerns about access to sufficient qualified French Immersion teachers and limited space availability in schools to

accommodate program growth. There may be a need to increase the number of French Immersion teachers to meet the required levels of instruction in French at the secondary level.

In some cases, Early French Immersion programs are located in schools with in-catchment enrolment pressures. There are also cases where Early French Immersion programs are located at schools in proximity with each other. The District will consider the option of moving and/or establishing new French Immersion programs in schools with available space when reviewing future program locations. A comprehensive review of program location and catchment boundaries will be required and should be consistent with the Communities of Schools Facility Planning Strategy summarized in Chapter 10 of this Plan. This approach aligns with public feedback received during the preparation of this report.

At the secondary level, French Immersion needs to be in a dual track school, with one serving the east side and one serving the west side of the city.

3.3.2 Montessori Program

Montessori is a District Program Option or Program of Choice, currently located at Garden City, McKinney and Steves Elementary Schools. The Montessori Program has the District as its catchment, and there are no designated catchment schools for the three locations. In 2024/2025, approximately 3.5% of the total District K-7 elementary school population (471 Montessori students) attended the Montessori program.

Families who wish to have their child learn through Montessori pedagogy must enter the annual Montessori Program Option draw. The Montessori Program draw is a random, general placement. Students may enter Montessori in either Kindergarten, Grade 1, 2, 3 or 4. Typically, most students are placed in Kindergarten through the draw process. Limited spaces are available in the other grades. Children with older siblings in Montessori are given priority for entering the program. Sibling priority only applies if the siblings will be in the same school during the same school year.

Montessori materials are multisensory for physical exploration and are specially designed for specific curricular areas and have a specific purpose. Montessori curriculum has an overarching Big Idea of “Peace Education” and, as such, is designed to teach understanding of our place in the universe, the theory of evolution, as well as cultural, environmental, and global awareness. Materials are generally designed to be independent and self-correcting after initial instruction has been given. The environment and materials are very organized and follow a flow, which encourages self-discipline. Work is done on small carpets or in well-defined workspaces, but often no specific desks are assigned. Small group instruction is generally preferred within multi, triple grade classrooms when possible, such as 2, 3, 4 or 5, 6, 7. Children learn to choose their own work, set their own pace, and have a great deal of freedom to move around the room. Work can be seen as a form of “structured play” but there is always a learning goal to be achieved. Older or more experienced students are instrumental leaders.

Montessori is a popular program option in Richmond. Over the years, the enrolment has been purposefully kept to a moderate level to be able to hire enough qualified Montessori teachers. In some cases, Montessori programs are in schools with in-catchment enrolment pressures. A number of possible program location alternatives may be considered by the District that will address the needs of students. Another consideration has been to create a single track Montessori school, or one single-track school and one dual-track school. Student cohort management for Montessori program locations may need to be reviewed to ensure the efficient utilization of space available for both regular and Montessori programs.

3.3.3 Indigenous Education Program

The Richmond School District recognizes the power of a shared responsibility for supporting Indigenous learners, and endeavour to see all our Indigenous learners graduate with dignity, purpose, and options. The District believes that education that honours the histories, worldviews, and perspectives of First Peoples is good for all students in our district, and is key to a reconciled relationship with First Peoples in Canada.

The Indigenous Education Program's purpose is to build the bridges of understanding across the diverse cultures in Richmond by directly supporting students with Indigenous ancestry and by supporting classrooms with Indigenous content. Services vary based on individual needs and are designed with each child's interests and strengths in mind. Indigenous education in Richmond is guided by the community-developed goals in the "**Aboriginal Education Enhancement Agreement**", a commitment made by SD38, all local Indigenous communities, and the Ministry of Education and Child Care, to work together to improve the success of all Indigenous students. As of September 2024, the District registered 250 school age students' self identified to have Indigenous ancestry. The total number of Indigenous students is equivalent to approximately 1.11% of the total enrolment in Richmond School District. It is also noted that 242 (97%) of Indigenous students in the district participated in the Indigenous Education Program.

3.3.4 International Baccalaureate (IB)

Middle Years Program (MYP)

Hugh Boyd Secondary hosts the International Baccalaureate Middle Years Programme (MYP). The aim of the International Baccalaureate MYP is to develop globally aware youth who recognize their common humanity and shared guardianship of the planet. The middle years IB program is open to all Grade 8, 9 and 10 students attending Hugh Boyd Secondary and is recognized as a World IB School.

IB Diploma Program

Richmond Secondary is recognized as a world IB school and is the only school in SD38 which offers the International Baccalaureate (IB) Diploma Programme. The IB Diploma Program is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. This challenging program is open to any Grade 11 and 12 student who applies and qualifies for the program. As of September 2024, 280 Grade 11 and 12 students were enrolled in IB courses. This includes 176 students enrolled in the full IB Diploma Program and IB course candidates.

3.3.5 Advanced Placement (AP)

Several secondary schools offer advanced placement courses that include first-year University learning outcomes. These courses differ from school to school and may replace courses from the curriculum or be taken as additional courses. Students who are successful in Advanced Placement courses are awarded advance credits by many universities and colleges.

3.3.6 MacNeill Incentive Outdoor Academy

The Incentive Outdoor Academy located at A.R. MacNeill Secondary is an academic program that focuses on outdoor physical education to develop confident, caring people with strong leadership skills. The learning environment is enriched by opportunities for problem-solving, critical thinking and experiential learning. The primary goal of the academy is to help students become autonomous learners. This is

developed in different ways over the three-year program and students leave the academy well prepared for future challenges. As of September 2024, a total of 46 students were enrolled in the MacNeill Incentive Outdoor Academy.

3.3.7 Richmond Virtual School

Richmond Virtual School (RVS) is a Distributed Learning school which opened in 2007. All RVS courses are full credit and follow the BC provincial learning outcomes. RVS uses a successful hybrid model of online and face-to-face interaction to deliver high quality and dynamic learning opportunities. Most of the RVS courses are taught by teachers within their own schools in a blended online model with regular face-to-face meetings. The RVS Office is located in R.C. Palmer Secondary.

RVS includes “Blended Learning” for kindergarten to Grade 7 students, the “Richmond Academy of Innovative Learning” (RAIL) program for Grades 8-10, and “SKY” program for Grades 11-12. The RAIL and SKY programs are both based out of Palmer Secondary.

RVS also offers a variety of Grade 10-12 high school credit courses using a blended model of instruction, with students meeting with their teacher once per week for semester course and once every two weeks for linear courses. Enrolment in RVS fluctuates year to year in response to changing demand.

3.3.8 Career Programs

The Career Programs Office (CPO) offers students in SD38 with opportunities to explore a variety of career options while still in secondary school. Located at H.J. Cambie Secondary, the CPO strives to engage students, educators, parents, and the Richmond community to learn more about the skilled trades and other career options by offering a variety of professional learning opportunities, activities and events. The CPO is available for classroom presentations and can facilitate student try-a-trade experiences at various post-secondary schools.

The 2 ACE-IT programs are in two schools: Plumbing at R.C. Palmer Secondary and Chef Training at Richmond Secondary.

3.3.9 Alternate Education and Educational Support Programs

Alternate Education and Educational Support programs are located in a number of facilities throughout the District:

1. Aspen (intensive support for secondary aged students on the Autism Spectrum with extremely complex programs) - currently located in A.R. MacNeill Secondary and outgrowing space; requires a permanent site that is purpose-built. In 2024/2025, 6 students attended the Aspen program.
2. Colts Program (supports pregnant and/or parenting students while they move towards graduation; the program is jointly funded by the District and Family Services) - located in two core special education rooms at Richmond Secondary; existing space and location is adequate. In 2024/2025, 8 students attended the Colts program.
3. Combined Studies Program (provides academic support to students in Grades 11 & 12 who have not achieved success in the mainstream classrooms) – located in three classrooms at Hugh Boyd Secondary; existing space and location is adequate. In 2024/2025, 45 students attended the Combined Studies Program.

-
4. Community Schools Program (collaboration with community agencies and partners to expand equitable access to recreational and physical activity programs) – currently providing after-school programming at 10 elementary schools (Blundell Elementary, Currie Elementary, Garden City Elementary, Grauer Elementary, Lee Elementary McKay Elementary, McNeely Elementary, Mitchell Elementary, and Woodward Elementary).
 5. Errington Learning Centre (intensive support for elementary aged students on the Autism Spectrum with extremely complex programs) - located at John T. Errington Elementary; existing space and location is adequate. In 2024/2025, 5 students were enrolled at the Errington Learning Centre.
 6. Indigenous Gathering Spaces (learning spaces specifically intended for Indigenous learners, providing opportunities for gathering as a community and for participation in varied learning opportunities) – currently located at two secondary schools (Boyd Secondary and Cambie Secondary) and two elementary schools (Grauer Elementary and Kidd Elementary).
 7. Integrated Academics (academic support to students in Grades 11 & 12 who have gaps in their learning to get back on track in time for graduation) - located in three classrooms at Matthew McNair Secondary; existing space and location is adequate. In 2024/2025, 50 students attended the Integrated Academics program.
 8. Integrated Child and Youth Teams (community-based assessment and treatment provided in partnership with Vancouver Coastal Health for children and youth who are affected by moderate to severe mental health concerns) – currently located at McNeely Elementary and Grauer Elementary.
 9. Richmond School Program (supports students in Grades K-7 with social-emotional and mental health concerns; the program is jointly funded by the District and Vancouver Coastal Health) - located in portable classrooms at Blundell Elementary; while the current location is acceptable, a permanent space would allow for increased enrolment and expanded services.
 10. Station Stretch (which, in 2024/2025, had an enrolment of 65 students)/ Street View/ Horizons/ Outreach programs are in a leased commercial space in the City Centre area; , these programs will likely need to be relocated to a permanent location, ideally on District-owned property:
 - a) Station Stretch (provides academic support to at-risk students in Grades 9 & 10 who have gaps in their learning to get back on track for on time graduation; upon completing the program, most of the students transfer to either Combined Studies or Integrated Academics while some return to their neighborhood school) – located on the ground floor.
 - b) Street View (supports at-risk students in Grades 11 & 12 in completing ‘Distance Learning’ courses; these students have not met with success in completing their coursework in traditional schools and are heavily reliant on accessing drop-in support) – located on the ground floor.
 - c) Horizons (supports students in Grades 8-12 with social-emotional and mental health concerns) – located on the second floor.
 - d) Outreach and Hospital/Homebound (Outreach program supports at-risk students who are either on the verge of leaving or returning school; Hospital/Homebound program supports students who cannot attend school due to medical issues) – located on the second floor.
-

Strategic Recommendations (Section 3.3 – K-12 Educational Programs)

- ***Review locations and long-term accommodation requirements of District Choice Programs, and Educational Support uses.***
- ***Support decision-making and identify options for permanent program locations.***
- ***Explore use of District space to replace existing leased premises for existing Alternate Programs.***
- ***Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well served by public transit.***

3.4 CONTINUING EDUCATION

Richmond Continuing Education (RCE) offers a wide range of educational programs for school-age students and adults throughout the calendar year. These programs provide educational opportunities for both Richmond public school students as well as other school-age students who might attend other institutions (e.g. private/independent schools) and adults in the community.

RCE programs include Adult Secondary Graduation, Intervention with Individuals with Deaf-blindness Certificate for Adults, Language Instruction for Newcomers to Canada (LINC) for Adults, Let's Learn English Together for Adults, Mandarin Studies Language (School-age and Adults), Richmond Education Assistant Program (REAP) Certificate for Adults, Staff Wellness for Employees, Summer Learning for School-age Students and Youth-Children Programs. These programs touch and change the lives of over 6,000 school-age and adult learners annually through completing BC secondary graduation, learning a new language, new skills like coding and cooking to settling in Canada, learning to communicate with the deafblind and how to support students with disabilities or diverse abilities in schools. From September through June, RCE also utilizes Sea Island School for LINC.

A surplus wing of Mitchell Elementary was repurposed, renovated, and opened as a standalone Continuing Education facility in September 2022. The Adult Education Centre is physically separated from the elementary school and fenced off to prevent inter-mingling of adults with children. The standalone Continuing Education facility allows for more effective use of staff and resources and provides better movement of students between programs.

Strategic Recommendations (Section 3.4 – Continuing Education)

- ***Explore opportunities to maximize the use of the Adult Education Centre***

3.5 INTERNATIONAL EDUCATION

Richmond International Education provides students from around the world the opportunity to achieve their educational goals at schools throughout our District.

Long-Term Programs

The educational environment offered by the Richmond School District provides international students with the knowledge, tools, and skills to succeed in life. Many of these students complete their secondary school education and continue their studies by entering university or college. Our schools offer a wide range of course and program options in the academic, art and business fields that provide a foundation for learning. Advanced placement courses and specialty programs such as International Baccalaureate, Career Programs and school sports are also available to international students.

Short-Term Programs

Richmond International Education also offers short-term English immersion, summer camp and customized group programs that are ideal for students of all ages who wish to enhance their English language skills while enjoying the west coast Canadian cultural and social climate.

Richmond International Education has placed approximately 1,000 students annually in existing secondary and elementary schools in recent years, subject to space availability as space allows. International student enrolment decreased in 2020 due to the COVID-19 Pandemic and since rebounded to pre-pandemic levels as travel restrictions were lifted, surpassing 900 in 2023. In September 2024, international student enrolment declined to 768, likely due of rapidly changing political, social and economic conditions in Canada and abroad. Administration of the program is currently based out of Palmer Secondary.

3.6 DISTRICT TECHNOLOGY

Technology use in day-to-day learning activities is growing at an exponential rate. While the number of desktop computers have remained consistent, the number of mobile devices is expanding rapidly. As teachers become more and more adept at integrating technology into their teaching practices, especially within the framework of the new provincial curriculum, there will be increased demands on improving and changing our infrastructure and facilities. These include, but are not limited to:

- Learning Commons areas in libraries and other parts of the buildings designed to encourage collaboration and sharing; and
- Elimination of computer labs: elementary schools will be moving away from traditional computer labs as mobile technology is pushed into classrooms. This can free up an additional space for other uses.

While not impacting the Long Range Facilities Plan in terms of physical space, these are items that will impact the design and improvements needed in our schools:

- Additional support for mobile technologies in classrooms and common areas:
 - the need for additional electrical plugs/charging stations
 - increasing the density and coverage of Wi-Fi access points
 - increasing wide-area network bandwidth speeds
 - cabinetry in each classroom to securely store mobile devices

- Wall-mounted digital projectors or large HDTV monitors in all classrooms
- Adaptable furnishings that promote and support collaboration

Other technologies as it relates to the facilities include the potential need for wiring for video surveillance around the perimeter of the buildings, entrances and common hallways, digital signage at key locations.

Strategic Recommendation (Section 3.6 - District Technology)

- ***Continue to strive to incorporate enhanced technology and supporting resources into any new construction, renovation, or upgrade project.***

3.7 CHILD CARE ON SCHOOL GROUNDS

In February 2022, the Provincial Government announced the transition of accountability for childcare from the Ministry of Children and Family Development to the Ministry of Education and Child Care (MECC). The transition came into effect in April 2022, with the intent of improving the Provincial Governments understanding of regional childcare needs and increasing the provision of childcare on school grounds.

The primary focus and responsibility of the School District is to provide K-12 education as outlined in the School Act and the District will continue to prioritize its use of space, facilities, and staff to meet this objective. Where space exists, individual schools may support child care services for the families in the community that they serve. The use of school space for childcare must not interfere with regular curricular and extra-curricular school programming.

3.7.1 Existing Child Care on School Grounds

The Richmond School District believes that the presence of child care on school grounds benefit both school communities and surrounding neighbourhoods as they allow for children and families to become more familiar and connected with their school communities.

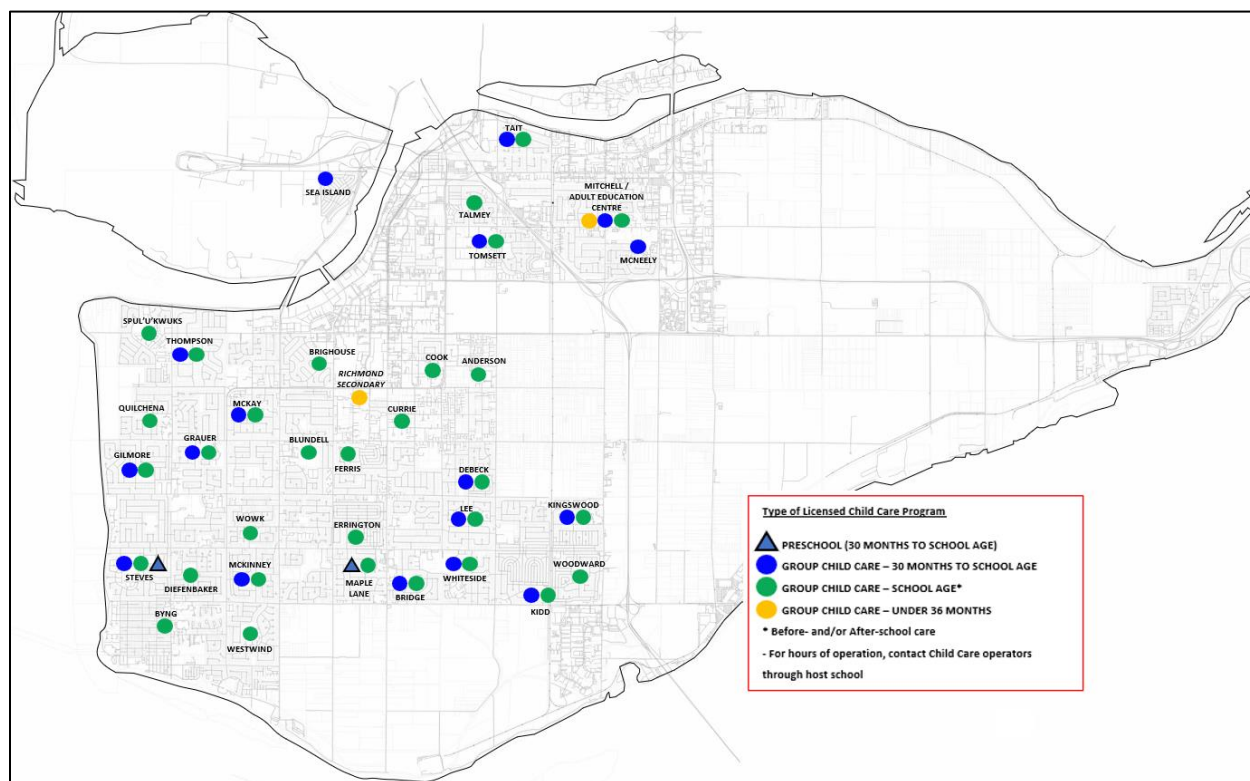
The School District accommodates 57 child care operations providing over 1,500 licensed spaces on school grounds. As most existing child care programs lease school space on a temporary basis, child care programs may need to be relocated to allow for the District to accommodate enrolment growth when required.

The table below indicates the number of rooms in School District elementary schools allocated to child care operations during the 2024/2025 school year:

School	Classrooms Used		Other Room Used Full Day or Before/After
	Full Day	Before/After	
Henry Anderson			1
Blundell			1
Samuel Brighthouse			1
Lord Byng			1
William Cook			1
General Currie			2
Howard DeBeck	1		
John G. Diefenbaker			1
John T. Errington		1	
W.D. Ferris		1	1
James Gilmore	1		2
R.M. Grauer	1		1
Thomas Kidd	1	2	
Kingswood	2		1
Walter Lee	2	1	1
Maple Lane		1	

School	Classrooms Used		Other Room Used Full Day or Before/ After
	Full Day	Before/ After	
Donald E. McKay	1		2
James McKinney			2
Kathleen McNeely	2		
Mitchell		2	2
Quilchena		1	
Sea Island	1		
Spul'u'kwuks		1	1
Manoah Steves	1	1	
Robert J. Tait	1	1	
R.C. Talmey			2
James Thompson	1	3	1
F.A. Tomsett			1
Westwind		1	2
Daniel Woodward			1
Jessie Wowk			1
Totals	15	16	28

Since 2021, purpose-built childcare facilities have been completed and are in operation at F.A Tomsett Elementary, Maple Lane Elementary, Manoh Steves Elementary, James McKinney Elementary, James Whiteside Elementary, William Bridge Elementary, and the Adult Education Centre. Purpose-built childcare facilities are also under construction and targeted for completion in 2025 at Garden City Elementary and Spul'ukwuks Elementary.



3.7.2 Optimizing the Accommodation and Expansion of Child Care on School Grounds

The School District should continue to monitor available funding to accommodate and expand child care on school grounds on an ongoing basis. The accommodation and expansion of child care services on school grounds should be informed by the school community and stakeholders with an understanding of child care need indicators, including social, demographic, and economic characteristics of local neighbourhoods.

The following strategies and alternatives, informed by public input should be considered to improve and expand the provision of childcare on school grounds:

1. Monitor Provincial government initiatives to expand the provision of childcare in schools on an ongoing basis.
2. When completing major capital and seismic upgrade projects, identify opportunities to create permanent childcare spaces through conversion of an existing space within a school, placement of a modular building at a school site, or through an addition to a school.
3. Review enrolment projections and space utilization of District facilities on an annual basis to identify:
 - Potential space availability in schools and on school grounds for childcare.
 - Potential relocation of existing childcare in schools to accommodate enrolment growth.

4. Where potential space availability for a new or expanded childcare is identified, District staff will:
- Determine if use of the space for childcare is consistent with educational programming for that specific location.
 - Consider opportunities to partner with childcare providers and public sector agencies in the provision of childcare spaces on District-owned sites.
 - Assess the need for a childcare program in the neighbourhood, in consultation with the City of Richmond.
 - Determine if any government grants or incentive programs may apply for capital improvements to accommodate childcare.
 - Encourage the Province to provide exemption from operating capacity if childcare need and long-term surplus classroom availability allows for permanent childcare in a classroom during regular school hours.

Appendix J of this plan includes a Child Care Related Demographic Analysis and Space Inventory.

Strategic Recommendations (Section 3.7 – Child Care on School Grounds)

- ***Continue to manage available space to support child care spaces on school grounds where appropriate.***
- ***Identify opportunities to receive funding to create new child care spaces on school grounds.***
- ***Ensure that any proposed new child care spaces or changes to existing child care spaces on Board property adheres to District Policy and Regulation 804.1R – Community Use of District Facilities, and Ministerial Orders pursuant to the School Act.***

Strategic Recommendations (Chapter 3 – Educational Programs and Child Care)

- ***Ensure that grade configuration(s) are providing the most benefit to all learners.***
- ***Continue to allow flexibility to provide grade configuration options for unique circumstances or to locate programs to support specific students needs.***
- ***Review locations and long-term accommodation requirements of Early Learning Pre-Kindergarten programs and services.***
- ***Review locations and long-term accommodation requirements of District Choice Programs and Educational Support uses.***
- ***Support decision making and options about permanent program locations***
- ***Explore use of District space to replace existing leased premises for Alternate Programs.***
- ***Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well-served by public transit.***
- ***Explore opportunities to maximize the use of the Adult Education Centre.***
- ***Continue to strive to incorporate enhanced technology and supporting resources into any new construction, renovation, or upgrade project.***
- ***Continue to manage available space to support child care spaces on school grounds where appropriate.***
- ***Identify opportunities to receive funding to create new child care spaces on school grounds.***
- ***Ensure that any proposed new child care spaces or changes to existing child care spaces on Board property adheres to District Policy and Regulation 804.1R – Community Use of District Facilities, and Ministerial Orders pursuant to the School Act.***

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

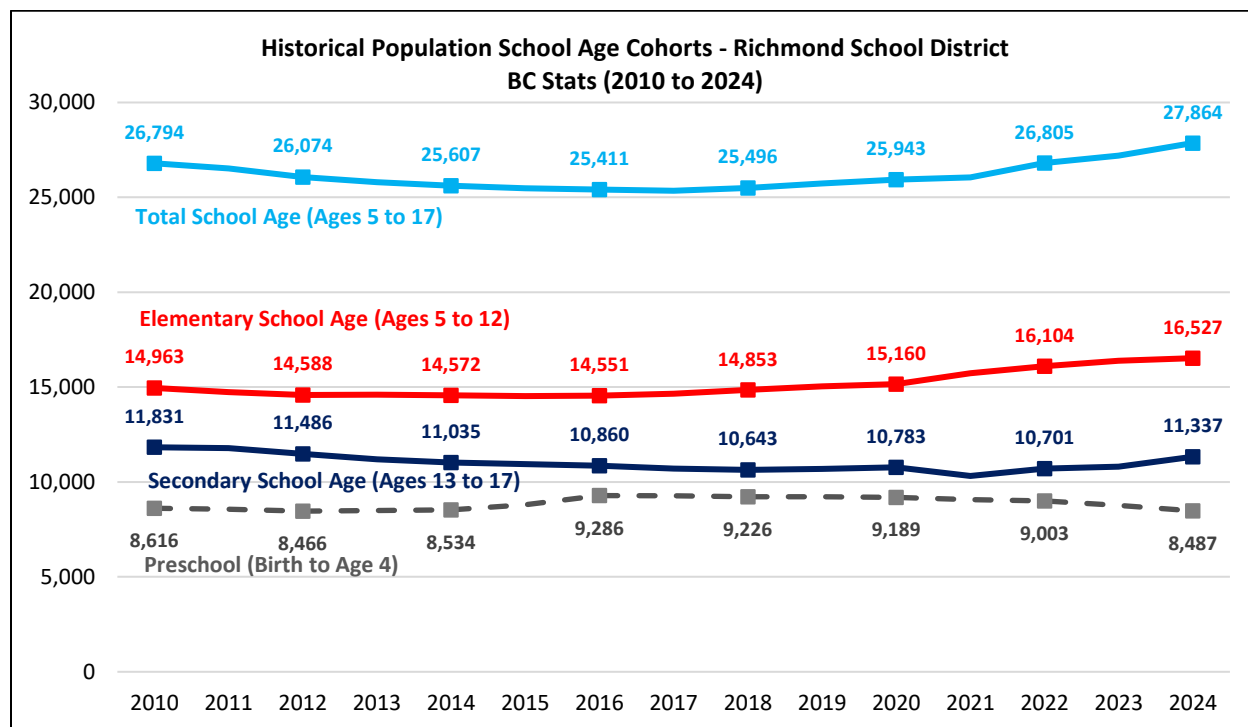
4.1 COMMUNITY DEMOGRAPHICS

Richmond is one of the largest cities in BC with an estimated population of 240,996 in 2024 (*2024 PEOPLE-BC Stats*). According to the 2021 Census, Richmond is the fourth most populous municipality in the Greater Vancouver region after Vancouver, Surrey and Burnaby. Between the 2016 and 2021 censuses, Richmond had grown by 5.9 percent, slightly less than the total growth of the Greater Vancouver Regional district, which grew by 7.3 per cent. As indicated in the 2021 Census, 60 percent of the overall population of Richmond is made up of immigrants. According to the 2021 Census, just under 26 percent of the population of Richmond had a university degree, and the median total family income in 2020 was \$79,000 (2021 Census – Statistics Canada).

The average annual population growth rate from 2016 to 2024 was 2.13 percent (*2024 PEOPLE-BC Stats*) and the city of Richmond's Official Community Plan projects a population of 280,000 by 2041 (*City of Richmond*). City planners are at work revitalizing the City Centre to develop new residential dwellings that will form most of the expected growth.

The school age population cohort 5-17 increased by over 2,400 from 2016 to 2024 (*2024 PEOPLE-BC Stats*). While in 2024, the school age population cohort represents 11.6 percent of the total Richmond population (*2024 PEOPLE-BC Stats*), it is the 70-74 and 75-79 age cohorts that have seen the most growth. The population of Richmond, like Metro Vancouver and Canada, has been aging and families are having fewer children resulting in fewer school age students per household.

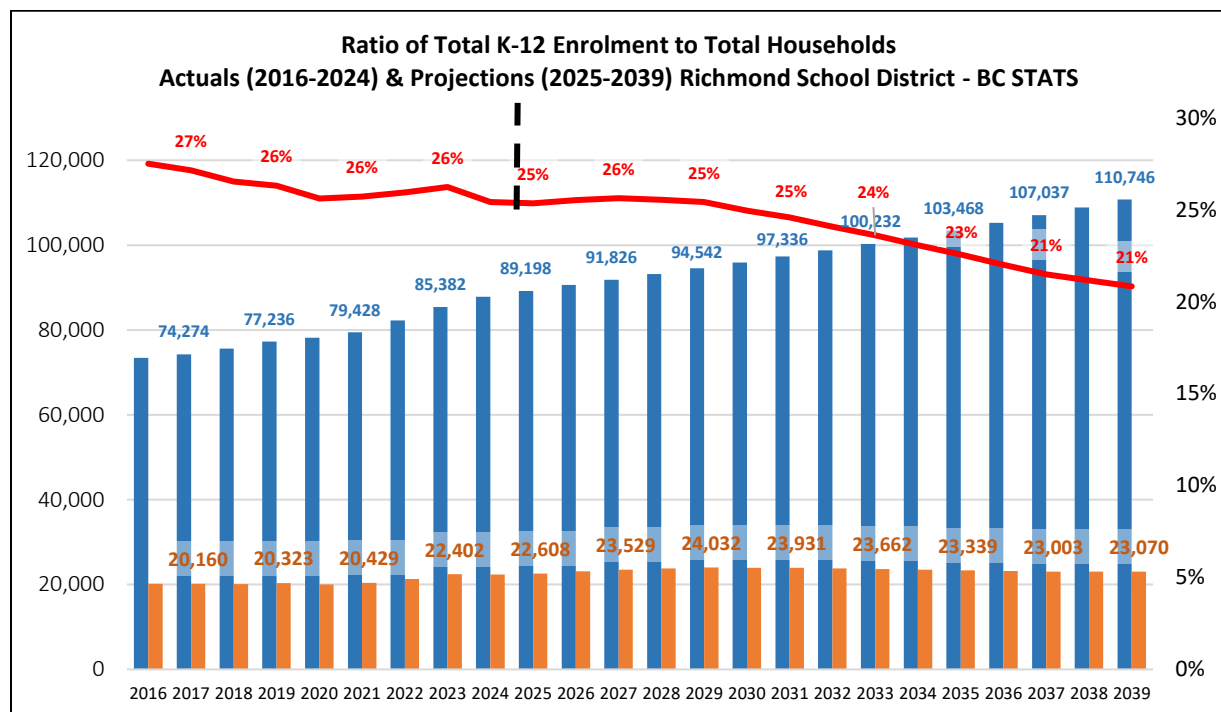
This aging process of the population base appears to have bottomed out, and projected school age growth will primarily be driven by new residential growth and immigration with inflow of younger families to the District. For Richmond School District, projected school age population growth is primarily driven by various economic, social and demographic factors, including the growth in the supply of new family-oriented housing, birth rates, immigration trends and estimated movement of school age population between districts and inter-provincially.



The following table illustrates the household growth in the District as compared to the total K-12 headcount in Richmond School District. The ratio of students to households has declined from 0.28 in 2016 to 0.25 in 2024 and is projected to continue to decline gradually due the following factors:

- Smaller households – fewer extended families;
- Aging population base – fewer women at fertility ages & fewer children per capita;
- Rising cost of housing¹ – less affordable for younger families;
- Decline in the ratio of single family units vs. high density housing (resulting in lower student yield);
- Absentee ownership of condominiums and other vacant real estate investments.

¹ From 2010-2020 the benchmark price in Richmond of apartments has increased by 80% (\$652,800 in 2020), townhomes by 66% (\$793,500 in 2020), and single detached houses by 71% (\$1,528,400 in 2020) (*Real Estate Board of Greater Vancouver*).



Federal, Provincial and Local Government Initiatives that may increase projected student growth:

- Federal immigration policies.
- Provincial housing and land use statutes.
- Initiatives to increase affordable family oriented rental unit requirements in major housing developments.
- Family oriented secondary residential unit provisions in neighbourhoods.
- Taxation of absentee ownership of vacant housing investments.
- Tax incentives for providers of affordable rental housing.

The City of Richmond established an Affordable Housing Strategy in 2018 and updated in 2021 aimed at increasing housing supply for families (including single-parent families, families with children, and multigenerational families), low and moderate income earners, low and moderate income seniors, persons with disabilities and vulnerable populations (including households on fixed incomes, persons experiencing homelessness, women and children experiencing family violence, individuals with mental health and addictions issues, and indigenous people).

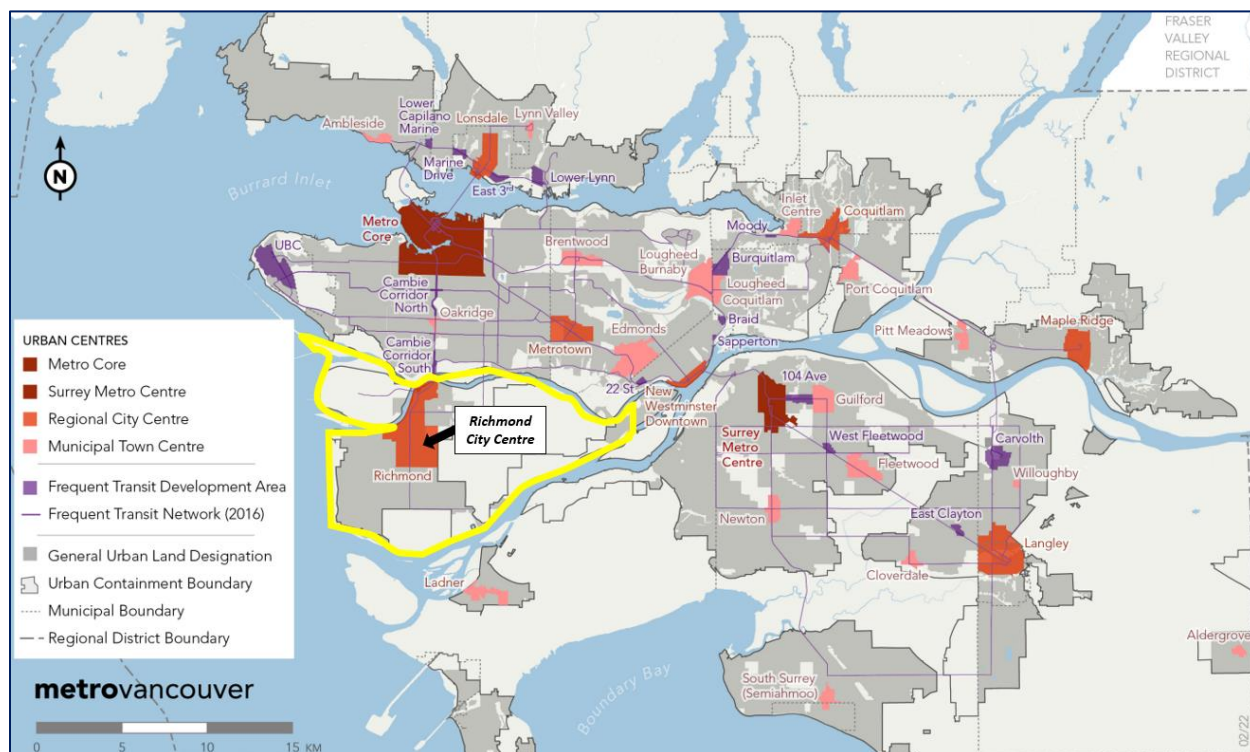
4.2 LAND USE PLANS AND DEVELOPMENT ACTIVITY

4.2.1 Metro Vancouver Regional Growth Strategy (Metro 2050)

The Metro Vancouver Board adopted an update to their Regional Growth Strategy (Metro 2050) on February 25, 2023, following formal acceptance from 21 municipalities, TransLink, and neighbouring regional districts. Metro 2050 provides direction for how the region will accommodate the estimated one million people over the next 30 years, requiring approximately 500,000 additional housing units and close to 500,000 additional jobs.

Metro 2050 intends for growth to be located within existing urban containment boundaries with higher density development directed to Urban Centres and Frequent Transit Development Areas (FTDAs). Urban Centres and FTDAs are intended to accommodate a mix of land uses, including high and medium density housing. Affordable housing choices are also to be provided in Urban Centres and FTDAs. 40% of new dwelling units are intended to be in Urban Centres, and 28% of new dwelling units will be in FTDAs.

Richmond City Centre is a designated 'Urban Centre' in Metro 2050 and is the largest 'Regional City Centre' by square area in Metro Vancouver.



Metro Vancouver's Regional Growth Strategy estimates that the population of Richmond will grow from 224,380 in 2020 to approximately 298,000 by 2050².

² Richmond's population is projected to reach 297,950 by 2050 as estimated by Metro Vancouver's Regional Growth Strategy, 2023: <https://metrovancouver.org/services/regional-planning/Documents/metro-vancouver-growth-projections-tables.pdf>

4.2.2 City of Richmond Official Community Plan

The City of Richmond Official Community Plan (OCP) is a legally required City bylaw which enables City Council to plan, co-ordinate and manage the City’s sustainability, social, economic and land use interests over the long term. The OCP must be consistent with and implement the Metro Vancouver Regional Growth Strategy (Metro 2050).

The City of Richmond adopted the latest OCP in 2012. The OCP indicates that the City will grow by 80,000 people by 2041 and that approximately 42,000 new housing units will be required and aims to concentrate growth in the City Centre, near Neighbourhood Service Centres and along Arterial Roads. The City has six Area plans and thirteen Sub-Area Plans in place where the majority of growth will be focused.

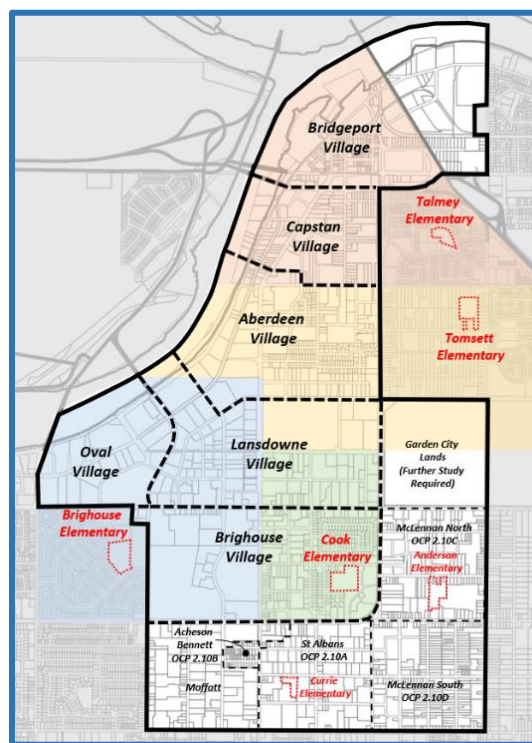
The City of Richmond is undergoing an update to their OCP targeted for completion by December 2025 in response to Housing Statutes introduced in 2023 amending the Local Government Act (refer to Subsection 4.2.4).

4.2.3 City Centre Area Plan

The City of Richmond adopted the latest City Centre Area Plan (CCAP) in 2009, which encompasses five “villages” along No. 3 Road between River Road and Granville Avenue as well as an “Oval Village”. The CCAP forecasts that the total population of the area will grow to 90,000 (from 39,210) by 2031 and 120,000 by 2100 (projected build-out).

SD38 will need expansions to elementary school capacities within the City Centre Area to accommodate the projected new growth. The four existing elementary schools servicing the City Centre Villages are identified as Samuel Brighthouse, William Cook, F.A. Tomsett and R.C. Talmey. General Currie and Henry Anderson Elementary schools are physically located in the City Centre Area, although they do not serve the City Centre Villages where most of the areas residential growth will be concentrated.

Refer to Subsection 4.3.1, which provides a detailed overview of enrolment growth and capacity expansion strategies for the City Centre Area.



City Centre Area & Sub Area Map

4.2.4 Provincial Housing Statutes (2023)

The Provincial Government introduced the following Bills (“Housing Statutes”) in November 2023 amending the Local Government Act in efforts to increase housing supply:

- Bill 44: Housing Statutes (Residential Development) Amendment Act, 2023 (“Bill 44”);
- Bill 46: Housing Statutes (Development Financing) Amendment Act, 2023 (“Bill 46”); and,
- Bill 47: Housing Statutes (Transit-Oriented Areas) Amendment Act, 2023 (“Bill 47”).

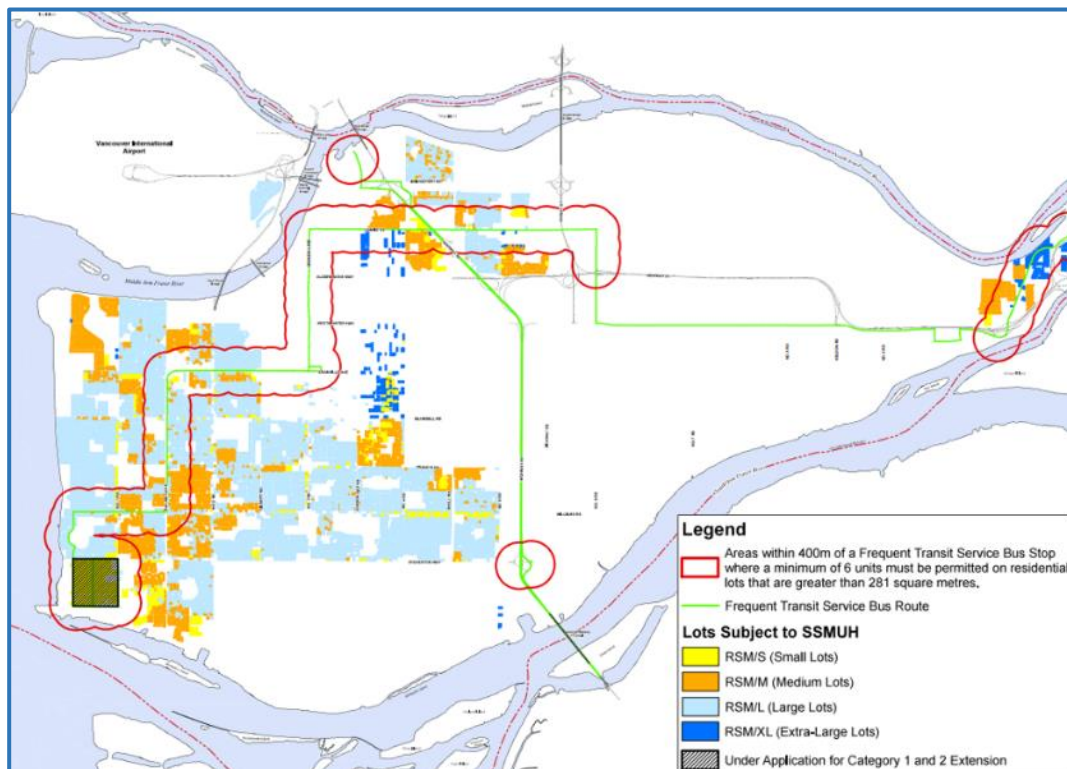
Bill 44 required local governments to revise their zoning by-law by June 30, 2024, to allow for multi-unit housing (SSMUH) on lots restricted to single-family and duplex housing development. Bill 47 required municipalities to adopt by-laws designating land within 800 metres of rapid transit stations and 400 metres of major bus for higher density development. In tandem with Bills 44 and 47, Bill 46 includes amendments to the Local Government Act’s Development Financing model.

The City of Richmond Official Community Plan is required to be updated by December 2025 for consistency with SSMUH zoning and Transit Oriented Area land use designations.

Small Scale Multi-Unit Housing Zoning

To meet legislative requirements, the City of Richmond amended Zoning Bylaw 8500 in June 2024, rezoning close to 27,000 single family and duplex lots to allow for:

- three dwelling units on residential lots that are 280 m² or less
- four dwelling units on lots that are larger than 280 m²
- six dwelling units on lots that are greater than 281 m² and within 400 m of a bus stop with frequent transit service during the day (i.e. daytime service every 15 minutes).



Transit Oriented Areas (TOA) Bylaw

The City of Richmond also adopted a bylaw in June 2024 designating Transit-Oriented Areas (TOA) with provincial prescribed minimum height and density provisions affecting lands within 800 metres of the following Canada Line stations: Aberdeen, Capstan, Bridgeport, Lansdowne and Richmond-Brighouse. Each tier has provincially mandated density and height requirements for residential development, described in the table below:

Tier	Prescribed Distance (m)	Minimum Allowable Density (FAR)	Minimum Allowable Height (Storeys)
1	Less than 200	Up to 5.0	Up to 20
2	200-400	Up to 4.0	Up to 12
3	400-800	Up to 3.0	Up to 8

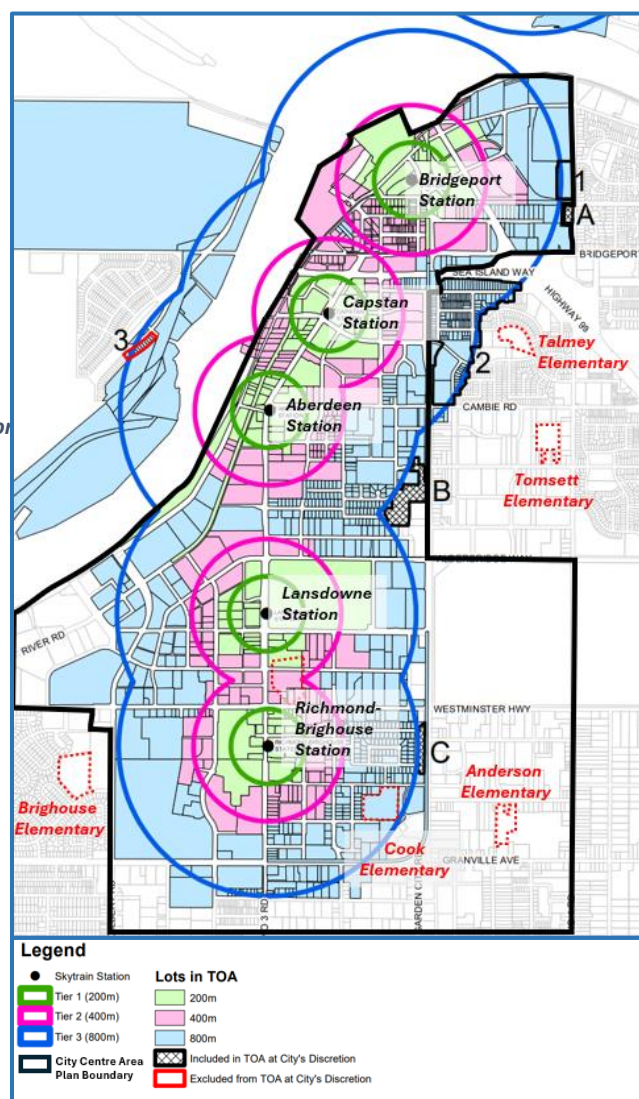
The mandated height and density only apply to land already designated for residential land uses. There are also several areas where Federal and or Provincial statutes apply and supersede or have a limiting effect on the impact of Bill 47 on density provisions. This includes lands in the Agricultural Land Reserve, lands subject to Airport Zoning Regulations under the Aeronautics Act, Federal Crown Land, land within flood plains, hazard areas, riparian areas and other environmentally sensitive areas; and

Lots Zoned for Small-Scale Multi-Unit Housing (new 'RSM' zone)

sites that are subject to heritage designation, heritage revitalization agreements, etc.

The impact of Bill 47 is mostly contained within the established City Centre Area Plan boundaries, except for the following areas where residential densities of 3.0 FAR and 8 storeys are now permitted:

- a large portion of the Talmey Elementary catchment previously zoned and designated for single-family development within 800 m of Bridgeport and Capstan Stations; and,
- a single residential property in the Tait Elementary catchment previously zoned and designated for townhouses within 800 m of Bridgeport Station.



City Centre Area & Transit Oriented Area Map

4.2.5 Impact of Provincial Housing Statutes on Enrolment Growth and School Facility Needs

School District staff have engaged closely with City of Richmond staff to consider the anticipated impact of the Housing Statutes on local development, enrolment growth patterns across the district and long-term expansion needs for school facilities.

New housing is projected to remain concentrated in the City Centre Area, near Neighbourhood Services and along Arterials Roads. Established residential neighbourhoods will likely see an increase in enrolment because of SSMUH zoning, however the rate of growth will vary by catchment and be influenced by market conditions.

The short-, medium-, and long-term impact on enrolment growth and school facility needs are detailed below.

TOA Bylaw: Impact on Enrolment Growth and School Facility Needs

- Minimal impact on short-term (1-5 year) enrolment growth projections at schools serving TOA's.
- Moderate impact on Talmey Elementary school's medium- (6-10 year) and long-term (11+ year) enrolment growth projections, where high density development is now permitted in areas previously restricted to low density development.
- Minimal impact on medium-, and long-term enrolment projections at remaining schools serving the TOAs (Brighthouse Elementary, Cook Elementary, and Tomsett Elementary), as these areas are already subject to high density land use designations in the City Centre Area Plan.

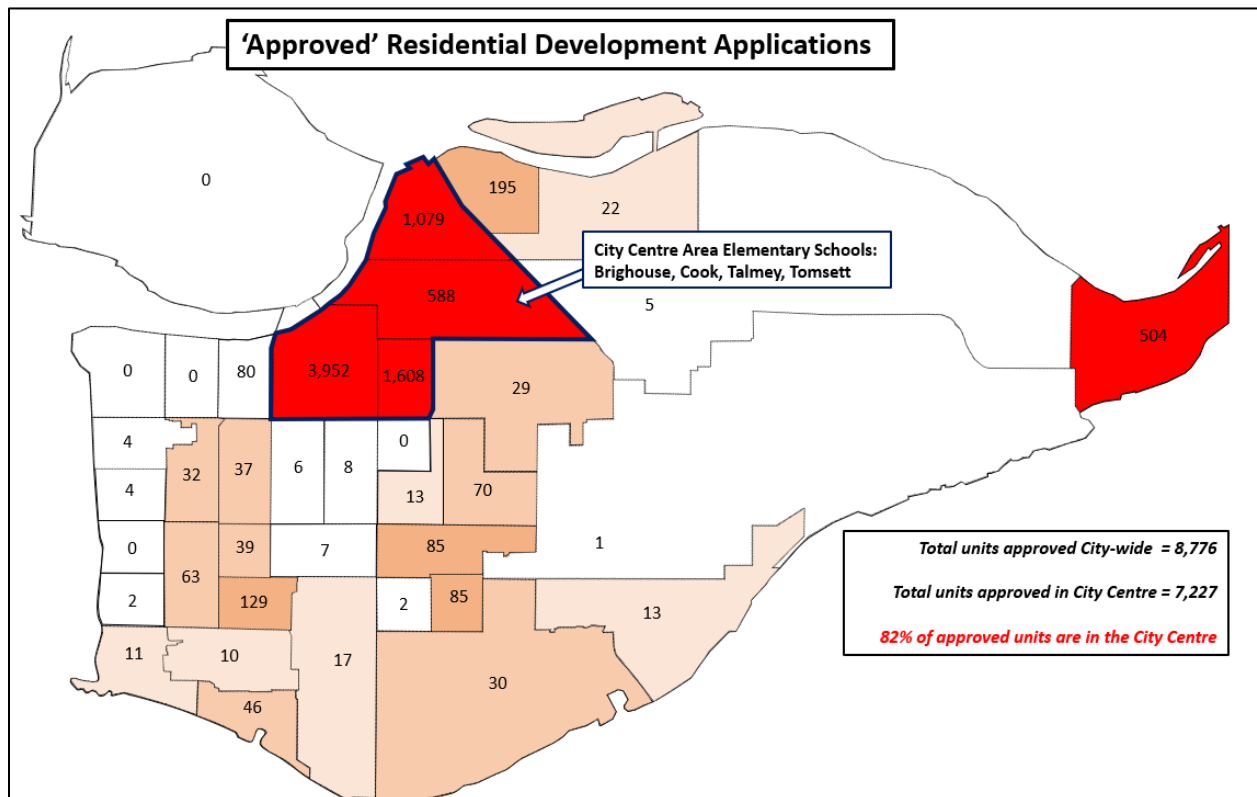
SSMUH Zoning: Impact on Enrolment Growth and School Facility Needs

- Minimal impact on short-term (1-5 year) enrolment growth projections.
- Moderate impact on medium-term (6-10 year) and long-term (11+ year) enrolment growth projections varying by catchment, with growth concentrated on larger lots within 400 m of a frequent service bus stop.

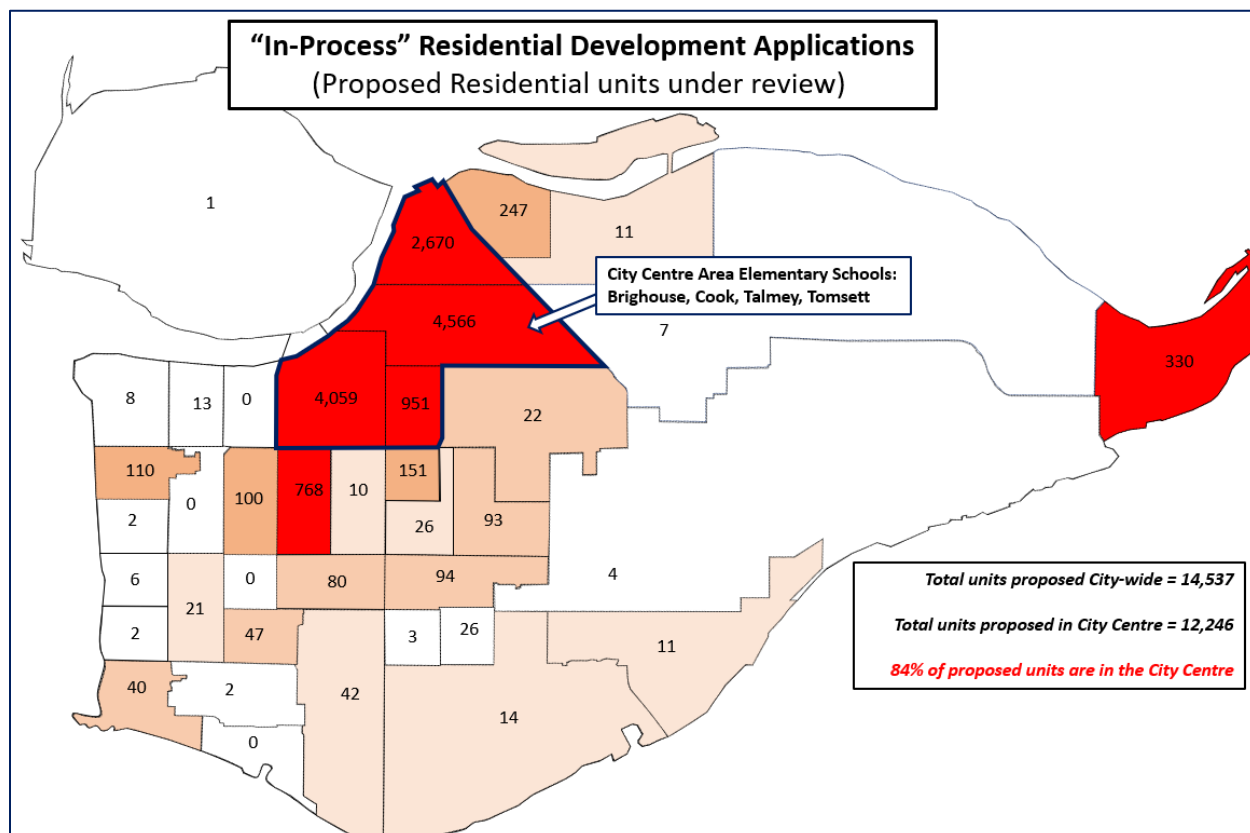
School District staff will continue to closely monitor the impact of housing legislation on the location and timing of housing developments. This includes annual updates to enrolment growth projections for individual schools and consideration of potential major capital expansions to be included in future Capital Plan submissions.

4.2.6 Approved & Active Residential Development Applications

The following “heatmap” illustrates the number of recently approved residential units in the City of Richmond as of September 2024, categorized by elementary school catchment. This is a snapshot of residential units that have been approved within the last 7 years, illustrating where growth pressures exist. Approximately 82% of approved residential units are in the four elementary school catchments serving the City Centre. The actual timing of occupancy of approved residential units may depend upon market conditions.



As of September 2024, there are a total of 14,537 units currently ‘in-process’ and under review in the City of Richmond, as shown in the “heat map” below. Most of the proposed new residential units under application are also located in the City Centre Area (84%). This is only a snapshot of current applications in process at various stages of consideration to illustrate a “heat map” of where current growth pressures exist.



Government initiatives may have the most impact where new housing is being added, while significant land use planning changes may need to be made to support affordable housing and stability in school age population in other neighbourhoods.

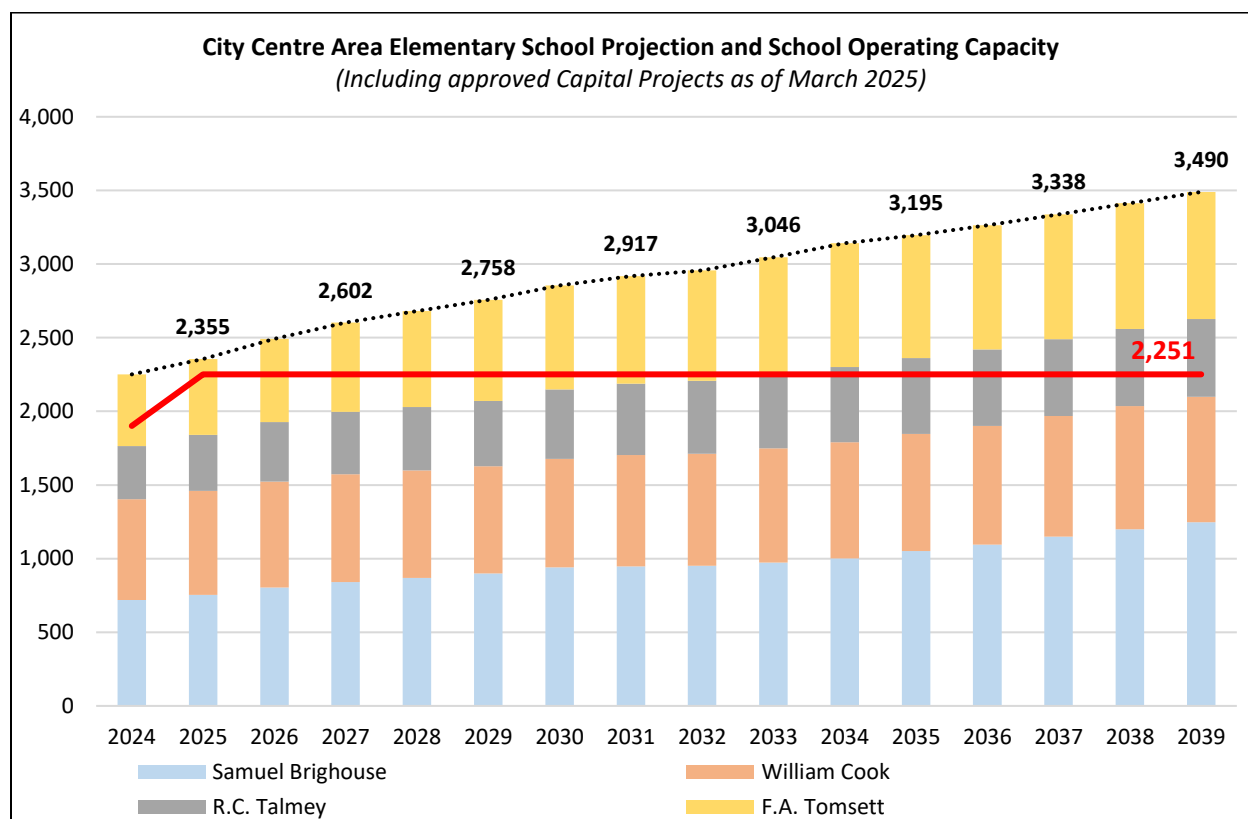
Appendix C of this Plan provides more detailed mapping of in-process residential projects and Appendix B provides heat maps for resulting enrolment change, organized by school catchment and communities of schools regions.

4.3 HIGH GROWTH AREAS AND CAPACITY EXPANSION STRATEGIES

4.3.1 City Centre Area Plan - Enrolment Growth and Capacity Expansion Strategies

School Enrolment Growth

The City Centre Planning Area will have rapid housing growth and student growth is expected, resulting in a K-7 shortfall of 666 seats by 2031 and 1,239 seats by 2039³:



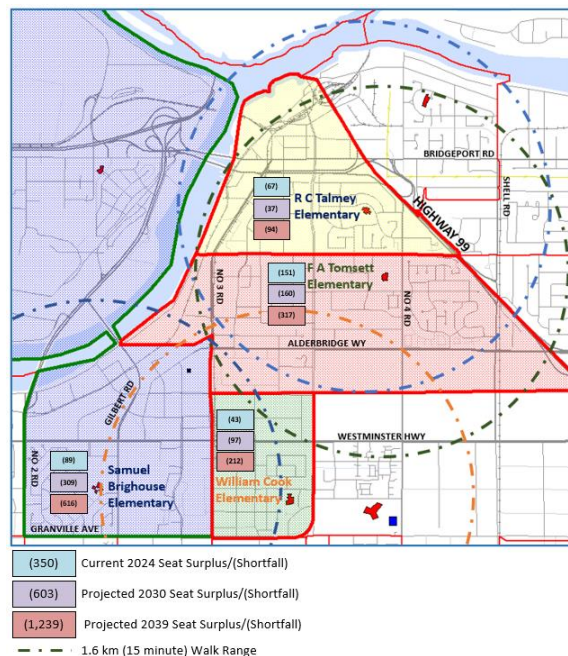
The current walk distances from any one point within the City Centre Planning Area Villages to the nearest school is within 1.6 kilometres/15 minutes as demonstrated on the map below, except for a small section west of No. 3 Road and north of Leslie Road which is comprised of warehouses and zoned as “Auto-Oriented Commercial” and “Industrial”, i.e. non-residential.

Henry Anderson, Archibald Blair, Blundell, General Currie, W.D. Ferris and Donald E. McKay Elementary schools are located around the fringe of the City Centre Planning Area and often accommodate out-of-catchment students residing in the City Centre.

³ Based on combined operating capacity of the four elementary schools serving the City Centre with completed additions to Brighthouse (2024), Cook (2024), and scheduled completion of the approved addition to R.C. Talmey in 2025.

The map to the right illustrates the school locations and catchments for the four elementary schools currently serving the City Centre Planning Area Villages: R.C. Talmey, F.A. Tomsett, William Cook and Samuel Brighthouse, with:

- 1.6 km (15 minute) approximate walk range.
- current 2024 seat surplus/(shortfall); and
- projected seat shortfall for 2030 and 2039.⁴



Richmond City Centre Area Air Photo



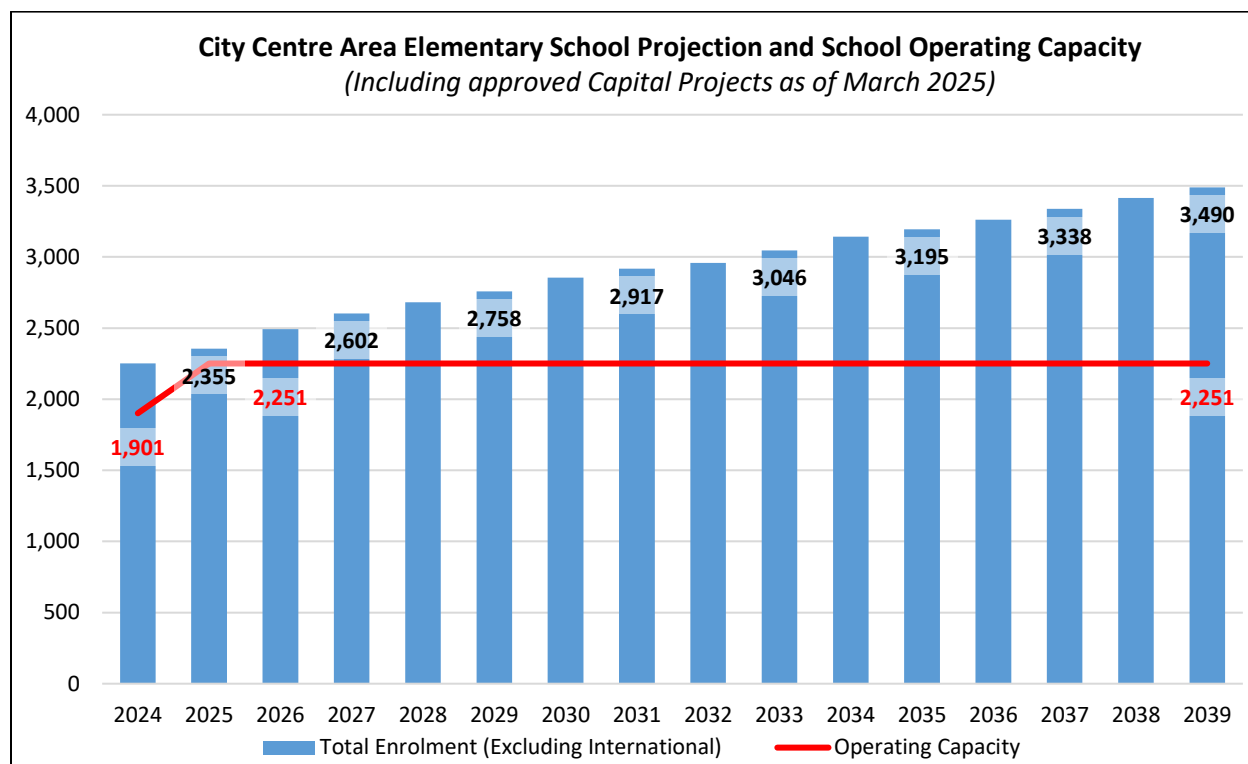
City Centre Plan



⁴ Based on combined operating capacity of the four elementary schools serving the City Centre with completed additions to Brighthouse and Cook in 2024, and scheduled completion of the approved additions to Talmey and Tomsett in 2025.

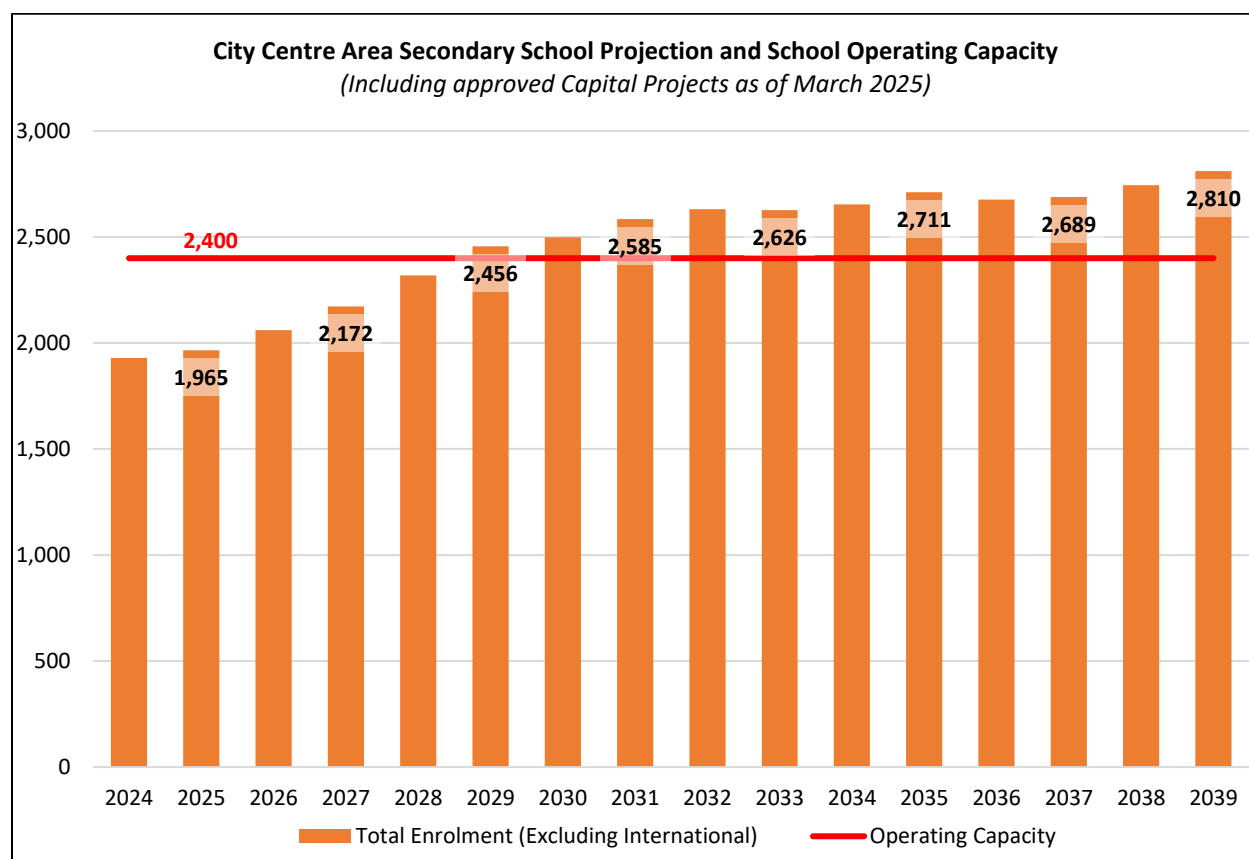
City Centre Planning Area Elementary Schools Projections

The latest 15-year enrolment projections, completed in November 2024, confirm that if no elementary school expansions take place in the area other than those completed at Samuel Brighthouse and William Cook in 2024 and the approved additions to R.C. Talmey and F.A. Tomsett in 2025, there will be a significant operating capacity shortage, with 1,239 spaces needed to serve the City Centre Planning Area by 2039. This projected shortage is equivalent to the capacity of four medium-sized elementary schools.



Enrolment at both secondary schools serving the City Centre Area is projected to grow rapidly over the next 10 years due to construction of new residential units. Richmond Secondary and A.R. MacNeill Secondary are projected to have a combine shortfall of 185 seats by 2031 and 410 seats by 2039.

Additions may be considered at both schools to accommodate long term growth. A review of secondary school boundaries is recommended to align with catchment boundaries of new elementary schools in the City Centre.



There is increased uncertainty when projecting enrolment beyond 15 years. For the purposes of this Long-Range Facilities Plan, our City Centre expansion scenarios focus on a 15-year time horizon. The following table illustrates the status quo capacity and enrolment projections for City Centre Area elementary schools (with approved capacity expansions of Brighthouse, Cook, Talmey and Tomsett shown), illustrating a growing seat shortfall of 1,239 student seats by 2039.

Status Quo Capacity and Enrolment Projections – City Centre Area Elementary Schools

School	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	
Samuel Brighthouse	Total K-7:	720	754	803	840	869	899	940	948	952	974	1,002	1,052	1,094	1,150	1,200	1,247
	Capacity:	631	631	631	631	631	631	631	631	631	631	631	631	631	631	631	631
William Cook	Total K-7:	683	706	719	732	730	729	737	755	760	774	788	795	808	819	836	852
	Capacity:	640	640	640	640	640	640	640	640	640	640	640	640	640	640	640	640
R C Talmey	Total K-7:	361	381	405	425	430	442	471	485	495	503	511	515	518	520	524	528
	Capacity:	294	434	434	434	434	434	434	434	434	434	434	434	434	434	434	434
F A Tomsett	Total K-7:	487	514	565	605	653	688	706	729	751	795	841	833	843	849	854	863
	Capacity:	336	546	546	546	546	546	546	546	546	546	546	546	546	546	546	546
Elementary Total	Total K-7:	2,251	2,355	2,492	2,602	2,682	2,758	2,854	2,917	2,958	3,046	3,142	3,195	3,263	3,338	3,414	3,490
	Capacity:	1,901	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251	2,251
Capacity Surplus (Shortfall):	(350)	(104)	(241)	(351)	(431)	(507)	(603)	(666)	(707)	(795)	(891)	(944)	(1,012)	(1,087)	(1,163)	(1,239)	

Capacity Expansion Scenarios

In Fall 2024, the District developed an updated Capital Expansion Strategy for accommodating the projected elementary space shortfall in North Central Community of Schools Region, which includes the City Centre Planning Area (the North Central Region is comprised of schools within the Richmond Secondary and A.R. MacNeill Secondary catchments).

The capital expansion strategy is based on enrolment projections considering the impact of Provincial Housing Bills on development patterns in the City of Richmond and the pandemic's impact on demographic trends, including fertility and migration rates.

In developing and updating the Capital Expansion Strategy, the Board of Education considered three scenarios for accommodating future elementary school enrolment growth in the City Centre Planning Area:

1. Status Quo – with portables to accommodate growth.
2. Combination of school additions and one new elementary school (City Centre School West).
3. Combination of school additions and two new elementary schools (City Centre School East and City Centre school West).

Scenario #1 - Status Quo/Use of Portable Classrooms

This strategy would see no future permanent additions made to elementary schools other than of additions to Samuel Brighthouse and William Cook which opened in September 2024, and completion of additions to R.C. Talmey and F.A Tomsett targeted to open in September 2025. This strategy would require 32 more portable classrooms by 2039 above the 19 portables already located in the City Centre to accommodate growth which would cost approximately \$22 Million (2024\$) to purchase and locate. The strategy would add 800 seats in the form of portables to City Centre Area elementary schools.

Status Quo Capacity with completed and approved capital expansions as of March 2025 only and Placement of Portables to Accommodate Growth

Elementary School	Project Description	Total Number of Seats	Total Portables to be Added (2025-2039)	Actual Seats Added by year		Planned number of Seats to be added by year (Including Portables)														
				2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039
Samuel Brighthouse Addition (Completed)	6 classrooms	140			140															
William Cook Addition (Completed)	5 classrooms	116			116															
R.C. Talmey Addition (Supported)	6 classrooms	140				140														
F.A. Tomsett Addition (Supported)	9 classrooms	210				210														
Number of Classrooms in Expansions					11	15														
Number of Seats in Expansions					256	350														
Samuel Brighthouse	+ 21 portable classrooms	525	21	100				50	50	50	50	50	50	50	50	25	25	25	25	25
R.C. Talmey	+ 0 portable classrooms			50	50															
William Cook	+ 4 portable classrooms	100	4	125										25	25			25	25	
F.A. Tomsett	+ 7 portable classrooms	175	7	100	50							25	25	50	50					25
Total portable seats added to City Centre				375	100			50	50	50	50	75	75	125	125	25	25	50	50	50
Cumulative number of new portables added in City Centre (2025-2039)				375	475	475	475	525	575	625	675	750	825	950	1,075	1,100	1,125	1,175	1,225	1,275
Cumulative additional seats to be added (including portables)						350	350	400	450	500	550	625	700	825	950	975	1,000	1,050	1,100	1,150
Cumulative additional classrooms to be added (including portables)						15	15	17	19	21	23	26	29	34	39	40	41	43	45	47
Elementary Total K-7 Enrolment				2,087	2,251	2,355	2,492	2,602	2,682	2,758	2,854	2,917	2,958	3,046	3,142	3,195	3,263	3,338	3,414	3,490
Capacity including portable classrooms				2,015	2,371	2,721	2,721	2,771	2,821	2,871	2,921	2,996	3,071	3,196	3,321	3,346	3,371	3,421	3,471	3,521
Total Capacity Surplus (Shortfall) including portable classrooms				(72)	120	366	229	169	139	113	67	79	113	150	179	151	108	83	57	31

Of all scenarios studied, the costs and funding associated with Scenario #1 has the highest level of responsiveness to the distribution of enrolment growth at schools in the City Centre Area, although there would be no Ministry funding for locating portables as they are viewed as temporary structures for accommodating enrolment growth and thus considered an operating expense.

There are community concerns about quality of learning environment at schools with portable classrooms. Adding large numbers of portables will place a significant strain on the design space, washrooms, gym, library, student support, play areas and parking and drop off areas of existing schools.

There are also concerns about the limited lifespan of portable classrooms and their wood foundations. Portables have higher life cycle costs including operation, maintenance, energy costs, and there are physical site limits at schools for placing portables. The proposed addition of 20 portable classrooms at Brighthouse Elementary in Scenario #1 would approach the school's 28 current classrooms and impractically take up all of the District-owned green space north of the school building.

Although Scenario #1 (Status Quo/Use of Portable classrooms) is the lowest cost of the three scenarios, it is the least desirable strategy from an educational and facility management perspective and therefore is not recommended.

Scenario #2 - Combination of School Additions and a New School in City Centre West

In combination with the permanent additions included in Scenario #1, this strategy would also see a new City Centre School West built to accommodate enrolment growth west of No. 3 Road. The strategy would provide 1,152 permanent new seats to City Centre Area Plan elementary schools.

Combination of Approved Elementary School Additions and New City Centre School West

Elementary School	Project Description	Total Number of Seats	Actual Seats Added by year		Planned number of Seats to be added by year														
			2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039
Samuel Brighthouse Addition (Completed)	6 classroom addition	140		140															
William Cook Addition (Completed)	5 classroom addition	116		116															
R.C. Talmei Addition (Supported)	6 classroom addition	140			140														
F.A. Tomsett Addition (Supported)	9 classroom addition	210			210														
New City Centre School West	3 kindergarten + 21 classrooms	546							546										
Number of Classrooms in Expansions				11	15				24										
Number of Seats in Expansions				256	350				546										
Underway/ Proposed Additional Seats																			
Cumulative additional seats to be added (excluding portables)				256	606	606	606	606	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152	1,152
Cumulative additional classrooms to be added (excluding portables)				11	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Elementary Total K-7 Enrolment			2,087	2,251	2,355	2,492	2,602	2,682	2,758	2,854	2,917	2,958	3,046	3,142	3,195	3,263	3,338	3,414	3,490
Capacity			1,640	1,896	2,246	2,246	2,246	2,246	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792
Total Capacity Surplus (Shortfall)			(447)	(355)	(109)	(246)	(356)	(436)	34	(62)	(125)	(166)	(254)	(350)	(403)	(471)	(546)	(622)	(698)

Developing New City Centre School West coupled with strategic additions at the four City Centre Area elementary schools would address enrolment growth pressure in the short and medium terms, however, this scenario would not adequately address long term growth beyond 2033.

The costs and timing of funding associated with Scenario #2 is less responsive than Scenario #1, as there is no guarantee of the timing of Ministry approval of expansion projects. However, the quality of permanent space over portable classrooms, as proposed in Scenario #1, is significant and the life cycle costs to the District over a 40-year period are considerably less.

Scenario #2 (Combination of School Additions and New City Centre School West) has the second lowest cost strategy of the three scenarios.

However, Scenario #2 does not meet the long-term capacity needs of the City Centre Area and is therefore not the preferred facilities expansion scenario for accommodating long term enrolment growth between 2025 and 2039.

Scenario #3 - Combination of School Additions and two new schools in City Centre East and City Centre West

In combination with the permanent additions and New City Centre School West in Scenario #2, Scenario #3 would also see a second new City Centre School East built to accommodate growth east of No. 3 Road.

Developing two new elementary schools in City Centre West and City Centre East is the Board of Education's preferred capital facilities planning scenario, coupled strategic additions at the four existing City Centre Area elementary schools and an expansion to City Centre East to accommodate long term growth. Both new schools may take an urban form with efficient building and site designs. This scenario would also include catchment area boundary changes to accommodate and populate the two new schools.

New City Centre School West

Planning staff are working with the City of Richmond and development community to identify potential sites for a 546-operating capacity elementary school to accommodate growth west of No. 3 Road. Ideally, City Centre School West will be situated in the Brighthouse catchment area, where approximately 40% of the City Centre's recently approved and a large number of active housing development applications are located.

Based on Ministry of Education and Child Care Area Standards, approximately 3 hectares/ 7.4 acres would be required to adequately accommodate a 546-operating capacity elementary school with a playfield, playgrounds, parking and pick-up/drop-off facilities.

City Centre School East

Planning staff are working with the City of Richmond and development community to identify potential school sites for a new school to accommodate enrolment growth east of No. 3 Road. The school district has been exploring options to secure a site within the Lansdowne Centre redevelopment, preferably adjacent to the planned 'Centre Park.' The school district may be able to secure an air parcel (defined as a volume of space that can be comprised of air, land, or combination of air and land, and may be occupied by a building).

If a school site in Lansdowne Village is not available, an alternate site in City Centre East large enough to accommodate a 2-3 storey urban school, with adequate parking and outdoor play space (playgrounds, U14 grass soccer field) of at least 5 acres would need to be procured east of No. 3 Road.

LONG RANGE FACILITIES PLAN

CHAPTER 4 – DEMOGRAPHICS & IMPACT OF GROWTH PATTERNS ON SCHOOLS

MARCH 2025

Combination of School Additions and two New Schools in City Centre East and City Centre West

Elementary School	Project Description	Total Number of Seats	Actual Seats Added		Planned number of Seats to be added by year														
			2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039
Samuel Brighthouse (Completed)	6 classroom addition	140		140															
William Cook (Completed)	5 classroom addition	116		116															
R.C. Talmei (Supported)	6 classroom addition	140			140														
F.A. Tomsett (Supported)	9 classroom addition	210			210														
New City Centre School East	2 kindergarten + 11 classrooms	294					294												
New City Centre School West	3 kindergarten + 21 classrooms	546										546							
New City Centre School East (Phase 2)	2 kindergarten + 12 classroom addition	300																298	
Number of Classrooms in Expansions				11	15		13					24						14	
Number of Seats in Expansions				256	350		294					546						298	
Total Additional City Centre Seats		1924																	
Cumulative additional seats to be added (excluding portables)					350	350	644	644	644	644	644	1190	1190	1190	1,190	1,190	1,190	1,488	1,488
Cumulative additional classrooms to be added (excluding portables)					15	15	15	15	15	15	15	39	39	39	39	39	39	53	53
Elementary Total K-7 Enrolment			2,087	2,251	2,355	2,492	2,602	2,682	2,758	2,854	2,917	2,958	3,046	3,142	3,195	3,263	3,338	3,414	3,490
Capacity			1,640	1,901	2,251	2,251	2,545	2,545	2,545	2,545	2,545	3,091	3,091	3,091	3,091	3,091	3,091	3,389	3,389
Total Capacity Surplus (Shortfall)			(447)	(350)	(104)	(241)	(57)	(137)	(213)	(309)	(372)	133	45	(51)	(104)	(172)	(247)	(25)	(101)

Scenario #3 (Combination of School Additions and two New Schools, located in City Centre East and City Centre West) has the highest cost of the three strategies studied, however it is the most desirable from an educational and facility management perspective and is therefore the preferred facilities expansion scenario for accommodating long term enrolment growth between 2025 and 2039.

Recommended Strategy

The recommended city centre expansion strategy is a phased approach as demonstrated below. Proposed capital projects are included in the District's Capital Plan and subject to Ministry approval of project priorities. Supported capital projects are subject to review through project definition reports, therefore completion dates and capacity targets identified in the recommended city centre expansion strategy are tentative until funding agreements are established with the Ministry.

Phased Approach – Consistent with Scenario #3

School		Actuals		Projections															
		2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	
Samuel Brighthouse																			
K-7 Enrolment		672	720	754	803	840	869	899	940	948	952	974	1002	1052	1094	1150	1200	1247	
Capacity:		491	631	631	631	631	631	631	631	631	631	631	631	631	631	631	631	631	
William Cook																			
K-7 Enrolment		625	683	706	719	732	730	729	737	755	760	774	788	795	808	819	836	852	
Capacity:		519	640	640	640	640	640	640	640	640	640	640	640	640	640	640	640	640	
New City Centre School East																			
K-7 Enrolment																			
Capacity:						294	294	294	294	294	294	294	294	294	294	294	592	592	
R.C. Talmei																			
K-7 Enrolment		338	361	381	405	425	430	442	471	485	495	503	511	515	518	520	524	528	
Capacity:		294	294	434	434	434	434	434	434	434	434	434	434	434	434	434	434	434	
F.A. Tomsett																			
K-7 Enrolment		452	487	514	565	605	653	688	706	729	751	795	841	833	843	849	854	863	
Capacity:		336	336	546	546	546	546	546	546	546	546	546	546	546	546	546	546	546	
New City Centre School West																			
Kindergarten:																			
Grades 1-7 :																			
K-7 Enrolment																			
Capacity:												546	546	546	546	546	546	546	546
Elementary Total																			
K-7 Enrolment		2087	2251	2355	2492	2602	2682	2758	2854	2917	2958	3046	3142	3195	3263	3338	3414	3490	
Capacity:		1640	1901	2251	2251	2545	2545	2545	2545	2545	3091	3091	3091	3091	3091	3091	3389	3389	
Capacity Surplus (Shortfall):		(447)	(350)	(104)	(241)	(57)	(137)	(213)	(309)	(372)	133	45	(51)	(104)	(172)	(247)	(25)	(101)	

The enrolment redistribution due to catchment area boundary changes, which would also include Archibald Blair Elementary and Henry Anderson Elementary, will have to be addressed subsequent to the LRFP. Additional studies as to the precise timing and sizing of the new schools and additions will need to be conducted, with the LRFP and Capital Plan adjusted accordingly.

The district will continue to engage with the City of Richmond and development community to determine the possibility, timing and financial viability for two suitable new school sites in the City Centre to accommodate long term enrolment growth.

4.3.2 Hamilton Area Plan - Enrolment Growth and Capacity Expansion Strategy

The City of Richmond adopted the Hamilton Area Plan (HAP) in 1995 and revised it in 2014. The current HAP forecasts that the total population of the area will grow to 12,000 (from 5,100) by 2041, necessitating an addition to Hamilton Elementary, which is in the East Community of Schools Region. The table below illustrates the projected enrolment and proposes a six-classroom addition in 2027, consistent with the facilities strategy contained in Chapter 10 of this Plan:

School	Actuals		Projections														
	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039
Hamilton																	
K-7 Enrolment	384	386	408	467	510	543	554	560	556	566	565	566	556	555	548	540	528
Capacity:	402	402	402	402	542	542	542	542	542	542	542	542	542	542	542	542	542
Capacity Surplus (Shortfall):	18	16	(6)	(65)	32	(1)	(12)	(18)	(14)	(24)	(23)	(24)	(14)	(13)	(6)	2	14

Strategic Recommendations (Chapter 4 – Demographics & Impact of Growth Patterns on Schools)

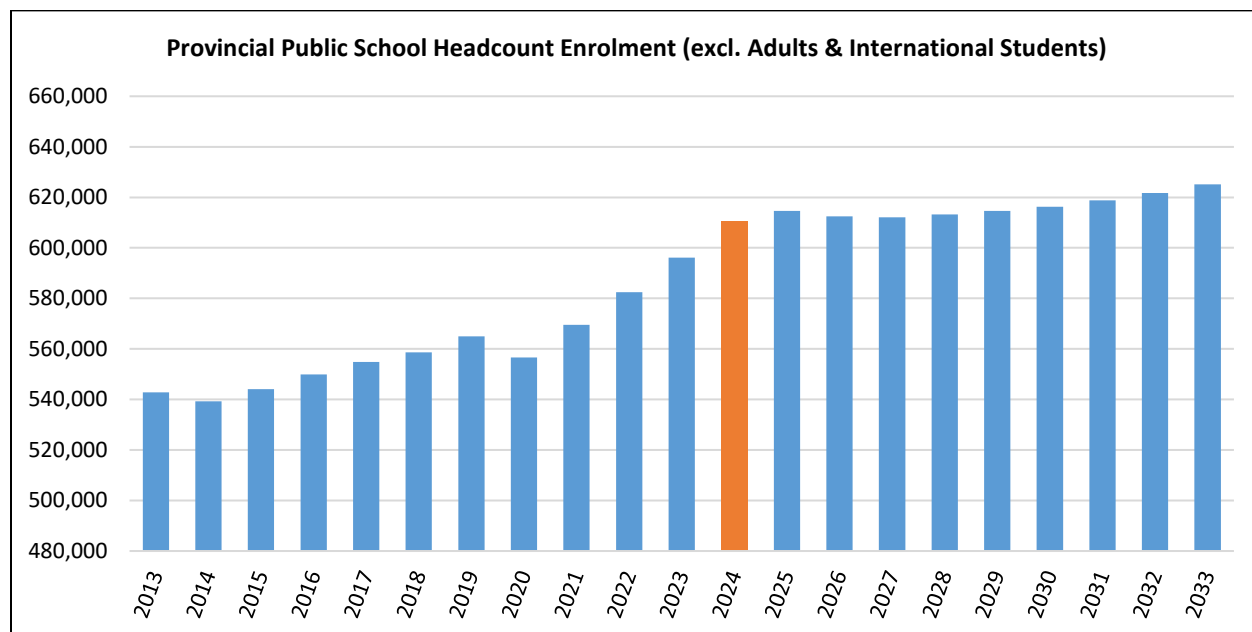
- ***Determine more precisely, the rationale, timing, location, and concept designs of all capital projects, including elementary school expansions to accommodate the projected City Centre Area enrolment (existing school additions and new City Centre Schools East & West) and Hamilton Area enrolment (addition to Hamilton Elementary).***
- ***Collaborate with the City of Richmond and the development community to identify opportunities to locate up to two new elementary schools in the City Centre Area of Richmond.***
- ***Support the expansion strategy summarized in Chapter 10 of the Long-Range Facilities Plan for City Centre Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.***
- ***Support the expansion strategy summarized in Chapter 10 of the Long-Range Facilities Plan for Hamilton Elementary as part of the Facilities Strategy for the East Community of Schools Region.***
- ***Determine, more precisely, the long-term impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on the location and timing of housing development and resulting enrolment growth in the district and implications on educational facilities.***
- ***Review the long-term capacity needs of Secondary Schools serving the City Centre Area.***

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Chapter 5 - K-12 School Age Enrolment

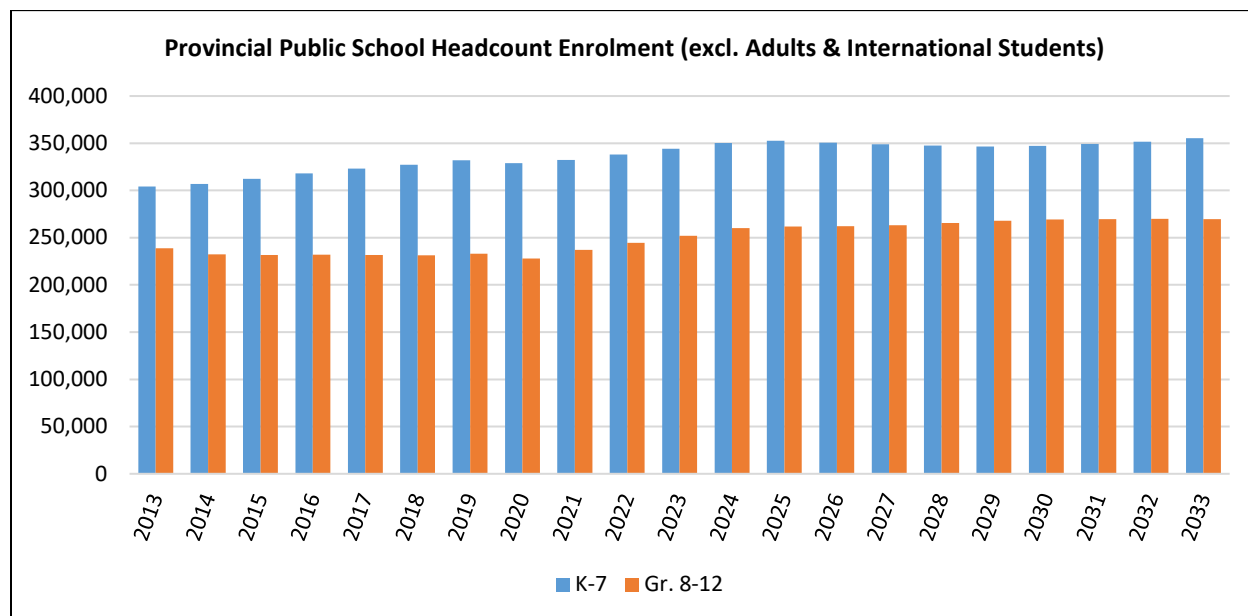
5.1 PROVINCIAL ENROLMENT TRENDS

The Province of British Columbia's total public school age headcount enrolment has increased from a low of 539,198 in 2014 to approximately 610,000 in 2024. The projected provincial enrolment is expected to reach approximately 625,000 students by 2033 (*source: Data BC*).

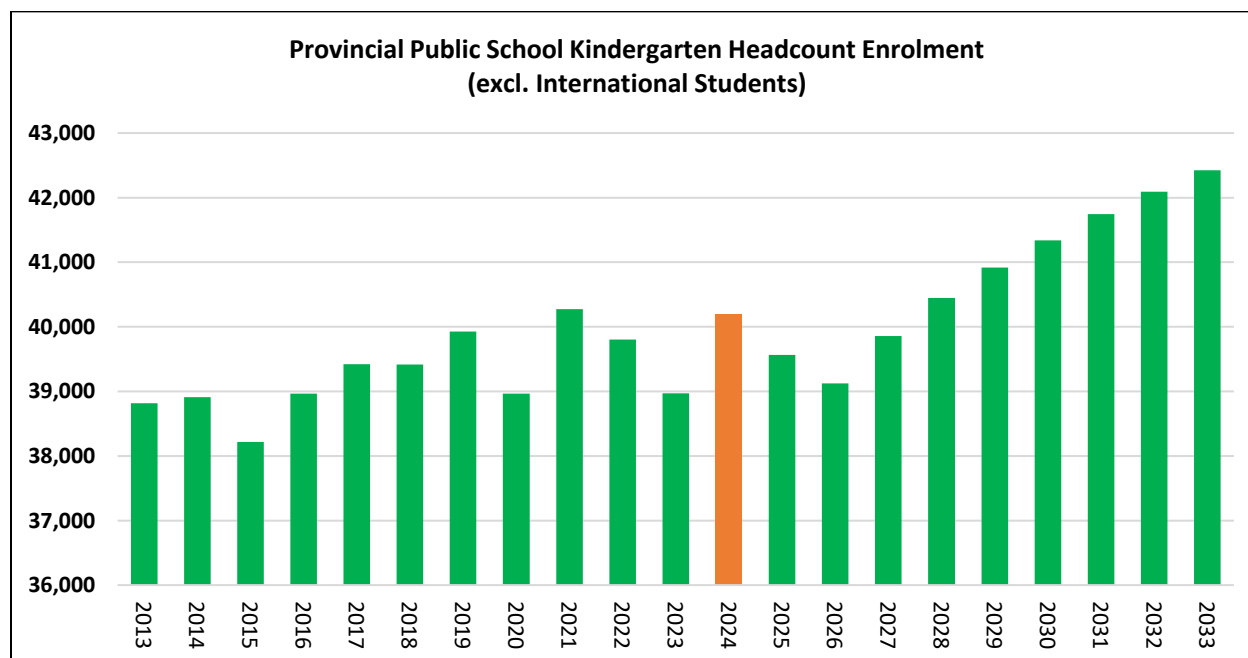


Enrolment declined in 2020, likely due to pandemic-related travel restrictions and economic uncertainty which limited international and domestic migration rates. Provincial enrolment rapidly returned to and surpassed pre-pandemic levels by 2022 with the lifting of pandemic-related travel restrictions resulting in increased rates of immigration.

Both the provincial public elementary school enrolment (Kindergarten to Grade 7) and secondary school enrolment (Grades 8 to 12), are projected to gradually increasing over the next few years, however secondary enrolment is projected to increase at a slightly higher rate:



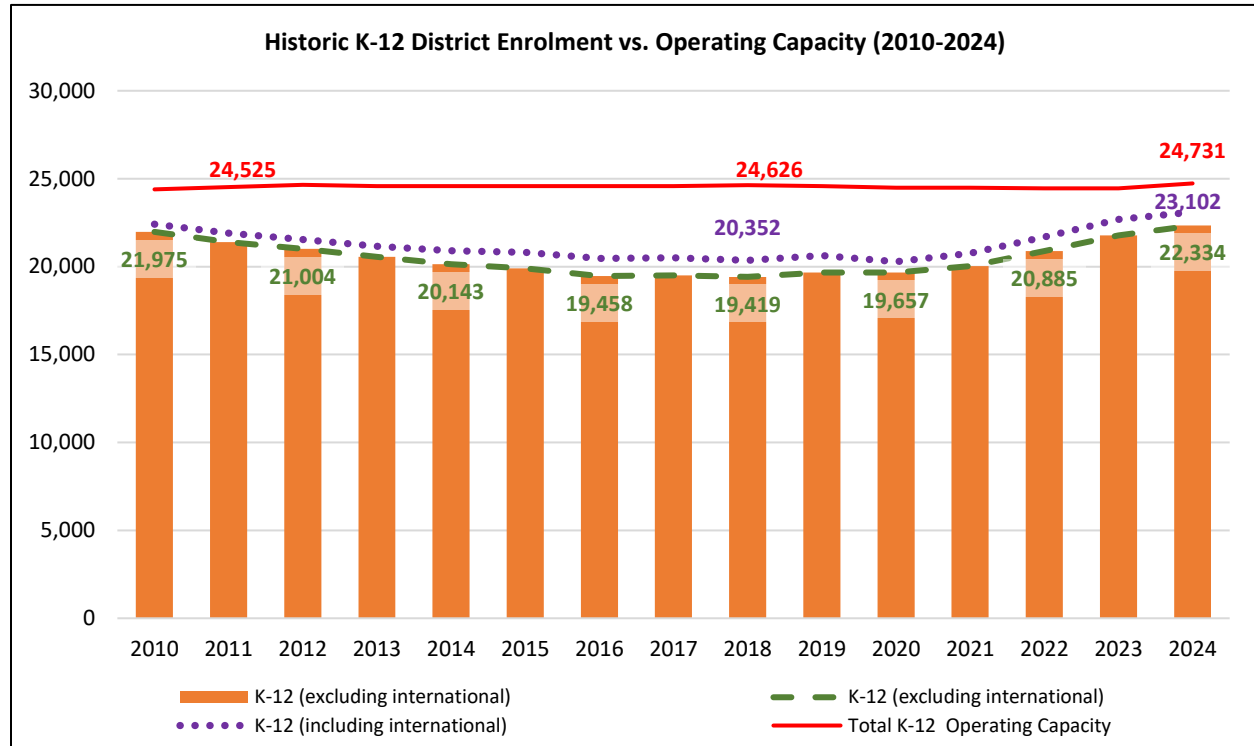
A primary reason that secondary enrolment is projected to increase at a faster rate than elementary school enrolment in the short term is a decrease in births during the Pandemic resulting in fewer Kindergarten students entering elementary school system between 2025 and 2026. Higher Kindergarten numbers are anticipated between 2027 and 2033 due to an expected steady increase in births:



5.2 DISTRICT ENROLMENT HISTORY (2010-2024)

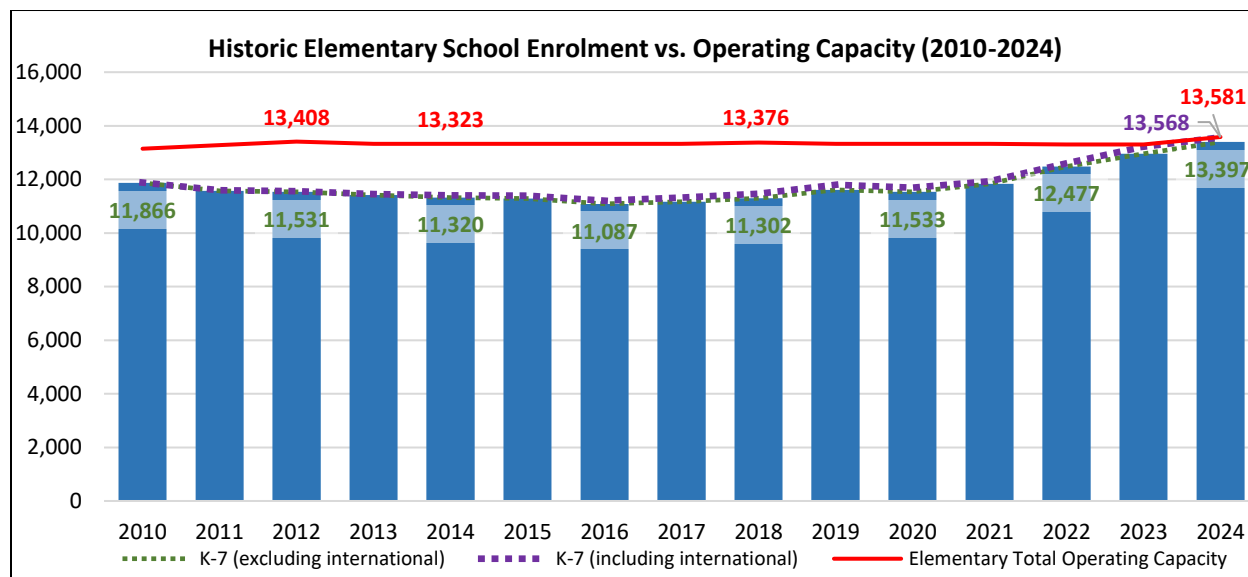
5.2.1 District K-12 Enrolment History

The District's total K-12 headcount enrolment, not including international students, declined from 21,975 in 2010 to a low of 19,419 in 2018, before rebounding to 22,334 in 2024. When factoring in international students, District enrolment declined from 22,407 in 2010 to 20,352 students in 2018, then increased to 23,170 in 2024.



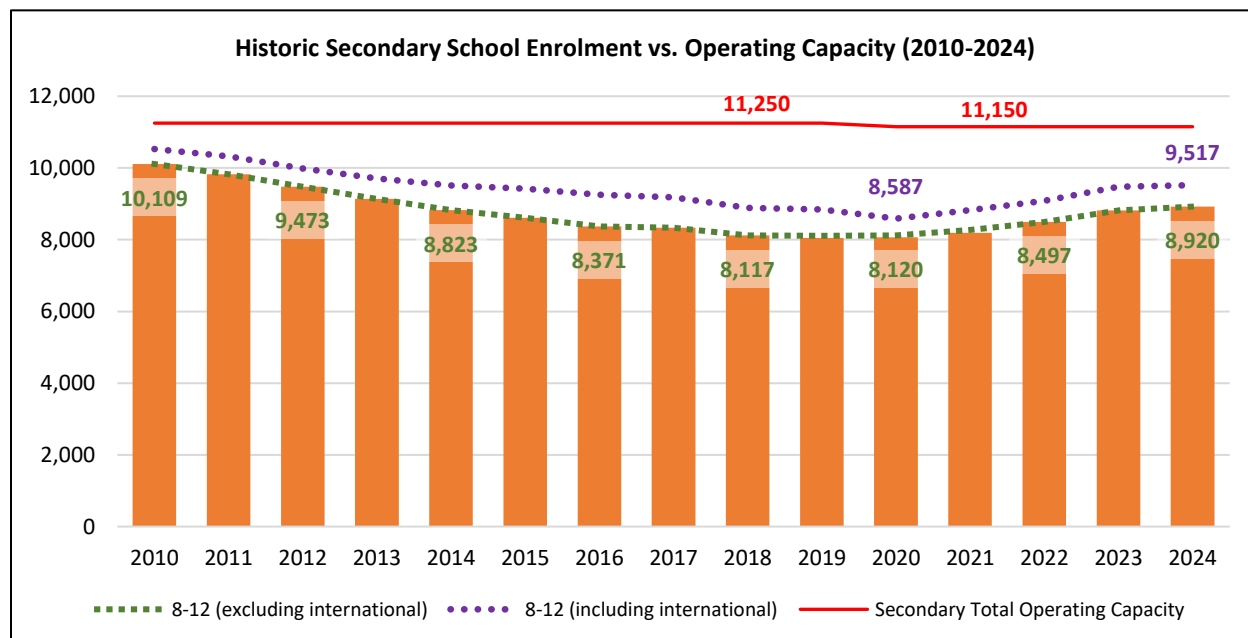
5.2.2 District Elementary School (Grade K-7) Enrolment History

The District's total elementary headcount enrolment, not including international students declined from 11,866 in 2010 to a low of 11,087 in 2016, before increasing to 13,397 in 2024. When factoring in international students, District elementary enrolment declined from 11,879 in 2010 to 11,205 students in 2016, before increasing to 13,568 in 2024.



5.2.3 District Secondary School (Grade 8-12) Enrolment History

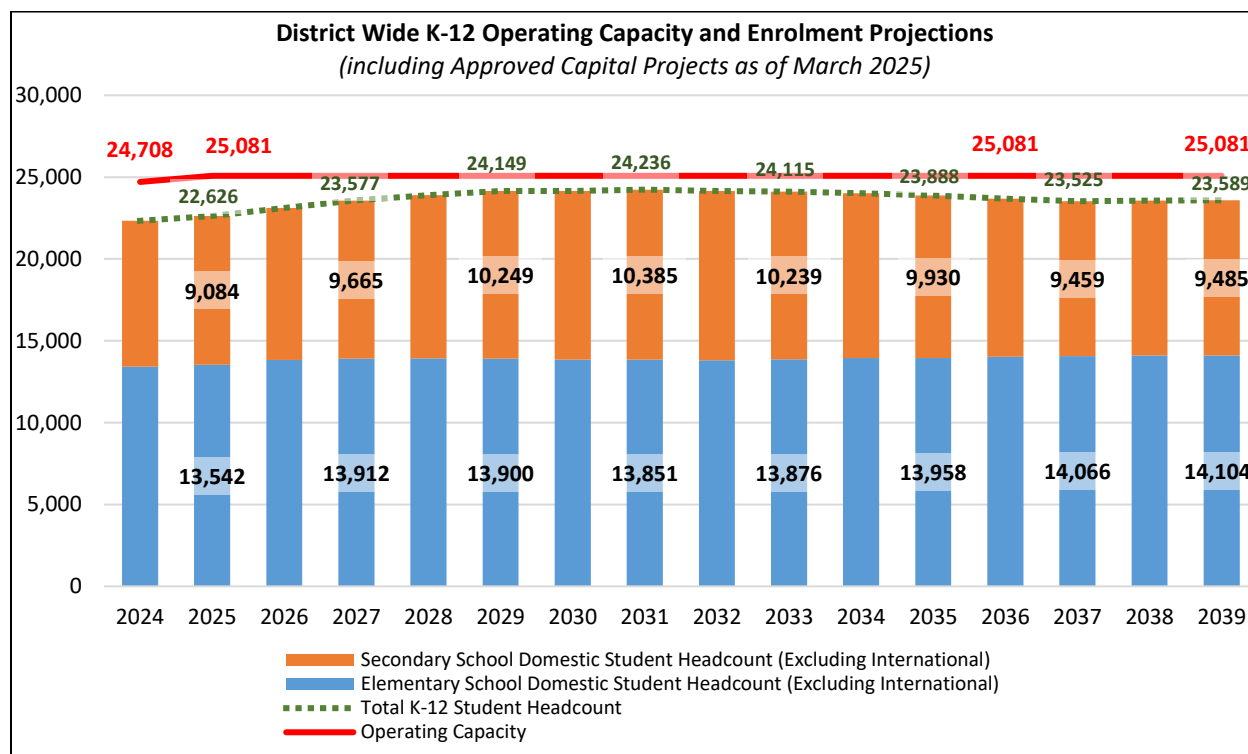
The District's total secondary headcount enrolment, not including international students, declined from 10,109 in 2010 to 8,920 in 2024, a loss of 1,189 students in 14 years (-11.8 percent). When factoring in international students, District secondary enrolment declined from 10,528 in 2010 to 9,517 students in 2024, a loss of 1,011 (-9.6 percent).



5.3 PROJECTED DISTRICT ENROLMENT (2025-2039)

5.3.1 District K-12 Enrolment Projection

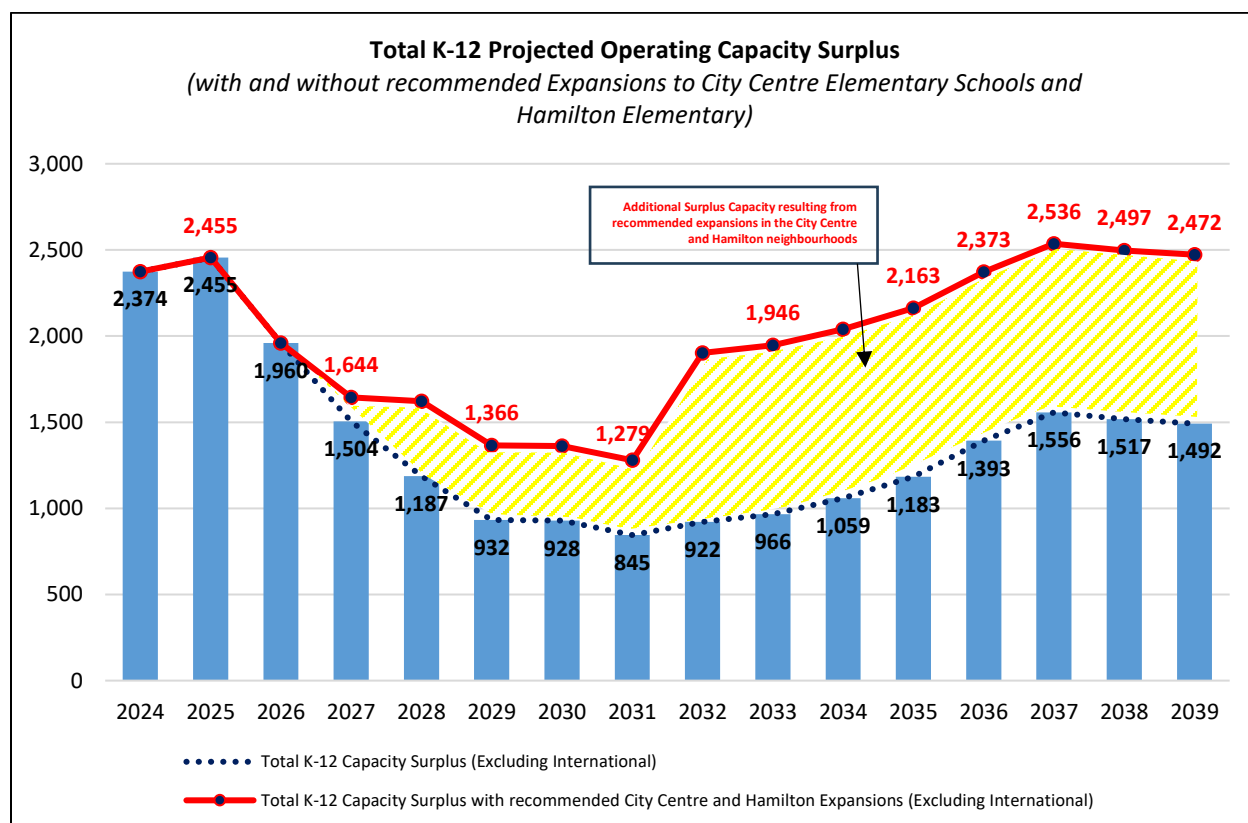
The total District enrolment, not including international students, is projected to increase from 22,334 in 2024 to 24,236 in 2031, a gain of 1,902 students in 7 years (+8.4 percent), then decrease gradually to 23,589 in 2039.



The majority of the projected growth is due to the population increase expected from the City Centre Area Plan and Hamilton Area Plan, discussed in section 4.3.

The table below indicates how the space surplus across the District will decrease over the next 7 years, primarily due to population growth in the City Centre and Hamilton Planning Areas. Following 2031, the space surplus is projected to increase gradually due to maturing trends. The blue bars represent the number of surplus seats if no additional permanent expansions are made in these areas of growth and the red line represents the number of surplus seats if all the recommended school expansions and new schools listed in subsections 4.3.1 (City Centre Area Plan – Enrolment Growth and Capacity Expansion Strategies) and 4.3.2 (Hamilton Area Plan – Enrolment Growth and Capacity Expansion Strategy) are completed.

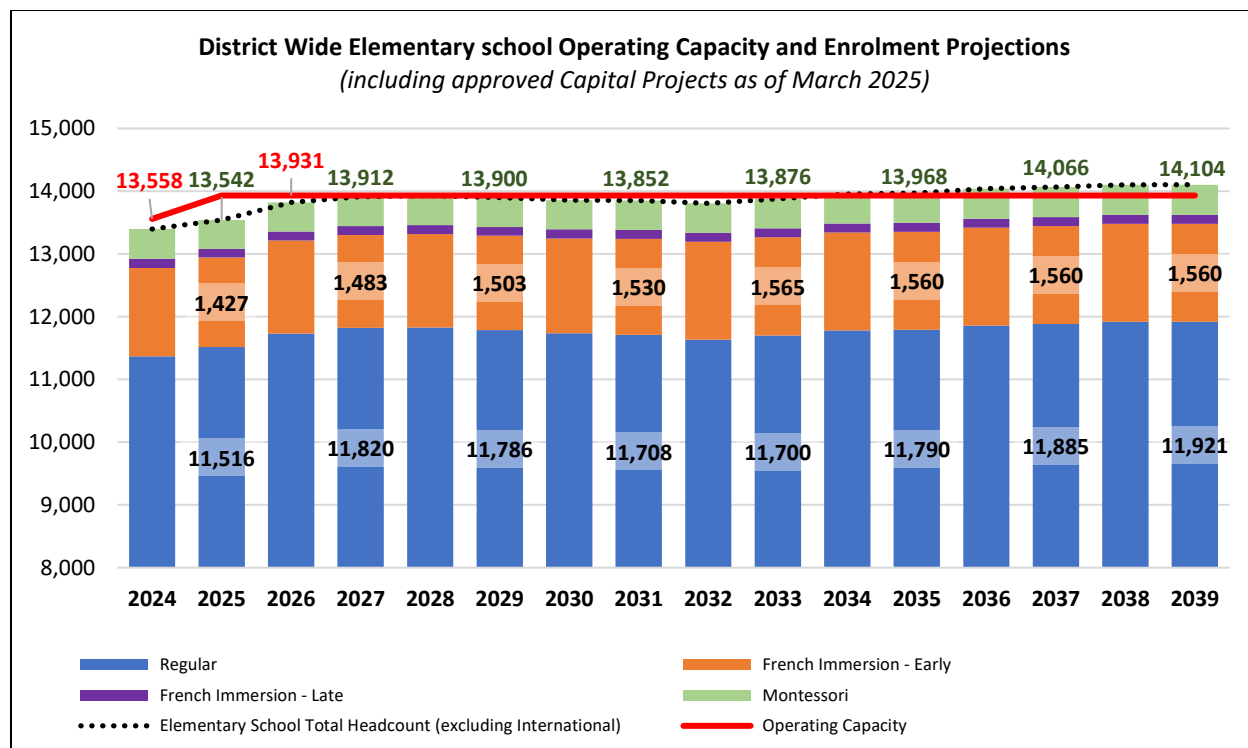
The yellow area is the additional surplus capacity resulting from the expansions if no space reductions or expansions occur outside of the City Centre and Hamilton Planning Areas:



For further analysis, refer to Chapter 6, which provides an overview of K-12 long-term enrolment projections and capacity utilization.

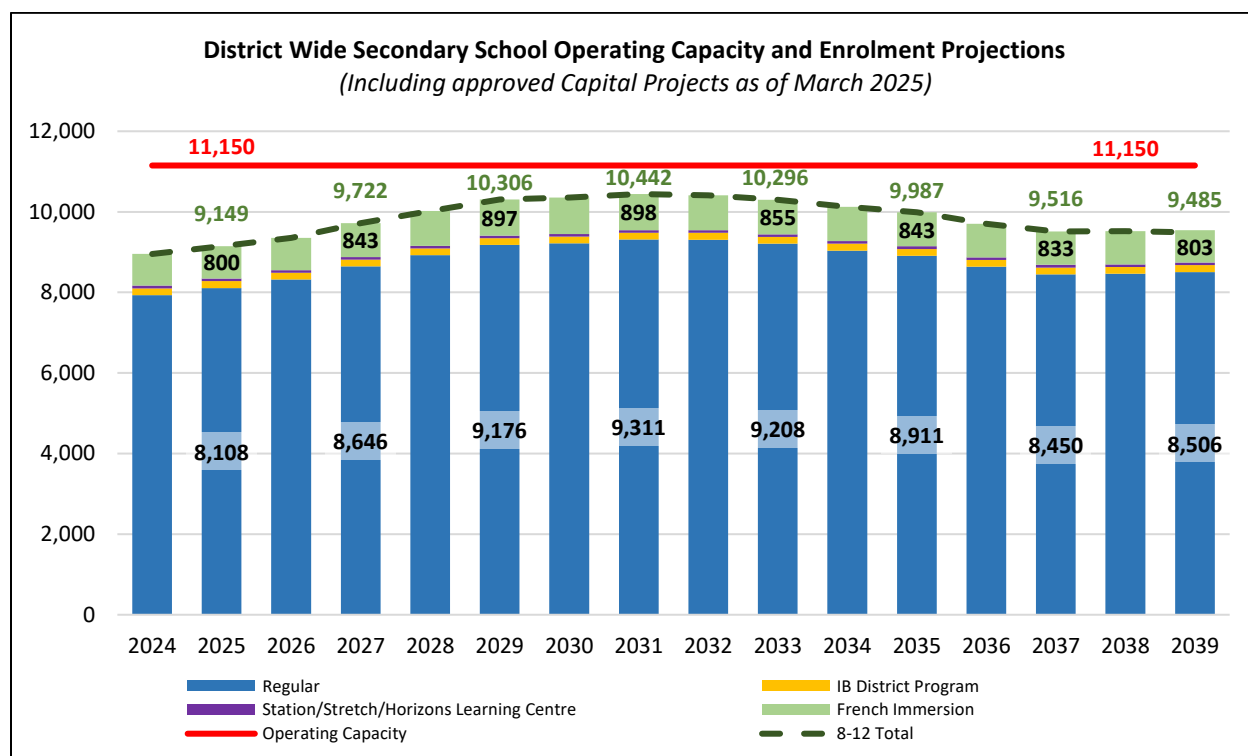
5.3.2 District Elementary School (Grade K-7) Enrolment Projection

The District's total elementary headcount enrolment, not including international students, is projected to increase from 13,397 in 2024 to 14,104 in 2039, a gain of 707 in fifteen years (5.2%). Total elementary enrolment is projected to exceed capacity by 2027, with schools in the City Centre being well above capacity.



5.3.3 District Secondary School (Grade 8-12) Enrolment Projection

The District's total secondary headcount enrolment, not including international students, is projected to increase from 8,920 in 2024 to 10,442 in 2031, before gradually decreasing to 9,485 in 2039. Enrolment is projected to remain below current total operating capacity for SD38 secondary schools, however both Secondary schools serving the City Centre are projected to reach capacity in the next 5 years. Secondary school utilization in each Community of Schools region is included in Chapter 10.



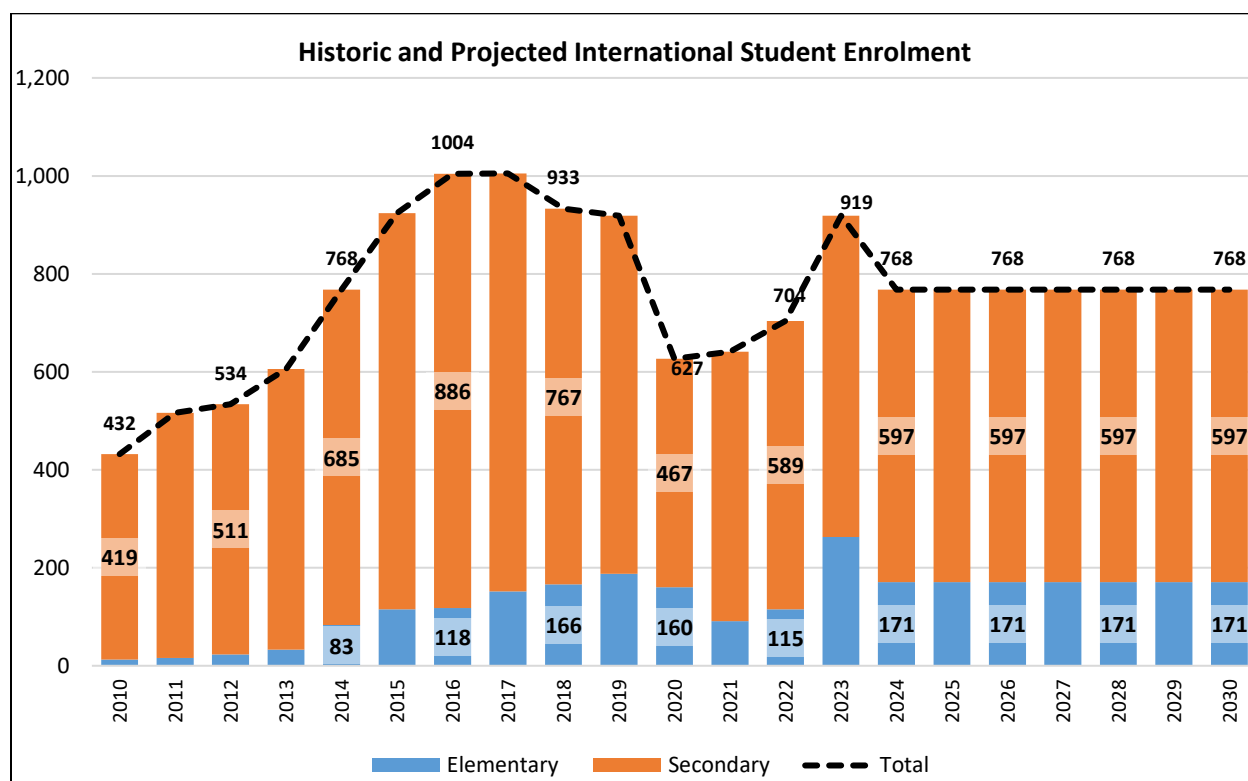
Appendix A to this Plan includes more detailed projection and capacity graphics for each elementary and secondary school in the District, organized by Community of Schools Regions.

5.4 INTERNATIONAL STUDENT ENROLMENT

The District total international student enrolment has increased from 432 students in 2010 to 919 in 2019. Due to travel restrictions resulting from the COVID-19 Pandemic, international student enrolment at SD38 schools declined to 573 students in 2020. International student enrolment gradually returned to pre-pandemic levels as travel restrictions were lifted, reaching 919 in 2023.

In September 2024, international student enrolment declined to 768, likely because of rapidly changing political, social and economic conditions in Canada and abroad. It is possible that if space and resources are available to take in more international students, these figures could rise.

There is currently surplus capacity at 8 of 10 secondary schools to accommodate an increase in international students – refer to Subsection 5.3.3.

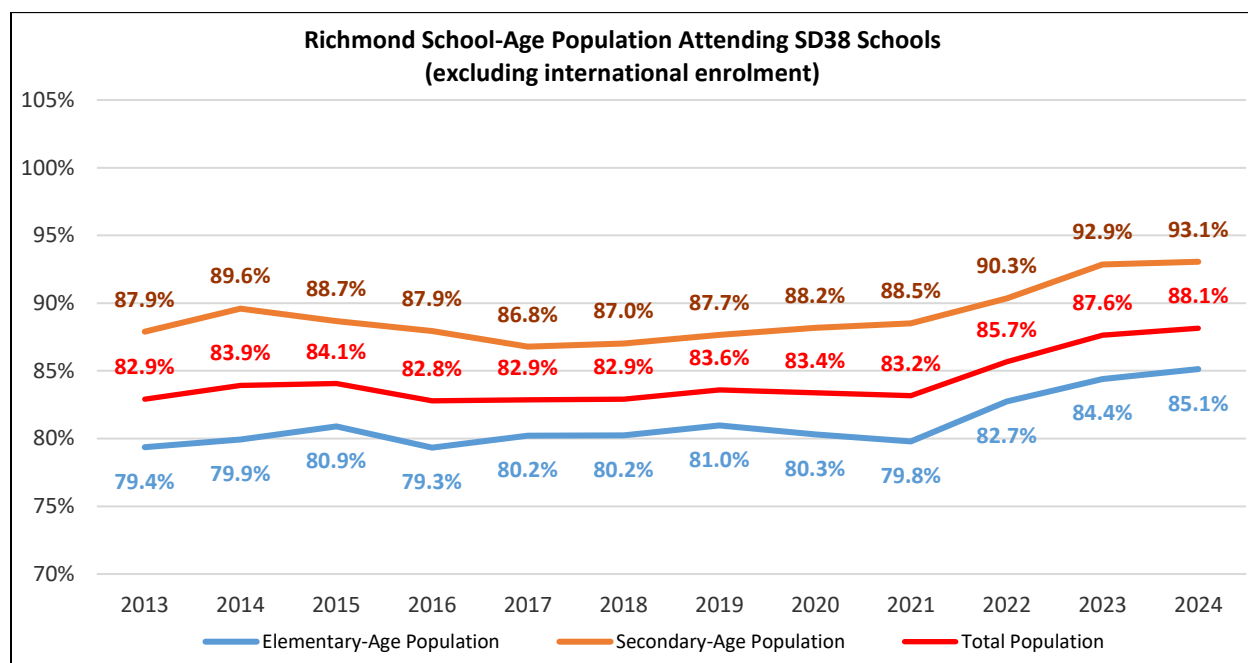


The district should consider directing international student enrolment to schools with surplus capacity – refer to Subsection 6.5.5.

5.5 RICHMOND SCHOOL-AGE STUDENTS ATTENDING SD38 SCHOOLS

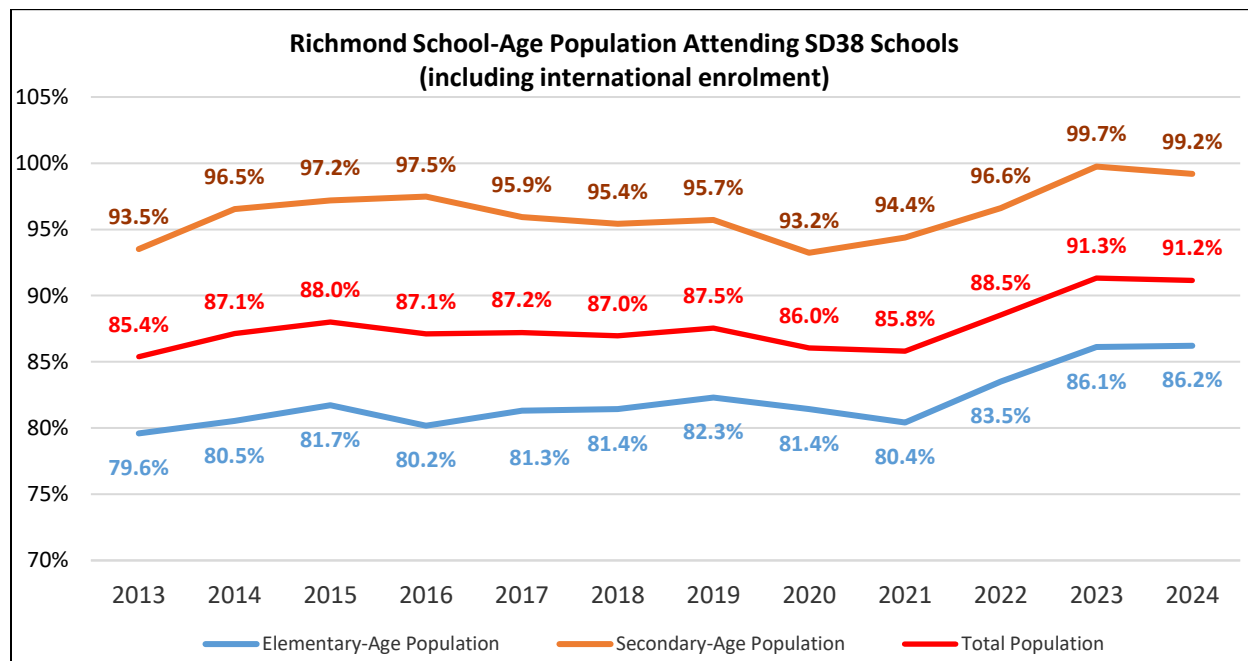
A total of 25,495 school-age children resided in Richmond in 2024 (including international students). Of these, 15,790 were of elementary school age and 9,705 were of secondary school age (*source: Baragar Systems*). Excluding international enrolment, 22,473 (88.1 percent) of the resident school-age children attended SD38 schools in 2024/2025, with 13,442 attending SD38 elementary schools and 9,031 attending SD38 secondary schools. This meant that 3,022 resident school age children or 11.9 percent of the resident school-age population did not attend SD38 schools and may have attended elsewhere, i.e., independent schools, home school, other school districts. This can be further broken down into 2,348 (14.9 percent) of elementary school-age students who did not attend SD38 schools and 674 (6.9 percent) of secondary school-age students who did not attend SD38 schools.

These figures have been fairly stable over the past 12 years, increasing between 2021 and 2024:



International in-catchment enrolment was significantly impacted by the COVID-19 Pandemic, decreasing from 919 in 2019 to 573 in 2020. With the lifting of pandemic related travel restrictions, international enrolment returned to pre-pandemic levels in 2023 before decreasing to 768 in September 2024, likely due to rapidly changing political, social and economic conditions in Canada and abroad.

When international enrolment is included, the percentage of resident school-age children attending SD38 schools is less stable than domestic enrolment. Including international enrolment, 23,241 (91.2 percent) of the resident school-age children attended SD38 schools in 2024/2025, with 13,613 attending SD38 elementary schools and 9,628 attending SD38 secondary schools. This meant 2,254 resident school-age children or 8.8 percent of the resident school-age population did not attend SD38 schools and may have attended elsewhere. These figures can be further broken down into 2,177 (13.8 percent) of elementary school-age students who did not attend SD38 schools and 77 (0.8 percent) of secondary school-age students who did not attend SD38 schools:



Strategic Recommendations (Chapter 5 - K-12 School Age Enrolment)

- ***Ensure that all learners are counted and projected enrolment is as accurate as possible in determining the space requirements for capital projects and associated Ministry funding.***

Chapter 6 - Capacity/Utilization

6.1 CAPACITY

6.1.1 Definition of Operating Capacity

Operating Capacity is defined as the number of students a school building can accommodate based on the total number of classroom spaces as determined by criteria laid out by the Ministry of Education and Child Care (MECC).

Gymnasiums, libraries, offices, basic resource rooms, Neighbourhood Learning Centres, StrongStart centres, purpose built childcare facilities, and portable classrooms are not counted in a schools operating capacity, but modular classroom additions and 'Modular Learning Centres' (SD38 currently has 10 MLC's) are counted in the operating capacity of a school where they are located. Temporary lease of classrooms for community use, including childcare does not result in a reduction of a schools operating capacity.

The operating capacity for schools is calculated based on the MECC Area Standards last updated in 2012 using the following formula for used for the design estimate of operating capacity of each elementary school:

$$\text{Operating Capacity} = (19 \times \text{number of kindergarten classrooms}) + (21 \times \text{number of Grade 1-3 classrooms}) + (25 \times \text{number of Grade 4-5 classrooms})$$

The total operating capacity for all Richmond School District (SD38) schools is currently 24,731 seats. Actual class sizes are subject to class size and composition regulations for accommodating students, including consideration of students with disabilities or diverse abilities.

6.1.2 Impact of Restored Class Size and Composition Provisions

On November 10, 2016, the Supreme Court of Canada issued its decision in the longstanding litigation between the British Columbia Teachers Federation (BCTF) and the Government of British Columbia regarding the deletion of certain BCPSEA–BCTF Provincial Collective Agreement provisions by the Education Improvement Act. The Court's decision restored the deleted provisions, which triggered the negotiation process under Letter of Understanding No. 17 (LOU No. 17) to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement. On March 3, 2017, a Memorandum of Agreement was reached between the BCTF, BC Public School Employers' Association (BCPSEA), Public Sector Employers' Council (PSEC) and the Ministry of Education and Child Care regarding the implementation of and/or changes to the restored language, as required by the LOU No. 17.

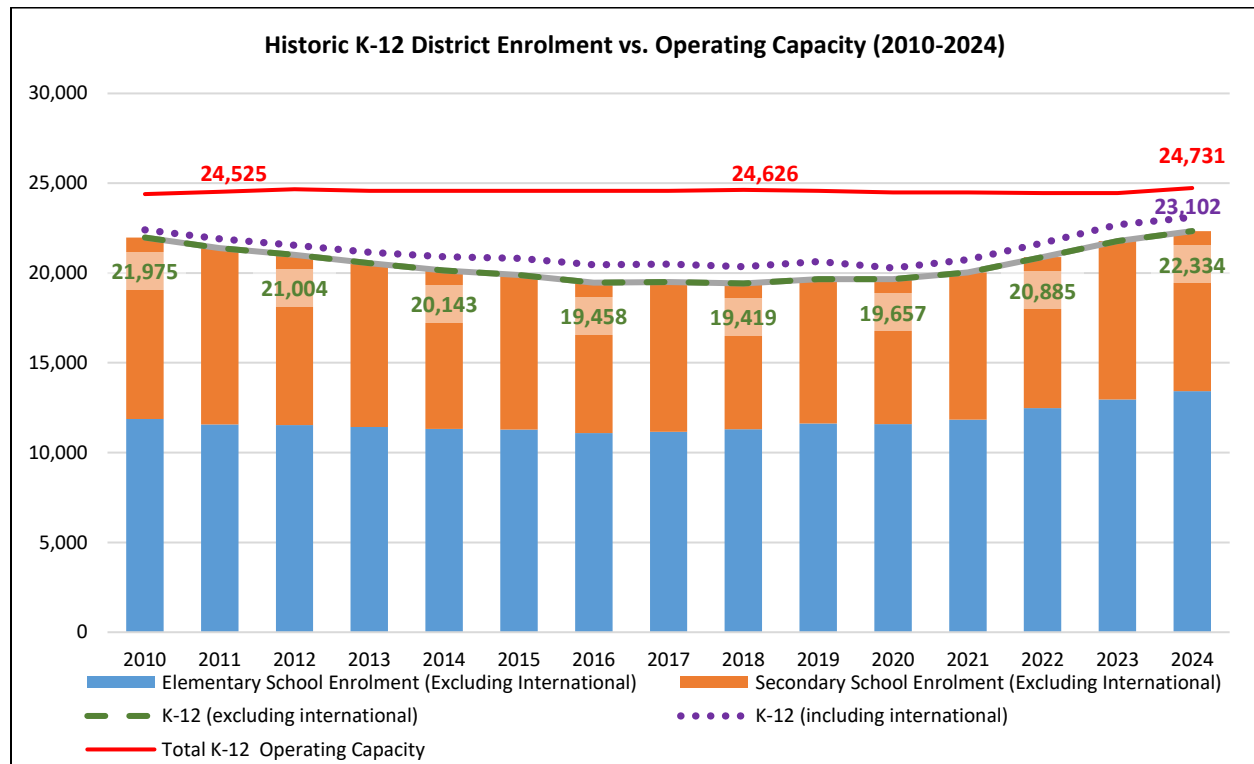
The net result was a significant increase in the numbers of teachers in each school district as class sizes were restored to 2002 limits and number of students with disabilities or diverse abilities per classroom reduced. The impact on school facilities was the re-opening or re-purposing of closed classrooms, renovations of spaces and addition of modular classrooms to accommodate the additional divisions.

Current MECC operating capacities for classrooms do not consider unique school district collective agreement provisions pertaining to class size and composition. As such, any discussions around surplus school space and capacity utilization must be made with caution until 2-3 years of data (i.e. number of divisions vs. total school enrolment) can be analyzed.

6.2 HISTORIC DISTRICT CAPACITY AND ENROLMENT

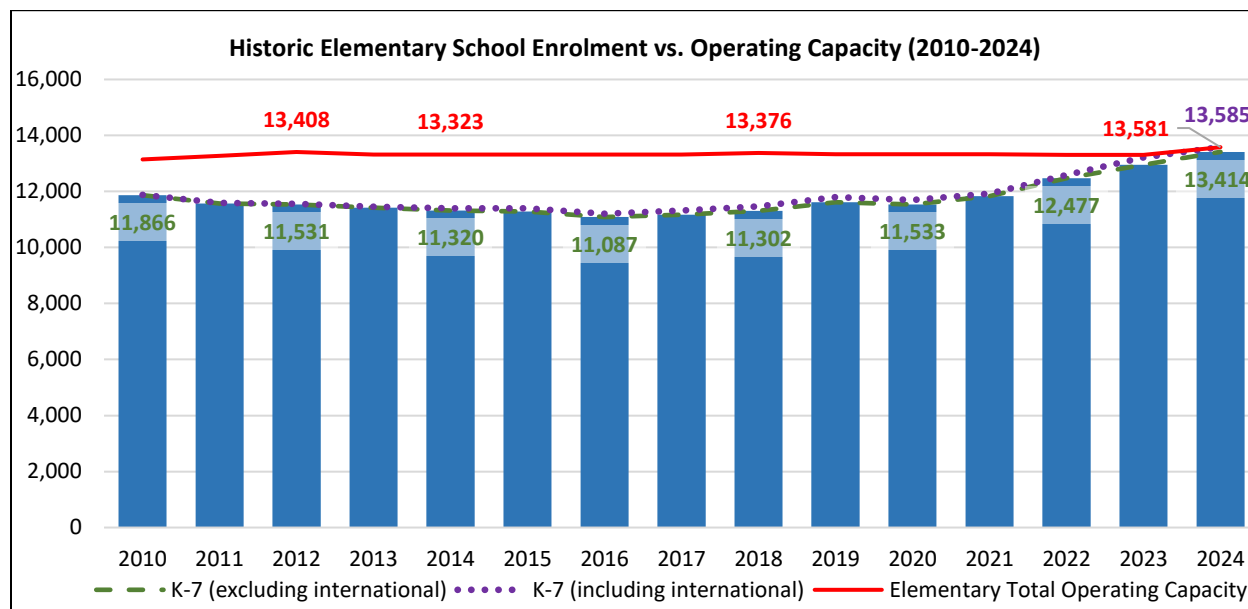
6.2.1 Historic District Total Capacity and K-12 Enrolment

As of September 2024, the MECC total operating capacity (including alternate programs located in non-school facilities) for all SD38 schools is 24,731 spaces, a surplus of 2,397 spaces (not including international students). If international students are factored in, the surplus is reduced to 1,561 spaces.



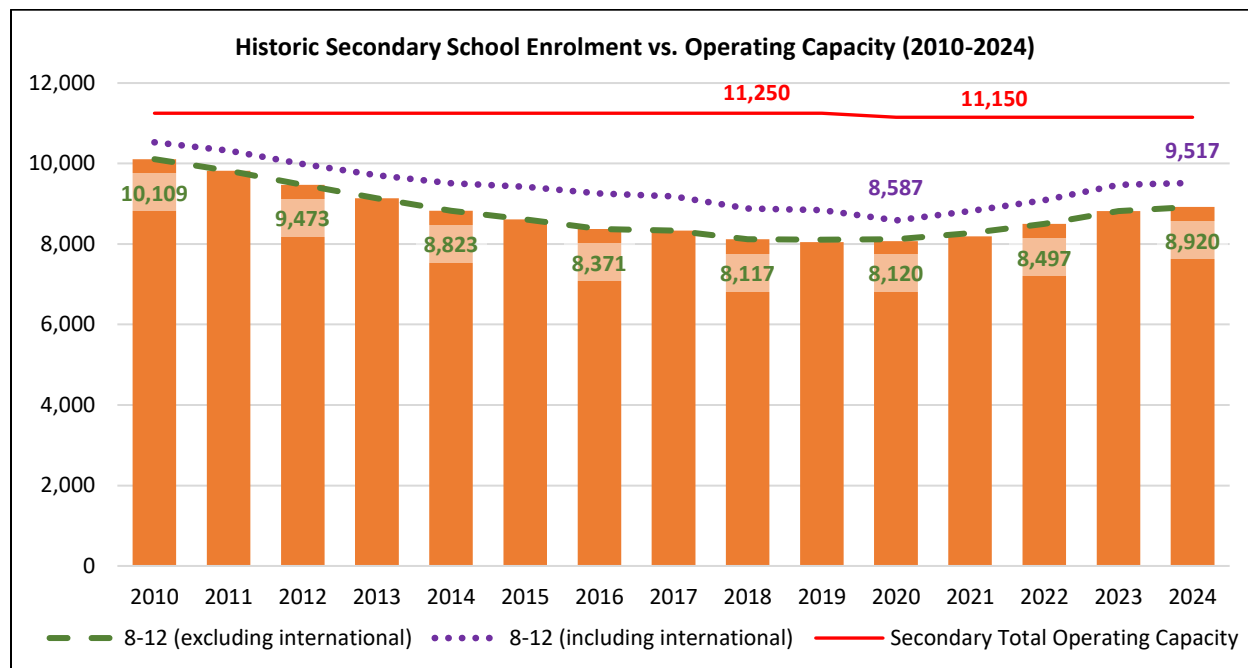
6.2.2 Historic District Elementary School Capacity and Grade K-7 Enrolment

As of September 2024, the MECC total operating capacity for SD38 elementary schools is 13,581 spaces, a surplus of 167 spaces (not including international students). If international students are factored in, there is a shortfall of 4 spaces.



6.2.3 Historic District Secondary School Capacity and Grade 8-12 Enrolment

As of September 2024, the MECC total operating capacity for SD38 secondary schools is 11,150 spaces, a surplus of 2,230 spaces (not including international students). If international students are factored in, the surplus is reduced to 1,163 spaces:

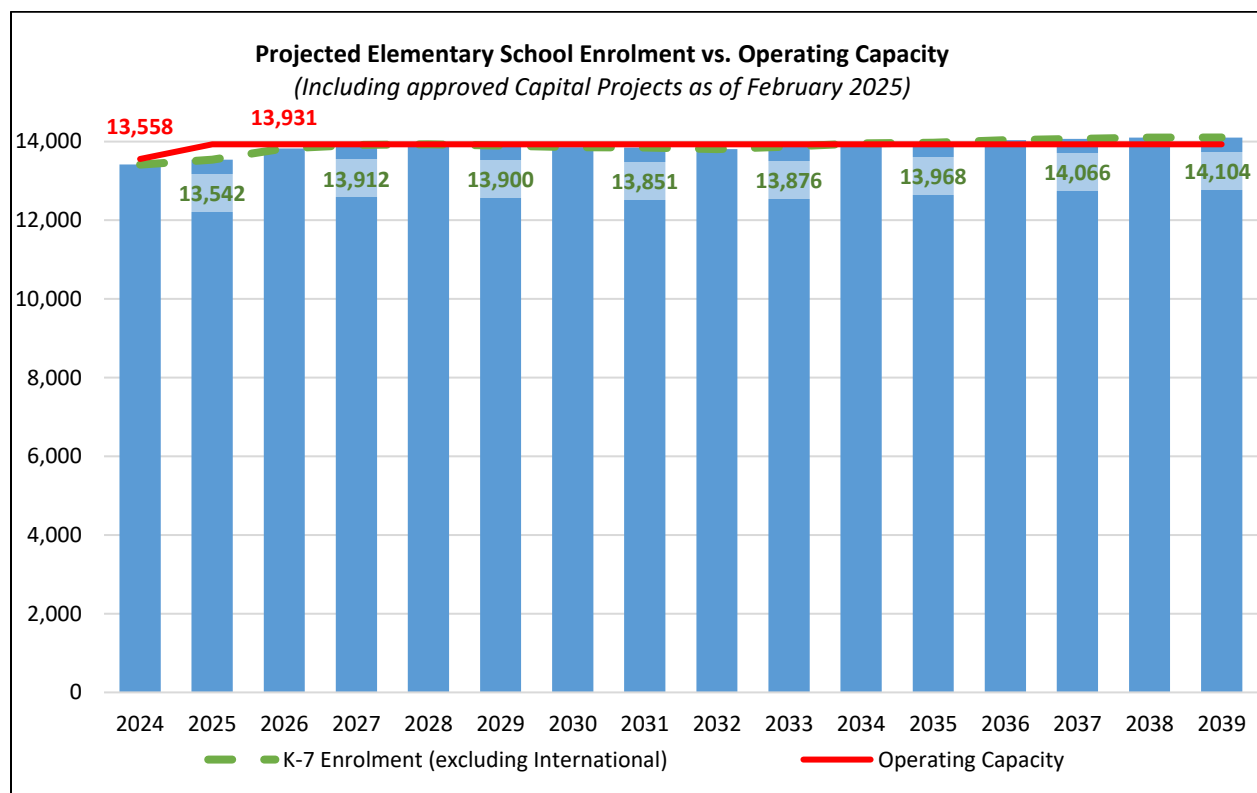


6.3 PROJECTED DISTRICT CAPACITY AND ENROLMENT

6.3.1 Projected District Elementary School Capacity and Grade K-7 Enrolment

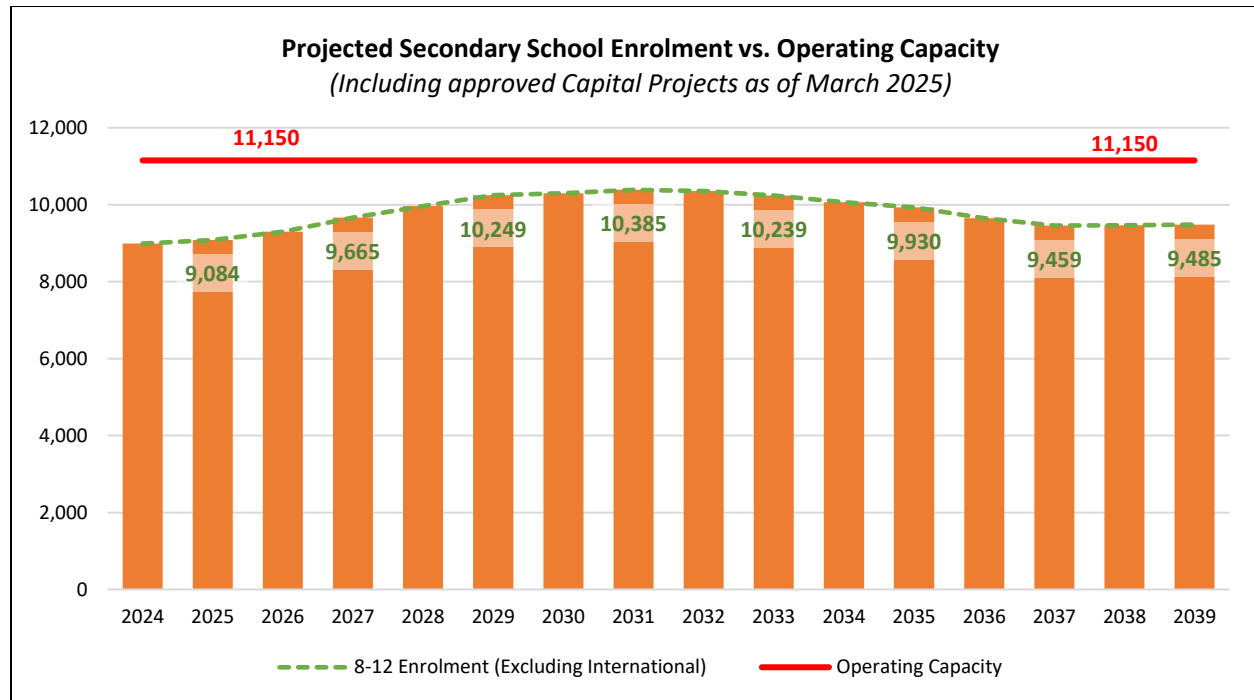
By 2039, based on current enrolment projections not including international students and if there are no changes to school capacities (additions, removals), other than those that have been approved as of January 2025, there will be a total SD38 elementary space shortfall of 173 spaces.

These projections take into account recently completed and approved Capital Projects as of January 2025 that yield a change in capacity including completed additions to Brighthouse Elementary and Cook Elementary in Fall 2024 and additions to Talmey Elementary and Tomsett Elementary targeted to open in Fall 2025.



6.3.2 Projected District Secondary School Capacity and Grade 8-12 Enrolment

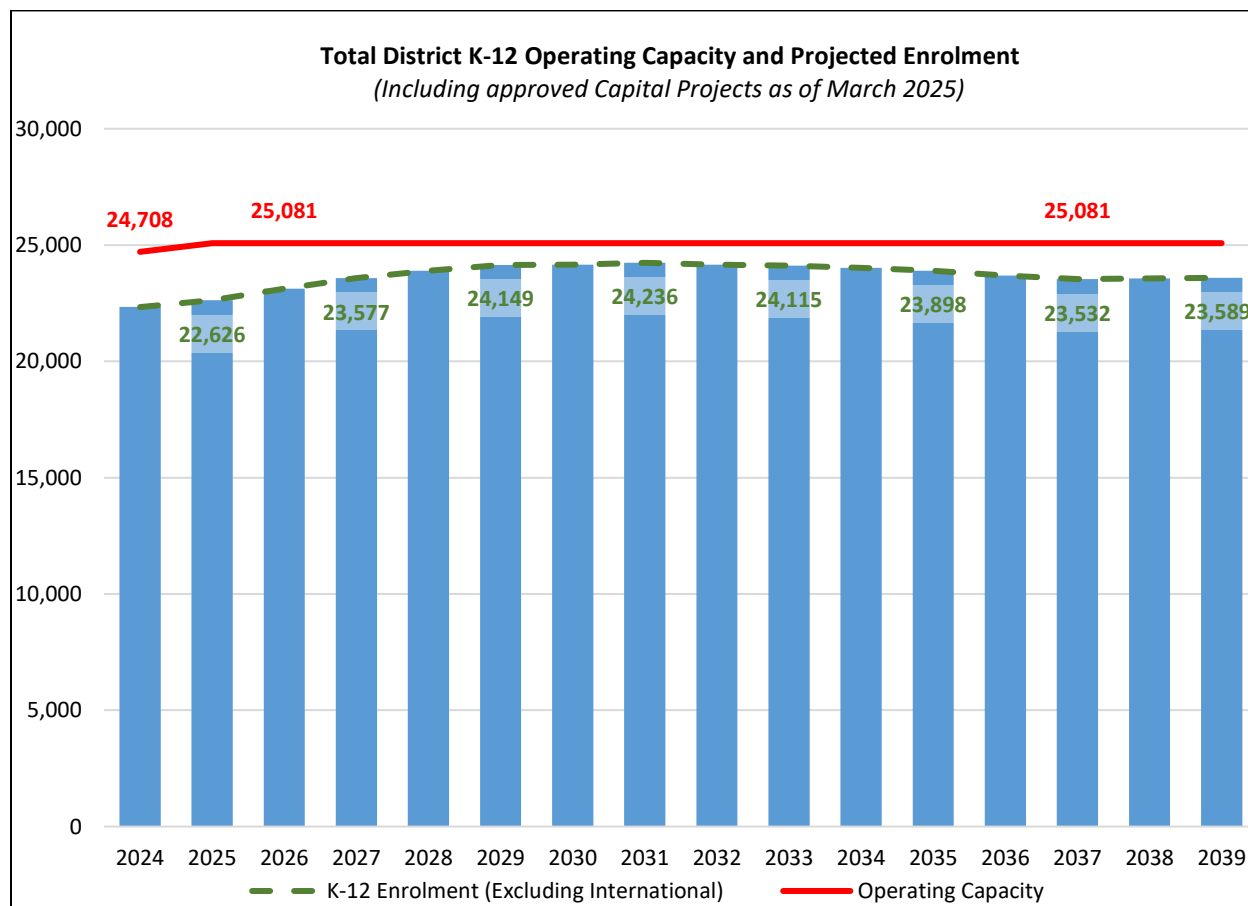
Based on current enrolment projections not including international students and if there are no changes to school capacities (additions, removals), other than those that have been approved as of January 2025, the total SD38 secondary space surplus, will decrease to 765 spaces in 2031 before increasing to 1,665 in 2039.



6.3.3 Projected Total District K-12 Capacity and Enrolment

By 2039, based on current enrolment projections not including international students and if there are no changes to school capacities (additions, removals), other than those that have been approved as of March 2025, the total SD38 space surplus, will decrease to 1,492 spaces.

These surpluses take into account recently completed Samuel Brighthouse Elementary and William Cook Elementary (both completed in Fall 2024) and approved Capital Projects as of January 2025 that yield a change in capacity including additions to R.C. Talmey Elementary and F.A Tomsett Elementary (both to be completed in Fall 2025).

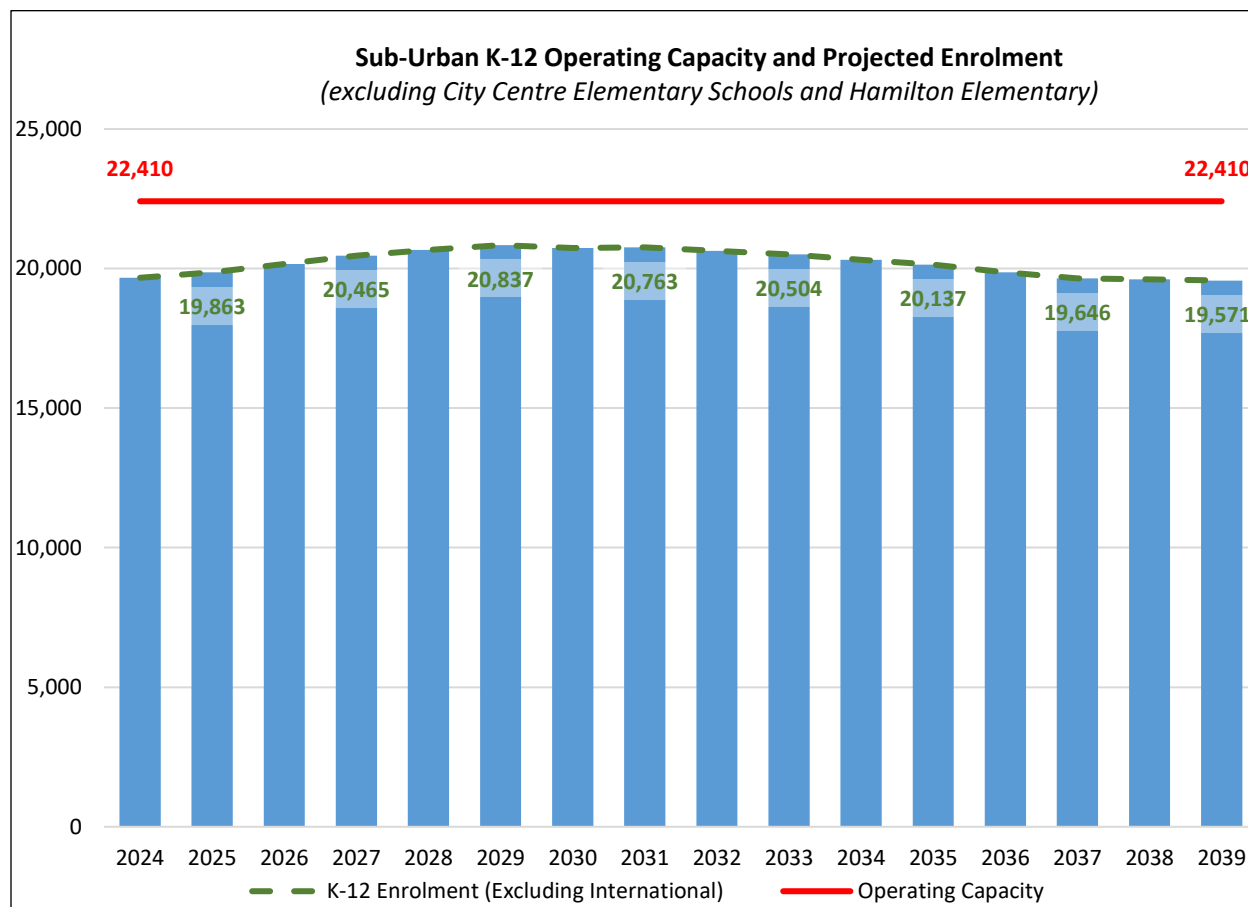


It should be noted that much of the surplus space reduction across the District will be a result of two major development areas:

- a) All four elementary schools in the City Centre area are currently and projected to be well over capacity, necessitating a combination of additions and new schools - refer to Subsection 4.3.1.
- b) By 2027, Hamilton Elementary is projected to be over-capacity, necessitating a six classroom addition - refer to Subsection 4.3.2.

6.3.4 Projected 'Sub-Urban' K-12 Trends (excluding City Centre and Hamilton Planning Area Elementary schools)

By excluding the projected enrolment and proposed capacity changes for Hamilton Elementary and the elementary schools within the City Centre Planning Area (Samuel Brighthouse, William Cook, R.C. Talmey and F.A. Tomsett), the projected total SD38 space surplus at remaining schools will reach 2,839 spaces (not including international students) in 2039, indicating that a significant portion of growth is concentrated in the Hamilton Area Plan and City Centre Area Plan.



These surpluses are the equivalent of one 1,100 capacity secondary school plus 2 to 4 medium-size elementary schools (nominal capacity 40 Kindergarten + 350 Grade 1-7).

6.4 UTILIZATION

6.4.1 Definition of Capacity Utilization

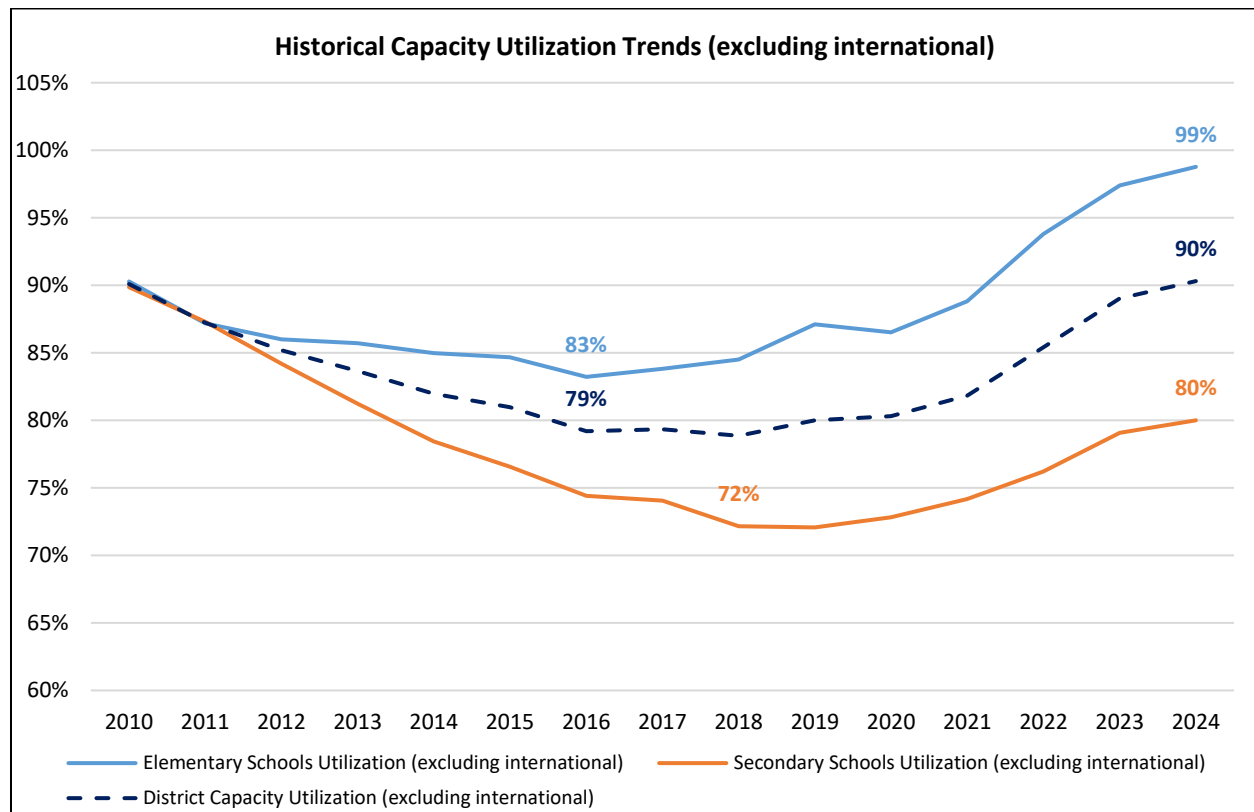
“Capacity utilization” in the context of BC public schools is the ratio of headcount enrolment over operating capacity and reflects the extent to which the school, based on the latest agreed-to Ministry of Education and Child Care (MECC) operating capacity, is being used for its approved purpose - education services for BC residents. As such, MECC does not recognize international students as part of the capacity utilization calculation.

MECC also expects that school districts include, as justification of a major capital project for a school, that capacity utilization in that school, as well as neighbouring schools, is as high as possible in the short term and long term.

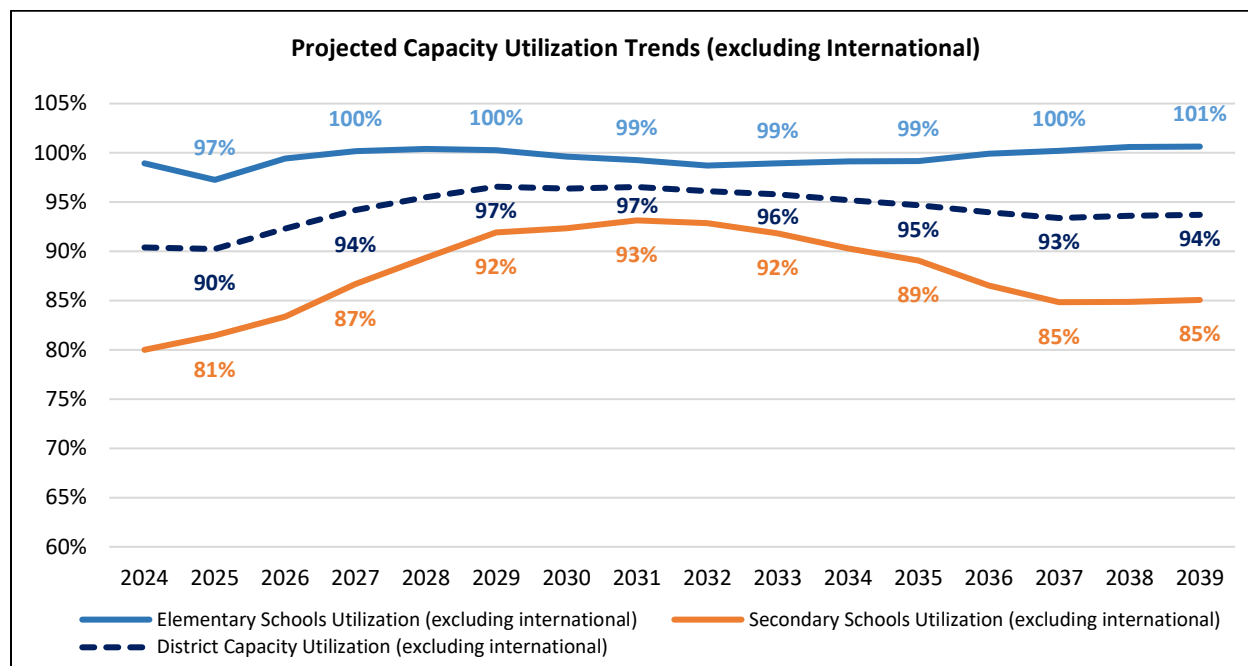
A public school district has a responsibility to maximize the use of resources, both financial and operational, in the provision of equitable learning opportunities for all students. To optimize operating and maintenance costs, offer a consistent and equitable range of programs across schools, and to support capital funding requests for upgrades and new schools, a reasonable capacity utilization target would be 85-90%.

6.4.2 District Capacity Utilization

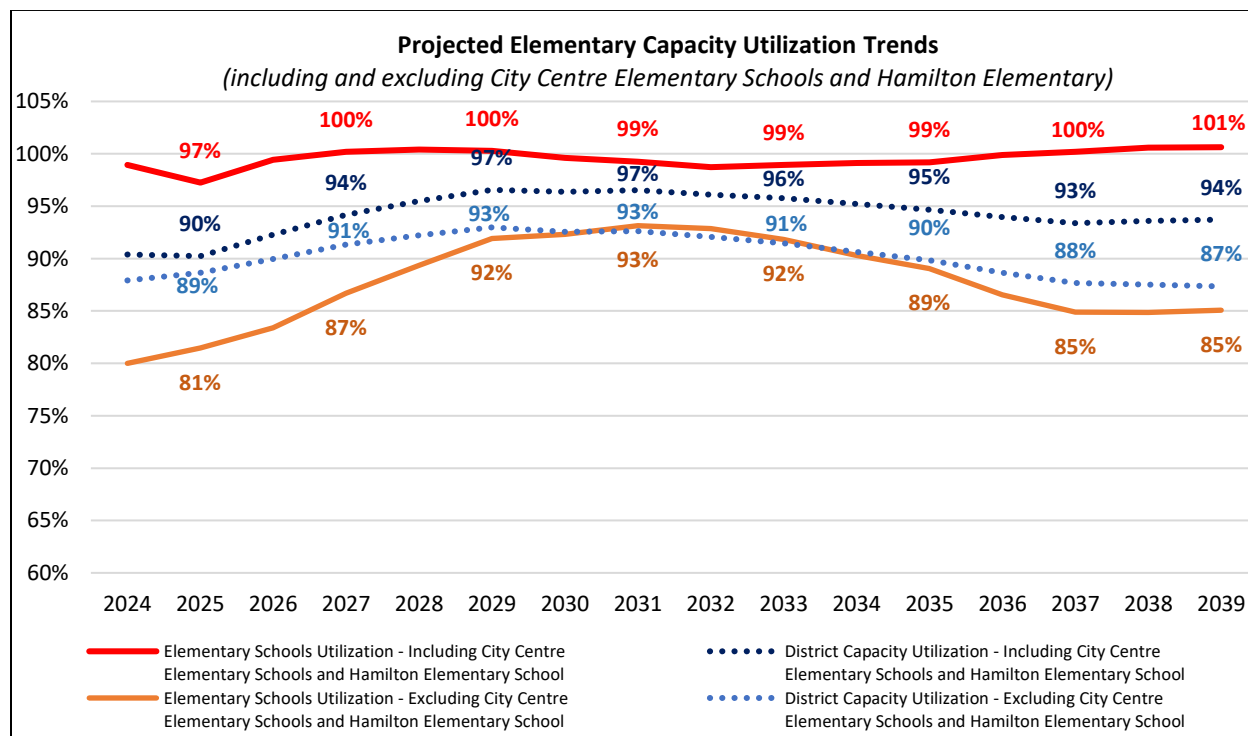
District-wide capacity utilization of school space decreased from 90% in 2010 to 79% in 2016 then increased to 90% in 2024. Elementary school capacity utilization dropped from 90% in 2010 to 83% in 2016 then rose to 99% in 2024. Secondary school capacity utilization dropped from 90% in 2010 to a low of 72% in 2018 then rose to 80% in 2024:



Based on current capacities, the District-wide capacity utilization is projected to improve from 90% in 2024 to 94% by 2039, with elementary school capacity utilization increasing to 101% and secondary school increasing 85%:

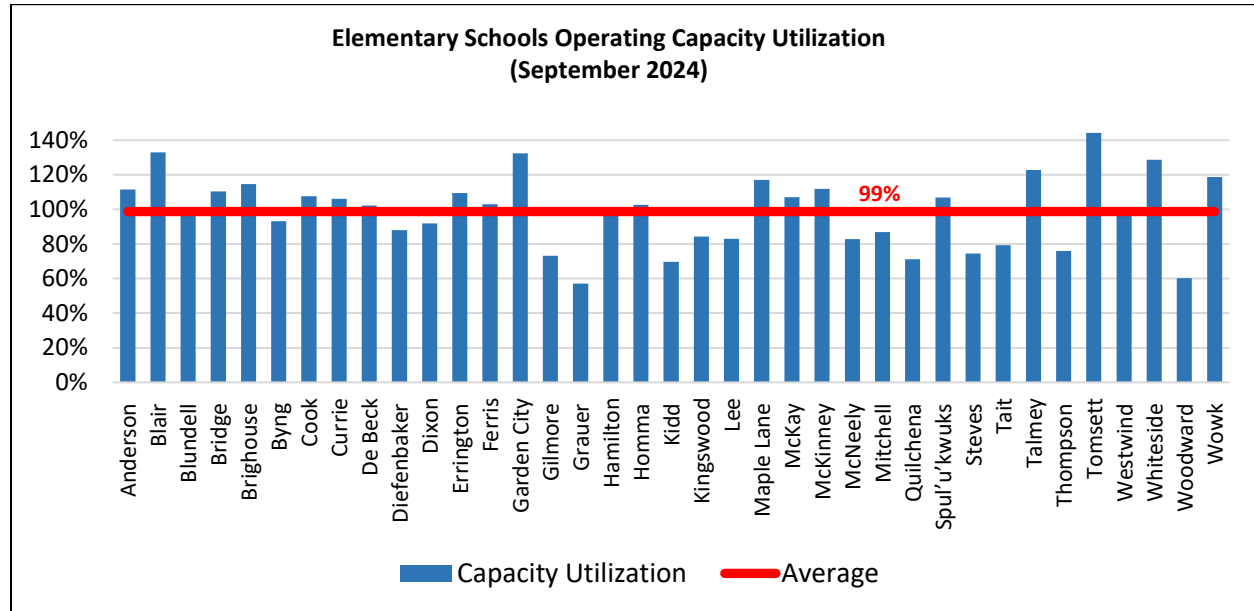


However, if one removes the four “City Centre” elementary schools (Samuel Brighthouse, William Cook, R.C. Talmei and F.A. Tomsett) and Hamilton Elementary – all of which are expected to grow to over-capacity due to densification of housing in those areas – the situation is less promising, with the balance of the District at 87% capacity utilization and elementary schools at 85% by 2039:



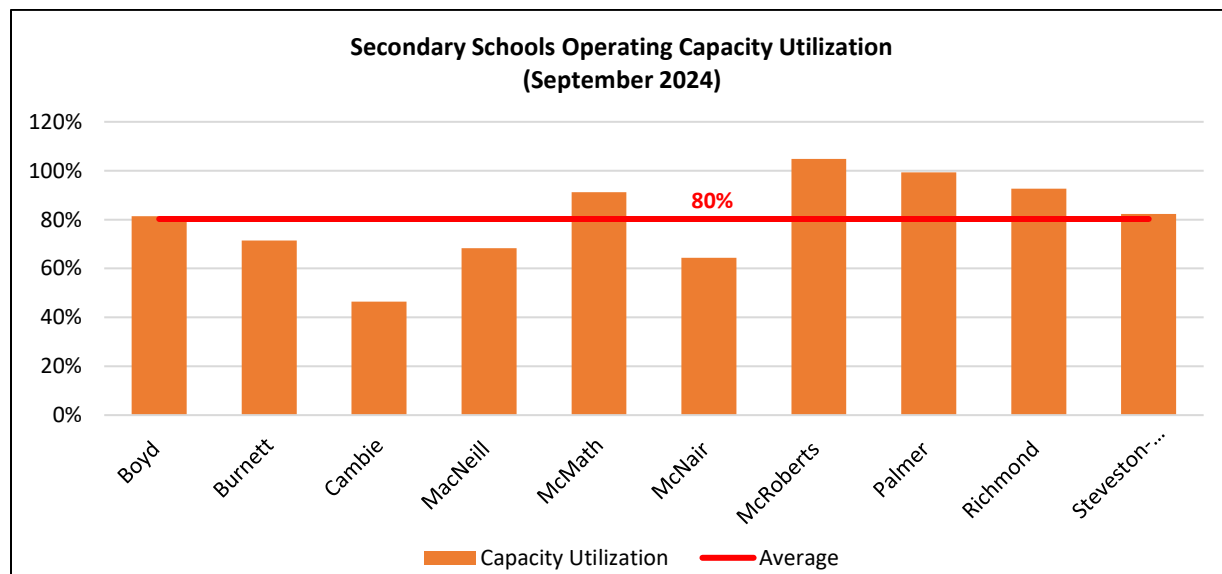
6.4.3 Elementary Schools Capacity Utilization

Currently, the average capacity utilization of elementary schools, excluding international is 99%, with 19 of 37 elementary schools that have more than 100% utilization. Eight elementary schools are less than 80% utilized and two schools are less than 70% utilized:



6.4.4 Secondary Schools Capacity Utilization

Currently, the average capacity utilization for secondary schools, excluding international is 80%, with 4 of 10 secondary schools less than 80% utilization, three with less than 70% and one with less than 50%:

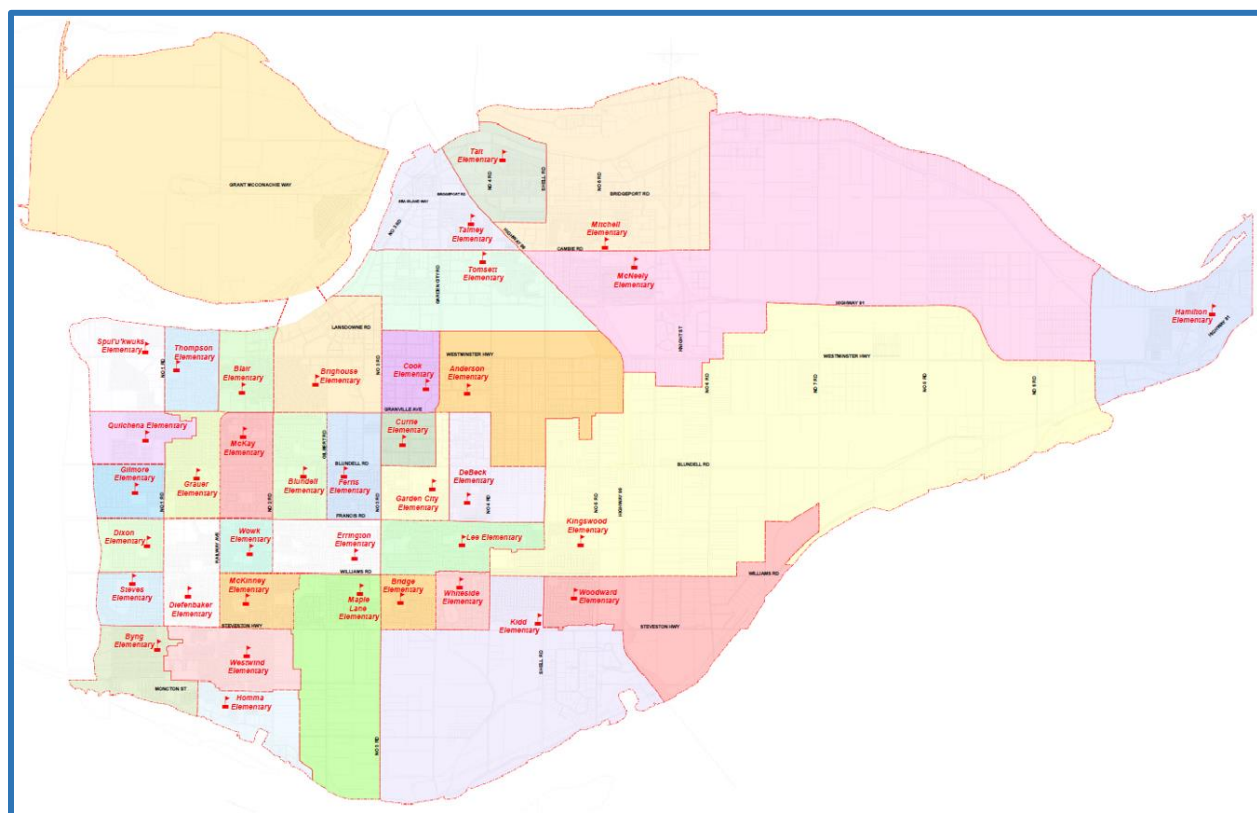


Appendix B of this Plan provides more detailed utilization data and maps, including “heat maps” for projected capacity utilization, organized by communities of schools regions.

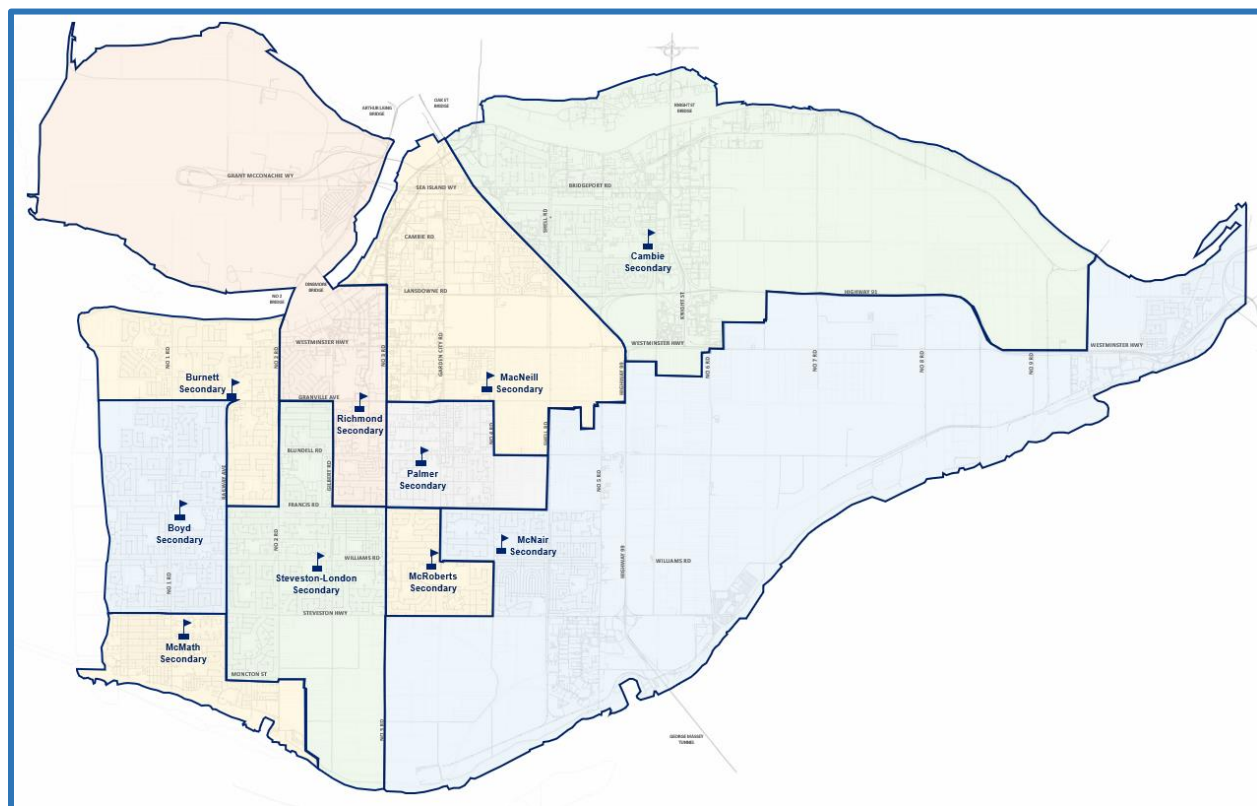
6.5.1 General

6.5.2 Regular Program

Since September 2019 when instruction was no longer offered at Sea Island School (students now attend Samuel Brighthouse Elementary), the District has been divided into 37 regular program catchment areas for Kindergarten to Grade 7:

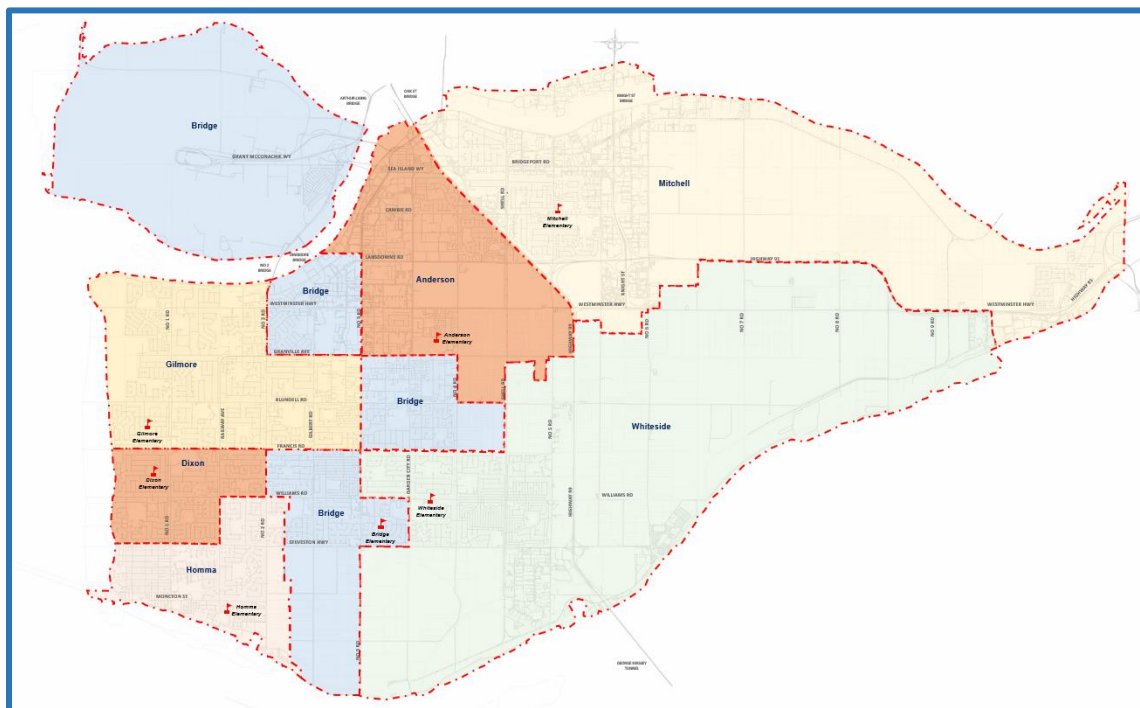


The District is currently divided into 10 regular program catchment areas for Grades 8-12:

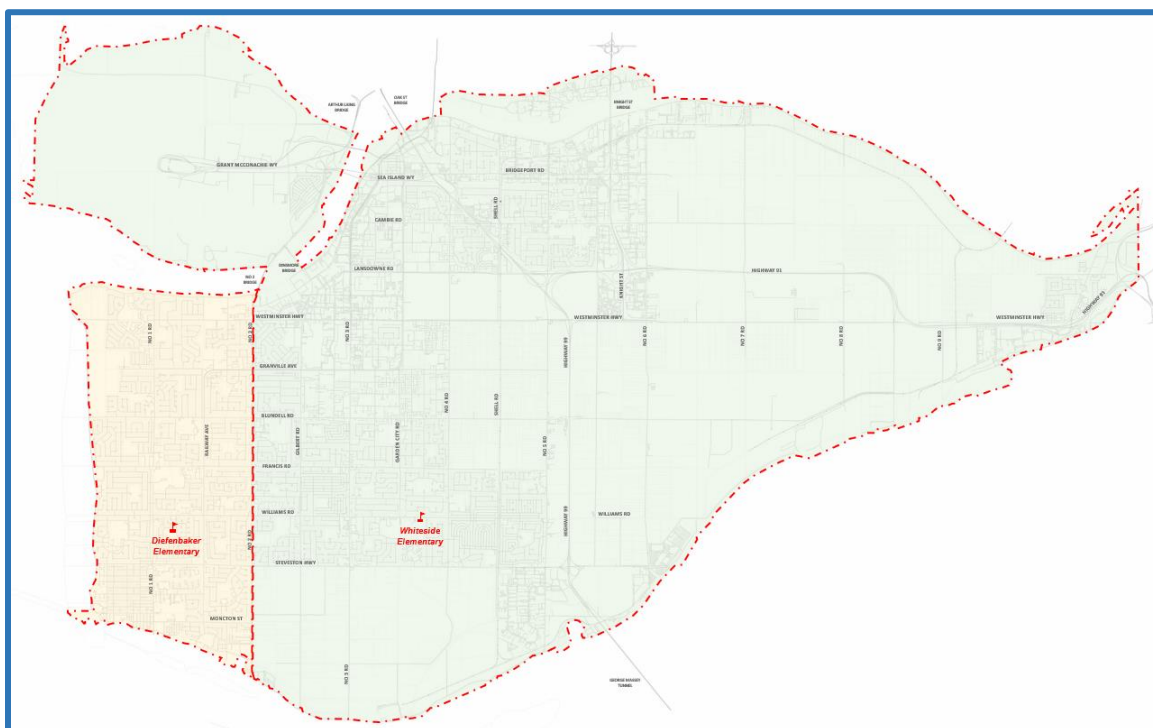


6.5.3 French Immersion Program

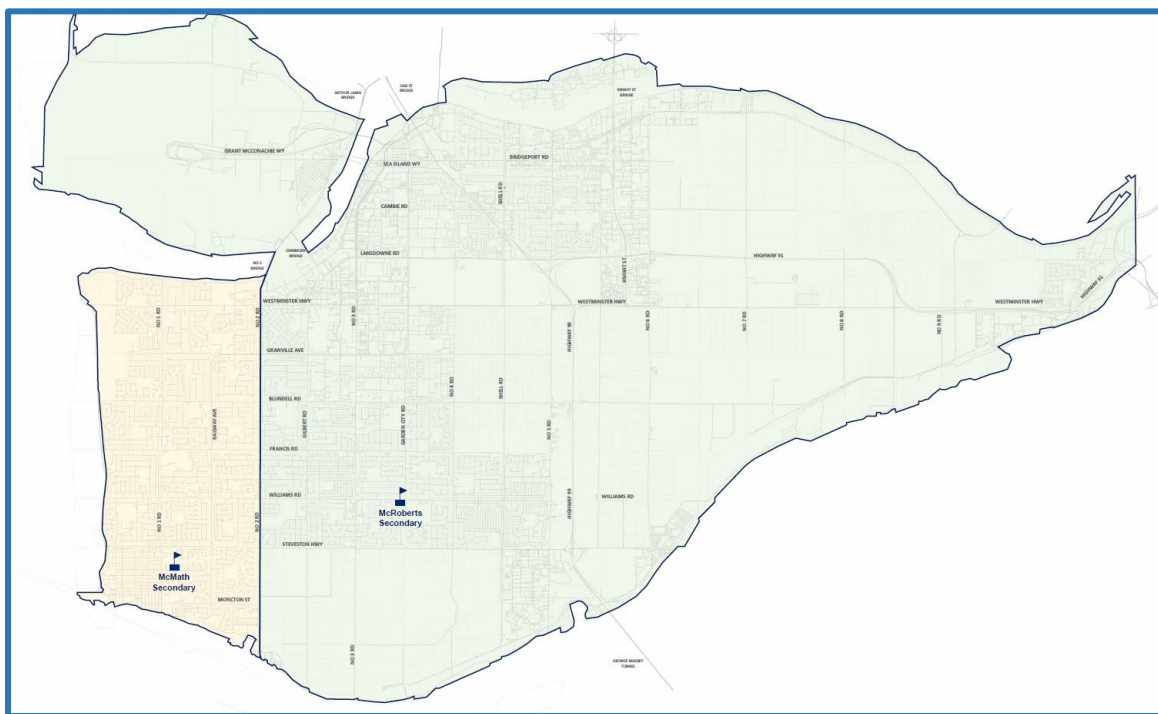
The District is currently divided into seven Early French Immersion catchment areas for Kindergarten to Grade 7:



There are also two Late French Immersion catchment areas for Grades 6 and 7:



The District is currently divided into two Secondary School French Immersion catchment areas, west of No. 2 Road (attending R.A. McMath Secondary) and east of No. 2 Road (attending Hugh McRoberts Secondary):



6.5.4 Montessori Program

There are currently no formal catchment area boundaries for the Kindergarten to Grade 7 Montessori District Program, offered at Garden City, James McKinney and Manoah Steves Elementary Schools.

6.5.5 Enrolment Management

1. Background

For a number of years, SD38 has had a greater number of seats available than the number of students requiring a placement in its schools. As a result, the District has been able to accommodate the majority of students in whichever school parents have requested and parents have been guaranteed a spot in their catchment school if they wished to have their child attend there. In addition, the majority of parents who wished to have their child attend a non-catchment school have been able to do so through the transfer process. In general, parents have grown accustomed to their child attending the school of their choice.

In recent years, the District has encountered significant school-aged population growth in some areas of the city, while experiencing more modest growth of school-aged population. Enrolment growth in the District has surged as pandemic-related restrictions have been lifted. In addition, LOU No. 17 (refer to Subsection 5.1.2) has magnified the need for additional classrooms in some schools across the District. The ongoing seismic program also places pressure on some schools. These factors, in addition to Local Government Act amendments introduced in Fall 2023 in efforts increase housing supply are anticipated to result in more schools reaching or exceeding their capacity (refer to Subsection 4.7.3 – 2023 Provincial Housing Statutes).

The result of these capacity issues is that in some cases, parents may no longer be able to count on having their child attend their catchment school, and others who wish to transfer their child to a non-catchment school may no longer have that option. This change in the District's ability to accommodate all students in desired placements has led to understandable concern on the part of some parents.

Elementary schools that have reached their operating capacity are classified as "Category A Schools", where new student registration is restricted according to available space. Category A schools do not accept out of catchment new student intake other than siblings of current students and may require placement of in-catchment students at neighbouring schools with surplus capacity.

2. Enrolment Management Strategies

a) *Short-Term Strategies:*

- Gradually eliminate all out of catchment enrolment by no longer permitting new transfer requests and new international student registration requests.
- School and District staff examine how all spaces are being used to ensure that all classroom spaces are being used for appropriate instructional purposes in order to maximize classroom placements.
- Within budgetary and space constraints, some spaces may be modified in order to create additional classroom space, and in rare cases, portables may be moved onsite as a temporary measure pending planned future construction, seismic work, etc.

b) *Mid to Long-Term Strategies:*

- *Sustainable Cohort Model*

Each year, elementary schools only register the number of incoming Kindergarten students who will be able to be continually accommodated through to Grade 7. If this is not done, the school will quickly become over-capacity and/or end up with drastically reduced future Kindergarten intake. Historically, some schools have registered more students than a sustainable cohort would allow, with the result that the school can now only accept a small number of new registrants.

- *Programs of Choice*

As part of the Long Range Facilities Plan implementation, the District will need to examine the location of District programs. It may be necessary to move certain programs in order to free up enrolling classroom space in schools experiencing capacity issues.

This process will be thoughtful in nature with appropriate communication with school communities.

- *Boundary Review*

A number of school catchments no longer reflect the original population patterns that existed when the boundaries were last adjusted. This issue is contributing to capacity issues in a number of schools.

All boundary move recommendations identified in Chapter 10 for communities of schools regions are for consideration only, and implementation must follow the normal boundary review process, including public and stakeholder feedback opportunities from affected school

communities. The Boundary Review Process is summarized in Subsection 6.5.6 of this Plan. The Board of Education is ultimately responsible for establishing and making amendments to school catchments, pursuant to the School Act.

The Board of Education approved and implemented 28 boundary revisions in the 2020/2021 school year as part of a Comprehensive School Boundary Review.

Refer to Appendix K for complete list and descriptions of approved boundary revisions since the adoption of the LRFP in 2019.

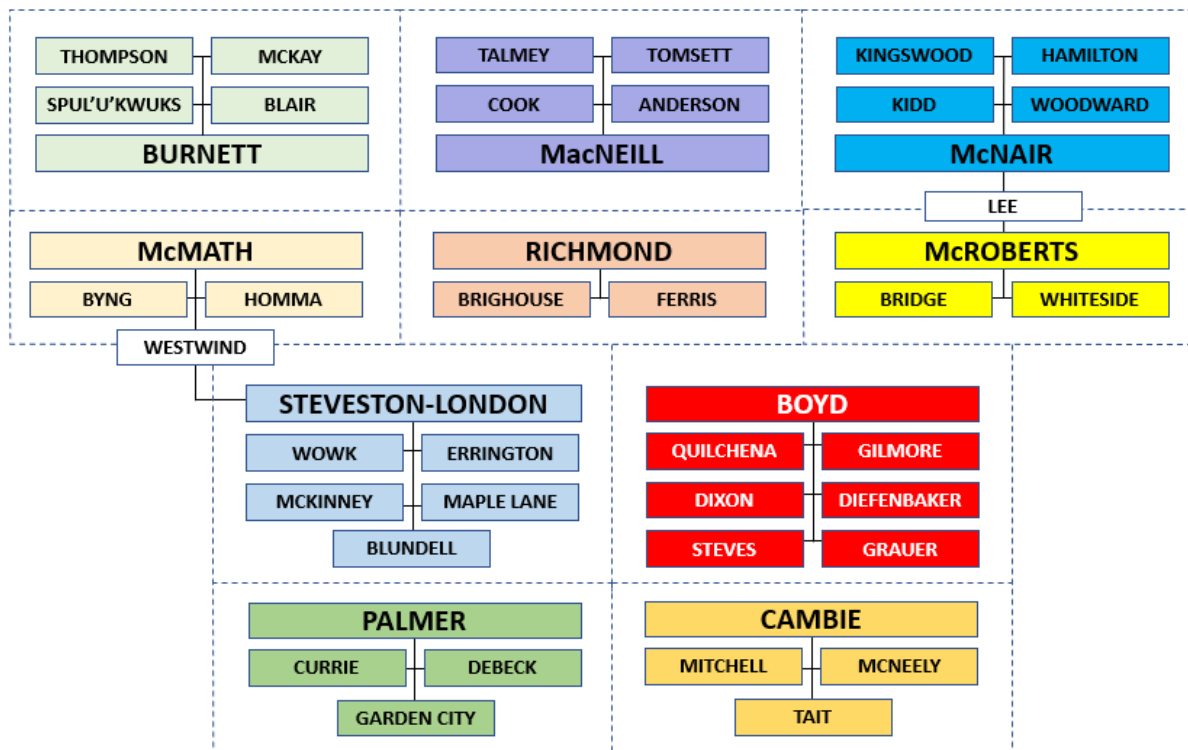
3. Families of Schools

A family of schools would be defined as the secondary school and its feeder elementary schools. There are ten families of schools in School District No. 38 and two cases whereby an elementary school catchment is split between more than one secondary school:

- Walter Lee - split between McRoberts [west portion] and McNair [east portion] along Garden City Road.
- Westwind - split between McMath [west portion] and Steveston-London [east portion] along Railway Avenue.

Appendix D in this Plan summarizes the current families of schools groupings and the historical split secondary feeder flow information for students from the affected elementary schools.

RICHMOND SCHOOL DISTRICT CURRENT FAMILIES OF SCHOOLS



A review as to the importance of maintaining cohorts all the way from Kindergarten through to graduation should be considered, and whether a catchment area boundary review is necessary.

The Board of Education approved three recommended secondary boundary revisions to reduce the number of elementary school split feeder catchments from five to two on 11 December 2019 for implementation in the 2020/2021 school year. The moves included:

- ***Grauer – previously split between Burnett [north portion] and Boyd [south portion] along Blundell Road – now is entirely within Boyd Secondary catchment.***
- ***McKay – previously split between Burnett [north portion] and Boyd [south portion] along Blundell Road – now is entirely within Burnett Secondary catchment.***
- ***Blundell – previously split between Richmond [north portion] and Steveston-London [south portion] along Blundell Road – now is entirely within Steveston-London catchment.***

Refer to Appendix K for complete list and descriptions of approved boundary revisions since the adoption of the LRFP in 2019.

4. Administrative Catchment Areas

In addition to the formal regular catchment area boundaries, there are two phased-in boundary moves that were initiated in 2008 whereby some children residing in the move area were grandfathered with a choice of more than one school to attend, without having to follow the transfer procedure contained in Board Policies.

The provisions of any phased in moves initiated prior to 2011 should now be considered fully implemented including:

- The phased-in move from R.A. McMath Secondary to Hugh Boyd Secondary initiated in 2008, including the "southern portion" of John G. Diefenbaker Elementary (south of Williams Road) and the entire Manoah Steves Elementary catchment should now be considered fully implemented and all new regular secondary students from Diefenbaker and Steves Elementary catchments will attend Boyd Secondary.
- The phased-in move from A.R. MacNeill Secondary to R.C. Palmer Secondary initiated in 2008, including the "South McLennan" neighbourhood area within Garden City and Howard DeBeck Elementary catchment areas will attend their catchment school, Palmer Secondary.

6.5.6 Boundary Review Process

The review process for school catchment boundary change proposals is proposed to be as follows:

- I. **IDENTIFICATION OF NEED FOR A BOUNDARY MOVE:** The process for boundary moves begins when the need for boundary move or a series of moves are identified and presented to the Facilities & Building Committee for initial review and feedback from the Superintendent's Office, including Deputy Superintendent and Assistant Superintendents, before proceeding to consultation stage.

The identification stage will include an impact assessment on students currently attending schools, school population size and short and long-term enrolment projections.
- II. **CONSULTATION WITH SCHOOL ADMINISTRATION:** If a proposed boundary change is supported at this preliminary stage, staff would arrange a meeting with the Assistant Superintendent responsible for the schools affected and the School Principals affected by the proposed move in order to receive feedback and local knowledge. Minor adjustments to boundaries may require less intensive meetings; major boundary moves may also require presentation to PAC's of schools affected.
- III. **PUBLIC NOTICE TO SCHOOL COMMUNITY AND NEIGHBOURHOOD WITH OPPORTUNITY FOR FEEDBACK:** Notice will be provided for schools and neighbourhoods affected, identifying the purpose, location and impacts of the proposed boundary moves and scheduled opportunities for community engagement and feedback.
- IV. **REVIEW OF CONSULTATION FEEDBACK AND RECOMMENDATION:** Planning staff review feedback from consultation and prepares a report to Facilities & Building Committee; the Facilities & Building Committee would advise the Board of Education with a recommendation for the catchment change.

- V. **CONFIRMATION OF REVISED BOUNDARIES:** Boundary move decisions by the Board of Education will be made at a public meeting after considering recommendation from the feedback, reports and recommendation from the Facilities & Building Committee.

6.6 OPTIMIZING THE UTILIZATION OF SCHOOL ASSETS

The Long Range Facilities Plan intends to provide a framework for aligning the use of school assets with future educational space needs while maximizing community and school use opportunities. The strategies and alternatives will consider utilization of surplus capacity available for student accommodation with complementary uses within schools.

The accommodation of suitable programs and community uses of space within schools by the Board of Education should be informed by the school community and stakeholders, with an understanding of the social, demographic and economic characteristics of local neighbourhoods. The following strategies and alternatives, informed by public input should be considered to help improve the optimization of space within schools:

1. Manage sustainable enrolment cohorts for schools based on operational capacities of school buildings.
2. Provide phased-in boundary moves between schools, affecting new students only, to balance enrolment between schools where appropriate.
3. Give priority for registration in the same school to siblings of current students.
4. Consider choice program locations or moves that may improve space utilization within the District.
5. Provide flexibility to grade configurations to accommodate unique situations where appropriate.
6. Consider including various community uses in schools, including health and social services, community schools programs, preschools and child care initiatives that may be considered essential to neighbourhoods and complementary to schools and encourage the Province to provide exemption from operating capacity for classrooms utilized exclusively during school hours for these community uses.
7. Encourage the Province to provide exemption from operating capacity for classrooms utilized permanently for central District functions (i.e. Learning Services, Continuing Education, Richmond Virtual School) that cannot be accommodated within the School Board Office.
8. Consider a business case for all future possibilities for Seismic Mitigation Program implementation, to reduce surplus space to sustainable levels which may include:
 - a) Enrolment moves to provide “swing space” to accommodate seismic projects in surrounding schools.
 - b) Seismic upgrading that permanently converts surplus classroom space to be used for child care and essential community uses if a reduction in operating capacity can be supported by the Ministry.
 - c) Seismic projects that may replace a school with a smaller “right sized” school capacity where appropriate.
 - d) Replacement of a school building that has seismic risk with a modernized larger capacity school to accommodate students from multiple school catchments with possible consolidation considerations.

9. After considering other alternatives for optimizing the utilization of school assets, the District may consider consolidation of school populations to reduce surplus capacity in community of schools regions where it would improve learning environments and provide the efficient and effective accommodation of students in schools.
10. Where practical, ensure total estimated walk times to and from neighbourhood schools be: 1) within 30 minutes for elementary schools; 2) within 40 minutes for secondary schools; and consistent with reasonable walk limits set by the Board of Education for in-catchment students when considering:
 - boundary moves;
 - new school locations;
 - seismic projects which could result in a smaller 'right sized' school; and/or
 - replacing a high seismic risk school building with a modern larger capacity school to accommodate students from multiple school catchments through a consolidation process.

Strategic Recommendations (Chapter 6 - Capacity/Utilization)

- ***Determine an optimal capacity utilization for schools proposed for major capital projects consistent with restored class and composition provisions for BC schools.***
- ***Advocate for additional government funding in the form of the Carbon Neutral Capital Program to achieve Carbon Neutrality.***
- ***Undertake catchment area boundary reviews in areas of growth in order to achieve a closer balance between enrolment and capacity across the District and facilitate efficient and effective enrolment management.***
- ***Develop a strategy to address areas of lower growth and utilization, including offering additional programs of choice to additional sites and measures to optimize school assets, consistent with Section 6.6 of this Plan and the facilities strategy developed for communities of schools regions in Chapter 10.***
- ***Undertake consultation and engagement with the public when the Board of Education determines that there is a need to consolidate space, implement boundary moves, or consider choice program locations before decisions are made.***
- ***Ensure all consultations follow requirements outlined through the School Act, Board Policy and direction.***

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Chapter 7 - Facility Condition and Improvements

7.1 FACILITY CONDITION ASSESSMENTS AND AGE

7.1.1 Facility Condition Assessments

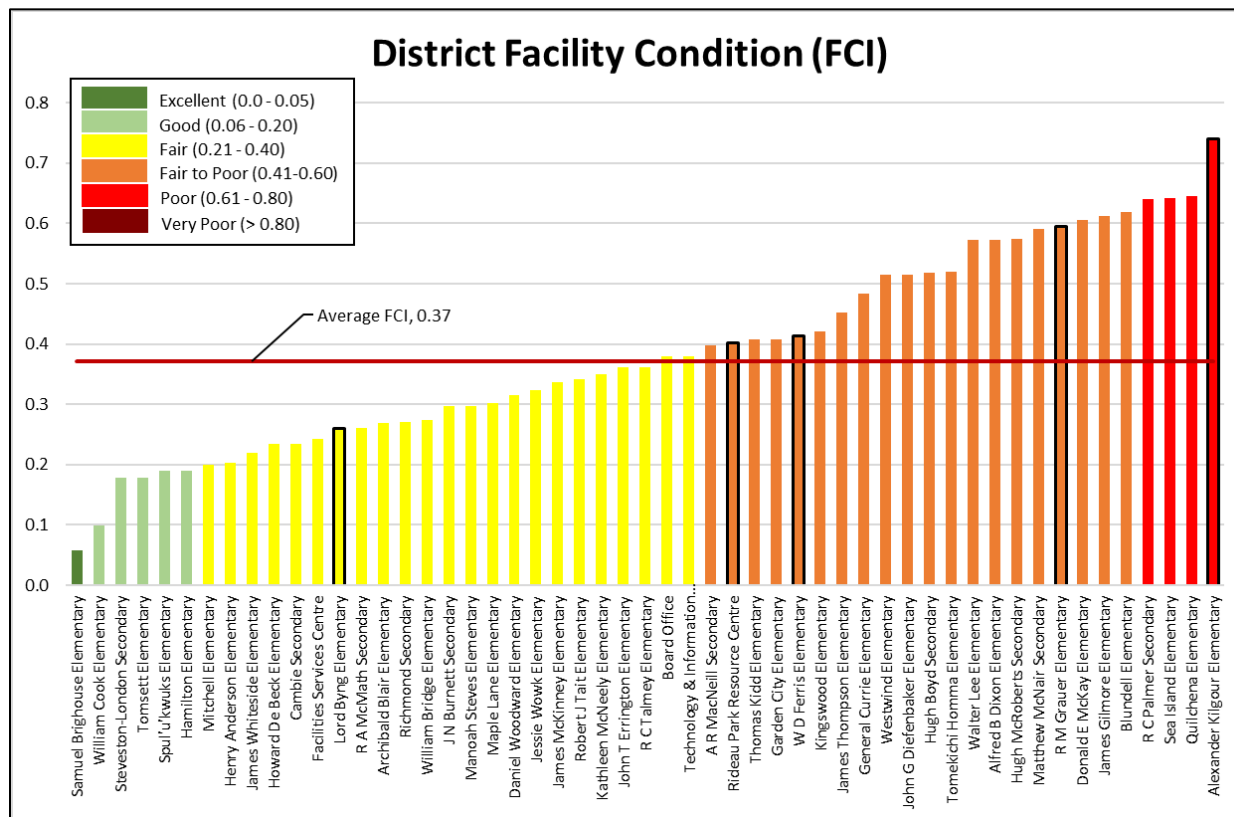
In July 2008, the British Columbia Ministry of Education and Child Care announced that a new Capital Asset Management System (CAMS) was to be implemented which would, among other features, detailed Facility Condition Assessments of all in-scope facilities, as well as Capital Asset Management Data System Services. The purpose of undertaking this initiative was to provide the Ministry and school districts an accurate database containing the age and condition of: buildings and building systems; hard and soft landscaping, structures and features; utilities; and infrastructure to best determine what operating and capital funding resources will be required to renew, upgrade and maintain the condition of these assets to meet the needs of education in the 21st century.

Tombstone data on all school district capital facility assets was gathered in late 2008 and VFA Canada Corporation was selected by the Ministry as the firm which would provide facility condition assessment (FCA) and application services. The FCA generates a Facility Condition Index (FCI) for each facility – an industry standard asset management tool which measures the constructed asset’s condition at a specific point in time. The FCI is obtained by aggregating the facility’s total cost of any needed or outstanding repairs, renewal or upgrade requirements and comparing it to the current replacement value of the facility. It is the ratio of the “repair needs” to replacement value” expressed in percentage or decimal terms – the lower the FCI value, the better condition the facility is in.

After reviewing current industry standards throughout North America, SD38 is recommending the following condition rating categories for its facilities:

0.00 – 0.05	Asset is in Excellent condition
0.06 – 0.20	Asset is in Good condition
0.21 – 0.40	Asset is in Fair condition
0.41 – 0.60	Asset is in Fair to Poor condition
0.61 – 0.80	Asset is in Poor condition
> 0.80	Asset is in Very Poor condition.

The most recent FCI of School District No. 38 (Richmond) facilities, as updated by VFA Canada in October 2024, are shown on the chart below:



The table below lists FCI values of all SD38 facilities. The facilities are identified in six categories: excellent, good, fair, fair to poor, poor, and very poor. District-owned facilities that are used for non-educational purposes are provided in italics. The chart breaks the facilities into the six categories and gives a description of each:

FCI Category	School District No. 38 Facilities
Excellent (0-5%) <ul style="list-style-type: none"> Facilities will look clean and functional Facilities meet present and foreseeable future requirements 	N/A
Good (6-20%) <ul style="list-style-type: none"> Facilities will look clean and functional Facilities meet all present requirements 	<ul style="list-style-type: none"> Brighthouse Elementary (6%) Cook Elementary (10%) <i>Adult Education Centre (11%)</i> Tomsett Elementary (18%) Spul'u'kwuks Elementary (19%) Hamilton Elementary (19%) Mitchell Elementary (20%)

FCI Category	School District No. 38 Facilities	
<ul style="list-style-type: none"> Limited and manageable component and equipment failure may occur 	Steveston-London Secondary (19%) • Anderson Elementary (20%)	
<u>Fair (21-40%)</u> <ul style="list-style-type: none"> Facilities are beginning to show signs of wear Some building system components nearing the end of their normal life cycle More frequent component and equipment failure may occur 	<ul style="list-style-type: none"> Whiteside Elementary (22%) DeBeck Elementary (23%) Cambie Secondary (24%) • <i>Facilities Services Centre (24%)</i> McMath Secondary (26%) Byng Elementary (26%) Blair Elementary (27%) Richmond Secondary (27%) Bridge Elementary (27%) Steves Elementary (30%) Burnett Secondary (30%) Woodward Elementary (31%) Wowk Elementary (32%) Tait Elementary (34%) McKinney Elementary (34%) McNeely Elementary (35%) Talmey Elementary (36%) Errington Elementary (36%) • <i>Board Office (38%)</i> MacNeill Secondary (40%) 	
<u>Fair to Poor (41-60%)</u> <ul style="list-style-type: none"> Facilities will look worn with apparent and increasing deterioration Immediate attention is required to some significant building systems Some significant building systems are at the end of their life cycle Potential frequent component and equipment failure may occur 	<ul style="list-style-type: none"> Garden City Elementary (41%) Ferris Elementary (41%) Kidd Elementary (41%) Kingswood Elementary (42%) Thompson Elementary (45%) Currie Elementary (48%) Diefenbaker Elementary (51%) Westwind Elementary (51%) Homma Elementary (52%) Boyd Secondary (52%) Lee Elementary (57%) Dixon Elementary (57%) McRoberts Secondary (57%) Grauer Elementary (59%) McNair Secondary (59%) 	
<u>Poor (61-80%)</u> <ul style="list-style-type: none"> Facilities will look worn with obvious deterioration Equipment failure in critical items more frequent. Occasional building shut down could occur Management risk is high 	<ul style="list-style-type: none"> McKay Elementary (61%) Gilmore Elementary (61%) Blundell Elementary (62%) Sea Island School (64%) Palmer Secondary (64%) Quilchena Elementary (65%) • <i>Kilgour Elementary (74%)</i> 	

FCI Category	School District No. 38 Facilities
<u>Very Poor (> 80%)</u> <ul style="list-style-type: none"> Many significant building systems are at the end of or past their life cycle 	N/A

Based on the facility condition assessments, 18% of the District’s buildings fall under the “Good Condition” or better categories, 39% fall under the “Fair Condition” category, 43% fall under the “Fair to Poor Condition” or worse categories.

The table below shows the total replacement cost, average FCI and FCI cost by type of facility:

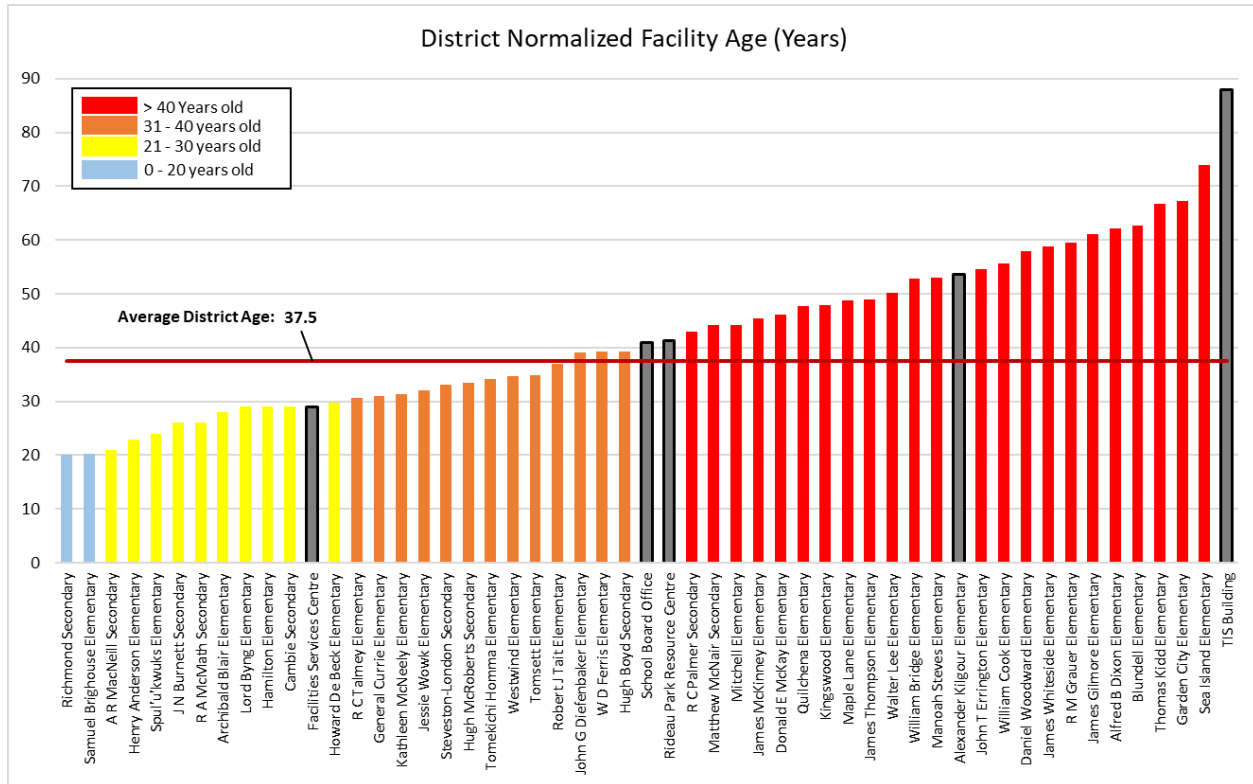
	Replacement Cost	Average FCI	FCI Cost
Elementary School Total	\$421.7 Million	0.37 (fair)	\$157.3 Million
Secondary School Total	\$376.0 Million	0.38 (fair)	\$141.0 Million
Other District Facilities	\$29.2 Million	0.31 (fair)	\$9.0 Million
District Total	\$827.0 Million	0.37 (fair)	\$307.3 Million

Charts and tables showing the facility condition index by building, by category (District, Region, Elementary Schools, and Secondary Schools) are contained in Appendix E.

Between the Annual Facility Grant and School Enhancement Program, it would take over 25 years to deal with the current needed or outstanding repairs, renewal or upgrade requirements or “catch-up maintenance.” As the buildings continue to age and “catch-up” (on-going annual maintenance) and “keep-up” maintenance is not adequately funded, the amount of “catch-up” maintenance and time it will take to complete the work will continue to grow.

7.1.2 Facility Age

The average age of SD38 buildings is 37.5 years, with the average age of elementary schools at 43.5 years and the average age of secondary schools at 31 years:



The “normalized facility age” for a building is derived using the following formula:

$$\frac{[Original\ Building\ Area\ (m^2) \times Age\ (years)] + [Each\ Subsequent\ Addition\ Area\ (m^2) \times Age\ (years)]}{Current\ Area\ of\ Building\ (m^2)}$$

Charts and tables showing the normalized building age by building, by category (District, Region, Elementary Schools, and Secondary Schools) are contained in Appendix E.

7.1.3 Portables

As of September 2024, there are a total of 54 portable classrooms in the District as follows (detailed listing, including location, usage, age and condition, contained in Appendix H):

- Anderson Elementary: 2 portables
- Blair Elementary: 3 portables
- Blundell Elementary: 3 portables
- Bridge Elementary: 4 portables (seismic program swing space classrooms)
- Brighthouse Elementary: 4 portables
- Cook Elementary: 5 portables
- DeBeck Elementary: 4 portables (seismic program swing space classrooms)
- Dixon Elementary: 4 portables (seismic program swing space classrooms)

-
- Garden City Elementary: 2 portables
 - Hamilton Elementary: 2 portables
 - Talmey Elementary 4 portables
 - Tomsett Elementary: 6 portables
 - Whiteside Elementary: 1 portables
 - Cambie Secondary: 2 portables
 - MacNeill Secondary: 2 portables (Aspen Program)
 - McRoberts Secondary: 3 portables
 - Former Tech Services Centre (McNair Secondary): 3 portables

Many of the above portables are well beyond their useful life and ineligible for provincial funding for replacement. Every effort should be made by SD38 to reduce the number of portables, by way of enrolment management and catchment area boundary changes to right size school populations to facility capacities.

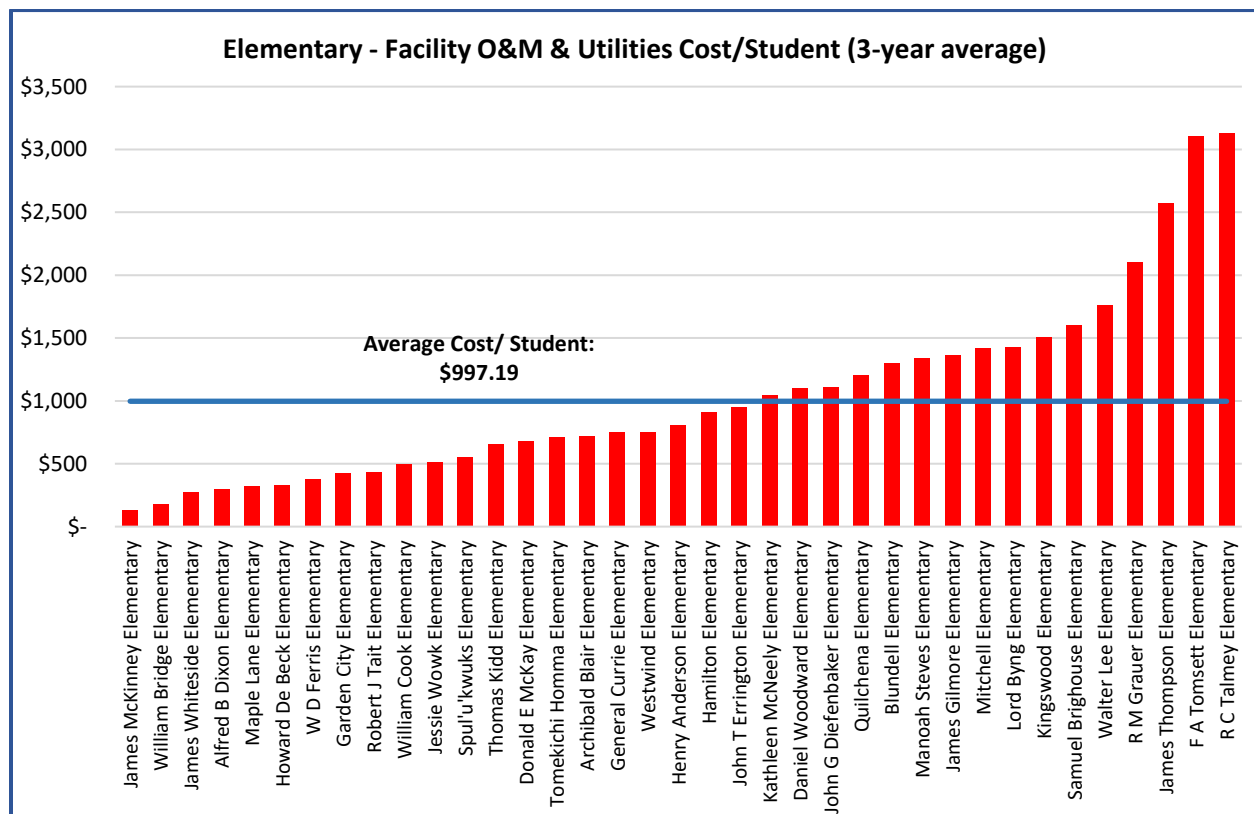
7.2 ANNUAL FACILITIES OPERATING, MAINTENANCE AND UTILITY COSTS

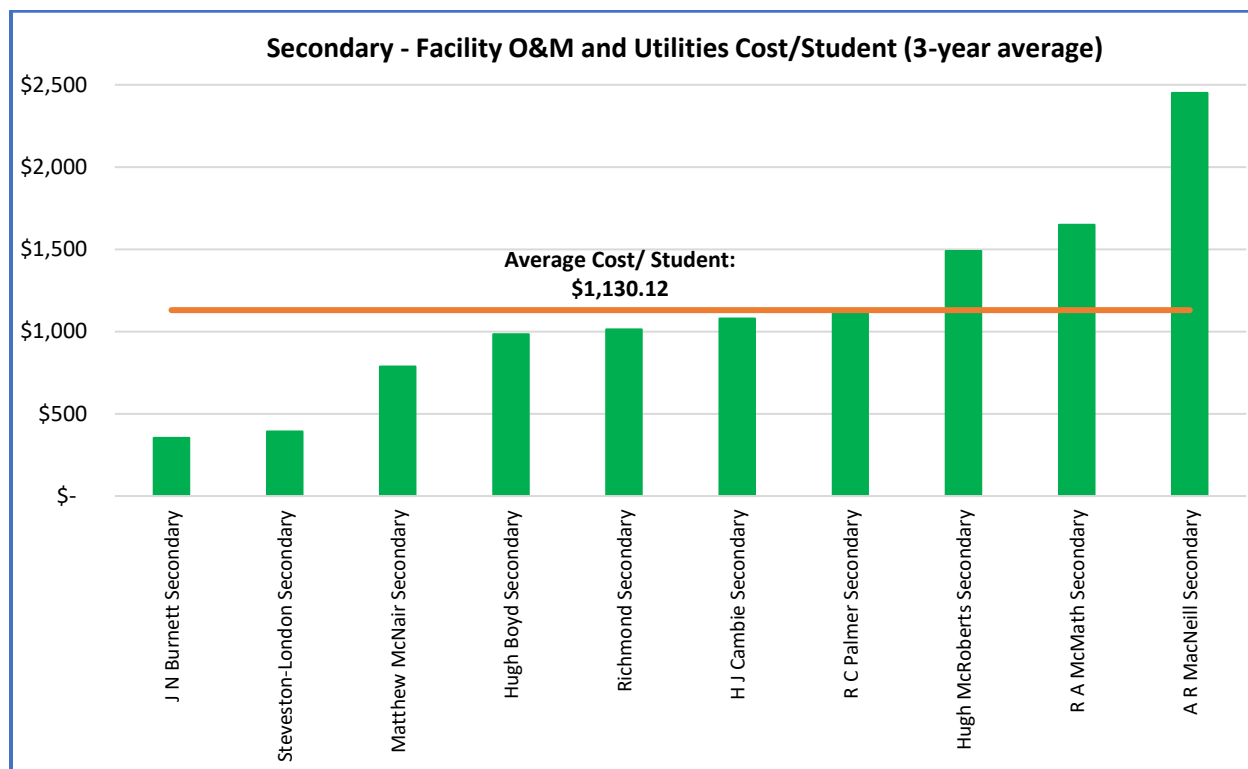
Based on the last three school years (2021-22, 2022-23 and 2023-24), the average annual cost for facility maintenance, operations and custodial services for district-owned schools is approximately \$19.4 Million. The average annual cost for utilities (electricity, natural gas, water, sewerage, propane, waste management and carbon offsets) is \$3.3 Million. Together, these result in a three-year average total facility operating and maintenance (O&M) and utilities cost of \$22.7 Million.

To quantify the cost to operate and maintain schools on a per child basis, the School District has calculated the facility O&M cost per child per school using the following formula:

$$\text{Average Cost per Student} = \frac{(\text{Total three-year Average Facility O\&M Cost per school})}{(\text{Three-year Average Enrolment per school})}$$

Schools with a lower capacity utilization and/or school enrolment typically have a higher operating cost on a per student basis, however the cost per student may be impacted by other variables including the school buildings normalized age, facility condition and any upgrades, alterations or additions that are completed. Based on the three-year average total facility O&M cost per school and enrolment, costs per enrolling student per school are ranked as follows, with the schools on the left side of the graphs having the lowest cost per student:





7.3 ENVIRONMENTAL SUSTAINABILITY AND CLIMATE RESILIENCY

7.3.1 District Sustainability Climate Action Plan

The District's first five-year District Sustainability Climate Action Plan (DSCAP) was approved by the Board of Education in November 2021. The DSCAP provides direction on all district matters related to environmental sustainability and climate resiliency, including goals and targets that have been established to reduce building Greenhouse Gas (GHG) Emissions.

The DSCAP includes several goals that are pertinent to the operation and upgrading of our facilities, which are outlined below:

District Sustainability Climate Action Plan	
Goals	Targets
3.1 – Reduce Greenhouse Gas emissions	<ul style="list-style-type: none"> Reduce building GHG emissions by 50% by 2030, compared to 2007 levels Reduce fleet GHG emission by 40% by 2030, compared to 2007.
4.1 – Reduce overall energy consumption	<ul style="list-style-type: none"> Reduce electricity consumption by 350,000 kWh per year Reduce natural gas consumption by 2,000 GJ per year

6.2 – Ensure district buildings have safe and efficient water fixtures and infrastructure	<ul style="list-style-type: none"> • Replace end-of-life plumbing and water fixtures with low flow versions in all buildings and schools • Work with District to identify possible sources of lead contamination within facilities and establish a replacement plan by 2024. • Eliminate all lead plumbing by 2030. • Work with Vancouver Coastal Health to test lead levels in potable water sources to ensure requirements are met before the flushing program can be discontinued.
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Where feasible, the District should identify and pursue opportunities to improve environmental sustainability and climate resiliency when undertaking major capital projects, including expansion, seismic upgrade, and building envelope projects. Provincial funding for capital improvements including the Carbon Neutral Capital Program (CNCP) is summarized in Section 6.4.

As of 2024/2025, the District has reduced building GHG emissions by 23% and fleet GHG emissions by 22% compared to 2007. All lead-containing plumbing and fixtures have also been replaced, with testing underway to confirm all potable water systems on District-property are lead-free.

7.3.2 Environmental Sustainability and Climate Resiliency Reporting

On an annual basis, the District submits a 'Carbon Neutral Action Report' to the Province outlining progress made towards carbon neutrality as required by BC's Carbon Neutral Regulation. The District also submits a Strategic Energy Management Plan (SEMP) annually to BC Hydro, which provides an overview of achievements and progress made to improve the energy efficiency of District facilities. Each year, climate resiliency reviews are undertaken at several facilities for consideration during the design stage of major capital projects.

7.4 PROVINCIAL FUNDING FOR CAPITAL IMPROVEMENTS

7.4.1 Annual Facility Grant

The Annual Facility Grant [AFG] is a Ministry of Education and Child Care combined operating and capital funding mechanism to school districts in recognition of the need for cyclical renewal and replacement of critical facility components over and above regular maintenance to extend the life of these capital assets and prevent any premature deterioration.

The amount of a Board of Education's AFG is calculated by the Ministry of Education and Child Care using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors. A Board of Education may expend its AFG for the purpose of:

- upgrading or replacing existing building 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 Board of Education is also responsible for managing its AFG funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

In recent years, the Ministry of Education and Child Care has allocated a total of \$110 Million, per annum, for the Annual Facility Grant for all school districts in the province. In the past five years the School District No. 38 (Richmond) received an annual average allocation of approximately \$4,005,132 per annum (net of the amount withheld for the Capital Asset Management System), which funds its annual AFG Program.

Without an adequate Annual Facility Grant, maintenance and minor renovations are “deferred”. “Deferred Maintenance” results in the postponement of repairs or maintenance on a facility asset, which results in a decline of facility value and condition. Over time, this will create a backlog of facility maintenance, repair, and the ability of the facility building components and systems to perform adequately. Ultimately, it leads to major building and systems failures, and more expensive major project costs, which could have been avoided with adequate annual maintenance and minor renovation projects. Health and safety issues in the facility can increase if “Deferred Maintenance” continues over time.

It is vital that the Ministry of Education and Child Care maintains the funding of the Annual Facility Grant to Richmond to avoid deferral of critical maintenance and minor capital projects on District facilities, leading to poorer facility conditions. It is hoped that the Facility Condition Assessments data gathered by the Ministry works in Richmond’s favour to improve AFG funding levels in future years.

In 2024/25, Annual Facility Grant funding provided to SD38 a total AFG allocation of over \$5 million for the District, an increase of over \$1 million from two years earlier

7.4.2 School Enhancement Program

The School Enhancement Program [SEP] provides capital funding to school districts for capital projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools, in an effort to extend their useful life.

SEP project proposals that are eligible⁵ for funding are roofing upgrades (replacement or repair), exterior wall systems upgrade (cladding, insulations, windows, building envelope), interior construction upgrades (interior accessibility, flooring, wall partitions), HVAC upgrades (heating and air conditioning), electrical upgrades (power supplies, distribution systems, fire protection systems) and plumbing upgrades (washrooms, water fountains, re-piping) exceeding \$100,000 and not exceeding \$2 Million.

The Board of Education, at its 30 March 2022 public meeting, supported the maximum \$12 Million Classroom Ventilation Program, funded out of its local capital reserve, retrofitting mechanical ventilation units at eleven (11) elementary schools.

⁵ Eligible projects for SEP funding must be valued at more than \$100,000, but not exceed \$2 million. To qualify for the \$100,000 threshold, several smaller projects for various schools may be grouped to form a single SEP project. Projects over \$2 million may be identified by the district to be phased over multiple years— BC Ministry of Education and Child Care Capital Plan Submission Instructions 2025-26. These rules are subject to annual review of capital plan submission instructions by the Province.

Between 01 July 2022 and 31 August 2023, 164 horizontal unit ventilators and 27 vertical ventilators were installed at thirteen (13) elementary schools, including two schools that were undergoing seismic upgrades.

In July 2023, the District retrofitted 26 portable classrooms with energy recovery ventilation (ERV) units where portables only had forced air heating.

As a result, all learning spaces across the District now have mechanical ventilation.

Strategic Recommendations (Subsections 7.4.1 & 7.4.2 - Reduce Deferred Maintenance)

- ***Advocate for additional government funding in the form of the Annual Facility Grant and School Enhancement Program to reduce any deferred maintenance and extend the useful life of schools.***
- ***Advocate for additional government funding for air conditioning in school facilities where necessary and for continued maintenance and upgrading of HVAC systems to support further improvements to educational environments.***

7.4.3 Carbon Neutral Capital Program

The Carbon Neutral Capital Program [CNCP] is a \$5 Million annual Provincial program that provides capital funding specifically for energy efficiency projects that lower a school district's carbon emissions. Available funds are based on the bank of carbon offsets collected annually by the Province from the District.

When selecting priorities for CNCP funding, a school district should consider the measurable short-term and long-term emission reductions and operational cost savings. CNCP projects should also be coordinated with other capital program needs in the District.

Strategic Recommendation (Subsection 7.4.3 - Carbon Neutral Capital Program)

- ***Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve carbon neutrality.***

7.4.4 Five-Year Capital Plan

As per Ministry policy, the District is required to submit a "rolling" Five-Year Capital Plan annually, with Years 1 and 2 of the plan (the upcoming fiscal year and the next) containing projects already considered by the Ministry in prior years and Years 3, 4 and 5 containing projects not as yet supported. Long range enrolment projections, facility utilization analyses, project request forms (including brief scope of work and order-of-magnitude costing), detailed Project Identification Reports and the School District Long Range Facilities Plan comprise the annual plan submission.

The Capital Plan includes intake of the following types of projects:

- Seismic Mitigation Program [SMP]

- School Expansion Program [EXP]
- School Replacement Program [REP]
- School Food Infrastructure Program [FIP]
- Building Envelope Program [BEP] - industry-accepted repairs to buildings currently affected by moisture ingress, and premature building envelope failure
- School Enhancement Program [SEP]
- Carbon Neutral Capital Program [CNCP]
- Bus Replacement Program [BUS]
- Playground Equipment Program [PEP] - annual program to provide specific funding to purchase and install new or replacement playground equipment

Previously, major renewal projects over \$1.5 Million in value were considered under the criterion of facility age and building condition. This category has been effectively replaced by AFG, SEP and CNCP, with the major project to be broken down into smaller projects applied for individually.

7.5 SEISMIC UPGRADES

7.5.1 Background and Context

In 2004, the Ministry of Education and Child Care launched the School Seismic Mitigation Program (SMP) to identify schools that may have structural risks associated with a seismic event. A partnership was developed with the Association of Professional Engineers and Geoscientists of BC (EGBC) 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 British Columbia 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 these criteria, and a total of 498 schools have been identified with at least one “high risk” building section that needs to be addressed with structural upgrades under the school Seismic Mitigation Program.

Of the 498 schools on the latest published list (May 2024), 38 are located in Richmond, representing 79% of SD38’s schools. Thus far, twelve elementary schools (Garden City, Samuel Brighthouse, William Cook, W.D. Ferris, Robert J. Tait, Mitchell, Manohar Steves, F.A. Tomsett, Maple Lane, James McKinney, William Bridge, and James Whiteside) and one secondary schools (Hugh Boyd) have been remediated by SD38. Three elementary schools are currently undergoing remediation (Alfred B. Dixon, Howard DeBeck and John G. Diefenbaker Elementary). Steveston-London Secondary was considered remediated, however a later structural review confirmed that the oldest blocks of the school (1975) required further remediation.

7.5.2 Seismic Risk Ratings

Engineers calculate seismic risk ratings based on the risk of damage from earthquake to a building. This calculation is the foundation for making decisions about how to mitigate risk and making specific locations safer. The structural risk ratings used for BC schools are as follows:

High 1 (H1)

Most vulnerable structure; at highest risk of widespread damage or structural failure; not reparable after event. Structural and non-structural seismic upgrades required.

High 2 (H2)

Vulnerable structure; at high risk of widespread damage or structural failure; likely not reparable after event. Structural and non-structural seismic upgrades required.

High 3 (H3)

Isolated failure to building elements such as walls are expected; building likely not reparable after 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 reparable after an event. Non-structural upgrades may be required.

The Provincial government has a priority to structurally upgrade schools that have a high risk rating (High 1, High 2 or High 3).

7.5.3 Liquefaction Risk Ratings

In addition to the structural risk of damage, the substructural risk of damage due to liquefaction of soils beneath the foundations of buildings need to be addressed in Richmond. The liquefaction risk ratings are high, moderate-high, moderate and low based on the thickness of the non-liquefiable crust, location of the school (the further inland, the better) and other criteria determined by geotechnical engineers.

7.5.4 Schools Requiring Seismic Upgrades

The latest structural seismic risk assessments, based on the Seismic Retrofit Guidelines, 3rd Edition (SRG-3) were undertaken in Summer 2018. The structural seismic risk assessment confirmed 35 remaining schools with at least one block with a high seismic risk rating, including:

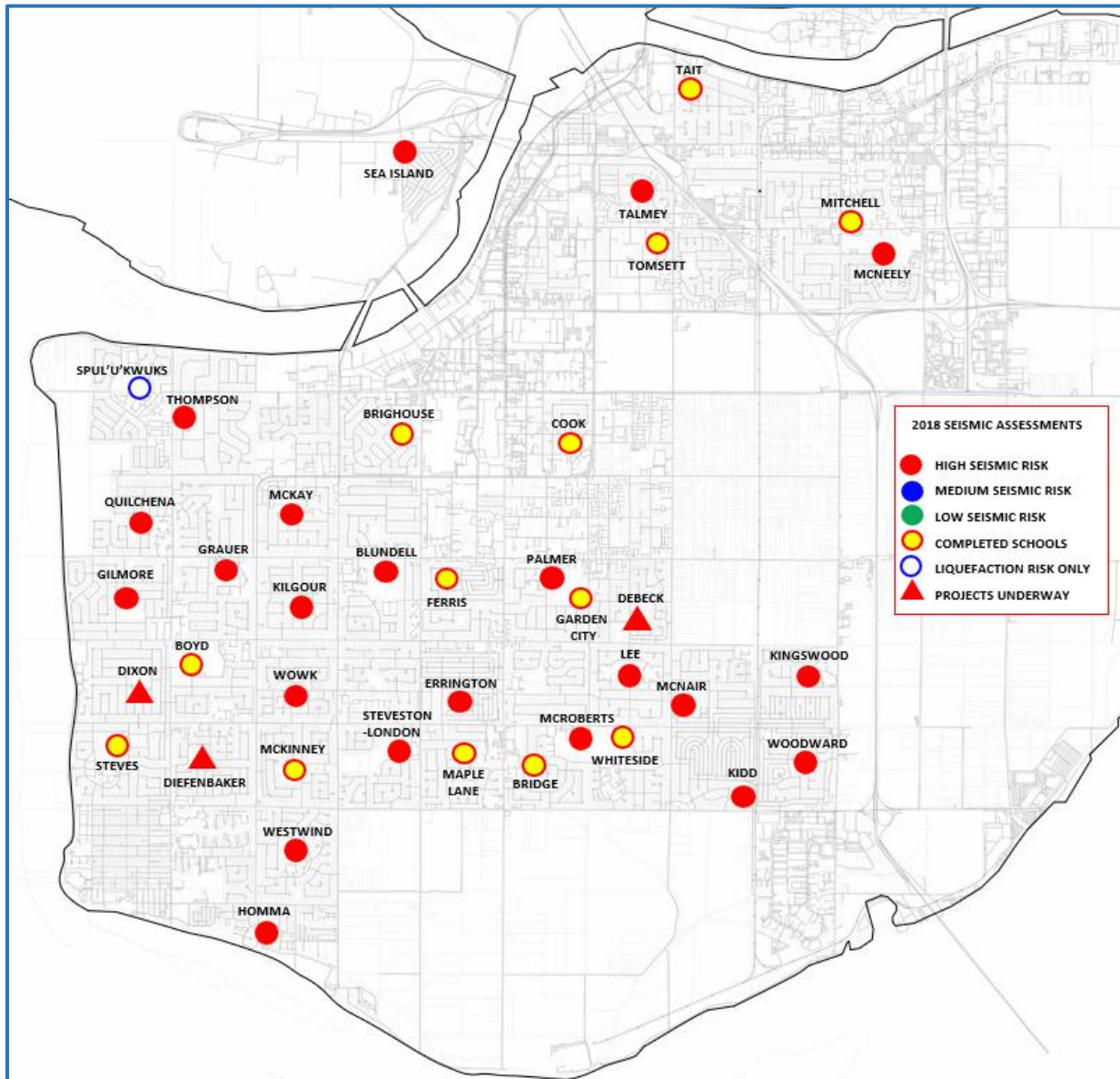
- 30 elementary schools, including one former elementary school (Alexander Kilgour, leased to SD93); and,
- five secondary schools.

Of the schools having a high seismic risk, based on Fall 2018 geotechnical assessments:

- 9 elementary schools and 1 secondary school have a high liquefaction risk;
- 6 elementary schools and 1 secondary school have a moderate-high liquefaction risk; and,
- 5 elementary schools and 1 secondary school have a moderate liquefaction risk.

The remaining schools have a low liquefaction risk. In addition, due to its proximity to the Fraser River, Spul'u'kwuks Elementary has a high liquefaction risk despite having no structural seismic risk. The School District is advocating for inclusion of all schools with medium or high structural seismic risk blocks and all schools that have a potential liquefaction risk rating of moderate, moderate-high and high in the Provincial Seismic Mitigation Program.

Map of Richmond Schools Requiring Seismic Upgrades



7.5.5 Richmond Project Team

In early 2018, the Ministry of Education and Child Care and SD38 established the Richmond Project Team (RPT), with a mandate to accelerate the delivery of school Seismic Mitigation Program projects in the District. The team consists of a Director, Project Managers, Planners and support staff funded by capital projects. The goal of the RPT is to maximize the number of seismic event-resistant seats in the District as quickly as possible.

Since 2019, the Richmond Project Team through the guidance of the Board of Education and LRFP has successfully received approval for and implemented 19 major capital projects including:

- ***14 Seismic Mitigation projects, creating over 5,800 safe seats; and***
- ***5 capital expansion projects, adding over 550 new seats***

7.5.6 Current and Proposed Seismic Mitigation Program Projects

14 of the 36 schools requiring seismic mitigation, based on Fall 2018 geotechnical assessments were approved by MECC for design/ construction (Hugh Boyd Secondary, William Cook Elementary, Robert J. Tait Elementary, W.D. Ferris Elementary, Mitchell Elementary, Manohar Steves Elementary, F.A. Tomsett Elementary, Maple Lane Elementary, James McKinney Elementary, William Bridge Elementary, James Whiteside Elementary, Howard DeBeck Elementary, Alfred B. Dixon Elementary and John G. Diefenbaker Elementary).

There are 22 schools containing at least one high seismic structural risk block requiring seismic mitigation, of which, 16 also require substructural upgrades to address liquefaction risk:

Facility Name	Seismic Risk	Liquefaction Risk	Facility Name	Seismic Risk	Liquefaction Risk
Blundell Elementary	H1	H	McNeely Elementary	H3	M-H
Errington Elementary	H1	H	McRoberts Secondary	H1	M-H
Gilmore Elementary	H1	M	Palmer Secondary	H1	M
Grauer Elementary	H1	M-H	Quilchena Elementary	H1	L
Homma Elementary	H2	H	Sea Island School	H2	M
Kidd Elementary	H1	H	Steveston-London Secondary	H1	H
Kilgour Elementary (leased to SD93)	H3	L	Talmey Elementary	H1	H
Kingswood Elementary	H3	L	Thompson Elementary	H1	M
Lee Elementary	H1	L	Westwind Elementary	H1	H
McKay Elementary	H1	L	Woodward Elementary	H1	M-H
McNair Secondary	H1	L	Wowk Elementary	H3	M-H

The Manohar Steves Elementary project incorporated the concept of a “host school” (see Subsection 7.5.8), whereby the school’s Montessori program was temporarily relocated to R.M. Grauer Elementary, which had sufficient surplus capacity to house students for two school years while Steves Elementary underwent construction.

Appendix E to this Plan includes data, graphics, and mapping of seismic risk, including structural and liquefaction, organized by Community of Schools Regions.

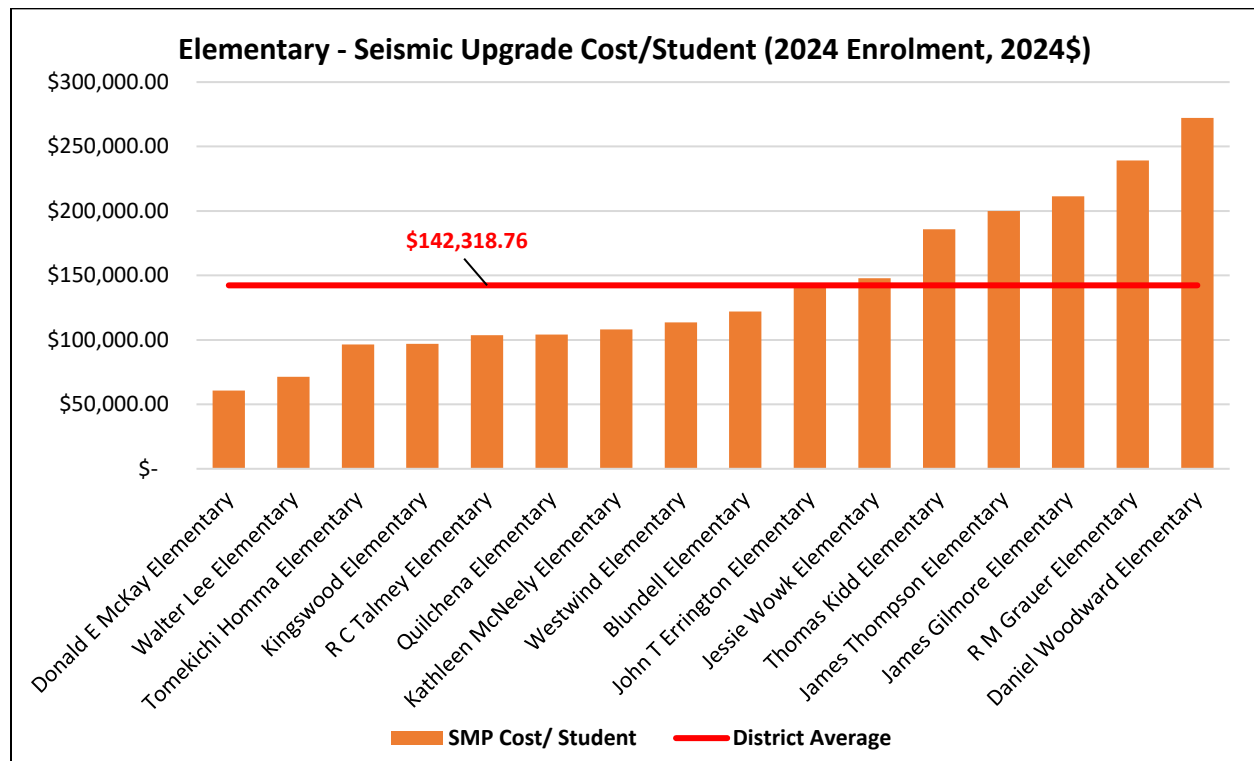
7.5.7 Seismic Upgrade Project Prioritization

The Richmond Project Team has reviewed a series of potential metrics and recommends that future seismic projects (i.e. not currently in the feasibility stage or later) should be based on the following formula:

$$\frac{\text{Estimated Total Project Cost}}{\text{School Enrolment}}$$

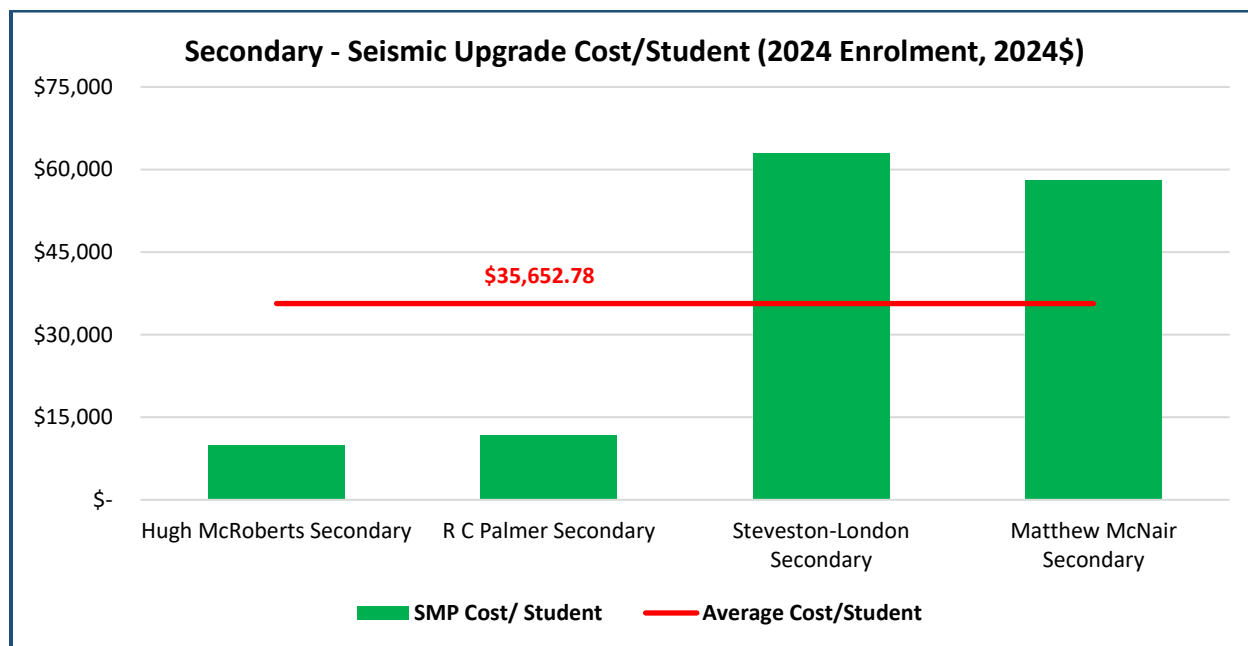
Schools with the lowest ratios (i.e. lowest cost per student) have priority over schools with higher ratios. This methodology aligns with the mandate of the RPT to maximize the number of “safe seats” in as short a timeframe as possible and with public feedback received during the preparation of this report demonstrating strong support for the prioritization of investments in areas with high seismic risk and areas of high capacity enrolment. It should be noted that all schools on the list, regardless of their ranking, will receive attention in the Seismic Mitigation Program as all are District priorities.

Based on the current “snapshot” of September 2024 total enrolment figures and 2024 order-of-magnitude cost estimates⁶, the elementary schools are ranked as follows, with the schools on the left side of the graph having the lowest cost per student and being prioritized higher as a result:



⁶ 2024 order-of-magnitude cost estimates are consistent with those included in the 2025-26 Capital Plan, submitted in June 2024.

The secondary schools are ranked as follows:



It is recommended that the ranking of seismic projects for all schools with high seismic risk should be based on the prioritization included annually in the Five-Year Capital Plan. The order-of-magnitude cost estimates and the prioritization of future projects may be affected over time by changes to enrolment resulting from the implementation of the regional facilities strategy developed in Chapter 10 and the timing and availability of space to accommodate students in swing schools during construction and other project related timing issues.

7.5.8 Temporary Accommodations

In order to expedite seismic upgrades, school programs may need to be temporarily relocated to allow for construction to proceed during the school year. Options to allow program continuance for schools undergoing seismic construction include:

- a) use of on-site surplus school space;
- b) relocate and co-locate students at nearby school site(s) that have surplus capacity (host schools);
- c) identify and vacate whole schools that may serve as temporary “swing space” (which may also reduce surplus District operating capacity and improve overall capacity utilization).

Temporary portable classrooms can be used to either augment or replace any of the other options, under special circumstances.

Every seismic upgrade project must be reviewed with the lowest cost in mind as it pertains to overall implementation and in particular temporary accommodations. Schools that are suitable for being partially or fully vacated to provide swing space to accommodate students from schools undergoing seismic upgrades will need to be identified, in order to minimize the long term seismic project duration and construction costs within communities of schools.

7.5.9 Replacement Opportunities

During the feasibility study stage of projects, options must be developed including, but not limited to, the following:

- Seismic Upgrade of the Existing School
- Partial Replacement of the School (Most Vulnerable Blocks) and Seismic Upgrade of the Balance of the School
- Full Replacement of the School

In most cases, the first two options will cost less than the cost of facility replacement, however if the lowest cost option is within 15-20% of the replacement school, a business case could be made for a new facility, especially when factoring in life cycle costs (operating, maintenance, utilities, renewal).

Another consideration, through a strategic process of consolidating older, under-utilized schools (discussed in Section 6.6, Optimizing the Utilization of School Assets), is to justify their replacement with new facilities. For example, if the estimated replacement cost for one new replacement school under the seismic program is constructed larger to accommodate the projected student population of two other schools requiring seismic upgrades is less than or equal to the total cost of seismically upgrading all three schools. Consolidation and closure of older, under-utilized schools does not necessarily result in land being designated as surplus (discussed in Subsection 9.1.2 – District-owned Land Holdings).

Strategic Recommendations (Chapter 7 - Facility Condition and Improvements)

- ***Continue to strive to maintain all schools in good/fair condition with a target FCI of 0.3 or lower.***
- ***Continue to maintain current annual facilities operations and maintenance funding and enhance maintenance at schools through reductions in surplus floor area.***
- ***Advocate for additional government funding in the forms of the Annual Facility Grant and School Enhancement Program to reduce deferred maintenance and extend the useful life of schools.***
- ***Advocate for additional government funding for air conditioning in school facilities where necessary and for continued maintenance and upgrading of HVAC systems to support further improvements to educational environments.***
- ***Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve Carbon Neutrality.***
- ***Continue to adopt and submit the Annual Five-Year Capital Plan, with adjustments made as the Long Range Facilities Plan evolves.***
- ***Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including expansion and seismic upgrade projects.***
- ***Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.***

- *Support the Richmond Project Team as it continues to accelerate the delivery of major capital improvements, including school expansions and seismic upgrades.*
- *Continue to mitigate seismic risk at schools that have a high structural risk and/or moderate to high liquefaction risk through the Seismic Mitigation Program, using the project prioritization developed by the Richmond Project Team.*
- *Develop guiding principles, to be followed on each seismic upgrade project, for the temporary displacement of students that best manages disruption.*
- *Identify opportunities to repurpose available space in schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan.*
- *Identify all opportunities under the Seismic Mitigation Program to accelerate the Seismic Risk reduction and the provision of safer seats in the district, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan, including determination of the viability, timing and cost estimates for supported seismic projects that may include:*
 - *Seismic upgrade with no additional facility enhancements.*
 - *Seismic upgrade with facility enhancements, which may include replacement of High Seismic Risk areas and other enhancements or facility upgrades where needed.*
 - *Full Replacement of a facility with high seismic risk and high facility condition index (FCI).*
 - *Replacement of an elementary school that has a high seismic risk and high FCI, with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a high seismic risk.*

Chapter 8 - Educational Support Facilities

8.1 SCHOOL BOARD OFFICE

- Currently, District central operations are spread out over a number of sites, due to insufficient space at the current School Board Office [SBO] site, where significant upgrades were completed in 2019 and 2020 to the current School Board Office [SBO] site, and as a result, the FCI of the 40-year-old building improved from 0.49 to 0.38 as of Fall 2024.
- The lack of sufficient on-site parking situation at SBO is an issue. The short term public parking at City Hall to the east is often full and the unofficial parking at Richmond Centre mall to the north is no longer an option as its parkade is demolished in favour of high-rise housing. The District has negotiated an agreement with the City for staff to park at the Richmond Public Library parkade across Minoru Boulevard, where staff without a designated SBO parking stall are required to park.

8.2 CONTINUING EDUCATION

- In Fall 2022, Richmond Continuing Education [RCE] was centralized into a standalone Adult Education Centre in a repurposed and renovated surplus wing of Mitchell Elementary, which has been physically separated from the elementary school and fenced-off to prevent inter-mingling of adults and children.
- Previously, RCE was spread across seven facilities, including the Rideau Park Adult Learning Centre, which was too small to service the growing needs of Continuing Education. Its location in a residential neighbourhood was also not ideal due to concerns for students walking safely at night from the No. 3 Road bus stops and a promise to neighbours in 2005 when the facility opened, that programs will only be offered Monday to Friday, 9:00am to 6:30pm. Ideally, the Adult Learning Centre should be located on a bus route and able to accommodate RCE programs during weekdays, evenings and weekends.
- The new location is more accessible via public transportation and allows for evening and weekend programming.

8.3 WELCOME CENTRE/CENTRAL REGISTRATION

- SD38 renovated space on the main floor of the School Board Office in Fall 2020 to accommodate a "Welcome Centre", which assists English Language Learner (ELL) students and their families with their integration into the Richmond School District and the community. Staff provide language assessment, registration support and information about the B.C. education system and school and community programs. The renovation included a co-location and integration of Central Registration.
- Ideally, the Welcome Centre/Central Registration should be in a space suited for its needs within a new District Administration Centre.

8.4 LEARNING AND BUSINESS TECHNOLOGY SERVICES

- Learning and Business Technology Services [LBT], including the Computing Infrastructure and Data Centre was relocated in Summer 2023 into the renovated Rideau Park District Resource Centre (previously Rideau Park Adult Learning Centre).
- Previously, LBT was located in an 85-year-old former Radio-Canada transmission building (Technology Services Centre) at the northwest corner of the McNair Secondary School site, with staff located both at that site and at the School Board Office. The 240 m² building and associated parking was too small for current operations, has a high seismic risk rating and cannot be properly temperature controlled, and has an FCI of 0.70 (very poor condition). In their new location, which is larger, more modern, and has a lower seismic risk with adequate temperature control, LBT is able better able to support schools.
- Ideally, the vacated Technology Services Centre should be upgraded and repurposed into a space suitable for District needs.

8.5 FACILITIES SERVICES CENTRE

- Currently, Maintenance, Operations, Transportation, Stores, and the Richmond Project Team (are located in a 29 year-old facility situated at the northwest corner of the City on River Road adjacent to the City of Richmond Operations Yard.
- The Facilities Services Centre (FSC) building is fully-utilized and adequately sized for District operations and is undergoing upgrades to address building envelope and temperature control issues, however, the associated FSC Yard is undersized to meet the increased operational demands of a growing school district.
- The FSC Yard has limited parking available for the growing number of staff, fleet vehicles and electric busses needed to serve the district, and limited space for storage of materials required to meet increased demand for emerging educational needs including outdoor learning environments.
- As a temporary measure, due to the undersized FSC Yard, maintenance materials and equipment are being delivered to and stored in the secured compound at the former Radio-Canada transmission building at the northwest corner of the McNair Secondary School site and the parking lot at the west side of the McMath Secondary School site.
- The City of Richmond Dike Master Plan indicates that they intend to upgrade the Dike along River Road in the future and the City is also in the design stage of a planned multi-phase redevelopment of their Operations Yard, which will include elevating their property to match the level of the dike along River Road above flood levels.
- Ideally, the school district should consider opportunities to permanently accommodate long-term space needs for outdoor storage for facilities services and operations on dedicated School District property.

8.6 RICHMOND INTERNATIONAL EDUCATION

Administration of Richmond International Education (RIE) is currently based at the School Board Office [SBO] and has adequate accommodations since the 2019/2020 renovations.

8.7 TRANSPORTATION

SD38 currently operates a fleet of 15 busses to transport students in rural or remote parts of the city to their catchment schools, and to transport students with disabilities or diverse abilities.

As of September 2024, there are 367 students, including 65 students with disabilities or diverse abilities being bussed to eight elementary and ten secondary schools:

Elementary		Secondary	
School Students Attend	Riders	School Students Attend	Riders
Blundell	8	Boyd	7
Brighthouse	22	Burnett	7
Cook	1	Cambie	11
Errington	5	MacNeill	12
Garden City	1	McMath	3
Kingswood	7	McNair	247
McNeely	26	McRoberts	3
Woodward	2	Palmer	3
		Richmond	12
		Steveston-London	2
Total	72		295

Strategic Recommendations (Chapter 8 – Educational Support Facilities)

- ***Develop options and concepts for combining District Administration and District-Level services at one location.***
- ***Explore opportunities to maximize the use of the Adult Education Centre.***
- ***Develop options and concepts for upgrading and repurposing the vacated Technology Services Centre into a space suitable for District needs.***
- ***Collaborate with City of Richmond to maintain appropriate vehicular access at all hours to and from the Facilities Services Centre (FSC), and to minimize impact on school district operations during and upon completion of***
 - ***the planned upgrade and raising of the dike along River Road; and***
 - ***the planned redevelopment of the adjacent City Operations Yard***
- ***Explore options to accommodate long-term space needs for outdoor storage and operations on dedicated school district property.***

- *Continue to provide student transportation for students residing in rural/remote areas and for students with disabilities or diverse abilities, following requirements outlined through the School Act, Board Policy and direction.*
- *Advocate for additional government funding in the form of the Bus Acquisition Program to support bus fleet electrification.*
- *Support community transportation safety improvements by City of Richmond and other community partners to promote active transportation for school communities.*

Chapter 9 – Property

9.1 LAND INVENTORY

9.1.1 Real Property

The Richmond Board of Education holds title to 75 unique parcels of land totalling 157.3 hectares. Detailed listings of all District-owned properties are contained in Appendix G. The summary of these holdings is as follows:

- | | |
|-------------------------|-----------------------------------|
| • Elementary Schools: | 46 lots (38 sites), 96.5 hectares |
| • Secondary Schools: | 10 lots (10 sites), 49.6 hectares |
| • District Facilities*: | 3 lots, 4.8 hectares |
| • Land Holdings **: | 16 lots, 6.4 hectares |

** District Facilities include School Board Office, Facilities Services Centre and Rideau Park District Resource Centre. (The new location of the Adult Education Centre is on a parcel shared with Mitchell Elementary and the vacated Technology Services building is located on the McNair Secondary site).*

*** includes Kilgour, which is currently leased to Conseil Scolaire Francophone de la Colombie-Britannique (CSF).*

9.1.2 District-owned Land Holdings

There are currently six district-owned land holdings, totaling 16 lots and 6.4 hectares that are not being used by the school district for educational, administrative, or operational purposes. These sites include:

- South McLennan site (7 lots)
- No. 8 Road site (3 lots)
- Anderson site (1 lot)
- Westminster Highway site (1 lot)
- Dover Park site (3 lots)
- Kilgour site – leased to Conseil Scolaire Francophone (1 lot)

The school district will review long term facilities options for these properties, prioritizing the District's enrolment growth needs in consideration of the potential for higher density development district-wide resulting from Provincial Housing legislation. This review will adhere to District Policy and the School Act.

9.1.3 City Land

In addition to land owned by the District, many school sites include fields located on adjacent lots owned and maintained by the City of Richmond. A detailed listing of the City-owned properties adjacent to and forming part of school sites is contained in Appendix I.

9.2 LEASES AND RENTALS

9.2.1 Kilgour Elementary – Leased to CSF (Conseil Scolaire Francophone de La Colombie-Britannique)

The former Kilgour Elementary school site has been leased to the Conseil Scolaire Francophone de la Colombie-Britannique (CSF) for many years. The latest assessed value of the 2.1 hectare site with a 2,286 m², 53 year-old building is \$38 Million (based on 2023 property assessment). The facility generally is in poor condition and requires a major seismic upgrade. SD38 is responsible for building and grounds maintenance, security, utilities and cleaning, with the costs of utilities, custodial staff and supplies, snow removal, summer cleaning and security call-out recovered from the tenant.

The lease of the former Kilgour Elementary property by CSF has been renewed by SD38 for a two-year term plus three one-year options, effective 01 August 2023.

9.2.2 Residences at Anderson and South McLennan Land Holdings

SD38 currently leases out six District-owned parcels with houses. This includes one house at Anderson land holding, and five houses at the South McLennan Land Holding. South McLennan is located southeast of the City Centre Area in the DeBeck Elementary catchment. The surrounding area has many underutilized lots that may be developed into higher density housing due to increased development potential resulting from Small-Scale Multi-Unit housing legislation. The District will review the long term implications of Provincial Housing Legislation on school district education and administrative needs for the South McLennan lands.

9.2.3 Other Leases – Community Use of Facilities

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

Strategic Recommendations (Chapter 9 – Property)

- ***Continue to manage available space to support community uses in schools where appropriate.***
- ***Support community partners in providing equitable opportunities for engagement and enrichment, including the provision of child care and after school programming across communities.***
- ***Review and consider long term facilities options for school district properties in light of the potential impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on facility and property needs.***

Chapter 10 – Strategy for Communities of Schools Regions

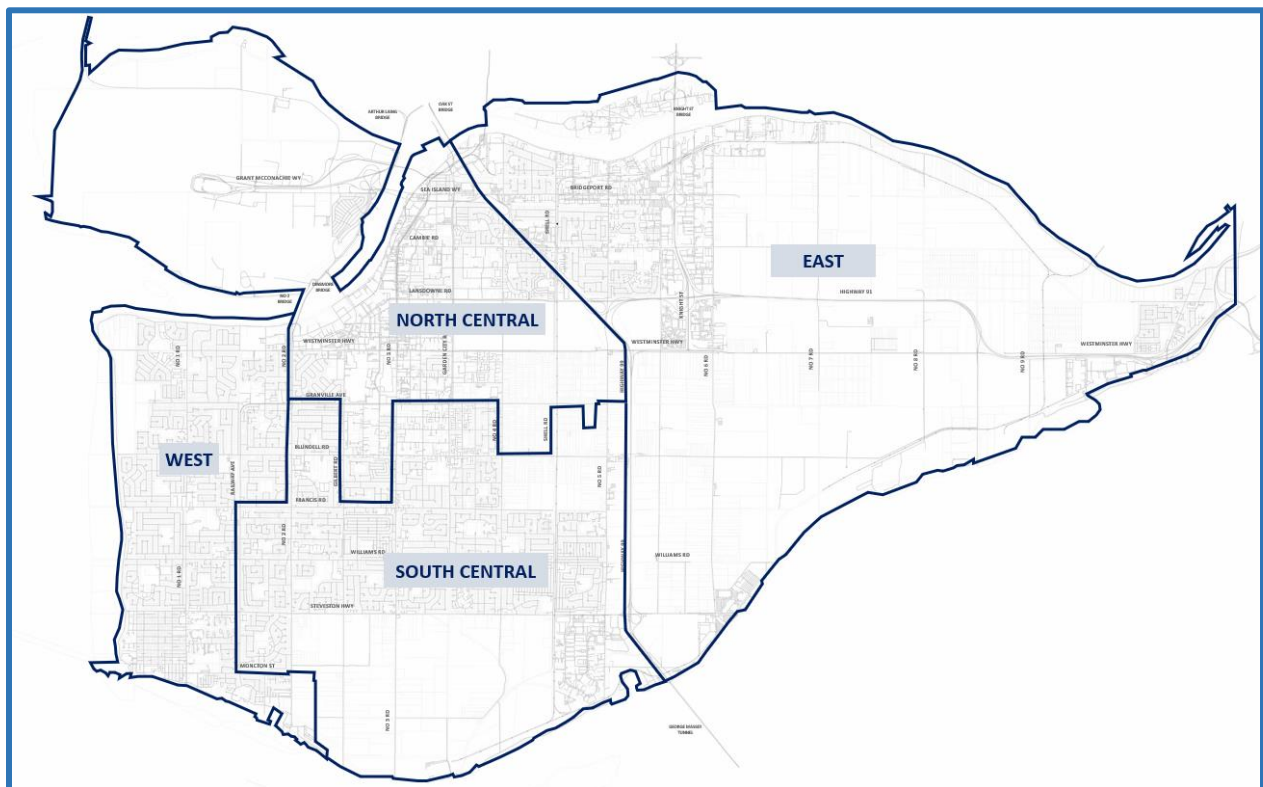
10.1 COMMUNITIES OF SCHOOLS REGIONS

To effectively analyze the current conditions of the Richmond School District’s facilities, the District has been separated into four (4) “Communities of Schools Regions” (referred to as “regions” in this Plan) including North Central Region, East Region, South Central Region and West Region based on current school catchments and the District’s geography as illustrated in Map 10.1 below.

Assessing capacity utilization through the lens of communities of schools regions improves the District’s ability to undertake catchment area boundary reviews and to better understand unique socio-economic characteristics leading to program placement locations and facility decisions.

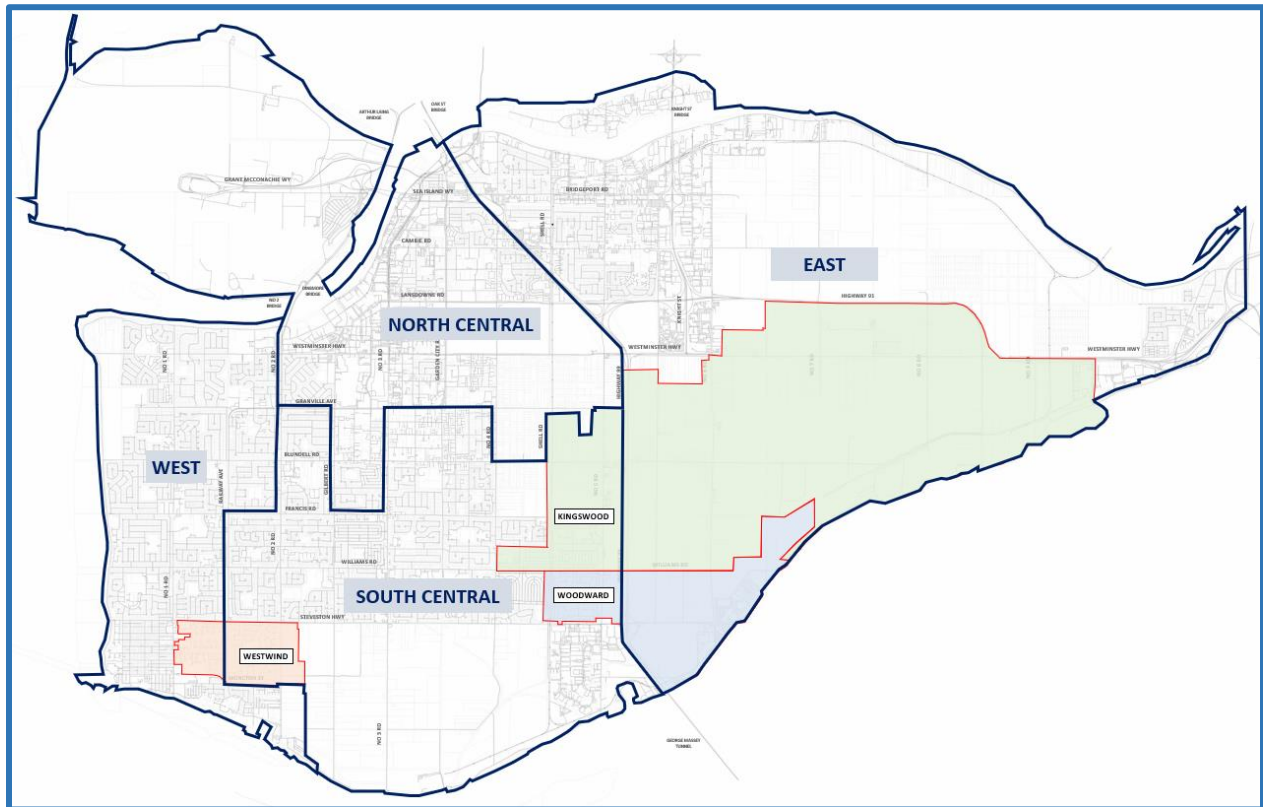
This chapter includes a facilities planning strategy to address enrolment and space utilization issues in each region and considers: catchment boundary and program location moves, facility expansions in growing neighbourhoods, and possible school consolidations in established neighbourhoods. The strategy is presented by elementary and secondary school levels for each Community of Schools Region.

Map 10.1 – Communities of Schools Regions Map

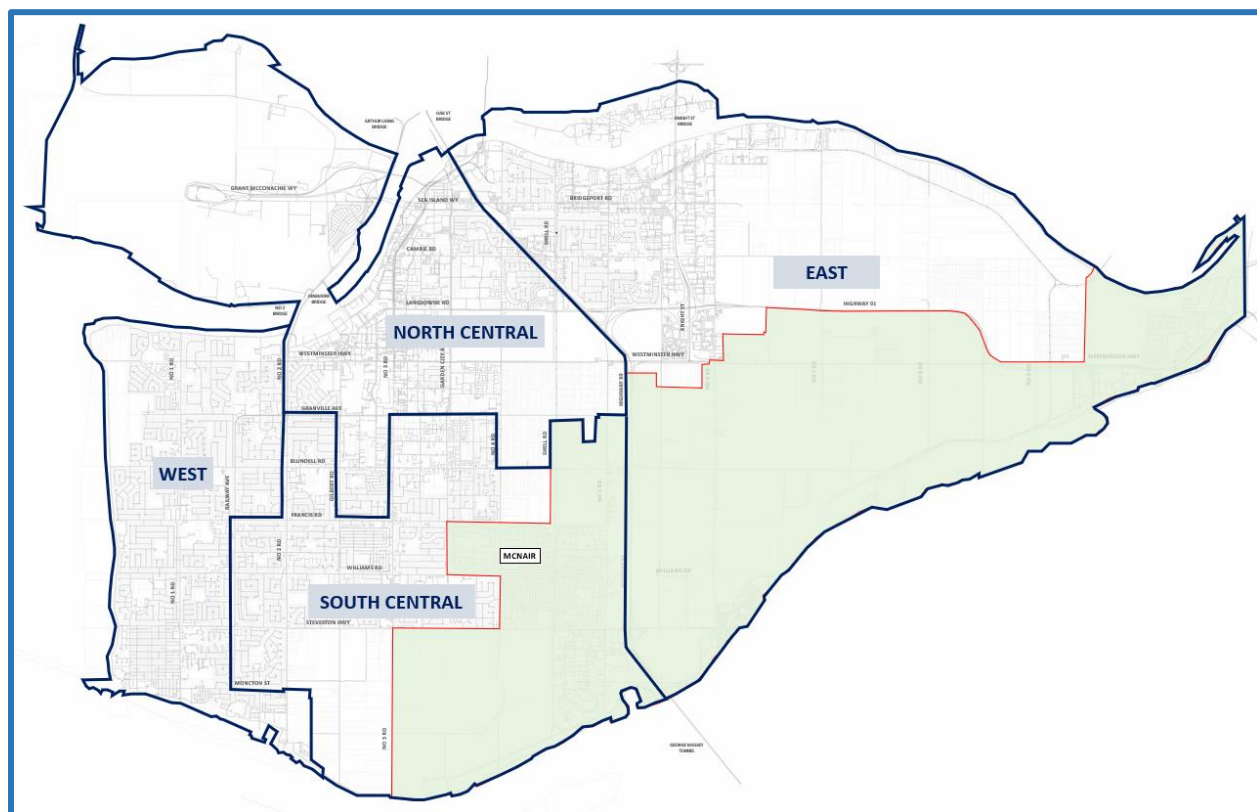


The boundaries for each region generally reflect groupings of Secondary School catchment boundaries, with adjustments made according to geographical barriers including Highway 99. There are a limited number of existing (2024/2025 school year) catchment areas that are split between regions. The following two maps illustrate the overlaps of the Regions for current elementary school catchments (Map 10.2) and for secondary school catchments (Map 10.3).

Map 10.2 – Overlap of Elementary School Boundaries with Community of Schools Regions



Map 10.3 – Overlap of Secondary School Boundaries with Community of Schools Regions

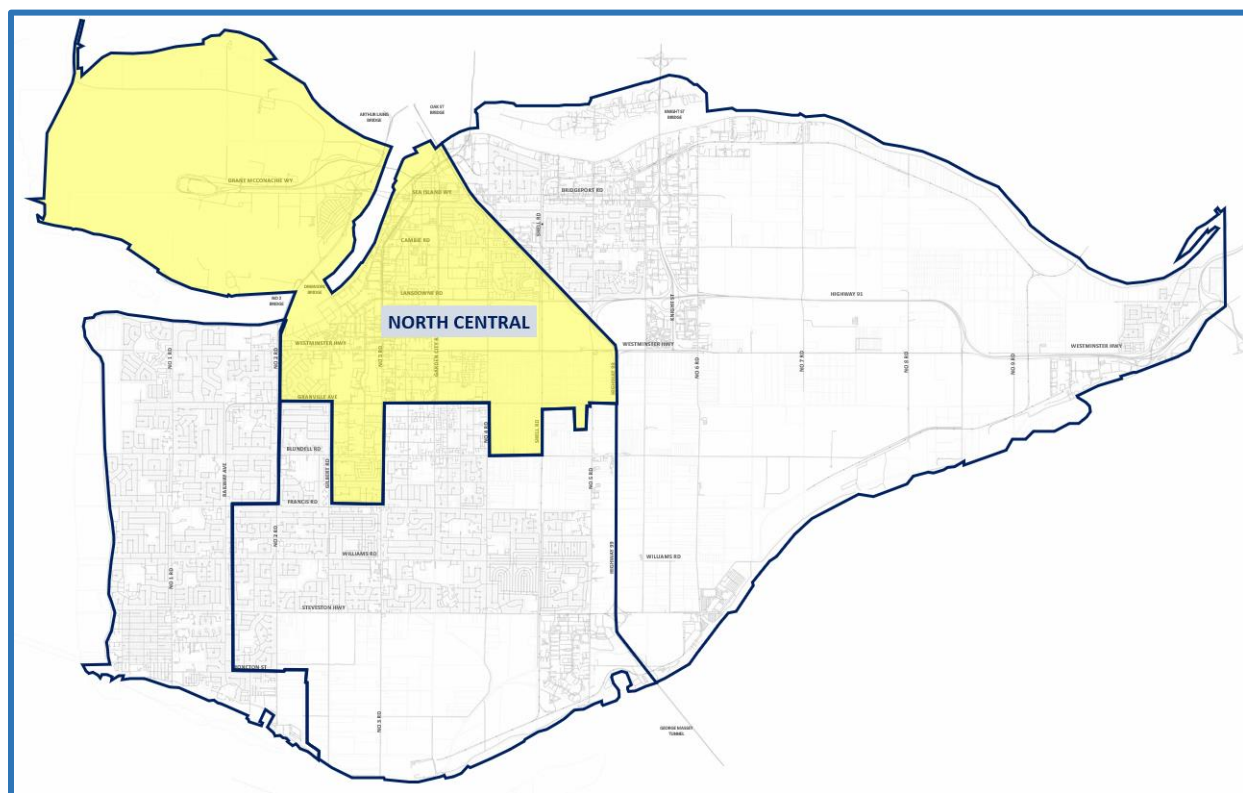


In addition to developing the communities of schools regions strategy, this section includes a planning strategy for other facilities, programs and administrative resources. The strategy considerations are also summarized for other facilities for accommodating educational support, administrative, operational and property resources, alternate programs, and continuing education, in the district as a whole – refer to Subsection 10.6.

10.2 NORTH CENTRAL COMMUNITY OF SCHOOLS REGION

The North Central Community of schools region includes the City of Richmond's City Centre Planning Area and Sea Island. The North Central region is comprised of the catchments of two secondary schools: **A.R. MacNeill Secondary** and **Richmond Secondary**. There are seven elementary schools located within the North Central Region: **Henry Anderson, William Cook, W.D. Ferris, Samuel Brighouse, F.A. Tomsett, R.C. Talmey** and **Sea Island**.

The families of elementary schools associated with the two secondary schools are identified in the table under the Location Map for North Central Region below.



NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – (SEA ISLAND AND CITY CENTRE PLANNING AREA)

Families of Schools:

MacNeill Secondary – Anderson Elementary, Cook Elementary, Talmey Elementary, Tomsett Elementary

Richmond Secondary – Ferris Elementary, Brighouse Elementary, Sea Island School

10.2.1 Secondary School Space Utilization Considerations: North Central Region

- The two secondary schools in the North Central Community of Schools Region are **A.R. MacNeill Secondary** and **Richmond Secondary**.
- Enrolment at both secondary schools is projected to grow rapidly over the next ten years due to construction of new residential units in the City Centre Area of Richmond.
- Enrolment at Richmond Secondary is projected to exceed capacity after 2026 while at A.R MacNeill Secondary, enrolment will exceed capacity after 2030.

- The North Central Secondary schools are projected to have a combined shortfall of 185 seats by 2031 and 410 seats by 2039 (based on current approved operating capacity for the two schools).
- MacNeill Secondary has Henry Anderson, William Cook, R.C. Talmey and F.A. Tomsett Elementary within the school's catchment.
- Richmond Secondary currently has W.D. Ferris and Samuel Brighthouse Elementary within the school's catchment.
- The North Central Region secondary schools do not have long term space for locating new district programs, although there may be room for temporary accommodation until 2030.
- Projections and space utilization calculations in this Plan do not include a total of 134 international Grade 8-12 students attending North Central Community of Schools in September 2024, including 71 in Richmond Secondary and 63 in MacNeill Secondary.

10.2.2 Secondary School Space Utilization Strategy: North Central Region

1. Space Optimization:

The District will consider all space optimization strategies and alternatives identified in Subsection 6.6 to address the capacity shortfall issue of secondary schools in the North Central Region.

2. Secondary School Expansions:

Enrolment at both secondary schools in the North Central Region is projected to exceed capacity in the next 5 years, and additions may be considered at Richmond Secondary and A.R. MacNeill Secondary to accommodate long term growth.

3. Secondary School Boundary Considerations:

A comprehensive review of secondary school boundaries in the North Central Region is recommended and should be considered to align accommodation with the preferred City Centre Area Capacity Expansion strategy in Subsection 4.3.1.

Secondary school boundaries are recommended to be aligned with elementary school catchment of new City Centre schools.

A phased-in boundary move (affecting new secondary regular program students only) for the area in the north half of Blundell Elementary from Richmond Secondary (North Central Region) to Steveston-London Secondary (South Central Region) were approved by the Board of Education in December 2019 for implementation between the 2020/21 and 2024/25 school years. The phased-in boundary move reduced the number of split feeder catchments and is gradually decreasing the number of surplus seats at Steveston-London.

4. Secondary School Programs and Educational Considerations:

The existing regular program with Grade 8-12 configuration should be maintained at Richmond Secondary and MacNeill Secondary. There is no long term space availability for permanently locating a new district program in the North Central Region due to the projected growth of regular program enrolment.

10.2.3 North Central Region Secondary Facilities Conditions and Seismic Upgrade Considerations

The facility condition index for Richmond Secondary is 0.27 (fair) and for MacNeill Secondary it is 0.40 (fair). Both secondary schools have low structural seismic risk, low site liquefaction potential, and are not included in the seismic upgrade program.

The better than average facility condition ratings for Richmond Secondary and MacNeill Secondary should be continued or improved with routine capital upgrades and regular maintenance.

10.2.4 Elementary Space Utilization Considerations: North Central Region

- Currently, there are seven elementary schools located in the North Central Region: **Henry Anderson, William Cook, R.C. Talmey, F.A. Tomsett, W.D. Ferris, Samuel Brighthouse** and **Sea Island**.
- The North Central Region includes the City Centre Planning Area and most of the population growth projected within City of Richmond over the next 15 years due to rapid housing growth.
- Four elementary schools in the North Central Region are within the core of City Centre Planning Area including Cook, Talmey, Tomsett and Brighthouse.
- The City Centre family of elementary schools is projected to have a combined shortfall of 605 seats by 2030 and 1,133 seats by 2039 (based on current approved operating capacity for the four schools⁷).
- Enrolment growth due to City Centre Planning Area residential development is expected to continue to grow during a longer time period between the years 2033 to 2048 but that growth is projected at a more moderate rate and assumes that the City Centre could gradually approach full build out of its remaining residential development potential by 2048.
- The District has restricted Kindergarten intake at Anderson Elementary, to ensure sustainable Kindergarten cohort size for regular and French Immersion programs. Sustainable Kindergarten Cohort Management by the District may result in revised enrolment actuals at Anderson Elementary that can be sustainable within the schools operating capacity but would divert enrolment growth to surrounding schools.
- Enrolment at Ferris Elementary is projected to remain relatively level between the years 2025 to 2027 followed by a gradual decrease of approximately 100 students over the following ten years due to a maturing population base.
- For a number of educational reasons, K-7 instruction was no longer offered at Sea Island School since September 2019, with Burkeville now part of the Brighthouse Elementary catchment.
- Projections and space utilization calculations in this Plan do not include a total of 16 international Grade K-7 students attending North Central Community of Schools in September 2024.

⁷ Current approved operating capacity as of January 2025 includes completed additions to Cook Elementary and Brighthouse Elementary, and approved additions to Talmey Elementary and Tomsett Elementary targeted for completion in 2025.

10.2.5 Elementary School Space Utilization Strategy: North Central Region

1. Sea Island School Consolidation:

The District, after considering all space optimization strategies and alternatives pursuant to Section 6.6, paused K-7 instruction at Sea Island effective September 2019, with Burkeville now part of the Brighthouse Elementary catchment. Sea Island has since been converted to accommodate a combination of education support uses including continuing education, child care and learning support office space. Additional uses may be considered in the future, including: District Programs, K-12 resource space, swing space for seismic upgrade projects, learning support and/or district conference centre.

2. Elementary School Expansion Strategy:

The following major capital projects comprise the City Centre Expansion strategy and when completed would create 1,445 new seats (total operating capacity expansion). All proposed capital expansion projects are included in the District's Capital Plan and subject to Ministry approval and further review through project definition reports, therefore completion dates and capacity targets are tentative:

Completed Expansions

- Completed (September 2024) 140 seat addition to Samuel Brighthouse Elementary.
- Completed (September 2024) 116 seat addition to William Cook Elementary.

Approved Expansions

- Approved 140 seat addition to R.C. Talmey Elementary for completion by 2025.
- Approved 210 seat addition to F.A. Tomsett Elementary for completion by 2025.

Proposed Expansions and New Schools

- Proposed New City Centre Elementary School East with an operating capacity of 294 seats for completion by 2028.
- Proposed New City Centre Elementary School West, with an operating capacity of 546 seats for completion by 2032.

3. Elementary School Updates and Changes to Expansion Strategy:

The Board of Education should annually consider updates to its capital expansion program strategy until it is fully implemented, identifying progress made on approvals and any changes or modifications to the proposed project strategy that may be required, responding to changes to student needs, education considerations and actual enrolment growth trends.

4. Elementary School Site Acquisition Considerations – City Centre Area:

In order to address continued enrolment growth from Richmond's City Centre, the District should:

- Continue to pursue discussions with the City of Richmond and development community to determine the possibility, location, timing, suitability, and physical and financial viability of site acquisition for two new City Centre Schools.
- Continue to include proposed city centre school site acquisitions as Eligible School Site Proposals to be incorporated into the Five-Year Capital Plan.

5. Elementary School Boundary Considerations:

A phased-in boundary move (affecting new students only) for the area of R.J Tait Elementary on the west side of Highway 99 to R.C Talmey Elementary was approved by the Board of Education in December 2019 for implementation between the 2020/21 and 2027/28 school years. The phased-in boundary move aligns both elementary school catchments with their respective community of schools region.

Future boundary scenarios and capacity alternatives should be considered for proposed new City Centre schools and proposed school expansions. All boundary changes are subject to the boundary review process in subsection 6.5.6 of this Plan.

6. Elementary Programs and Educational Considerations:

The existing K-7 grade configurations should be maintained at North Central Elementary schools. Henry Anderson Elementary is a dual track school with regular and Early French Immersion programs, and the remaining elementary schools accommodate regular program only. The District has restricted kindergarten intake at Henry Anderson Elementary to ensure sustainable cohorts for regular and French Immersion programs. Sustainable cohort management may be considered for other North Central Elementary schools to divert a small proportion of new students to surrounding schools until expansions are completed as schools have limited space for additional portables.

There is no long term space availability for permanently locating additional district programs at North Central Region elementary schools due to the projected growth of regular program enrolment.

10.2.6 North Central Region Elementary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for the elementary schools in the North Central Region are:

Elementary School	Facility Condition Index
Brighthouse Elementary	0.06 (good)
William Cook Elementary	0.10 (good)
F.A. Tomsett Elementary	0.18 (good)
Henry Anderson Elementary	0.20 (good)
R.C. Talmey Elementary	0.36 (fair)
W.D. Ferris Elementary	0.41 (fair to poor)
Sea Island School	0.64 (poor)

The District will combine facility improvements with Seismic Mitigation Program upgrade projects and expansion projects where appropriate, to improve the condition of facilities that have a poor facility condition rating in the North Central Region. Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.

Since adopting the LRFP in 2019, seismic upgrading has been completed at the following North Central Region schools: William Cook Elementary (structural and liquefaction seismic upgrade/partial replacement/expansion – completed Fall 2020), W.D. Ferris Elementary (structural seismic upgrade – completed Fall 2020) and F.A. Tomsett Elementary (structural and liquefaction seismic upgrade/expansion – completed Spring 2022).

Two other elementary schools in the North Central Region have a high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program:

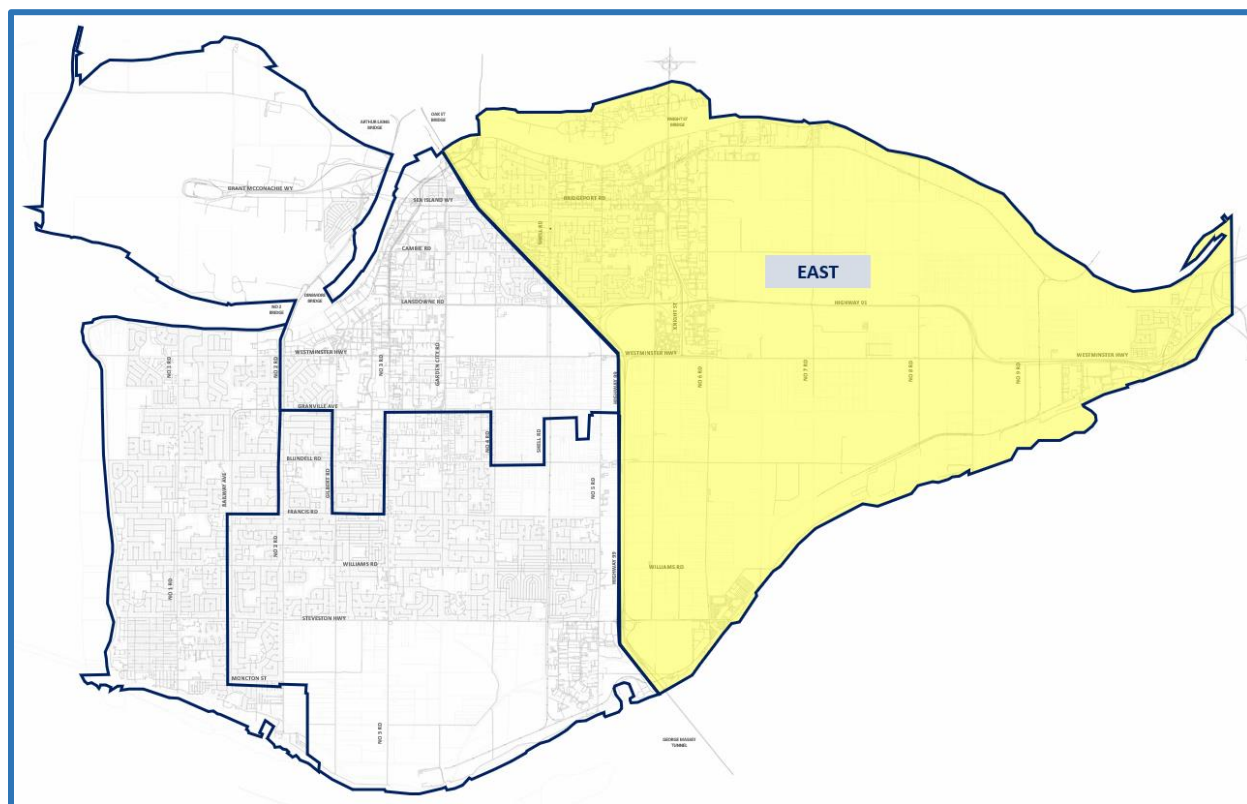
- Sea Island School (“H1” structural, “M” liquefaction) and,
- R.C. Talmey Elementary (“H1” structural, “H” liquefaction).

- *All schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program with proposed upgrades prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of the Long-Range Facilities Plan.*
- *A seismic upgrade of R.C. Talmey Elementary should be provided soon after the completion of the approved addition, targeted for completion in 2025.*

10.3 EAST COMMUNITY OF SCHOOLS REGION

The East Community of Schools Region includes all lands east of Highway 99 within City of Richmond. **H.J. Cambie Secondary** is the only secondary school located within this region. Currently the catchment for Cambie Secondary does not include the entire East Region and is limited to the current elementary catchments of **Robert J. Tait, Mitchell** and **Kathleen McNeely**. Area's east of Highway 99 and outside of the current Cambie catchment in the East Region are currently in the Matthew McNair Secondary catchment including all of **Hamilton Elementary** catchment and east portions of Kingswood and Daniel Woodward elementary school catchments.

The District has determined that projected enrolment at Cambie Secondary may not be sustainable without directing all future regular students residing in the East Region to Cambie Secondary.



EAST COMMUNITY OF SCHOOLS REGION – East of Highway 99

Family of Schools:

Cambie Secondary – Tait Elementary, Mitchell Elementary, McNeely Elementary, Hamilton Elementary**

** *Hamilton Elementary and portions of Kingswood Elementary and Woodward Elementary that are East of Highway 99 are currently not included within 2024/25 Cambie Secondary catchment and currently feed McNair Secondary which is in the South Central Region.*

10.3.1 Secondary School Enrolment and Space Utilization Considerations: East Region

- There is one secondary school physically in the East Region: **H.J. Cambie Secondary**.
- There is sufficient secondary school capacity at Cambie Secondary to accommodate Grade 8-12 enrolment growth in the East Region for the foreseeable future.

- Cambie Secondary has a significant space surplus, and potential strategies to increase the school's enrolment include:
 - Expanding the school's catchment to include all areas east of Highway 99 in Richmond School District;
 - Increasing the schools Richmond International Education enrolment;
 - Locating a district choice program at the school.
- New secondary students included in the current catchment of Cambie Secondary and portions of McNair Secondary catchment east of Highway (including Hamilton Elementary and east portions of Kingswood Elementary and Daniel Woodward Elementary) should be encouraged to attend Cambie Secondary, to ensure efficient utilization of space for Cambie Secondary.
- Projections and space utilization calculations in this Plan do not include a total of 63 international Grade 8-12 students attending Cambie Secondary in September 2024.

10.3.2 Secondary School Capacity and Space Utilization Strategy: East Region

1. Expansion:

There is sufficient secondary capacity in the East Region to accommodate projected growth for the foreseeable future, and expansion is not recommended for H.J. Cambie Secondary.

2. Secondary School Boundary Considerations:

The secondary enrolment intake from the east portions of Kingswood Elementary and Daniel Woodward Elementary lying east of Highway 99 and all of Hamilton Elementary catchment currently within Matthew McNair Secondary catchment (South Central Region) should be moved to Cambie Secondary (East Region).

This would require a boundary move from Matthew McNair Secondary to H.J. Cambie Secondary that should be phased-in (affecting new students only) to improve long term space utilization at Cambie Secondary to a more sustainable level. Further analysis is required to determine implications on student accommodation and transportation.

Timing of proposed boundary move considerations for portions of Kingswood Elementary, Daniel Woodward Elementary and Matthew McNair Secondary that include areas on the east side of Highway 99 is subject to Board direction.

All proposed boundary changes in this Plan are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.

3. Secondary Programs and Educational Considerations for the East Region:

H.J. Cambie Secondary has significant room to accommodate a new or expanded district program. If the boundary of Cambie Secondary is expanded to include all areas east of Highway 99 there will be a gradual reduction of surplus space, but some surplus capacity will remain after full implementation of boundary moves.

Locating a choice program at Cambie Secondary may be a future consideration if it is suitable for the school, particularly if it can draw some of the secondary school enrolment growth from

MacNeill Secondary and Richmond Secondary and help balance long term secondary enrolment growth between the North Central and East regions.

10.3.3 East Region Secondary Facilities Conditions and Seismic Upgrade Considerations

The facility condition index for H.J. Cambie Secondary 0.24 (fair) and the school has a low structural seismic risk, low liquefaction risk, and is not included in the Provincial Seismic Mitigation Program.

10.3.4 Elementary Space Utilization Considerations: East Region

- Currently, there are four elementary schools located in the East Central Region, including **Robert J. Tait, Mitchell, Kathleen McNeely** and **Hamilton**.
- Portions of the elementary school catchments for Kingswood and Woodward that are on the east side of Highway 99 and in the East Region are geographically aligned more closely with McNeely Elementary catchment.
- Hamilton Elementary is projected to grow rapidly with new residential development in the catchment and an addition to the school will be required by 2027.
- Tait Elementary is projected to grow by approximately 100 students between 2025 and 2032 with new residential development in the catchment.
- Projections and space utilization calculations in this Plan do not include a total of 20 international Grade K-7 students attending East Community of Schools in September 2024.

10.3.5 Elementary School Capacity and Space Utilization Strategy: East Region

1. Expansion:

A six classroom addition is proposed for Hamilton Elementary as a high priority project in the Five-Year Capital Plan for completion by September 2027.

2. Elementary School Boundary Considerations for the East Region:

The elementary enrolment intake from the east portions of Kingswood Elementary catchment and Woodward Elementary catchment lying east of Highway 99 should be moved to McNeely Elementary in the East Region.

The proposed boundary moves areas of Kingswood and Woodward Elementary catchments include a small number of elementary students in a predominantly rural area within the Agricultural Land Reserve. These areas are geographically within the East Region and may be more closely aligned with the McNeely Elementary catchment.

The proposed phased-in boundary moves of Kingswood Elementary and Woodward Elementary should be considered in conjunction with the proposed secondary boundary move from Matthew McNair Secondary to H.J. Cambie Secondary in section 10.3.2 of this plan.

Timing of proposed boundary move considerations for portions of Kingswood Elementary and Daniel Woodward Elementary on the east side of Highway 99 is subject to Board direction.

All proposed boundary changes in this section are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.

3. Programs and Educational Considerations for the East Region:

Mitchell Elementary will continue to be a dual-track school with both Regular and Early French Immersion K-7 programs, with level enrolment projected slightly below capacity.

10.3.6 East Region Elementary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for the elementary schools in the East Region are:

Elementary School	Facility Condition Index
Hamilton Elementary	0.19 (good)
Mitchell Elementary	0.20 (good)
R.J. Tait Elementary	0.34 (fair)
McNeely Elementary	0.35 (fair)

The District will combine facility improvements with Seismic Mitigation Program projects and expansion projects where appropriate, to improve the condition of facilities in the East Region.

Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.

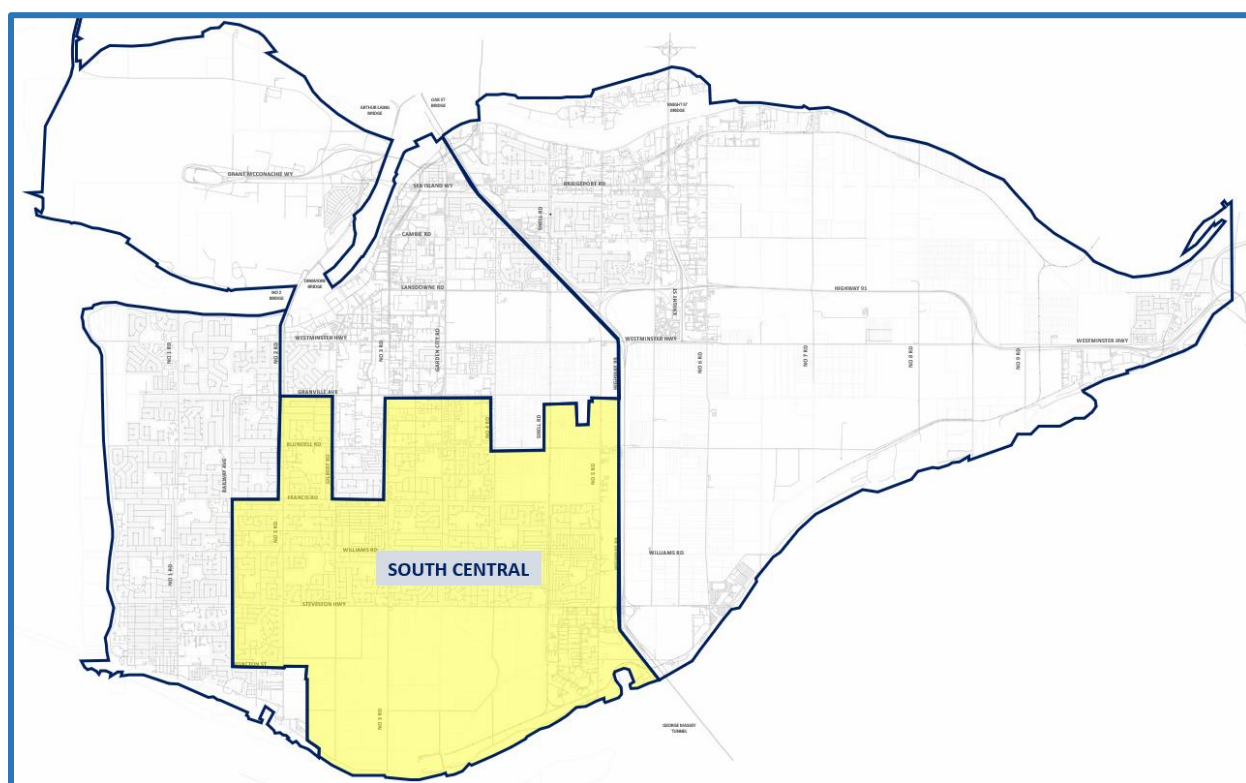
Since adopting the LRFP in 2019, seismic upgrading has been completed at Robert J. Tait Elementary (Fall 2020) and Mitchell Elementary (Fall 2021). Kathleen McNeely Elementary is the only other elementary school in the East Region that has a high seismic risk block ("H3" structural, "M-H" liquefaction) that needs to be addressed through the Provincial Seismic Mitigation Program.

Kathleen McNeely Elementary should be included in the Provincial Seismic Mitigation Program with a proposed structural seismic upgrade and substructural upgrade to be prioritized in the Five-Year Capital Plan pursuant to Section 7.4 of the Long Range Facilities Plan.

10.4 SOUTH CENTRAL COMMUNITY OF SCHOOLS REGION

The South Central Community of Schools Region includes four secondary schools and 15 elementary schools. The Region includes the secondary school catchment areas for **Steveston-London**, **Hugh McRoberts**, **R.C. Palmer** and the portion of **Matthew McNair** catchment west of Highway 99. The South Central Community of Schools Region currently includes 15 elementary schools: **Westwind**, **James McKinney**, **Jessie Wowk**, **Maple Lane**, **John T. Errington**, **Blundell**, **James Whiteside**, **William Bridge**, **General Currie**, **Garden City**, **Howard DeBeck**, **Walter Lee**, **Thomas Kidd**, **Daniel Woodward** and **Kingswood**.

The families of elementary schools associated with the four secondary schools are identified in the table under the Location Map for South Central Region below.



SOUTH-CENTRAL COMMUNITY OF SCHOOLS REGION

Families of Schools:

Steveston-London Secondary – Westwind Elementary*, McKinney Elementary, Wowk Elementary, Maple Lane Elementary, Errington Elementary, Blundell Elementary

Hugh McRoberts Secondary – Whiteside Elementary, Bridge Elementary

R.C. Palmer Secondary – Currie Elementary, Garden City Elementary, DeBeck Elementary

Matthew McNair Secondary – Lee Elementary**, Kidd Elementary, Woodward Elementary***, Kingswood Elementary***

* Westwind Elementary School is in South Central Region although its catchment is split between McMath Secondary (West Region) and Steveston-London Secondary (South Central Region)

** Lee elementary catchment is split between McRoberts Secondary and McNair Secondary (both secondary schools are within South Central Region)

*** Woodward and Kingswood Elementary Schools are in South Central Region although their catchments are split between McNair Secondary (South Central Region) and Cambie Secondary (East Region)

10.4.1 Secondary School Space Utilization Considerations: South Central Region

- Enrolment at all McNair Secondary and Steveston-London Secondary is projected to remain below operating capacity and relatively level into the future.
- Enrolment at McRoberts Secondary and Palmer Secondary is projected to remain relatively level slightly above operating capacity into the future.
- The South Central region excludes portions of the McNair Secondary catchment east of Highway 99, including Hamilton Elementary catchment and portions of Kingswood Elementary and Woodward Elementary catchments that are east of Highway 99.
- If in the future regular students residing in the current McNair Secondary catchment and on the east side of Highway 99 are directed to Cambie Secondary that would result in a gradual reduction in the current school projections for McNair Secondary and will add to the combined seat surplus for secondary schools in the South Central Region.
- There is a combined secondary school space surplus in the South Central Region of 588 seats as of September 2024, which is projected to decrease to 194 seats by 2030, before increasing to 757 seats by 2039.
- Projections and space utilization calculations in this Plan do not include a total of 271 international Grade 8-12 students attending South Central Community of Schools in September 2024, including 96 in Steveston-London Secondary, 41 in McRoberts Secondary, 55 in McNair Secondary and 79 in Palmer Secondary.

10.4.2 Secondary School Capacity and Space Utilization Strategy: South Central Region

1. Space Optimization:

The District will consider all space optimization strategies and alternatives identified in Section 6.6 to address the surplus capacity issue at two of the secondary schools in the South Central Region.

2. Secondary School Boundary Considerations:

A comprehensive boundary review by the District is recommended, with the following boundary move proposals for secondary schools in the South Central Community of Schools Region to be considered:

- a) Secondary school boundary and program moves and space alterations to decrease the combined seat surplus in the South Central Region.

This would be subject to consideration of all space optimization strategies and alternatives identified in Section 6.6 and further review through a consultation process to identify a suitable strategy to decrease the combined seat surplus for secondary schools in the South Central Region.

- b) A proposed phased-in secondary school boundary move from Matthew McNair Secondary to H.J. Cambie Secondary, including portions of Kingswood Elementary and Daniel Woodward Elementary catchments lying east of Highway 99 and all of Hamilton Elementary catchment.

The proposed boundary move should be phased-in (affecting new secondary students only) to improve long term space utilization at Cambie Secondary to a more sustainable level but this will add to the long term secondary school seat surplus projected for McNair Secondary and for the South Central Region.

Timing of proposed boundary move for portion of Matthew McNair Secondary east of Highway 99 to H.J. Cambie Secondary is subject to Board direction.

- c) A phased-in boundary move (affecting new secondary regular program students only) for the area in the north half of Blundell Elementary from Richmond Secondary catchment (North Central Region) to Steveston-London Secondary catchment (South Central Region) was approved by the Board of Education in December 2019 for implementation between the 2020/21 and 2024/25 school years. The phased-in boundary move reduced the number of split feeder catchments and is gradually decreasing the number of surplus seats at Steveston-London Secondary.
- d) A phased-in secondary school boundary move for the area in the west half of Walter Lee Elementary catchment from Hugh McRoberts Secondary catchment to McNair Secondary catchment should be considered to help decrease surplus seats at McNair Secondary and reduce the number of split feeder catchments in the District.
- e) The phased boundary moves initiated in 2010 from A.R. MacNeill Secondary to R.C. Palmer Secondary should now be considered fully implemented and all new secondary students in the regular program and residing within Garden City and Howard DeBeck Elementary catchments should attend their catchment school, Palmer Secondary.

The District should review administrative catchment descriptions and maps, in order to avoid future uncertainty of feeder flow to secondary schools, concurrently with a comprehensive boundary review to ensure that secondary enrolment is appropriately balanced between secondary schools.

All proposed boundary changes in this section are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.

3. Secondary Programs and Educational Considerations for the South Central Region:

- Hugh McRoberts Secondary is the only multi-track secondary school in the South Central Region and therefore currently has relatively better space utilization due to the Secondary French Program location.
- Currently McRoberts Secondary has the smallest in catchment regular secondary student cohort in the South Central Region and has a relatively large secondary French immersion program cohort.
- Matthew McNair Secondary has significant room to accommodate a new or expanded district programs. Surplus capacity at McNair Secondary will increase significantly if the boundary of Cambie Secondary is expanded to include all areas of Highway 99.
- R.C Palmer Secondary is located to the south of the City Centre and has undergone significant enrolment growth in the last 4 years and has limited space for new or expanded district programs.
- Steveston-London has a relatively new school building and has the highest enrolment in the South Central Region with limited space for new or expanded district programs.

The District may initiate a comprehensive boundary review with input from stakeholders and school communities in order to explore strategies to optimize the use of long term surplus space in secondary schools within the South Central Region.

10.4.3 South Central Region Secondary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for secondary schools in the South Central Region are:

Secondary School	Facility Condition Index
Steveston-London Secondary	0.18 (good)
Hugh McRoberts Secondary	0.57 (fair to poor)
Matthew McNair Secondary	0.59 (fair to poor)
R.C. Palmer Secondary	0.64 (poor)

The District will combine facility improvements with Seismic Mitigation Program upgrade projects and expansion projects where appropriate, to improve the condition of facilities that have a poor facility condition rating in the South Central Region. Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.

All four secondary schools in the South Central Region have high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program:

- R.C. Palmer (“H1” structural, “M” liquefaction),
- Matthew McNair (“H1” structural, “L” liquefaction),
- Hugh McRoberts (“H1” structural, “M-H” liquefaction) and,
- Steveston-London (“H1” structural, “H” liquefaction).

All secondary schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program with proposed upgrades prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of the Long Range Facilities Plan.

10.4.4 Elementary Enrolment and Space Utilization Considerations: South Central Region

- Currently, there are 15 elementary schools located in the South Central Region: **Westwind, James McKinney, Jessie Wowk, Maple Lane, John T. Errington, Blundell, James Whiteside, William Bridge, General Currie, Garden City, Howard DeBeck, Walter Lee, Thomas Kidd, Daniel Woodward and Kingswood.**
- There is a combined elementary school space shortfall in the South Central Region of 82 seats as of September 2024, which is projected to increase to a seat shortfall of 189 seats by 2026 then gradually transition to a seat surplus of 212 seats by 2039.

- Enrolment at only 5 out of the 15 elementary schools in the South Central Region have surplus capacity.
- Portions of the elementary school catchments for Kingswood and Daniel Woodward that are on the east side of Highway 99 are in the East Community of Schools Region and are physically aligned more closely with Kathleen McNeely Elementary catchment;
- Projections and space utilization calculations in this Plan do not include a total of 59 international Grade K-7 students attending South Central Community of Schools in September 2024.

10.4.5 Elementary School Capacity and Space Utilization Strategy: South Central Region

1. Elementary School Boundary Considerations:

- a) Elementary intake from the east portions of Kingswood Elementary catchment and Woodward Elementary catchment lying east of Highway 99 should be moved to McNeely Elementary in the East Region.

The proposed boundary move areas of Kingswood and Woodward Elementary catchments include a small number of elementary students in a predominantly rural area within the Agricultural Land Reserve. These areas are geographically within the East Region and may be more closely aligned with McNeely Elementary.

The proposed phased-in boundary moves should be considered in conjunction with the proposed secondary boundary move from Matthew McNair Secondary to H.J. Cambie Secondary in section 10.4.2 of this plan.

Timing of proposed boundary move considerations for portions of Kingswood Elementary and Woodward Elementary catchments on the east side of Highway 99 is subject to Board direction.

All proposed boundary changes in this section are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.

2. Elementary Programs and Educational Considerations for the South Central Region:

- James McKinney Elementary is a dual-track school (Montessori) in the Steveston-London Secondary family.
- William Bridge Elementary is a dual-track school (Early French Immersion) in the Hugh McRoberts Secondary family with a combined enrolment that is projected slightly above the school's capacity.
- James Whiteside Elementary is a triple-track school (Regular, Early French Immersion and Late French Immersion) in the Hugh McRoberts Secondary family with a combined enrolment that is projected well above the school's capacity. James Whiteside Elementary has a shortfall of approximately 90 seats in 2024, which is projected to exceed 100 seats over the next 10 years.
- Both Early French Immersion programs in the South Central Region are in close proximity to each other and a program review is recommended to consider program location and possible consolidation options to improve distribution and equitable access to the program where appropriate.

- Walter Lee Elementary, Kidd Elementary, Kingswood Elementary, and Woodward Elementary all have long term space available and may be considered to accommodate new or relocated District programs, subject to a comprehensive review.

An elementary enrolment move of the Late French Immersion or Early French Immersion program from Whiteside Elementary to an alternative location in the South Central Region should be considered through a comprehensive program location and boundary review.

Portables from the seismic upgrade project at Whiteside Elementary, completed in 2023, are remaining on site as a temporary measure to accommodate the Late French Immersion program until permanent locations for educational programs in the South Central Region are identified through comprehensive program location and boundary review.

10.4.6 South Central Region Elementary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for the 15 elementary schools in the South Central Region are:

Elementary School	Facility Condition Index
Maple Lane Elementary	0.30 (fair)
Howard DeBeck Elementary	0.23 (fair)
William Bridge Elementary	0.27 (fair)
James Whiteside Elementary	0.22 (fair)
Daniel Woodward Elementary	0.31 (fair)
Jessie Wowk Elementary	0.32 (fair)
James McKinney Elementary	0.34 (fair)
John T. Errington Elementary	0.36 (fair)
Garden City Elementary	0.41 (fair to poor)
Thomas Kidd Elementary	0.41 (fair to poor)
Kingswood Elementary	0.42 (Fair to poor)
General Currie Elementary	0.48 (fair to poor)
Westwind Elementary	0.51 (fair to poor)
Walter Lee Elementary	0.57 (fair to poor)
Blundell Elementary	0.62 (poor)

Seismic upgrades have been completed at four elementary schools in the South Central Region Elementary, including:

- Maple Lane Elementary (structural and liquefaction upgrade, completed Fall 2021);
- James McKinney Elementary (structural and liquefaction upgrade, completed Spring 2022);
- James Whiteside Elementary (structural upgrade, completed Fall 2023); and,
- William Bridge Elementary (structural upgrade, completed Fall 2023)

Seismic upgrades are also proceeding at Howard DeBeck Elementary (structural and liquefaction upgrade, completion by Fall 2025).

Eight of the remaining 10 elementary schools in the South Central Region have high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program:

- Blundell (“H1” structural, “H” liquefaction),
- Thomas Kidd “H1” structural, “H” liquefaction),
- Kingswood (“H3” structural),
- Walter Lee (“H1” structural),
- John T. Errington (“H1” structural, “H” liquefaction),
- Westwind (“H1” structural, “H” liquefaction),
- Daniel Woodward (“H1” structural, “M-H” liquefaction) and
- Jessie Wowk (“H3” structural, “M-H” liquefaction).

The District will combine facility improvements with Seismic Mitigation Program projects and expansion projects where appropriate, to improve condition of facilities that have poor facility condition rating in the South Central Region. Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.

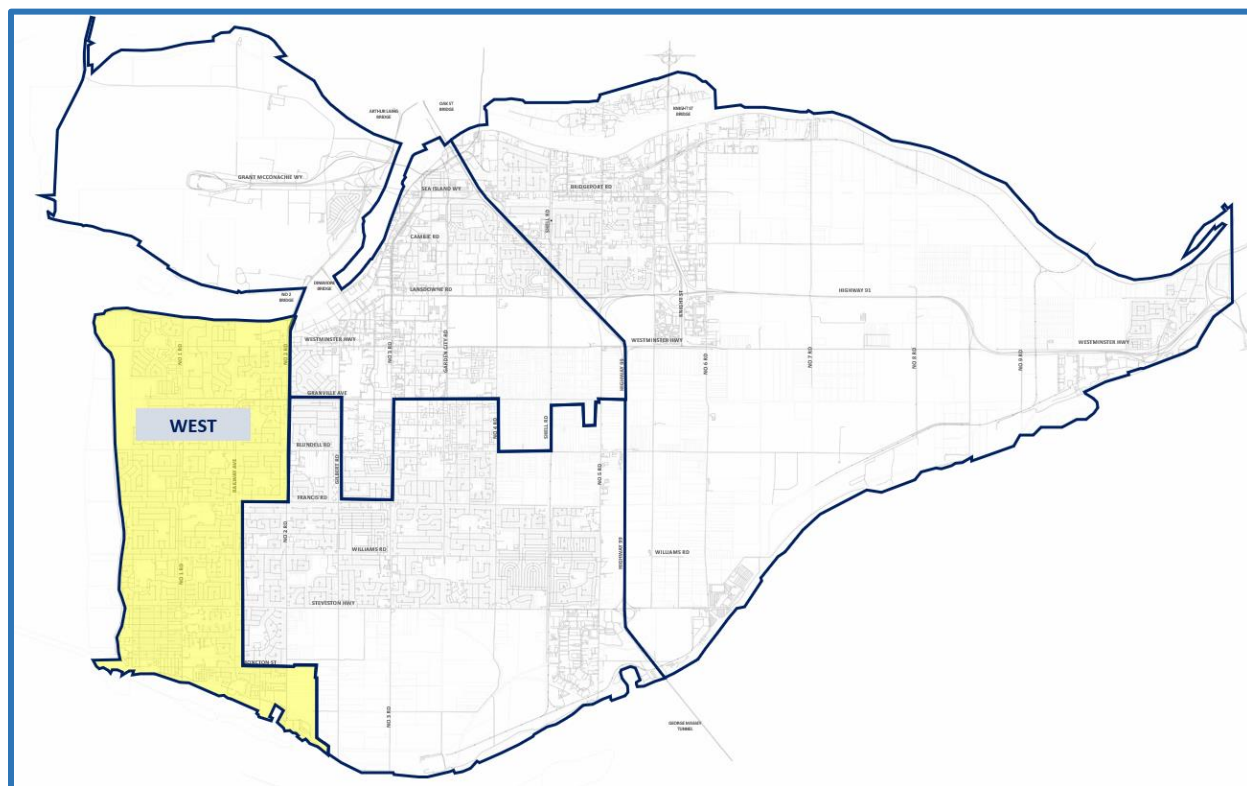
All elementary schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program and be prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of the Long Range Facilities Plan.

10.5 WEST COMMUNITY OF SCHOOLS

The West Community of Schools Region includes the entire catchments of three secondary schools: **R.A McMath Secondary, Hugh Boyd Secondary** and **J.N. Burnett Secondary**. The West Region also includes 12 elementary schools: **Spul’u’kwuks, James Thompson, Archibald Blair, Donald E. McKay, R.M. Grauer, James Gilmore, Manoah Steves, Alfred B. Dixon, John G. Diefenbaker, Quilchena, Tomekichi Homma and Lord Byng**.

Enrolment at 9 of the 12 elementary schools in the West Region have surplus capacity, with September 2024 enrolment indicating an elementary space surplus of 437 seats. The current elementary space surplus is projected to continue long into the future, increasing to 761 seats in 2039.

The families of elementary schools associated with the three secondary schools are identified in the table under the Location Map for West Region below.



WEST COMMUNITY OF SCHOOLS REGION

Families of Schools:

Burnett Secondary – Spul' u'kwuks Elementary, Thompson Elementary, Blair Elementary, McKay Elementary, Grauer Elementary*

Boyd Secondary – Steves Elementary, Dixon Elementary, Diefenbaker Elementary, Gilmore Elementary, Quilchena Elementary, Grauer Elementary

McMath Secondary* - Byng Elementary, Homma Elementary

**McMath Secondary includes enrolment from the west portion of Westwind Elementary school catchment (west of Railway Avenue) while the area of the Westwind catchment that is east of Railway Avenue is in Steveston-London Secondary catchment (South Central Region).*

10.5.1 Secondary School Space Utilization Considerations: West Region

- Enrolment at J.N. Burnett Secondary and Hugh Boyd Secondary in the West Region is projected to remain level below operating capacity into the future.
- A seismic upgrade/partial replacement project was completed in Fall 2020 at Hugh Boyd Secondary that reduced the school's capacity from 900 to 800.
- R.A. McMath Secondary includes the French Immersion Program and is currently slightly below the schools capacity of 1,200 although its enrolment is projected to be slightly above capacity from 2028 to 2030, peaking at 1,293 in 2029 before decreasing to 1,110 by 2039.
- Projections and space utilization calculations in this Plan do not include a total of 209 international Grade 8-12 students who attended West Community of Schools in September 2024, including 100 in J.N. Burnett Secondary, 60 in Hugh Boyd Secondary and 49 in R.A. McMath Secondary.

10.5.2 Secondary School Space Utilization Strategy: West Region

1. Space Optimization:

The District will consider all space optimization strategies and alternatives identified in Section 6.6 to improve the utilization of secondary schools in the West Region.

2. Secondary School Boundary Considerations:

- a) The following phased-in boundary moves were approved by the Board of Education in December 2019 and implemented between the 2020/21 and 2024/25 school years:
- the area in the north half of R.M. Grauer Elementary catchment from J.N. Burnett Secondary catchment to Hugh Boyd Secondary catchment, and
 - the area in the south half of Donald E. McKay Elementary catchment from Hugh Boyd Secondary catchment to J.N. Burnett Secondary catchment.

These two phased-in boundary moves affected new regular secondary students only and reduced the number of split-feeder catchments in the District.

- b) The District may consider the possibility of maintaining the split feeder flow from the west portion of Westwind⁸ catchment which currently flows to R.A. McMath Secondary.

Continued enrolment intake from the west portion of Westwind Elementary catchment may ensure that the size of the regular program at R.A. McMath Secondary remains sustainable and well balanced with the French immersion program. The Board of Education chose not pursue a boundary move to address the split feeder orientation of Westwind Elementary. The west half of Westwind catchment will continue to feed McMath Secondary while the east half will continue to feed Steveston-London Secondary.

- c) The phased-in boundary moves initiated in 2008 from R.A. McMath Secondary to Hugh Boyd Secondary, impacting students residing in John G. Diefenbaker and Manoh Steves Elementary catchments has been fully implemented. All new regular secondary students residing in John G. Diefenbaker and Manoh Steves Elementary catchments attend Boyd Secondary.

3. Secondary Programs and Educational Considerations for the West Region:

R.A. McMath Secondary includes a Secondary French Immersion program with enrolment slightly below operating capacity and projected to increase above capacity by 2028.

Sustainable cohort and program intake management or other enrolment move options may be required for R.A. McMath Secondary to ensure the continued efficiency in space utilization within the schools capacity.

⁸ Westwind Elementary is located in Steveston-London secondary catchment although the west portion of the elementary school catchment west of Railway Avenue is within McMath catchment.

10.5.3 West Region Secondary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for secondary schools in the West Region are:

J.N. Burnett Secondary – 0.30 (Fair), Hugh Boyd Secondary – 0.52 (fair to poor) and R.A. McMath Secondary – 0.26 (Fair).

Efforts to improve the condition of secondary school facilities should be included in routine capital upgrades and regular maintenance.

Hugh Boyd Secondary was the only secondary school that had high seismic risk blocks (structural only) in the West Region, and this was addressed through a seismic upgrade completed in Fall 2020. J.N. Burnett Secondary and R.A. McMath Secondary both have low structural seismic risk and low liquefaction and will not require seismic upgrades.

10.5.4 Elementary Space Utilization Considerations: West Region

- Currently, there are twelve (12) elementary schools located in the West Region: **Spul'u'kwuks, James Thompson, Archibald Blair, Donald E. McKay, R.M. Grauer, James Gilmore, Manoah Steves, Alfred B. Dixon, John G. Diefenbaker, Quilchena, Tomekichi Homma and Lord Byng.**
- There is a combined elementary school space surplus in the West Region of 481 seats as of September 2024, which is projected to increase to 690 seats by 2030 and to 761 by 2039. The surplus is equivalent to the size of up to two medium-sized elementary schools.

10.5.5 Elementary School Space Utilization Strategy: West Region

1. Space Optimization:

The District will consider all space optimization strategies and alternatives identified in Section 6.6 to address the surplus capacity issue of elementary schools in the West Region.

2. Elementary School Boundary Move Proposals:

Completion and implementation of the comprehensive boundary review by the District is recommended, with the following boundary move proposals for elementary schools in the West Community of Schools Region to be considered:

2. Elementary school boundary and program moves, space alterations and where appropriate, school catchment consolidations to decrease the combined seat surplus in the West Region by the equivalent size of up to two medium sized elementary schools.

This would be subject to consideration of all space optimization strategies and alternatives identified in Section 6.6 and further review through a consultation to identify a suitable strategy to decrease the combined seat surplus for elementary schools in the West Region.

All proposed boundary changes in this section are recommendations only, subject to the proposed boundary review process in Subsection 6.5.6 of this Plan.

3. Elementary Programs and Educational Considerations for the West Region:

- All four elementary schools in the Hugh Boyd Secondary family are dual-track schools with both Regular and District programs including Manoah Steves (Montessori), Alfred B. Dixon (Early

French Immersion), John G. Diefenbaker (Late French Immersion), and James Gilmore (Early French Immersion).

- Both Early French Immersion programs in the West Region are in close proximity to each other and a program review is recommended to consider program location and possible consolidation options to improve distribution and equitable access to the program where appropriate.
- There are no District programs in the family of elementary schools for J.N. Burnett Secondary.
- Tomekichi Homma Elementary is a dual-track school (Early French Immersion) in the R.A. McMath Secondary family of schools.

The District should consider Early French Immersion program location options, which may include reducing the number of dual track French Immersion locations in the West Community of Schools Region with the possibility of conversion of one school in the West as a single track French Immersion school.

10.5.6 West Region Elementary Facilities Conditions and Seismic Upgrade Considerations

The facility condition indexes for the 12 elementary schools in the West Region are:

Elementary School	Facility Condition Index
Spul'u'kwuks Elementary	0.19 (good)
Archibald Blair Elementary	0.27 (fair)
Lord Byng Elementary	0.26 (fair)
Manoah Steves Elementary	0.30 (fair)
James Thompson Elementary	0.45 (fair to poor)
John G. Diefenbaker Elementary	0.51 (fair to poor)
Tomekichi Homma Elementary	0.52 (fair to poor)
Alfred B. Dixon Elementary	0.57 (fair to poor)
R.M. Grauer Elementary	0.59 (fair to poor)
Donald E. McKay Elementary	0.61 (poor)
James Gilmore Elementary	0.61 (poor)
Quilchena Elementary	0.65 (poor)

The District will combine facility improvements with Seismic Mitigation Program projects and expansion projects where appropriate, to improve condition of facilities that have a poor facility condition rating in the West Region. Efforts to improve the condition of facilities should also be included in routine capital upgrades and regular maintenance.

Since adopting the LRFP in 2019, seismic upgrading has been completed at Manoah Steves Elementary (seismic upgrade/partial replacement – completed Fall 2021), and has begun at Alfred B. Dixon Elementary (structural and liquefaction upgrade, completion by Spring 2026). The seismic replacement of John G. Diefenbaker is also underway, targeted for completion in Spring 2028.

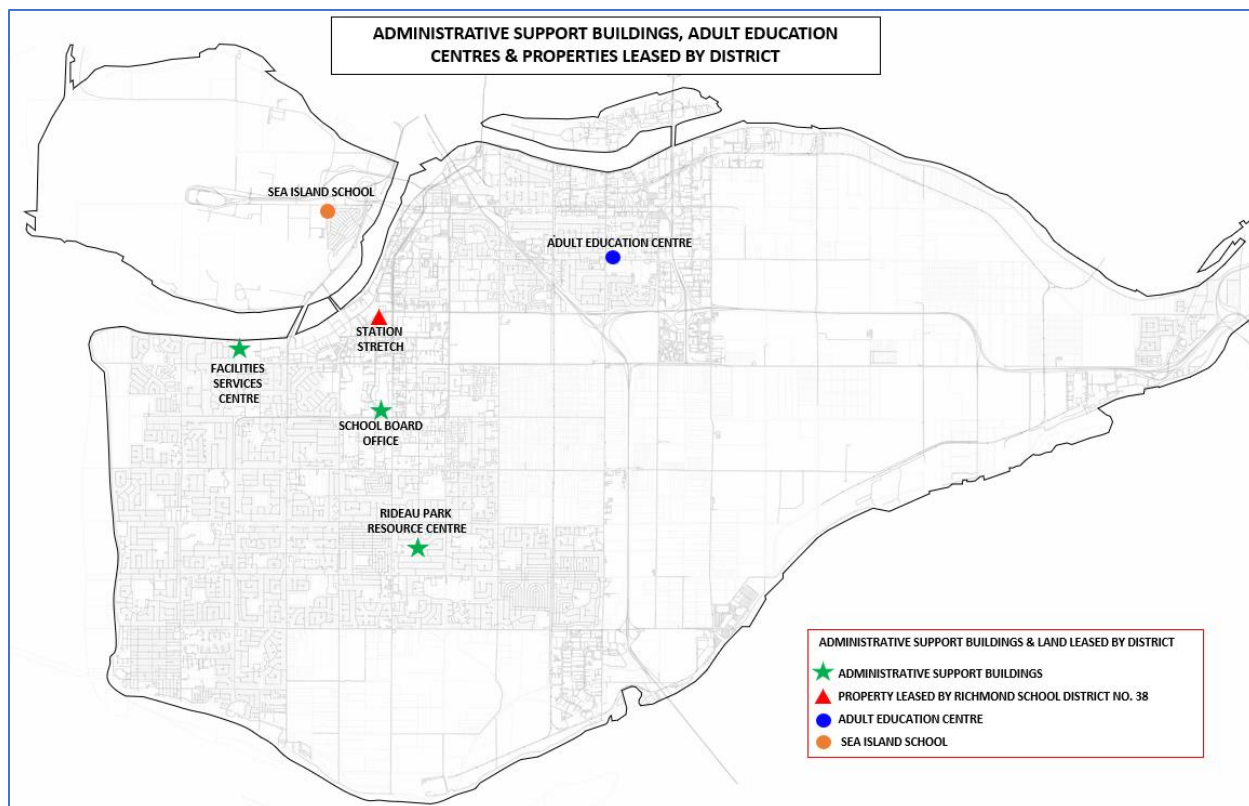
Six of the remaining 9 elementary schools in the West Region have high seismic risk blocks that need to be addressed through the Provincial Seismic Mitigation Program:

- James Gilmore (“H1” structural, “M” liquefaction),
- R.M. Grauer (“H1” structural, “M-H” liquefaction),
- James Thompson (“H1” structural, “M” liquefaction),
- Tomekichi Homma (“H2” structural, “H” liquefaction),
- Donald E. McKay (“H1” structural) and,
- Quilchena (“H1” structural).

All elementary schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program and be prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of the Long Range Facilities Plan.

10.6 Strategy for Other Facilities, Programs and Administrative Resources

The District Long Range Facilities Plan strategy integrates educational support facilities, educational program location considerations and property management. The map below illustrates the current location of administrative support buildings (School Board Office, Facilities Services Centre and Rideau Park Resource Centre), Adult Education Centre, Sea Island School and property leased by the District (Station Stretch Learning Centre).



Strategic recommendations related to other facilities, programs and administrative resources have been developed in Chapter 7 and 8 with supportive information summarized below.

10.6.1 Education Support Facilities Considerations

District Administration Centre

- Currently, District administration operations are spread over a number of sites, due to the insufficient space at the current School Board Office site and a lack of sufficient on-site parking at the current School Board Office.
- Ideally, all District administration operations can be centralized at one location.
- The School Board Office has a high seismic risk rating (currently under review).
- The District renovated space within the School Board Office and H.J. Cambie Secondary to accommodate the growth of various educational support, administrative and operational space needs due to the lack of a suitably sized and centralized District Administrative Centre facility.

Continuing Education

- In Fall 2022, Richmond Continuing Education [RCE] was centralized into a standalone Adult Education Centre in a repurposed and renovated surplus wing of Mitchell Elementary, which has been physically separated from the elementary school and fenced-off to prevent inter-mingling of adults and children.
- Previously, RCE was spread across seven facilities, including the Rideau Park Adult Learning Centre (now Rideau Park Resource Centre), which was too small to service the growing needs of Continuing Education. The previous location at Rideau Park is in a residential neighbourhood with limited access to public transportation. At the former location, programming could only be offered Monday to Friday, 9:00am to 6:30pm. The new standalone Adult Education Centre adjacent to Mitchell Elementary is more accessible via public transportation and allows for evening and weekend programming.

Welcome Centre

- As recommended in the LRFP, the District Welcome Centre was established on the 1st Floor of the School Board Office [SBO] in Fall 2020.

Former Technology Services Centre (vacated)

- The former Technology Services Centre, located at the northwest corner of the McNair Secondary School site was vacated in Summer 2023 by Learning and Business Technology Services [LBT], including the Computing Infrastructure and Data Centre as the 240 m² building and associated parking was too small for LBT operations.
- Ideally, the vacated Technology Services Centre should be upgraded and repurposed into a space suitable for District needs.

Rideau Park Resource Centre

- Significant renovations were made between 2022 and 2023 to convert the vacated Rideau Park Adult Learning Centre into the new home of Learning and Business Technology Services [LBT], including the Computing Infrastructure and Data Centre in Summer 2023.
- The newly names Rideau Park Resource Centre also continues to accommodate the District Resource Centre.

Facilities Services Centre

- Currently, Maintenance, Operations, Transportation, Stores and the Richmond Project Team are located in a 29 year-old facility situated at the northwest corner of the City on River Road adjacent to the City of Richmond Operations Yard.
- The Facilities Services Centre (FSC) building is fully-utilized and adequately sized for District operations and is undergoing upgrades to address building envelope and temperature control issues. However, the associated FSC Yard is undersized to meet the increased operational demands of a growth school district.
- Ideally, the school district should consider opportunities to permanently accommodate long-term space needs for outdoor storage for facilities services and operations on dedicated School District property.

Transportation

- SD38 currently operates a fleet of 15 busses, based in the Facilities Services Centre, to transport students in rural or remote parts of the city to their catchment schools. As of September 2024, there are 367 students, including 65 students with disabilities or diverse abilities bussed to six elementary and six secondary schools.

International Education

- Administration of Richmond International Education is currently located at Palmer Secondary that it could eventually outgrow.
- Ideally, International Education administration should be located in a space suited for its needs within a new District Administration Centre.

10.6.2 Educational Program Location Considerations

In addition to regular programs in neighbourhood schools, SD38 offers a variety of District programs and programs of choice, including: Early Learning Programs, French Immersion, Montessori, Alternate Programs, Aboriginal Education and Career Programs:

- a) StrongStart early learning centres are in five Richmond elementary schools and are very popular. Location of StrongStart Centres are designated by the Province pursuant to established guidelines.
- b) JustB4 programs are half-day licensed preschools specifically designed to support children the year before they enter Kindergarten. The District currently operates JustB4 in conjunction with existing StrongStart early learning centres at R.M. Grauer Elementary and Walter Lee Elementary.
- c) French Immersion continues to draw reasonable numbers of applicants annually, with a minimal wait list for the early program and no wait list for the late program at the elementary level. All current French Immersion program locations are dual track (regular/French). In some cases early French Immersion programs are located in schools with in-catchment enrolment pressures that may result in restriction on new student registration and sustainable cohort management initiatives. At the secondary level, French Immersion needs to be maintained in two secondary schools as a dual track program, with one serving the east side and one serving the west side of the city. Ideally, program location decisions for schools should be based on available space for all grade cohorts within each program.
- d) Montessori is a popular program option in Richmond, with enrolment purposefully maintained at a moderate level to keep pace with qualified teachers. In some cases, Montessori programs are located in schools with in-catchment enrolment pressures. Subsection 3.3.2 of this Plan provides more detailed information on the Montessori Program.
- e) Alternate Education and Educational Support programs are described in more detail in Subsection 3.3 of this Plan. Alternate programs are located in a number of facilities scattered throughout the District:
 - i) Programs located at secondary schools include: Aspen (temporarily in A.R. MacNeill Secondary and outgrowing space); Combined Studies (in Hugh Boyd Secondary); Integrated Academics (in Matthew McNair Secondary); and Colts Program (in Richmond Secondary).
 - ii) Errington Learning Centre (intensive support for elementary students on the Autism Spectrum with complex programs).

- iii) Richmond School Program - located in two portable classrooms at Blundell Elementary.
- iv) Station Stretch/Street View/Horizons/Outreach - located in rented commercial space in the City Centre area; due to redevelopment potential of the property, these programs may need to be relocated, ideally to a District-owned location.
- f) Advanced Placement courses that include first-year University outcomes are provided at a number of secondary schools – see Subsection 3.3.5;
- g) Incentive Outdoor Academy located at A.R. MacNeill Secondary – see Subsection 3.3.6;
- h) Careers Programs Office (CPO) offers support to secondary students who wish to explore career options and is located on the 2nd Floor of H.J. Cambie Secondary – see Subsection 3.3.8;
- i) Continuing Education, which services over 6,000 school-age and adult learners annually, was centralized into an Adult Education Centre based out of repurposed and renovated surplus wing of Mitchell Elementary in Fall 2022. Their programs were previously spread out over six District-owned facilities and one leased space.
- j) International Education currently places approximately 1,000 students annually in existing secondary and elementary schools, with modest plans to expand as space allows; administration of the program is currently located in spaces within the School Board Office that it could eventually outgrow – see Section 3.5.
- k) Richmond Virtual School (RVS) is a Distributed Learning secondary school which opened in 2007. All RVS courses are full credit and follow the BC provincial learning outcomes. RVS uses a successful hybrid model of online and face-to-face interaction to deliver high quality and dynamic learning opportunities. The RVS Office is located in R.C. Palmer Secondary – see Section 3.3.7.

10.6.3 Property Management Strategy

The Richmond Board of Education holds title to 75 unique parcels of land totalling 157.3 hectares. There are currently six district-owned land holdings, totaling 16 lots and 6.4 hectares that are not used for District schools or operations:

- One parcel (including the former Kilgour Elementary building) has been leased to the Conseil Scolaire Francophone de la Colombie-Britannique (CSF) for many years. The facility generally is in poor condition and requires a seismic upgrade.
- Three parcels comprise the Dover Park site;
- Seven parcels comprise the South McLennan site, located southeast of the City Centre Area in the DeBeck Elementary catchment. The surrounding area has many underutilized lots that may be developed into higher density housing due to increased development potential resulting from Small-Scale Multi-Unit housing legislation; and
- The balance of the parcels (5) do not appear to be required in the foreseeable future for school purposes.

The school district will review long term facilities options for these properties, prioritizing the accommodation of enrolment growth and operational needs resulting from increased development potential driven by Provincial Housing legislation. This review will adhere to District Policy and the School Act.

Chapter 9 of this Plan as well as Appendix G provides information on land owned by the District.

Leases and Rentals

a) Child Care

The Richmond School District believes that the presence of before- and after-school child care services at school sites benefits our school communities. Where space exists, individual schools may support child care services for the families in the community that they serve.

There are currently 31 elementary schools with child care leases in place. Appendix J provides related information on child care, including demographic analysis and space inventory.

In 2020, the Province introduced the Child Care New Spaces Fund (CCNSF), which the District has since applied for and obtained capital funding for the development of new child care centres at seven district-owned sites (F.A. Tomsett Elementary, Maple Lane Elementary, Manohar Steves Elementary, William Bridge Elementary, James McKinney Elementary, James Whiteside Elementary and the Adult Education Centre). The District has also received CCNSF funding for construction of child care facilities at Spul'u'kwuks Elementary and Garden City Elementary.

The District continues to explore with stakeholders, City of Richmond and Ministry of Education and Child Care potential site arrangements for creating more permanent locations for child care providers. As new calls for CCNSF proposals arise, the District should take advantage by making applications.

The Ministry of Education and Child Care has also requested that child care locations should not be removed to accommodate seismic projects proposed in District, and that it must be notified of any relocations of existing child cares.

b) Other Leases and Rentals

In addition to child care services, SD38 has long-term license agreements in place for use of school facilities for community uses with the City of Richmond, Scouts Canada, Girl Guides of Canada and other groups.

Most District facilities are available for rental outside of normal business hours and include classrooms, multipurpose rooms, lounges, foyers and gymnasias.

Chapter 11 – Summary of Strategic Recommendations

In addition to the facilities strategy for each community of schools region presented in Chapter 10, the following strategic recommendations highlighted throughout this Plan should be considered:

Chapter 3 – Educational Programs and Child Care

1. Ensure that grade configuration(s) are providing the most benefit to all learners.
2. Continue to allow flexibility to provide grade configuration options for unique circumstances or to locate programs to support specific student needs.
3. Review locations and long-term accommodation requirements of Early Learning Pre-Kindergarten programs and services.
4. Review locations and long-term accommodation requirements of District Choice Programs and Educational Support uses.
5. Support decision-making and options about permanent program locations.
6. Explore use of District space to replace existing leased premises for existing Alternate Programs.
7. Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well-served by public transit.
8. Explore opportunities to maximize the use of the Adult Education Centre.
9. Continue to strive to incorporate enhanced technology and supporting resources into any new construction, renovation, or upgrade project.
10. Continue to manage available space to support child care spaces on school grounds where appropriate.
11. Identify opportunities to receive funding to create new child care spaces on school grounds.
12. Ensure that any proposed new child care spaces or changes to existing child care spaces on Board property adheres to District Policy and Regulation 804.1 – Community Use of District Facilities, and Ministerial Orders pursuant to the School Act.

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

13. Determine more precisely, the rationale, timing, location and concept designs of all capital projects, including elementary school expansions to accommodate projected City Centre Area Enrolment (existing school additions and new City Centre Schools East & West) and Hamilton Area Enrolment (addition to Hamilton Elementary).
14. Collaborate with City of Richmond and the Development Community to identify opportunities to locate up to two new elementary schools in the City Centre Area of Richmond.

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15. Support the expansion strategy summarized in Chapter 10 of the Long Range Facilities Plan for City Centre Planning Area as part of the Facilities Strategy for the North Central Community of Schools Region.
 16. Support the expansion strategy summarized in Chapter 10 of the Long Range Facilities Plan for Hamilton Planning Area as part of the Facilities Strategy for the East Community of Schools Region.
 17. Determine, more precisely, the long-term impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on the location and timing of housing development and resulting enrolment growth in the district and implications on educational facilities.
 18. Review the long-term capacity needs of Secondary Schools serving the City Centre Area.

Chapter 5 – K-12 School Age Enrolment

19. Ensure that all learners are counted and projected enrolment is as accurate as possible in determining the space requirements for capital projects and associated Ministry funding.

Chapter 6 – Capacity/Utilization

20. Determine an optimal capacity utilization for schools proposed for Major Capital Projects consistent with restored class and composition provisions for BC schools.
21. Undertake catchment area boundary reviews in areas of growth in order to achieve a closer balance between enrolment and capacity across the District and facilitate efficient and effective enrolment management.
22. Develop a strategy to address areas of lower growth and utilization, including offering additional programs of choice to additional sites and measures to optimize school assets, consistent with Section 6.6 of this Plan and the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan.
23. Undertake consultation and engagement with the public when the Board of Education determines that there is a need to consolidate space, implement boundary moves, or consider choice program locations before decisions are made.
24. Ensure all consultations follow requirements outlined through the School Act, Board Policy and Direction.

Chapter 7 – Facility Condition and Improvements

25. Continue to strive to maintain all schools in Good/Fair condition with a target FCI of 0.3 or lower.
26. Continue to maintain current annual facility operations and maintenance funding and enhance maintenance at schools through reductions in surplus floor area.
27. Advocate for additional government funding in the forms of Annual Facility Grant and School Enhance Program to reduce deferred maintenance and extend the useful life of schools.

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28. Advocate for additional funding for air conditioning in school facilities where necessary and for continued maintenance and upgrading of HVAC systems to support further improvements to educational environments.
 29. Advocate for additional government funding in the form of the Carbon Neutral Capital Program, with innovative projects to achieve carbon neutrality.
 30. Continue to adopt and submit the annual Five-Year Capital Plan, with adjustments made as the Long Range Facilities Plan evolves.
 31. Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including expansion and seismic upgrade projects.
 32. Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.
 33. Support the Richmond Project Team as it continues to accelerate the delivery of major capital improvements, including school expansions and seismic upgrades.
 34. Continue to mitigate seismic risk at schools that have a high structural risk and/or moderate to high liquefaction risk through the Seismic Mitigation Program, using the project prioritization developed by the Richmond Project Team.
 35. Develop guiding principles, to be followed on each seismic upgrade project, for the temporary displacement of students that best manages disruption.
 36. Identify opportunities to repurpose available space in schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy development for Communities of Schools Regions in Chapter 10 of this Plan.
 37. Identify all opportunities under the Seismic Mitigation Program to accelerate the Seismic Risk reduction and the provision of safer seats in the district, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan, including determination of the viability, timing and cost estimates for supported seismic projects that may include:
 - Seismic upgrade with no additional facility enhancements.
 - Seismic upgrade with facility enhancements, which may include replacement of High Seismic Risk areas and other enhancements or facility upgrades where needed.
 - Full Replacement of a facility with high seismic risk and high facility condition index (FCI).
 - Replacement of an elementary school that has a high seismic risk and high FCI, with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a high seismic risk.

Chapter 8 – Educational Support Facilities

38. Develop options and concepts for combining District administration and District-level services at one location.
 39. Support opportunities to maximize the use of the Adult Education Centre.
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40. Develop options for upgrading and repurposing the vacated Technology Services Centre into a space suitable for District needs.
 41. Collaborate with City of Richmond to maintain appropriate vehicular access at all hours to and from the Facilities Services Centre (FSC) and to minimize the impact on school district operations during and upon completion of
 - the planned upgrade and raising of the dike along River Road; and
 - the planned redevelopment of the adjacent City Operations Yard.
 42. Explore options to accommodate long-term space needs for outdoor storage and operation on dedicated school district property.
 43. Continue to provide student transportation for students residing in rural/remote areas and for students with disabilities or diverse abilities, following requirements outlined through the School Act, Board policy and direction.
 44. Advocate for additional government funding in the form of the Bus Acquisition Program to support bus fleet electrification.
 45. Support community transportation safety improvements by City of Richmond and other community partners and promote active transportation for school communities.

Chapter 9 – Property

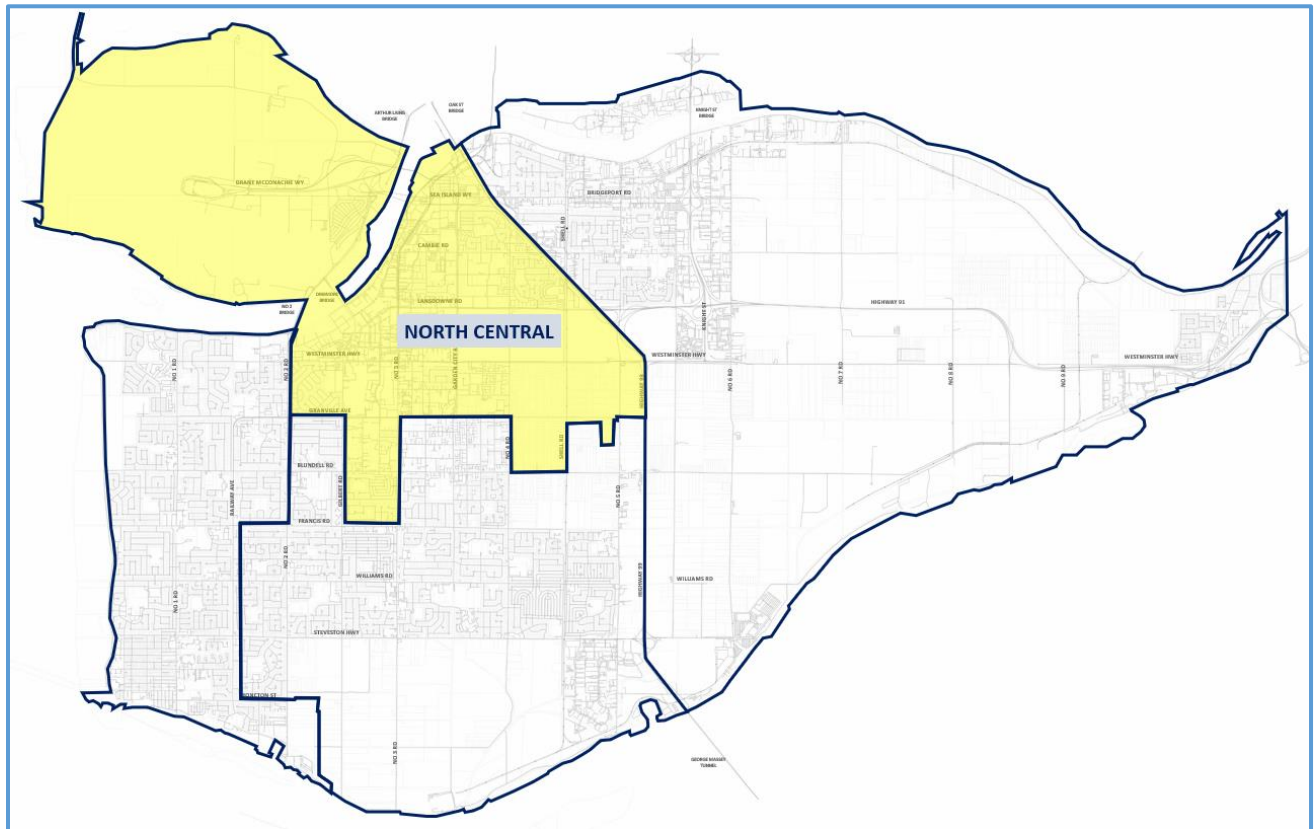
46. Continue to manage available space to support community uses in schools where appropriate.
47. Support community partners in providing equitable opportunities for engagement and enrichment, including the provision of child care and after school programming across communities.
48. Review and consider long term facilities options for school district properties in light of the potential impact of Small-Scale Multi-Unit Housing and Transit-Oriented Area legislation on facility and property needs.

Appendices

- A. Projected Enrolment, Capacities, and Utilization Tables by Community of Schools Regions
- B. Projected Enrolment Maps by Community of Schools Region
- C. Proposed Residential Development and Projected Student Yield by Community of Schools Region
- D. Families of Schools and Split Feeder Catchment Analysis
- E. FCI, Normalized Facility Age, Seismic Risk, and Liquefaction Potential by Community of Schools Region
- F. Active Facilities
- G. Land Holdings
- H. Portable Inventory
- I. City-owned Land Adjacent to School Sites
- J. Child Care Related Demographic Analysis and Space Inventory
- K. 2019 Comprehensive Boundary Review: Approved and Deferred School Catchment Boundary Revisions

APPENDIX A

Projected Enrolment, Capacities, and Utilization Tables by Community of Schools Region



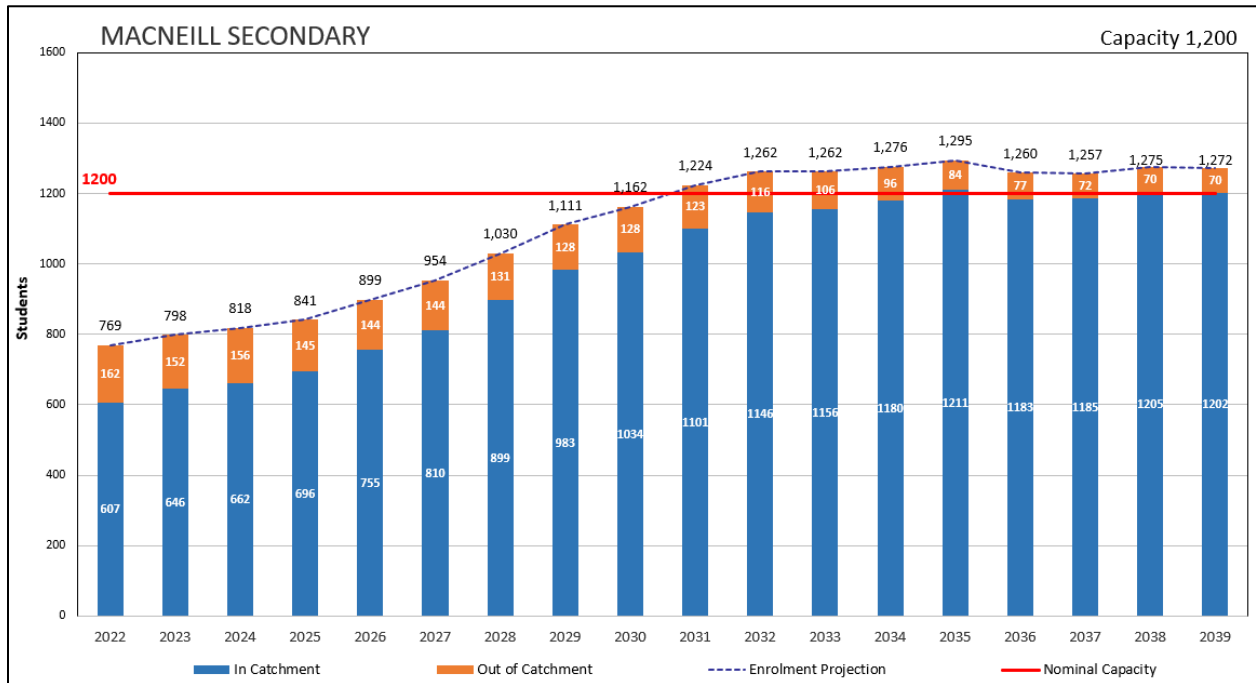
NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – (SEA ISLAND AND CITY CENTRE AREA)

Families of Schools:

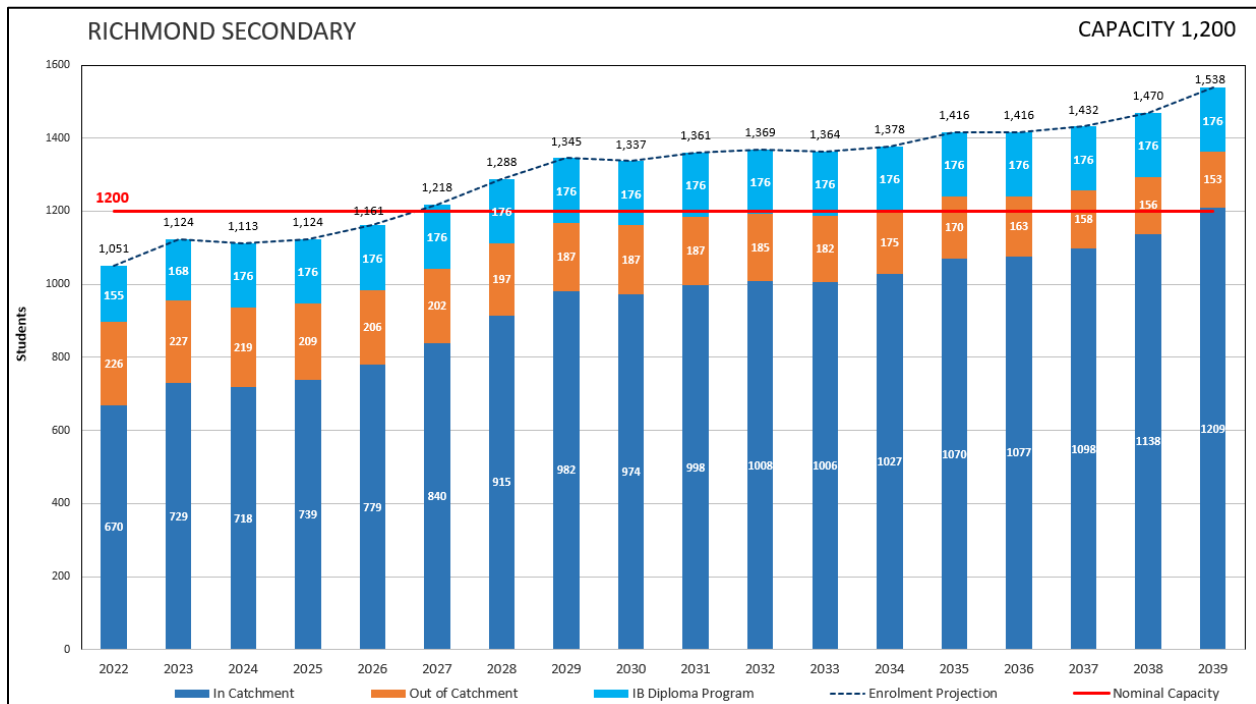
MacNeill Secondary – Anderson Elementary, Cook Elementary, Talmey Elementary & Tomsett Elementary

Richmond Secondary – Ferris Elementary & Brighthouse Elementary

NORTH CENTRAL COMMUNITY OF SCHOOLS - SECONDARY SCHOOLS: MacNEILL & RICHMOND

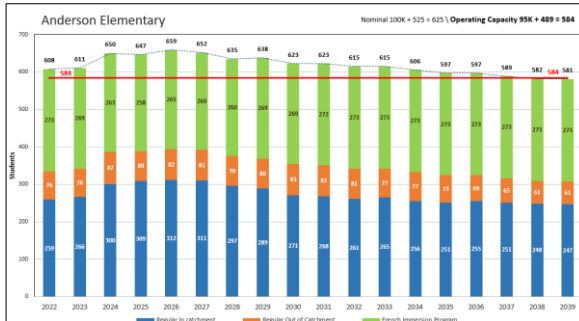


- MacNeill Secondary includes City Centre Area neighbourhoods which will grow rapidly due to proposed new housing.
- The school enrolment is currently significantly below capacity but is projected to exceed capacity by 2031.



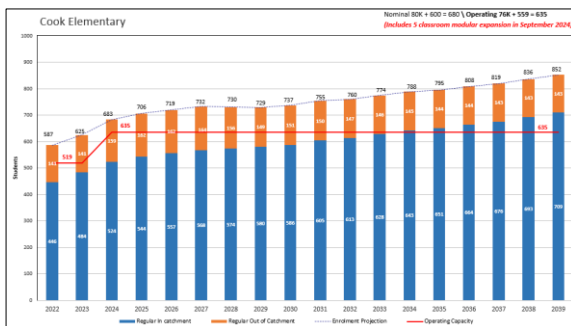
- Richmond Secondary includes City Centre Area neighbourhoods which will grow rapidly due to proposed future housing.
- Enrolment is slightly below capacity but is projected to exceed capacity after 2026.

NORTH CENTRAL COMMUNITY OF SCHOOLS - MacNEILL FAMILY OF ELEMENTARY SCHOOLS (4)



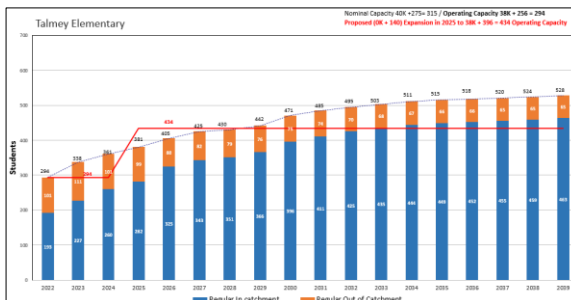
ANDERSON ELEMENTARY (OC=584)

- Enrolment at Anderson Elementary includes both regular and Early French Immersion
- French Immersion intake has been restricted as a measure to reduce future overcrowding;
- Two portables were placed at Anderson Elementary in 2024 to accommodate City Centre Area Growth;
- Enrolment is projected to remain above operating capacity for the foreseeable future as infill densification continues in the schools catchment;
- Future overcrowding may be further reduced by closing new student out of catchment intake, other than siblings of current students;
- Future capacity additions in the North Central Community of Schools may result in boundary moves to relieve projected overcrowding.



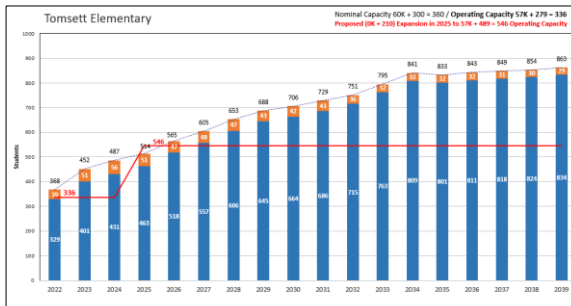
COOK ELEMENTARY (OC=635 **approved expansion to 635 in 2024**)

- Enrolment at Cook Elementary is within the City Centre Plan Area.
- Cook Elementary is currently over capacity and there are five portables on site.
- An expansion was completed in 2024.
- Enrolment is projected continue to grow significantly and remain over capacity for the foreseeable future.
- Future capacity additions in the North Central Community of Schools may result in boundary moves to relieve projected overcrowding.



TALMEY ELEMENTARY (OC=294 **approved expansion to 434 in 2025**)

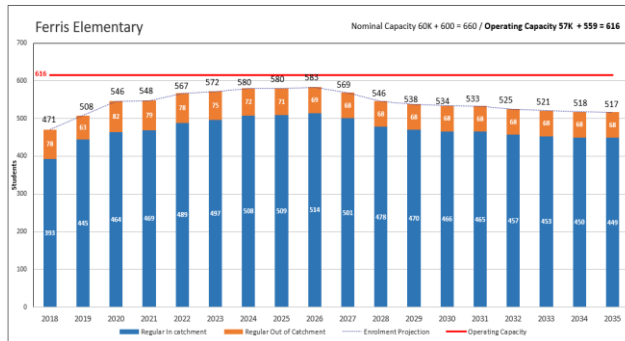
- Talmey Elementary is in the City Centre Planning Area and enrolment is projected to grow rapidly due to urban densification.
- Talmey Elementary enrolment over capacity and four portables are currently on site.
- An addition has been approved for completion in 2025, which will provide room for growth at Talmey between 2025 and 2029.
- Future capacity additions in the North Central Community of Schools may result in boundary moves to relieve projected overcrowding.



TOMSETT ELEMENTARY (OC = 336 **approved expansion to 546 in 2025**)

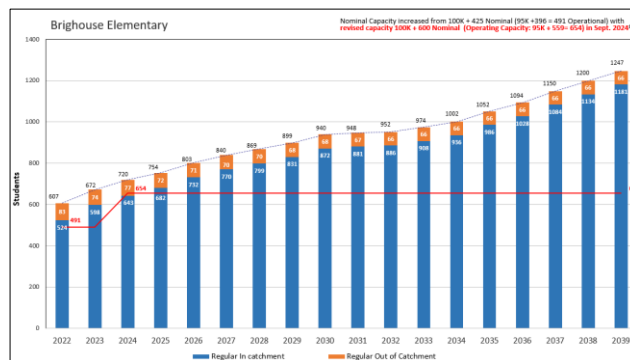
- Tomsett Elementary is in the City Centre Planning Area and enrolment is projected to grow rapidly due to urban densification.
- Enrolment is over capacity and six portables are currently on site.
- An addition has been approved for completion in 2025, however future capacity additions in the North Central Community of Schools are required relieve long term overcrowding.

NORTH CENTRAL COMMUNITY OF SCHOOLS - RICHMOND FAMILY OF ELEMENTARY SCHOOLS (3)



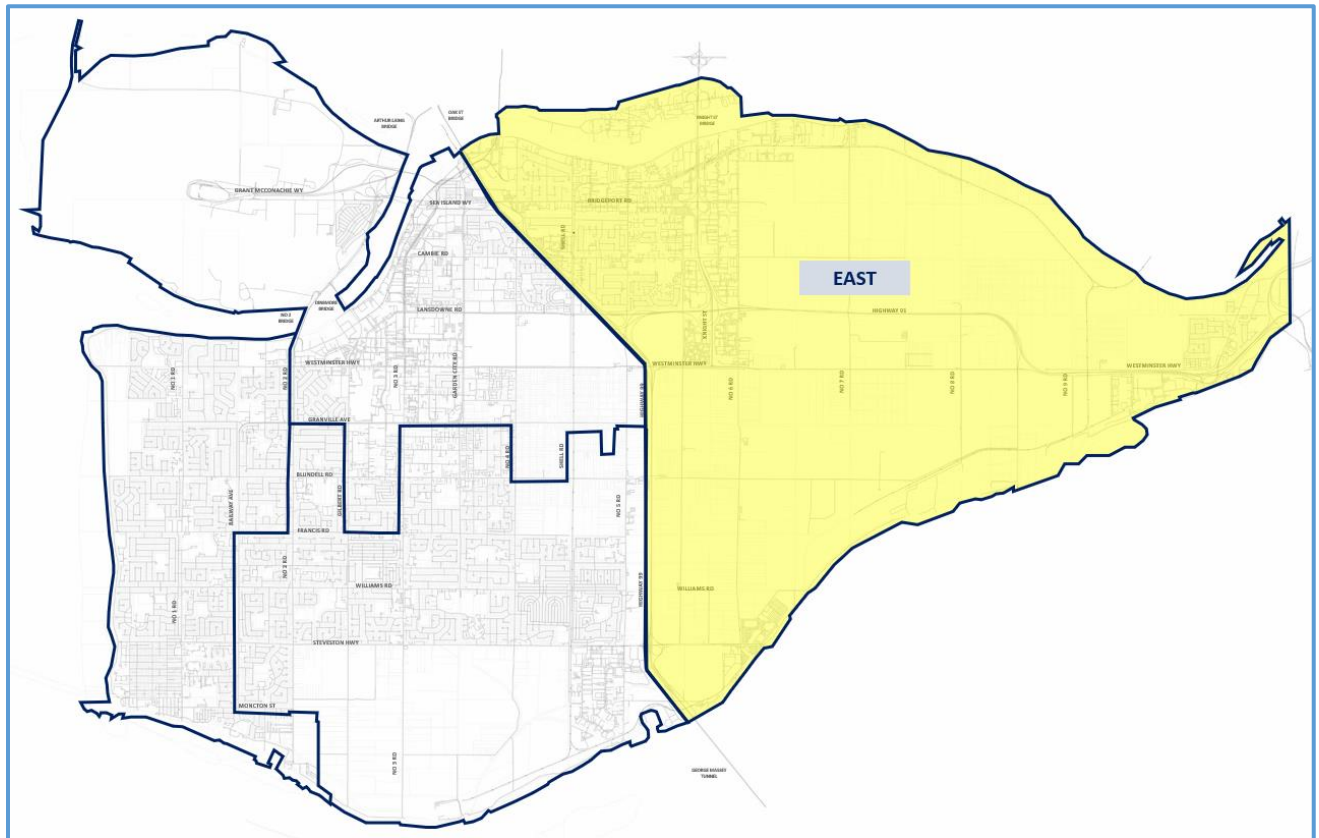
FERRIS ELEMENTARY (OC=616)

- Enrolment at Ferris Elementary currently at capacity
- Enrolment will gradually decrease after 2027 and remain slightly under capacity.



BRIGHOUSE ELEMENTARY (OC=654 completed expansion in 2024)

- Enrolment at Brighthouse Elementary is projected to grow rapidly for the foreseeable future, due to new housing densification within City Centre Plan Area.
- A six classroom expansion to Brighthouse Elementary was completed in 2024.
- Further expansions including new schools or additions will be required within the North Central region.



EAST COMMUNITY OF SCHOOLS REGION – East of Highway 99

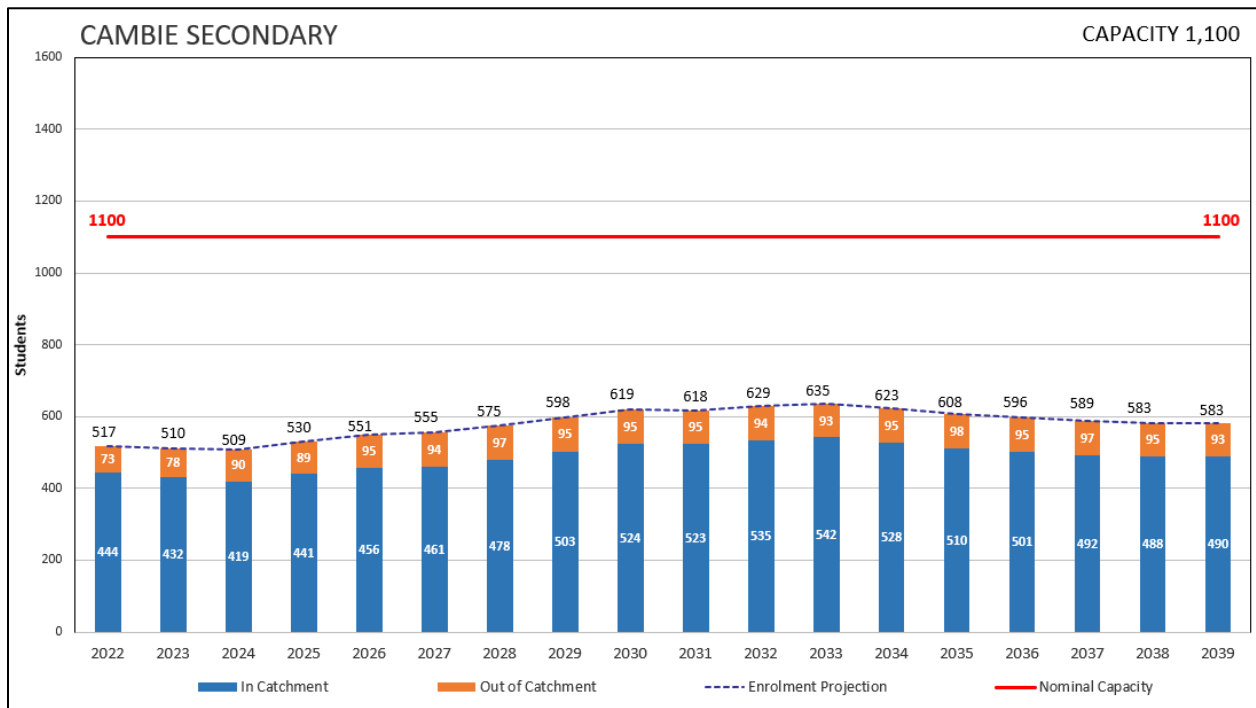
Families of Schools:

Cambie Secondary – Tait Elementary, Mitchell Elementary, McNeely Elementary & Hamilton Elementary

The East region includes Hamilton Elementary and portions of Kingswood Elementary and Woodward Elementary that are East of Highway 99 but these schools are currently not included within Cambie Secondary catchment and currently feed McNair Secondary which is in the Southeast Region.

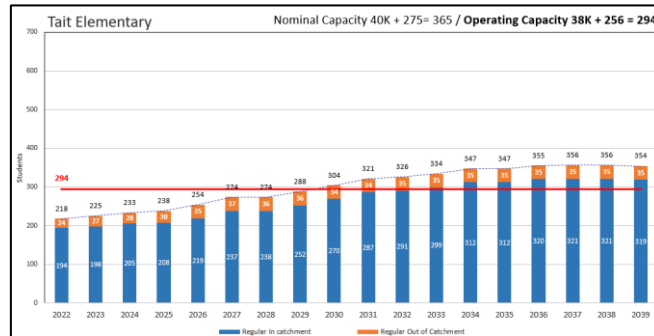
Please note: Cambie Secondary has a capacity for 1,100 students and is only 50% utilized with only 509 Grade 8-12 students and enrolment is projected to remain level for the foreseeable future. The projected enrolment and capacity utilization for Cambie Secondary can be made sustainable if all future secondary students in the regular program residing east of Highway 99 are directed to Cambie Secondary. Boundary moves for areas within the East Region from McNair Secondary to Cambie Secondary and for parts of Kingswood and Woodward Elementary catchments east of Highway 99 to McNeely Elementary should be considered by the Board of Education as part of a comprehensive boundary and program location review.

EAST COMMUNITY OF SCHOOLS - SECONDARY SCHOOL: CAMBIE



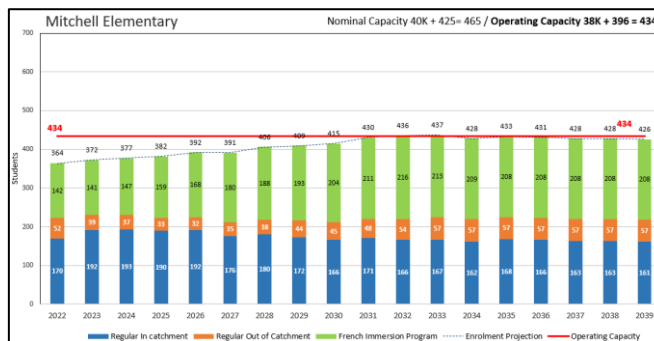
- Cambie Secondary catchment currently does not include Hamilton Elementary, and the current enrolment projection based on current catchment indicates severe underutilization.
- A secondary catchment move from McNair Elementary to direct future secondary students from the Hamilton Elementary and all areas East of Highway 99 to Cambie Secondary should be considered by the Board of Education. This would ensure a sustainable enrolment at Cambie Secondary.

EAST COMMUNITY OF SCHOOLS - CAMBIE FAMILY OF ELEMENTARY SCHOOLS (4)



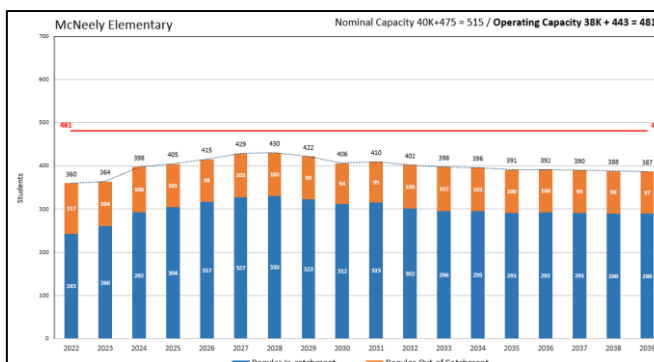
TAIT ELEMENTARY (OC=294)

- Enrolment at Tait Elementary is currently significantly below capacity. Future residential development will result in enrolment growth levelling off slightly above capacity by 2034.



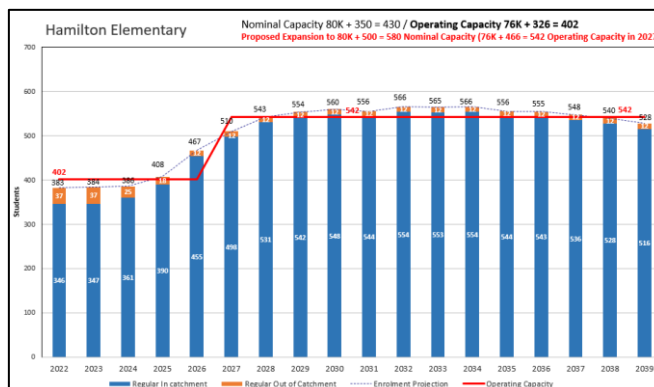
MITCHELL ELEMENTARY (OC=434)

- Mitchell Elementary is a dual track school with both Regular and Early French Immersion programs.
- Enrolment at Mitchell Elementary is projected level into the future, and will remain slightly below or at operating capacity for the foreseeable future.



MCNEELY ELEMENTARY (OC=481)

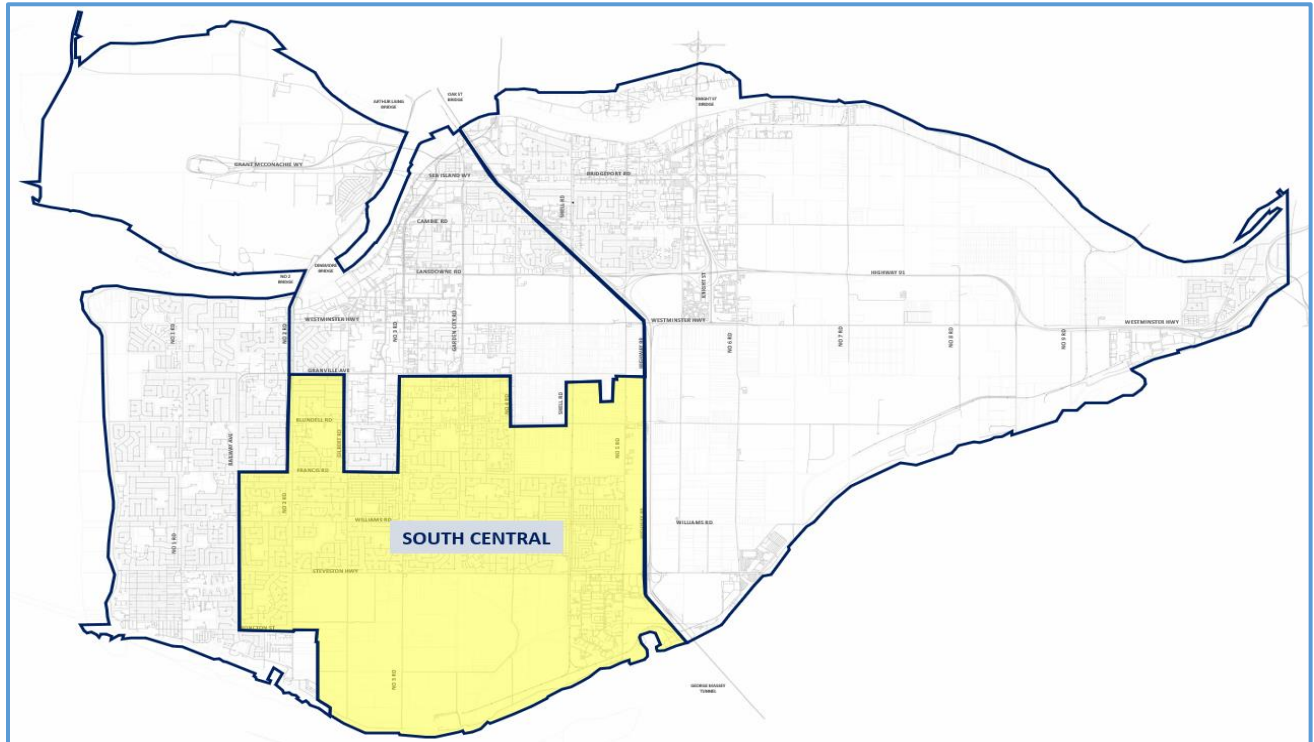
- Enrolment at McNeely is projected to remain level and significantly below capacity.



HAMILTON ELEMENTARY (OC=402 **proposed expansion to 542 in 2027**)

- Enrolment at Hamilton Elementary is projected to grow above capacity by 2026 with significant new housing being added to the neighbourhood. An expansion to 542 is proposed for Hamilton Elementary for completion in 2027.

Note: Hamilton Elementary currently feeds McNair Secondary in the South Central Community of Schools, but future grade 7 graduates may be redirected to Cambie Secondary to ensure that projected students East of Highway 99 can support the sustainability of capacity at Cambie Secondary.



SOUTH-CENTRAL COMMUNITY OF SCHOOLS REGION

Families of Schools:

Steveston-London Secondary – Westwind¹, McKinney, Wowk, Maple Lane, Errington and Blundell.

McRoberts Secondary – Whiteside and Bridge

Palmer Secondary – Currie, Garden City and DeBeck

McNair Secondary – Lee², Kidd, Woodward and Kingswood.

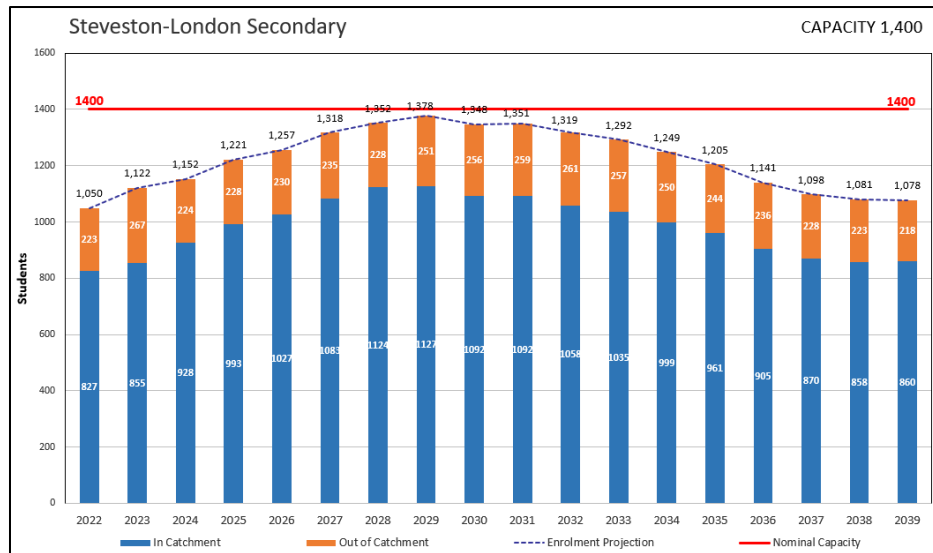
Notes: The South Central region excludes portions of McNair Secondary catchment East of Highway 99, including Hamilton Elementary catchment and portions of Kingswood Elementary and Woodward Elementary that are East of Highway 99. If the future regular students living east of Highway 99 are directed to Cambie, that would result in a significant reduction in the current school projections for McNair Secondary.

Enrolment at 3 out of the 15 elementary schools in the South Central Region have surplus capacity, with enrolment projections indicating that space surplus will continue long into the future.

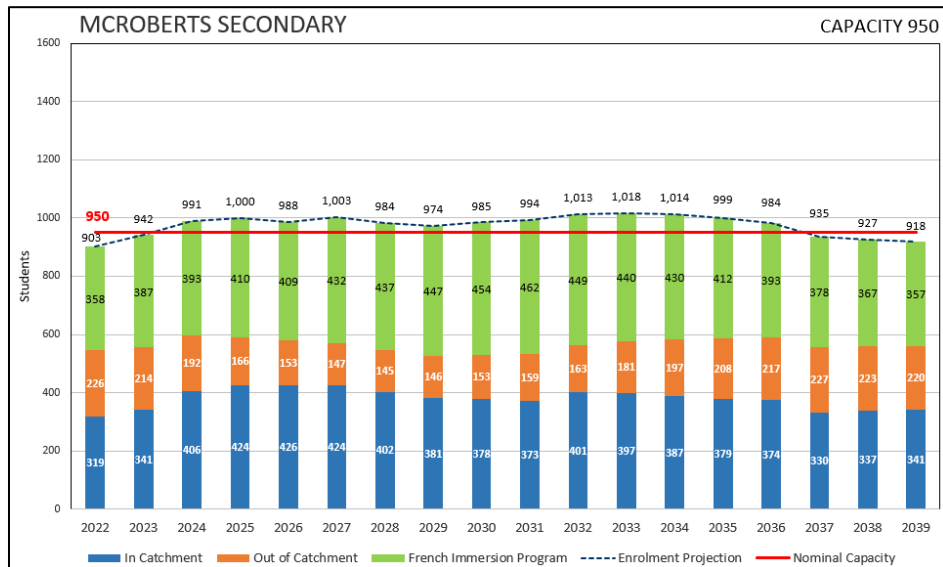
¹ Westwind Elementary catchment is split between McMath Secondary and Steveston-London Secondary.

² Lee elementary catchment is split between McRoberts Secondary and McNair Secondary.

SOUTH CENTRAL COMMUNITY SECONDARY SCHOOLS: STEVESTON-LONDON, McROBERTS, PALMER & MCNAIR

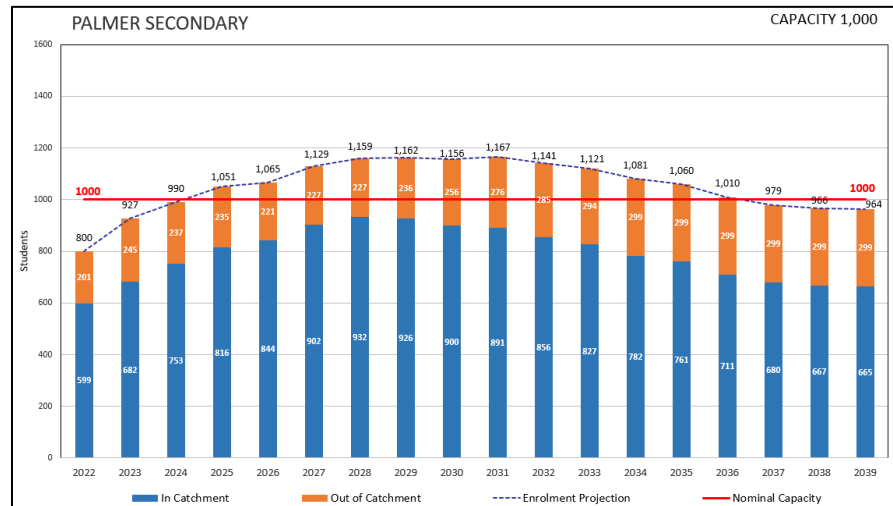


- Enrolment at Steveston-London Secondary is projected to increase and peak in 2029, before gradually decreasing in the longer term.

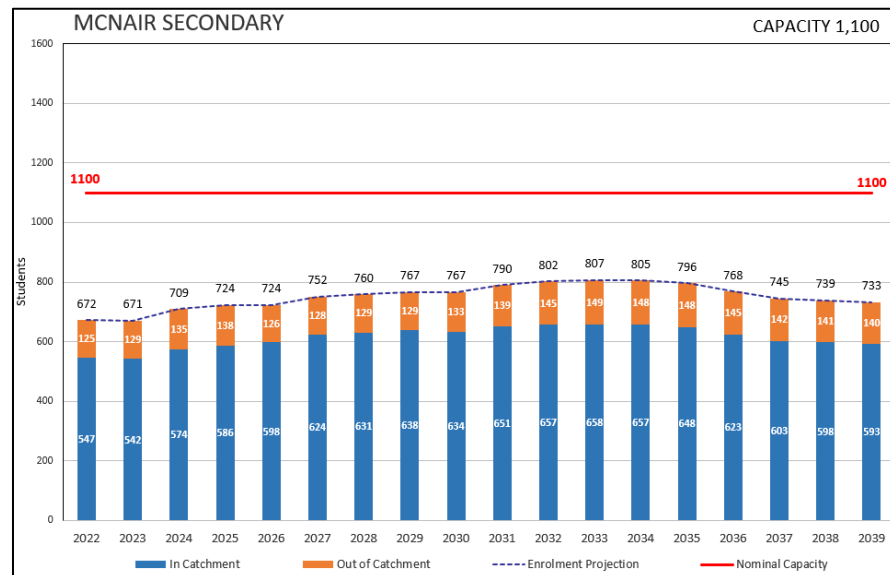


- Enrolment at McRoberts Secondary is projected to remain level slightly above capacity for the foreseeable future.

**SOUTH CENTRAL COMMUNITY SECONDARY SCHOOLS: STEVESTON-LONDON, McROBERTS, PALMER & MCNAIR
(Continued)**

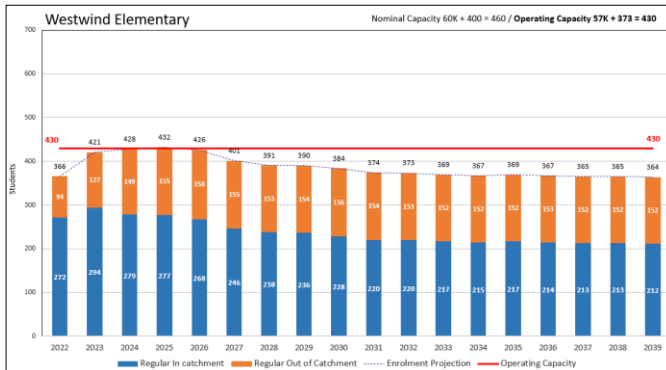


- Enrolment at Palmer Secondary is projected to be well above capacity for the next ten years.



- Enrolment at McNair Secondary is projected to remain relatively level and significantly below capacity.

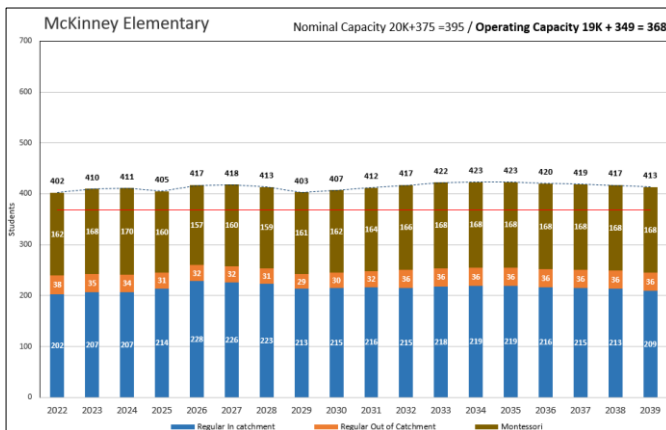
SOUTH CENTRAL COMMUNITY OF SCHOOLS - STEVESTON-LONDON FAMILY OF ELEMENTARY SCHOOLS (6)



WESTWIND ELEMENTARY (OC=430)

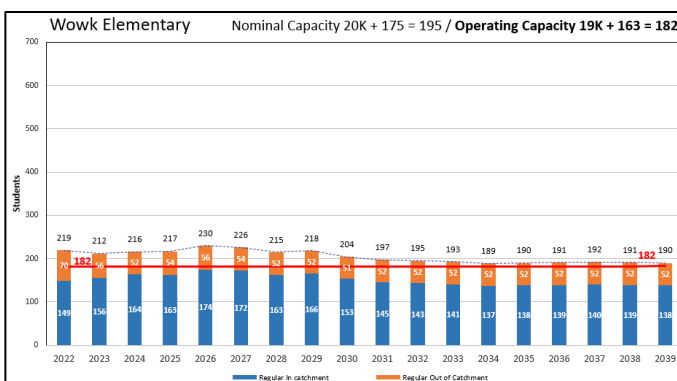
- Enrolment at Westwind Elementary is currently at operating capacity with slight maturing trend.
- Enrolment is projected to decrease gradually after 2026, significantly below operating capacity.

Note: Westwind Elementary has split feeder flow to both McMath Secondary and to Steveston London Secondary. Since Westwind is physically within Steveston London's catchment it has been included in the South Central Community of Schools.



McKINNEY ELEMENTARY (OC=368)

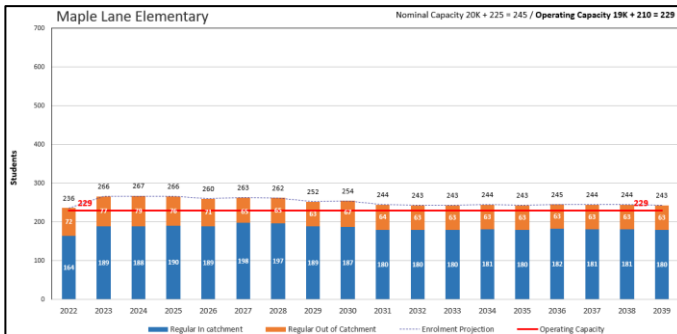
- McKinney Elementary has both Regular and Montessori program enrolment.
- Total enrolment is currently above operating capacity and is projected to remain relatively level.



WOWK ELEMENTARY (OC=182)

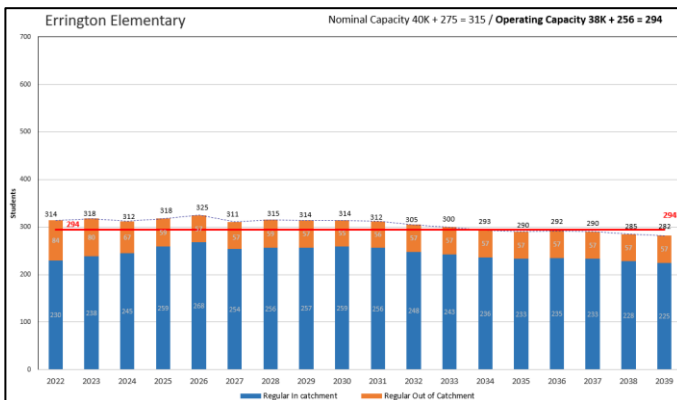
- Enrolment is slightly above capacity and is projected to remain level into the future.

SOUTH CENTRAL COMMUNITY OF SCHOOLS - STEVESTON-LONDON FAMILY OF ELEMENTARY SCHOOLS (Continued)



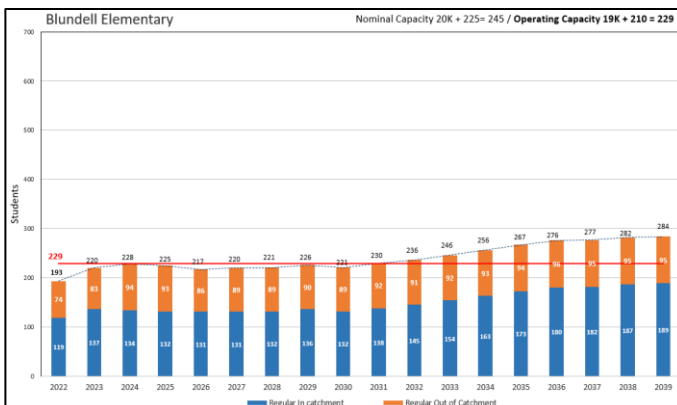
MAPLE LANE ELEMENTARY (OC=229)

- Enrolment at Maple Lane Elementary is currently slightly above operating capacity.
- Enrolment is projected to remain slightly above operating capacity into the future.



ERRINGTON ELEMENTARY (OC=294)

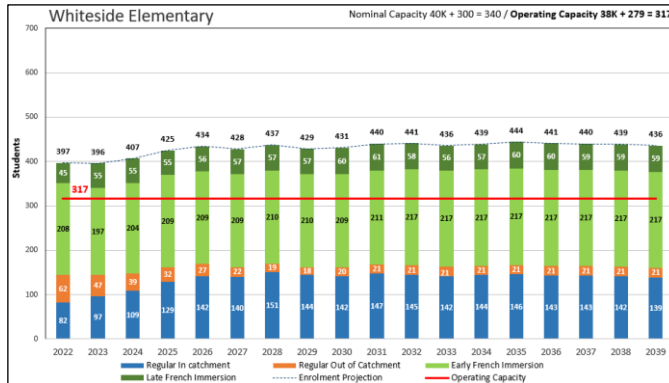
- Enrolment at Errington Elementary slightly above operating capacity.
- Enrolment is projected to remain relatively level slightly above operating capacity to 2039.



BLUNDELL ELEMENTARY (OC=229)

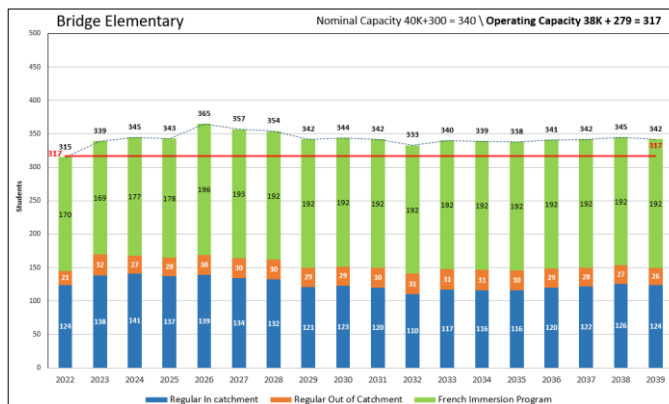
- Enrolment is projected to remain relatively level at operating capacity until 2030.
- After 2030, enrolment is projected to gradually increase because of a multi-phase affordable housing development in the school's catchment.

SOUTH CENTRAL COMMUNITY OF SCHOOLS - McROBERTS FAMILY OF ELEMENTARY SCHOOLS (2)



WHITESIDE ELEMENTARY (OC=317)

- Whiteside Elementary is a multi-track school with Regular, Early French Immersion and Late French Immersion programs.
- Enrolment at Whiteside Elementary is currently above operating capacity and is projected level for the foreseeable future.

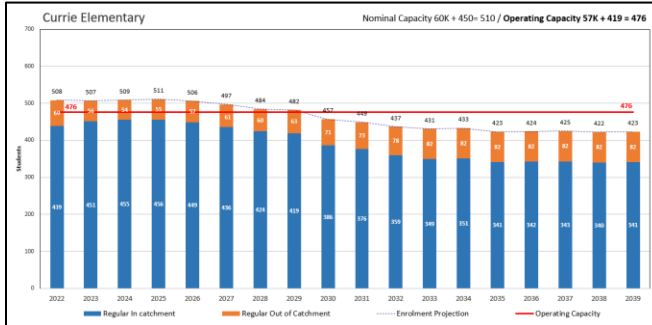


BRIDGE ELEMENTARY (OC=317)

- Bridge Elementary has both Regular and Early French Immersion programs.
- Total enrolment is currently above operating capacity and is projected to be relatively stable for the foreseeable future.

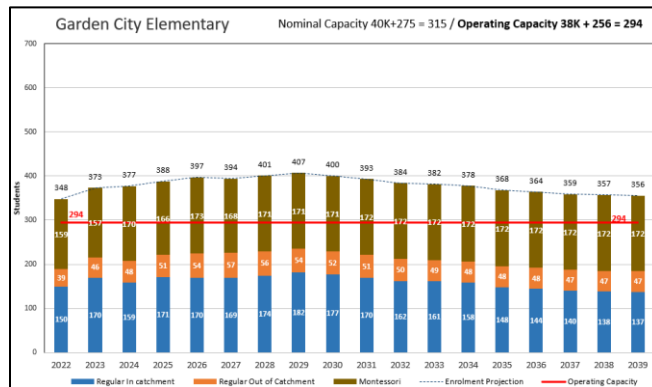
Note: Lee Elementary is a split feeder school which is also partially within McRoberts Secondary catchment. For the purpose of this report Lee Elementary has been included in McNair Secondary Family as it is physically located in that schools catchment. Both McNair and McRoberts are included in the South Central Community of Schools.

SOUTH CENTRAL COMMUNITY OF SCHOOLS - PALMER FAMILY OF ELEMENTARY SCHOOLS (3)



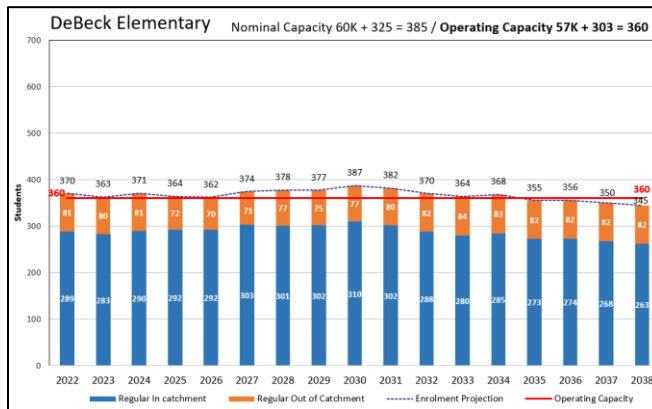
CURRIE ELEMENTARY (OC=476)

- Enrolment at Currie Elementary is currently slightly above operating capacity.
- Enrolment is projected to remain above capacity to 2029, then gradually decrease and remain relatively level below capacity for the foreseeable future.



GARDEN CITY ELEMENTARY (OC=294)

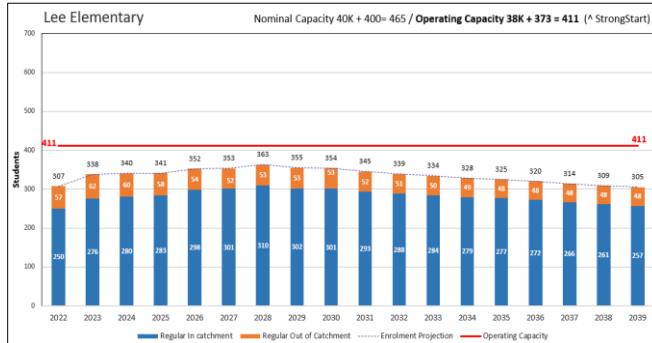
- Garden City Elementary includes both Regular and Montessori program enrolment.
- Total Enrolment is currently above operating capacity and two portables are currently on site.
- Enrolment will remain level above capacity for the foreseeable future.



DeBECK ELEMENTARY (OC=360)

- Enrolment at DeBeck Elementary is currently slightly above operating capacity.
- Enrolment is projected to remain relatively level for the foreseeable future.

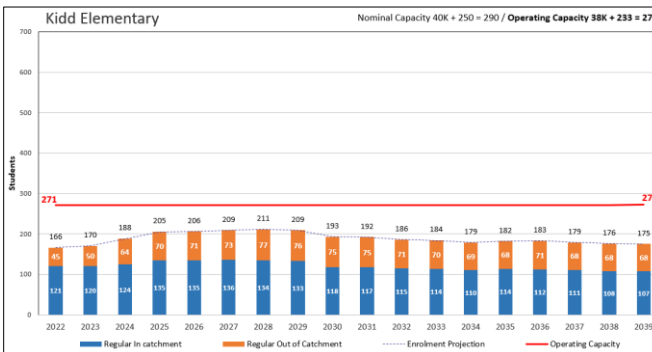
SOUTH CENTRAL COMMUNITY OF SCHOOLS - McNAIR FAMILY OF ELEMENTARY SCHOOLS (4)



LEE ELEMENTARY (OC=411)

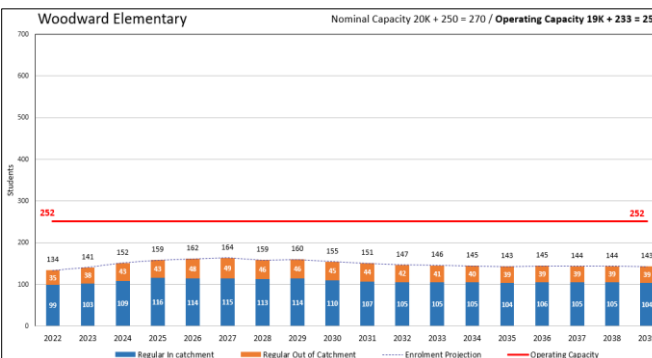
- Enrolment at Lee Elementary is currently well below operating capacity.
- Enrolment is projected to grow to 2028, then gradually mature to 2039, remaining below operating capacity.

Note: Lee Elementary is a split feeder school which is also partially within McRoberts Secondary catchment. For the purpose of this report Lee Elementary has been included in McNair Secondary Family as it is physically located in that schools catchment. Both McNair and McRoberts are included in the South Central Community of Schools.



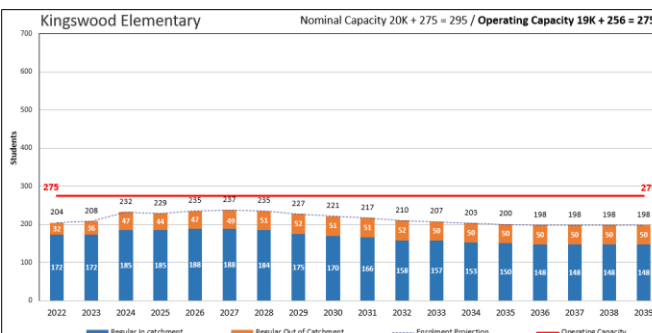
KIDD ELEMENTARY (OC=271)

- Kidd Elementary includes both Regular and Montessori program enrolment.
- Total Enrolment is currently significantly below operating capacity.
- Enrolment will remain level below operating capacity for the foreseeable future.



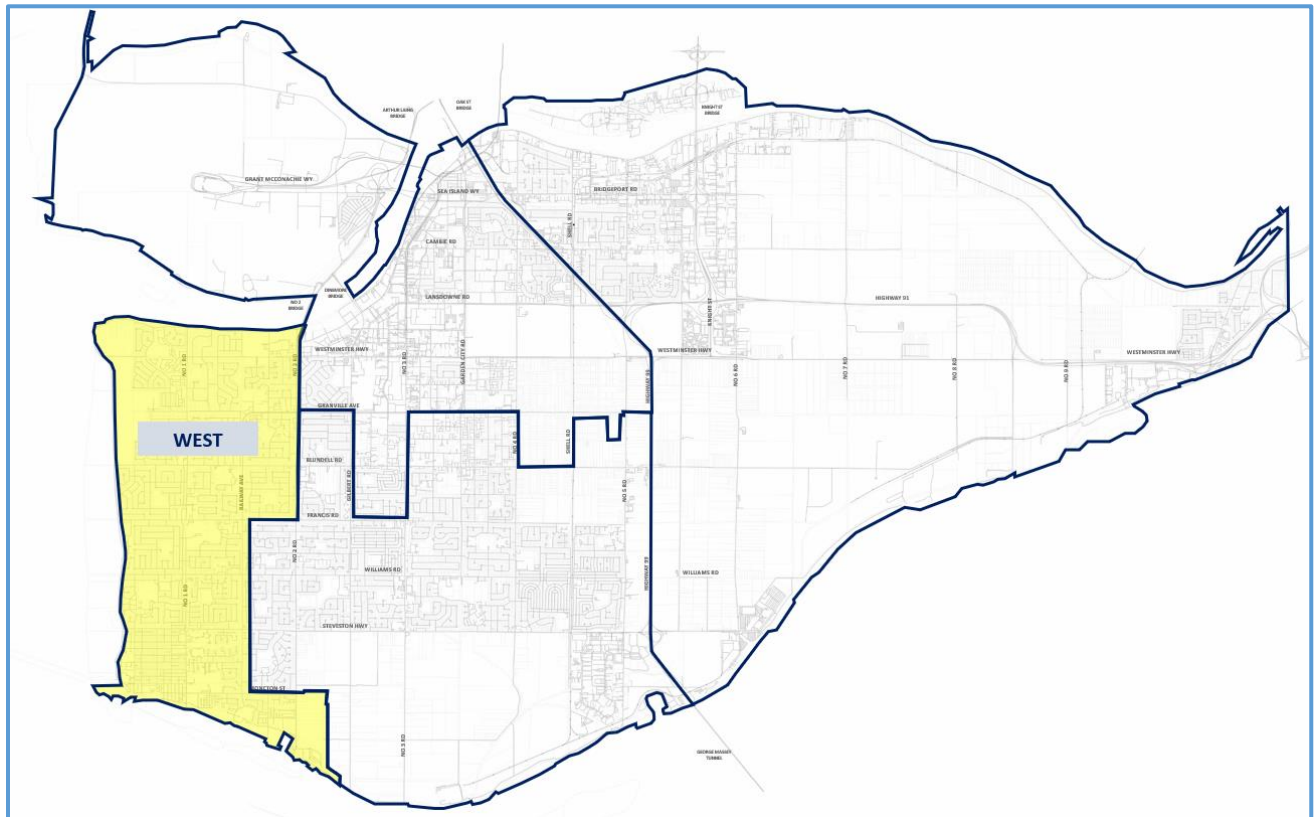
WOODWARD ELEMENTARY (OC=252)

- Enrolment at Woodward Elementary is currently significantly below operating capacity.
- Enrolment is projected to remain level for the foreseeable future.



KINGSWOOD ELEMENTARY (OC=275)

- Enrolment at Kingswood Elementary is currently below capacity.
- Enrolment is projected to remain relatively level below capacity.



WEST COMMUNITY OF SCHOOLS REGION

Families of Schools:

Burnett Secondary – Spul'u'kwuks, Thompson, Blair and McKay.

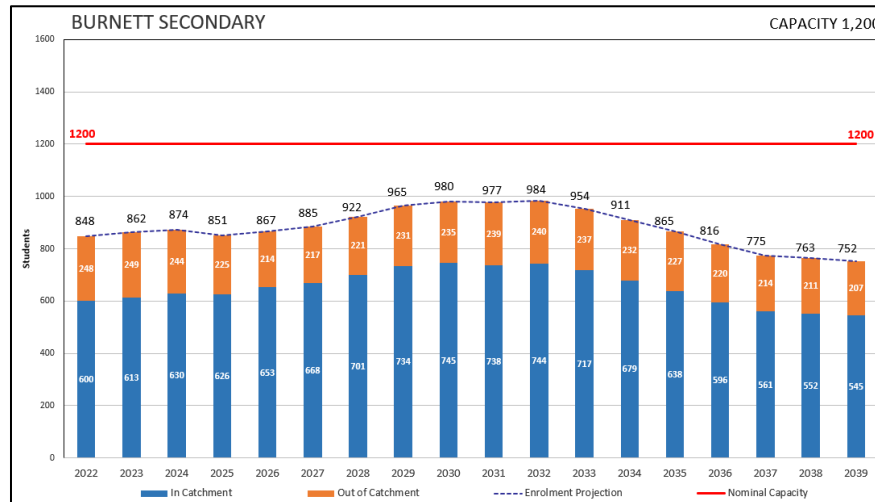
Boyd Secondary – Steves, Dixon, Diefenbaker and Gilmore.

McMath Secondary – Quilchena and Grauer.

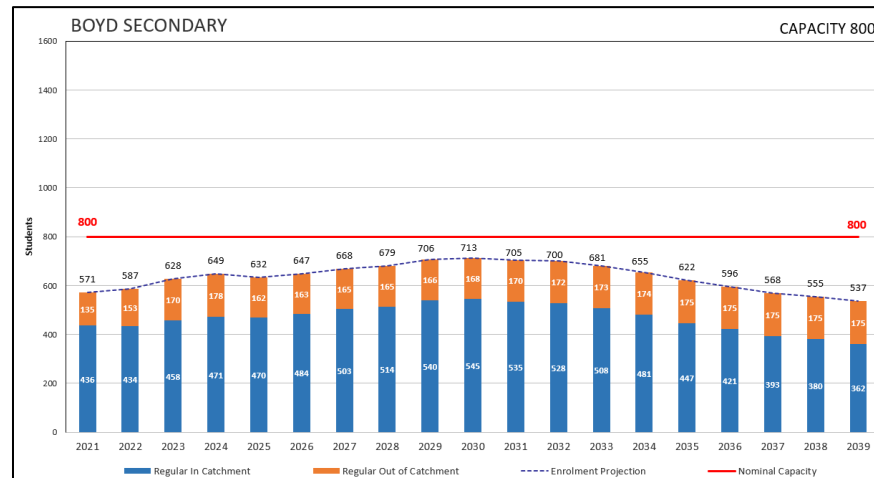
Notes:

Enrolment at 8 out of the 12 elementary schools in the West Region have surplus capacity, with projections indicating that overall space surplus will continue long into the future.

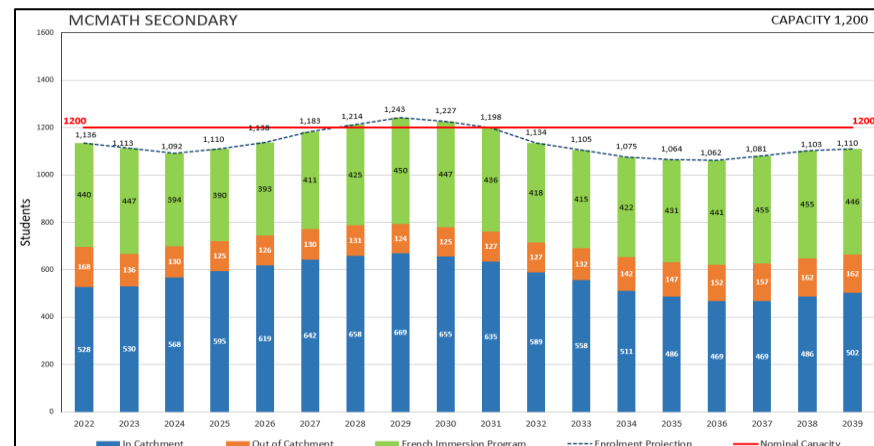
WEST COMMUNITY OF SCHOOLS - SECONDARY SCHOOLS: BURNETT, BOYD AND McMATH



- Enrolment at Burnett Secondary is projected to remain relatively level below capacity to 2032 before gradually declining.

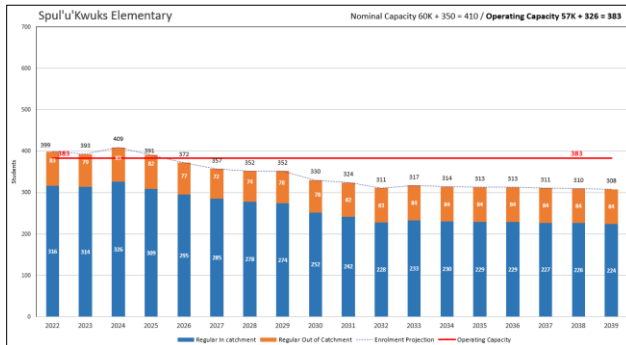


- Enrolment at Boyd Secondary is projected to remain relatively level below capacity.



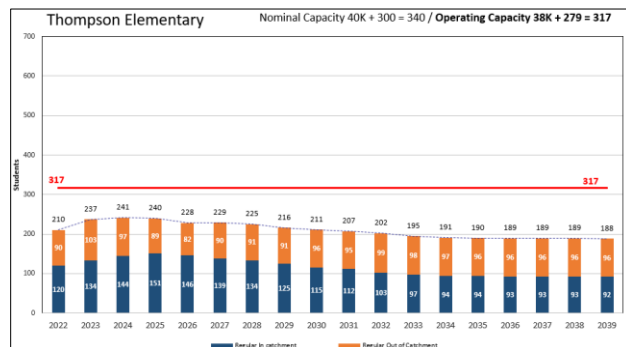
- McMath Secondary includes both Regular and French Immersion programs and is currently at slightly capacity.
- Enrolment is projected to exceed capacity by 2028.

WEST COMMUNITY OF SCHOOLS - BURNETT FAMILY OF ELEMENTARY SCHOOLS (4)



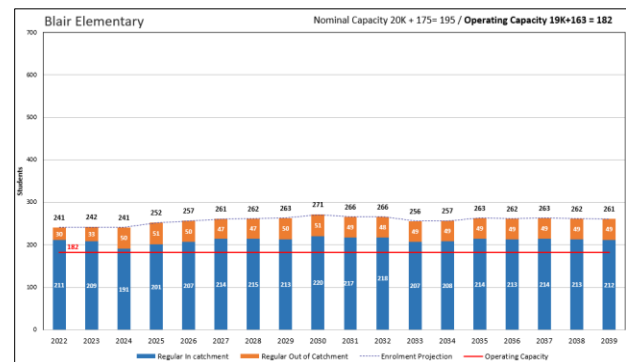
SPUL'U'KWUKS ELEMENTARY (OC=383)

- Enrolment at Spul'u'kwuks Elementary is currently slightly above operating capacity and is projected to gradually decline over the next 10 years.



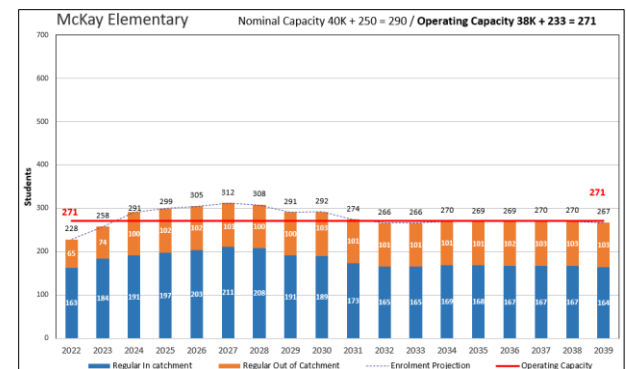
THOMPSON ELEMENTARY (OC=317)

- Enrolment at Thompson Elementary is currently significantly below operating capacity.
- Enrolment is projected to remain relatively level for the foreseeable future.



BLAIR ELEMENTARY (OC=182)

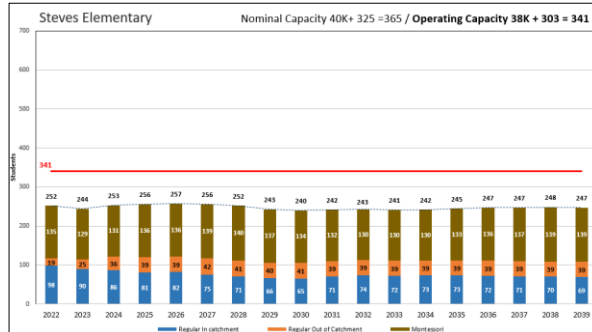
- Enrolment at Blair Elementary is currently significantly above capacity and is projected to remain level above capacity to 2039.



McKAY ELEMENTARY (OC=271)

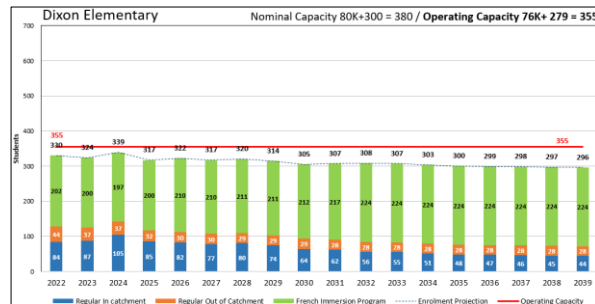
- Enrolment at McKay Elementary is currently slightly above operating capacity and will gradually grow to 2027 after which it will mature and remain level at capacity.

WEST COMMUNITY OF SCHOOLS - BOYD FAMILY OF ELEMENTARY SCHOOLS (6)



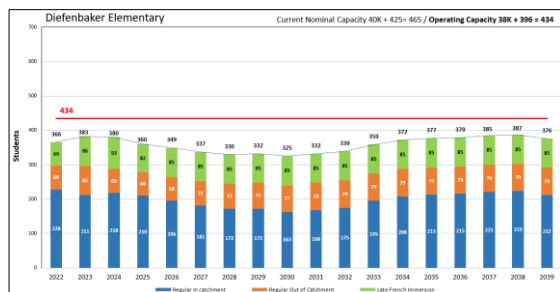
STEVES ELEMENTARY (OC=341)

- Steves Elementary includes both Regular and Montessori enrolment.
- Enrolment is projected to remain level and below operating capacity for the foreseeable future.



DIXON ELEMENTARY (OC=355)

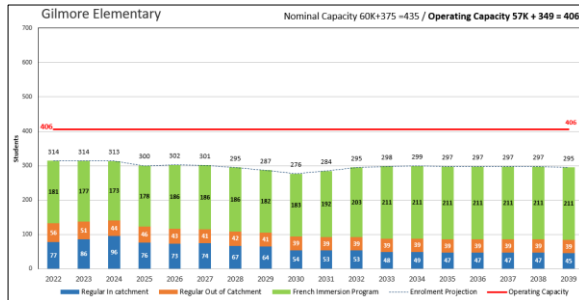
- Dixon Elementary includes both Regular and Early French Immersion Program enrolment.
- Enrolment is projected to remain relatively level and below operating capacity for the foreseeable future.



DIEFENBAKER ELEMENTARY (OC=434)

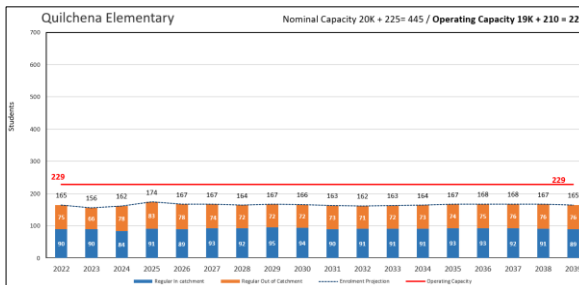
- Diefenbaker Elementary includes both Regular and Late French Immersion Program enrolment.
- Enrolment is currently below operating capacity and projected to decrease gradually by 2030.
- Enrolment is projected to increase gradually after 2030 and remain relatively level below capacity.

WEST COMMUNITY OF SCHOOLS - BOYD FAMILY OF ELEMENTARY SCHOOLS (6)
(Continued)



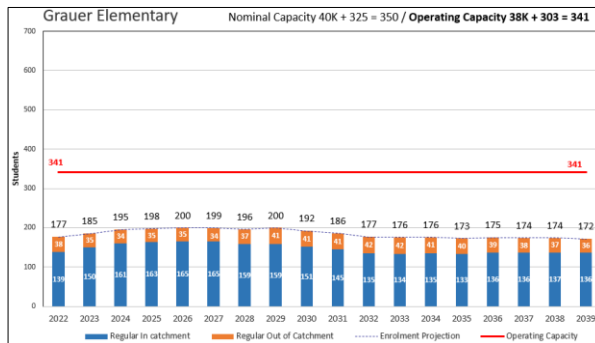
GILMORE ELEMENTARY (OC=406)

- Gilmore Elementary includes both Regular and Early French Immersion Program enrolment.
- Enrolment is projected to remain level well below capacity for the foreseeable future.



QUILCHENA ELEMENTARY (OC=229)

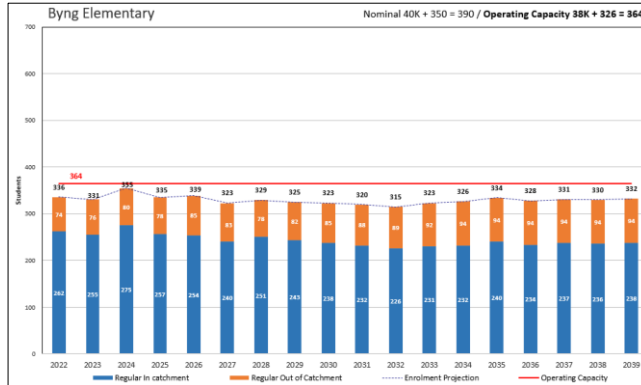
- Enrolment at Quilchena Elementary is projected level but significantly below operating capacity for the foreseeable future.



GRAUER ELEMENTARY (OC=341)

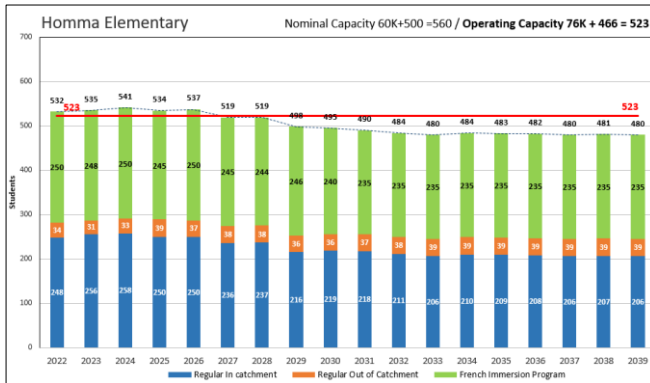
- Enrolment at Grauer Elementary is projected level but significantly below operating capacity for the foreseeable future.

WEST COMMUNITY OF SCHOOLS - McMATH FAMILY OF ELEMENTARY SCHOOLS (2)



BYNG ELEMENTARY (OC=364)

- Enrolment at Byng Elementary is currently slightly below capacity and is projected to remain level and below capacity for the foreseeable future.



HOMMA ELEMENTARY (OC=523)

- Homma Elementary includes both Regular and Early French Immersion programs.
- Enrolment is currently slightly above capacity and is projected to decline gradually to 2029.
- Enrolment is projected to remain relatively level below capacity after 2029.

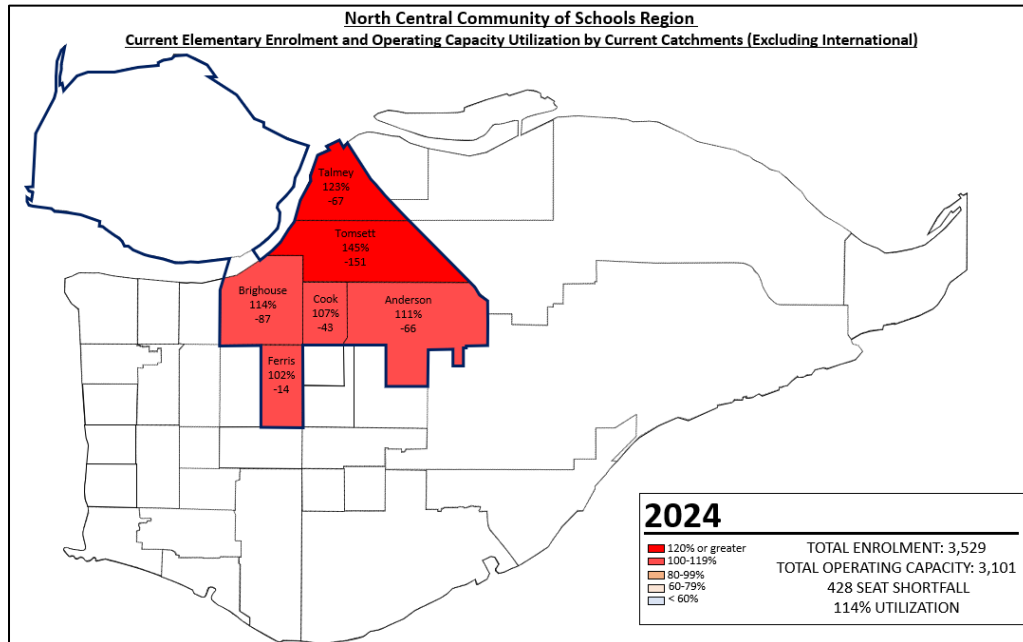
Note: Westwind Elementary has split feeder flow to both McMath Secondary and to Steveston London Secondary. Since Westwind is physically within Steveston London's catchment it has been included in the South Central Community of Schools. This will not affect the secondary feeder flow to McMath Secondary from Westwind catchment.

APPENDIX B

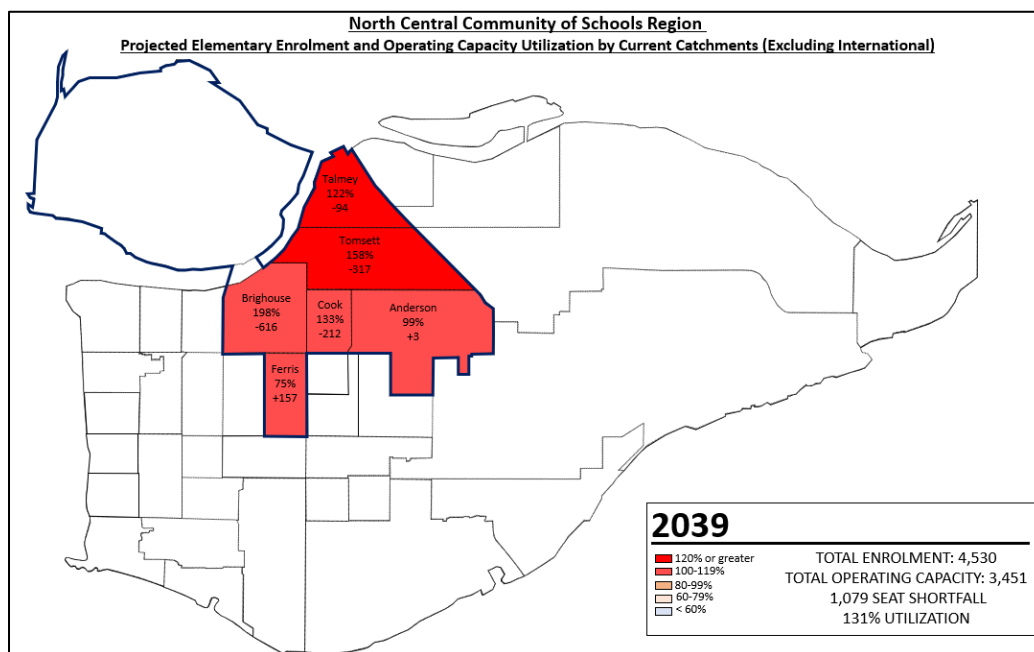
Projected Enrolment Maps by Community of Schools Region

NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization¹



Projected Enrolment and Operating Capacity Utilization²

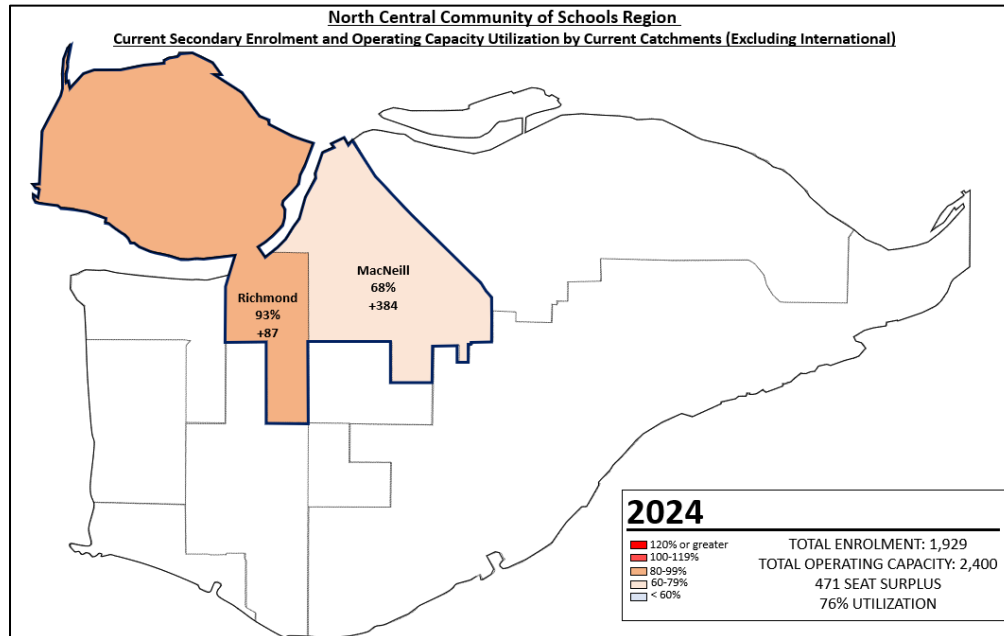


¹ Based on 2024 Operating Capacity

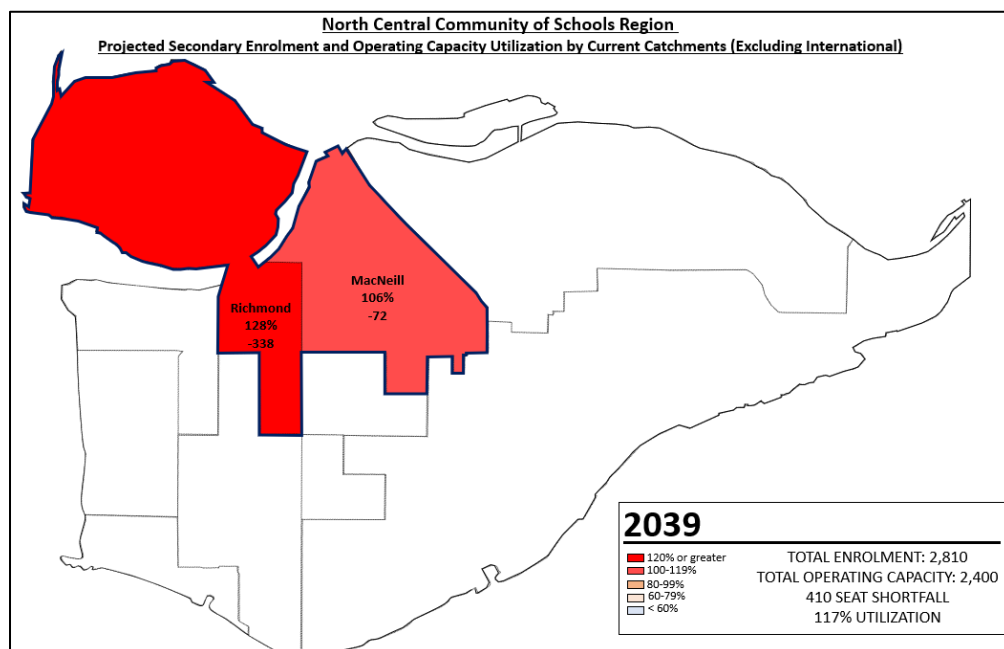
² Operating Capacity based on approved Capital Projects as of March 2025

NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization³



Projected Enrolment and Operating Capacity Utilization⁴

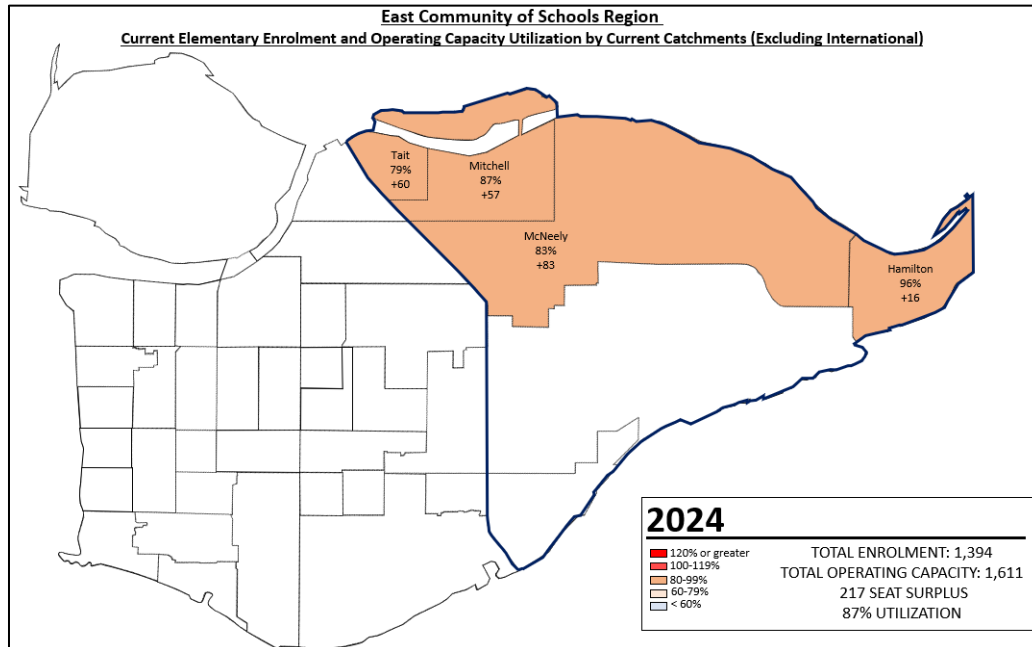


³ Based on 2024 Operating Capacity

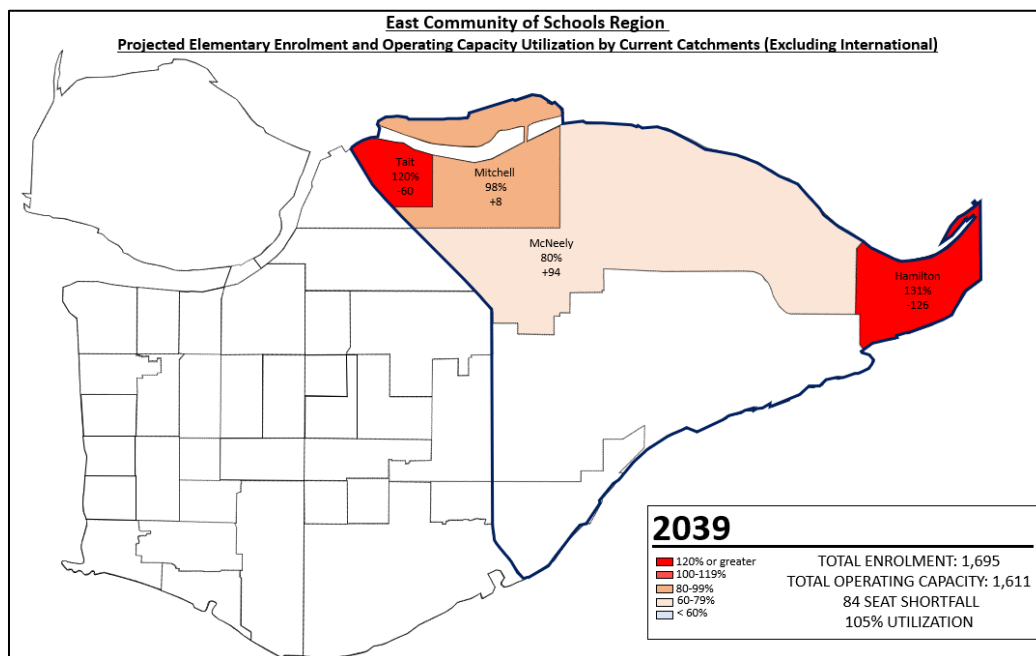
⁴ Operating Capacity based on approved Capital Projects as of March 2025

EAST COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization⁵



Projected Enrolment and Operating Capacity Utilization⁶

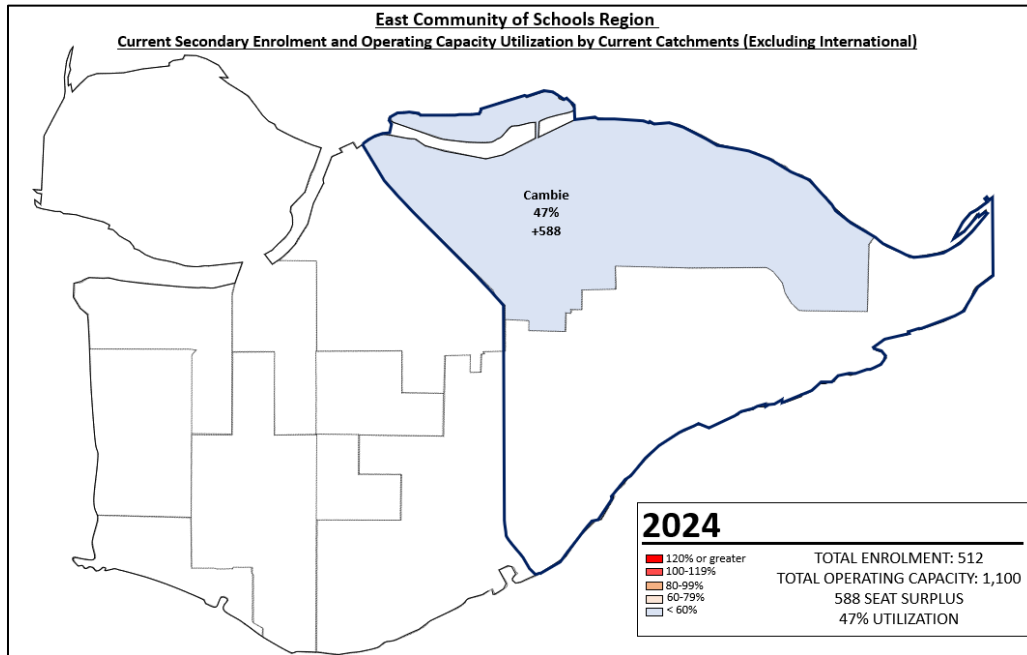


⁵ Based on 2024 Operating Capacity

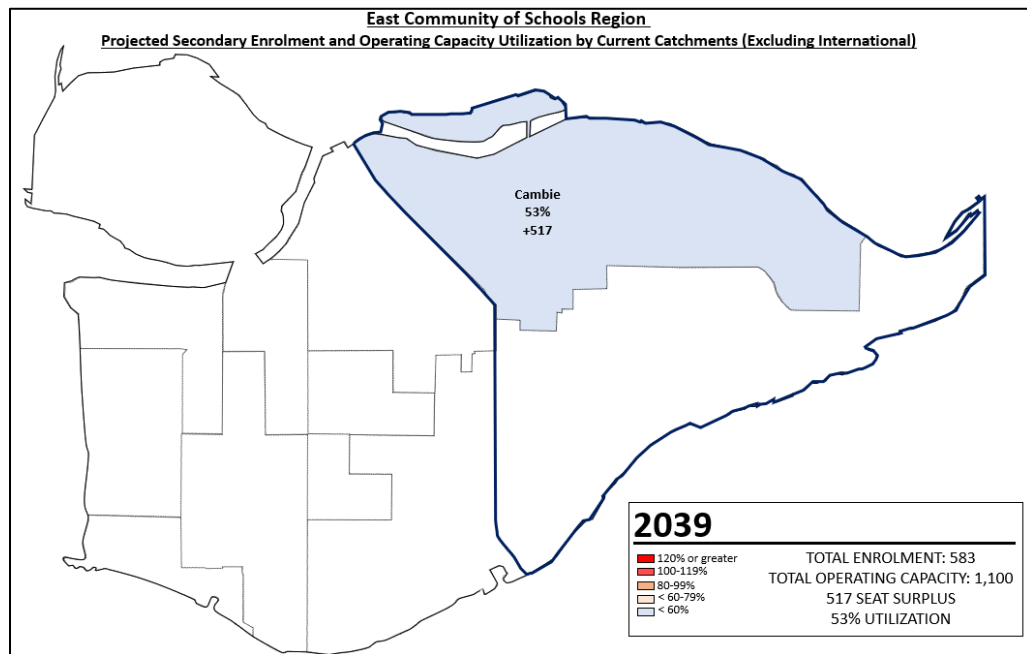
⁶ Operating Capacity based on approved Capital Projects as of March 2025

EAST COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization⁷



Projected Enrolment and Operating Capacity Utilization⁸

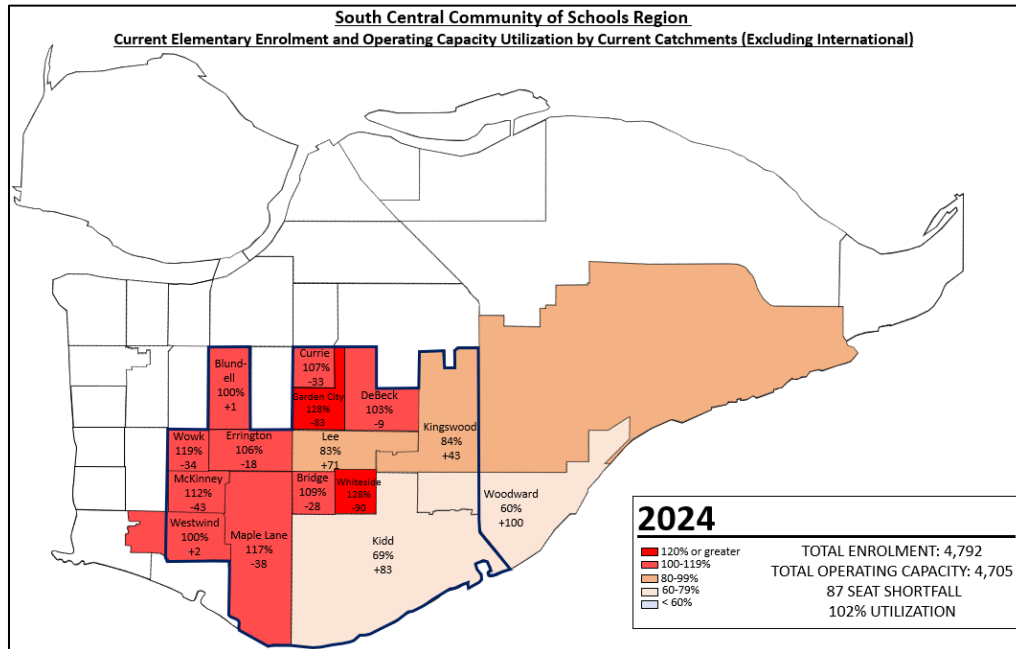


⁷ Based on 2024 Operating Capacity

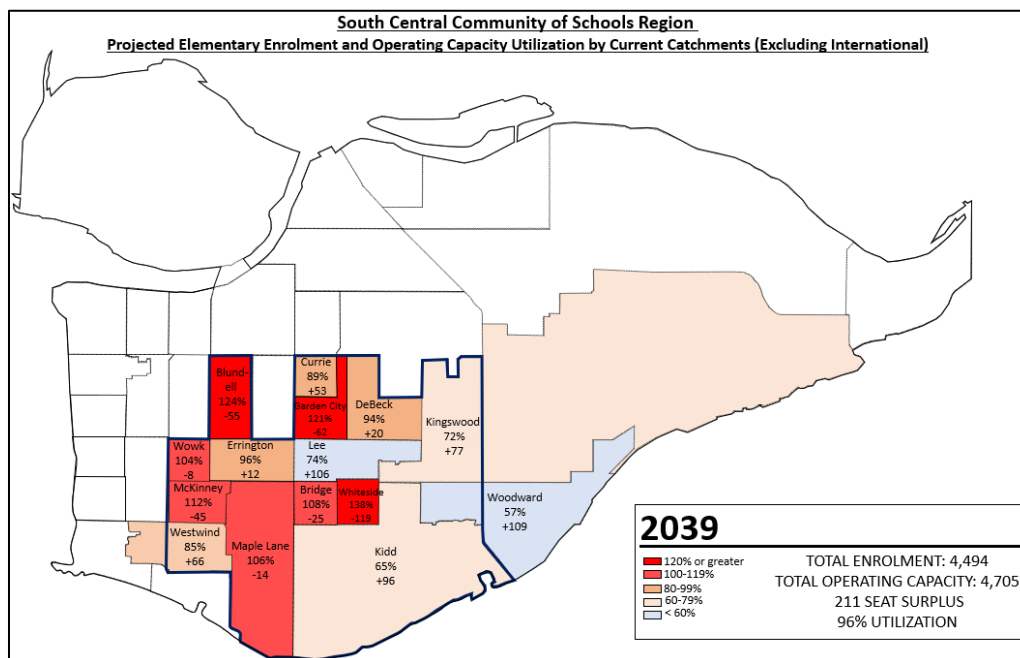
⁸ Operating Capacity based on approved Capital Projects as of March 2025

SOUTH CENTRAL COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization⁹



Projected Enrolment and Operating Capacity Utilization¹⁰

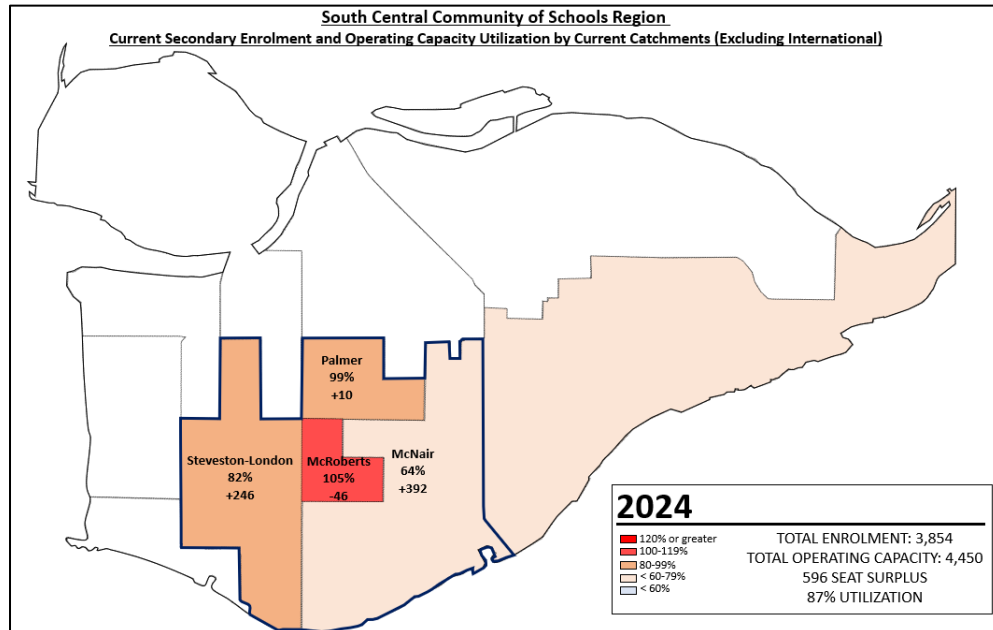


⁹ Based on 2024 Operating Capacity

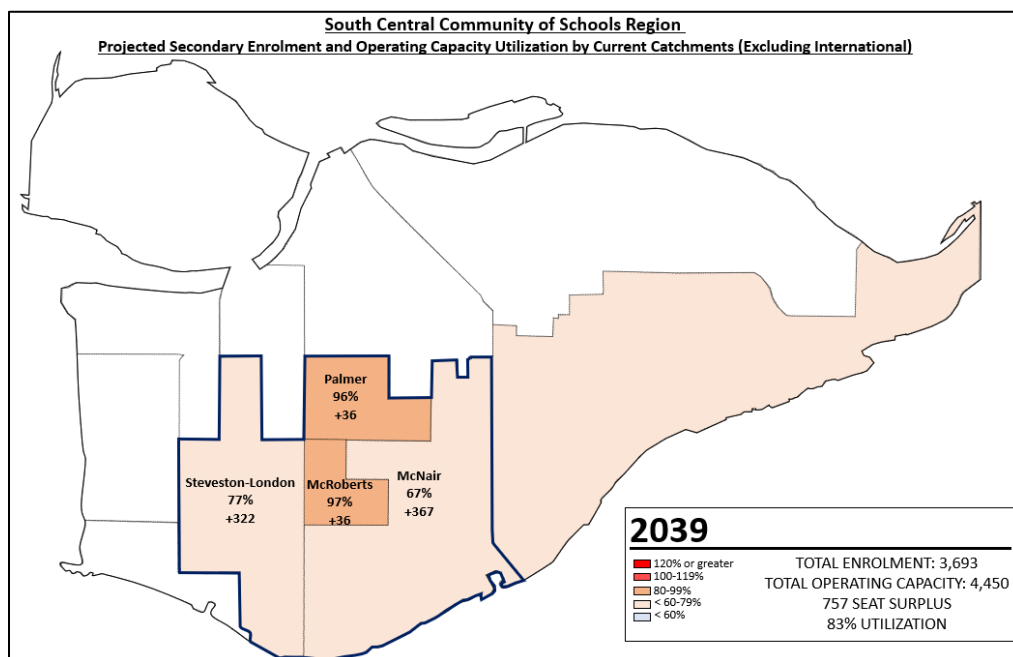
¹⁰ Operating Capacity based on approved Capital Projects as of March 2025

SOUTH CENTRAL COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization¹¹



Projected Enrolment and Operating Capacity Utilization¹²

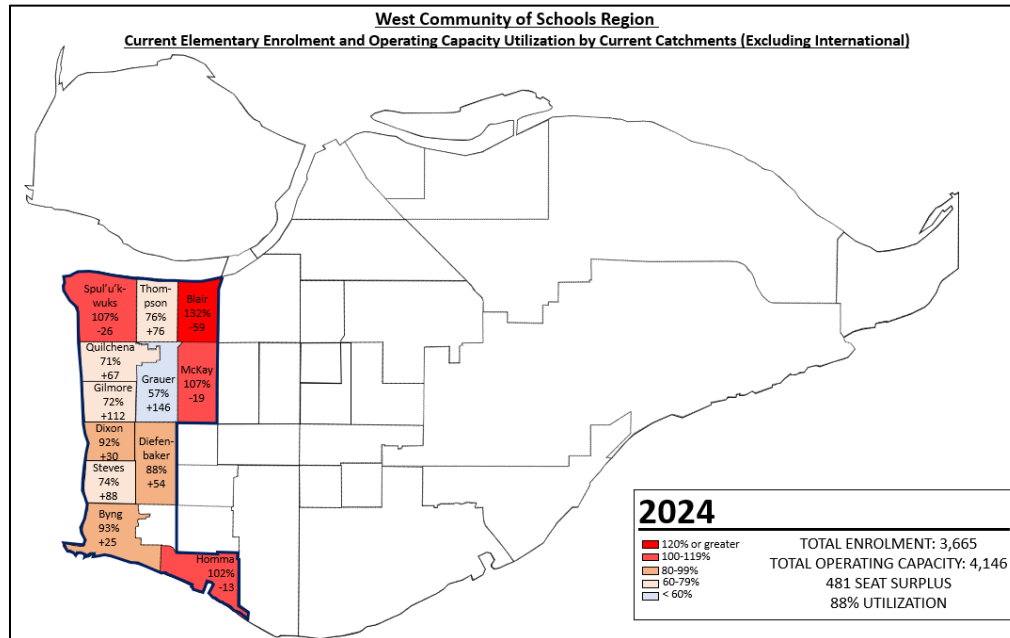


¹¹ Based on 2024 Operating Capacity

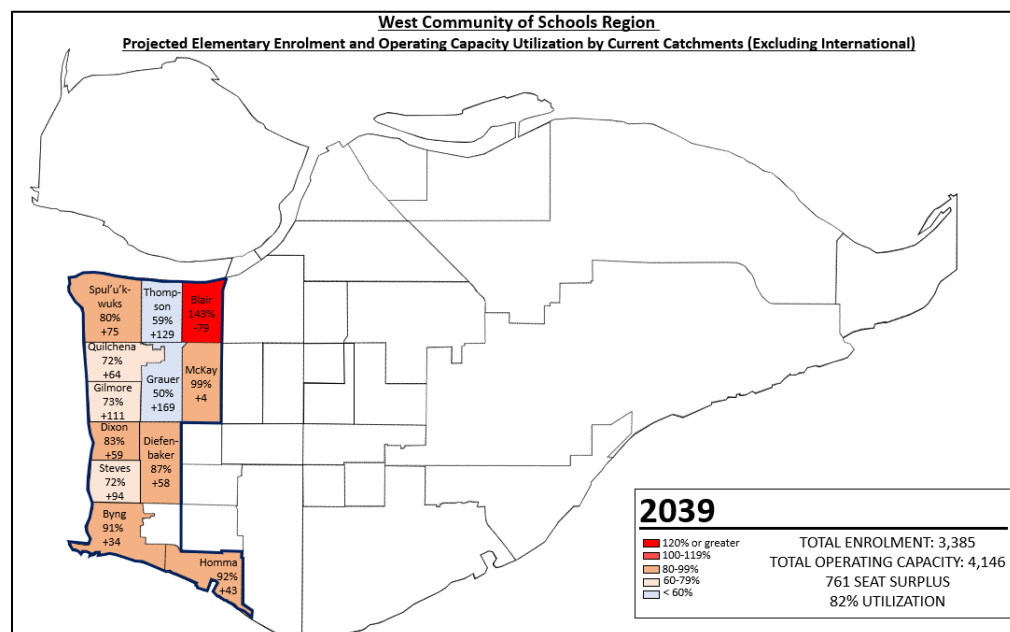
¹² Operating Capacity based on approved Capital Projects as of March 2025

WEST COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization¹³



Projected Enrolment and Operating Capacity Utilization¹⁴

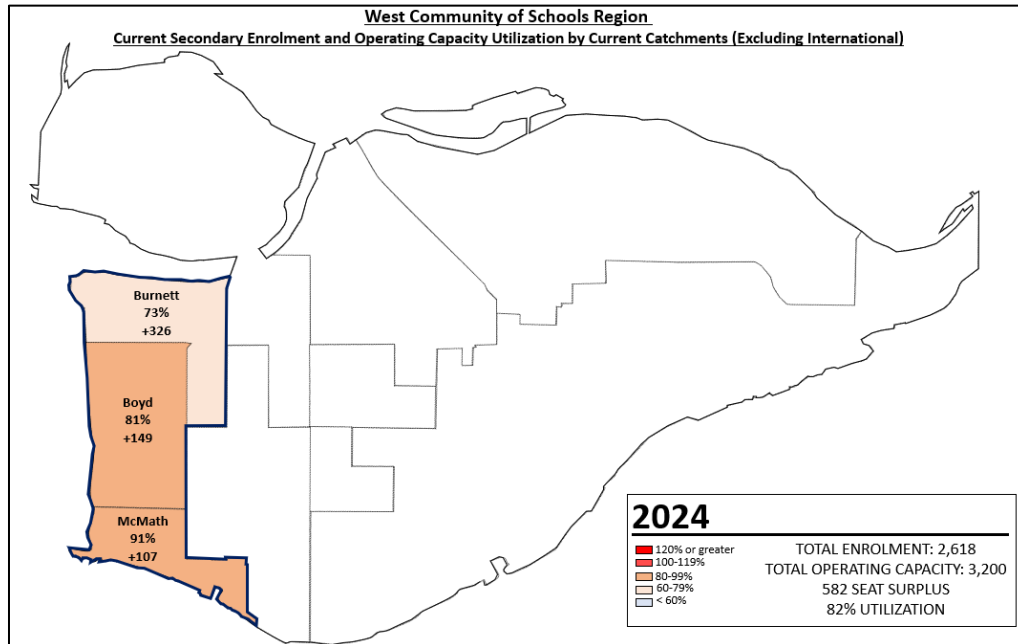


¹³ Based on 2024 Operating Capacity

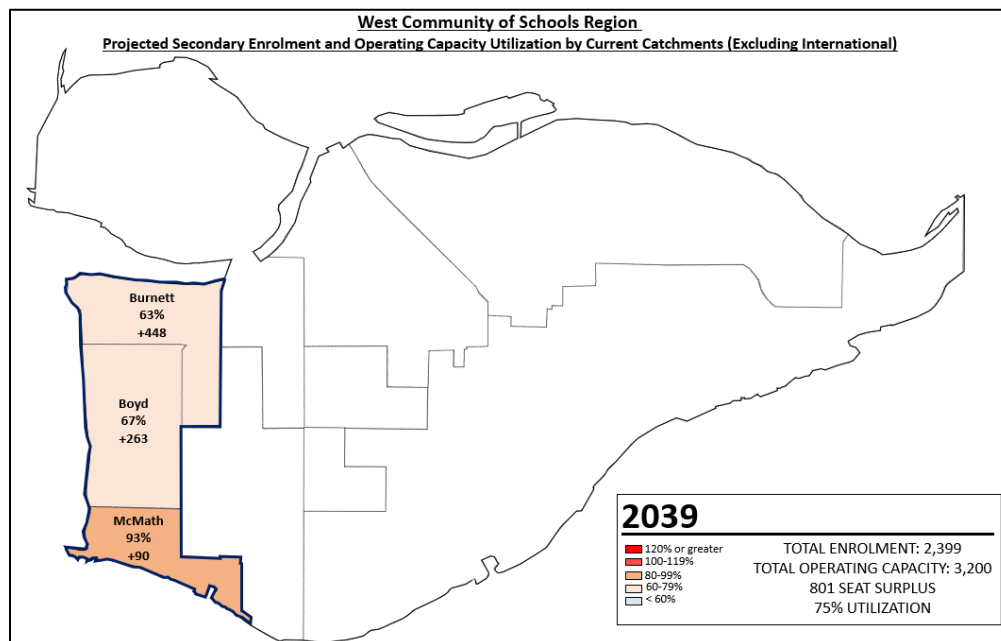
¹⁴ Operating Capacity based on approved Capital Projects as of March 2025

WEST COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT

Current Enrolment and Operating Capacity Utilization¹⁵



Projected Enrolment and Operating Capacity Utilization¹⁶



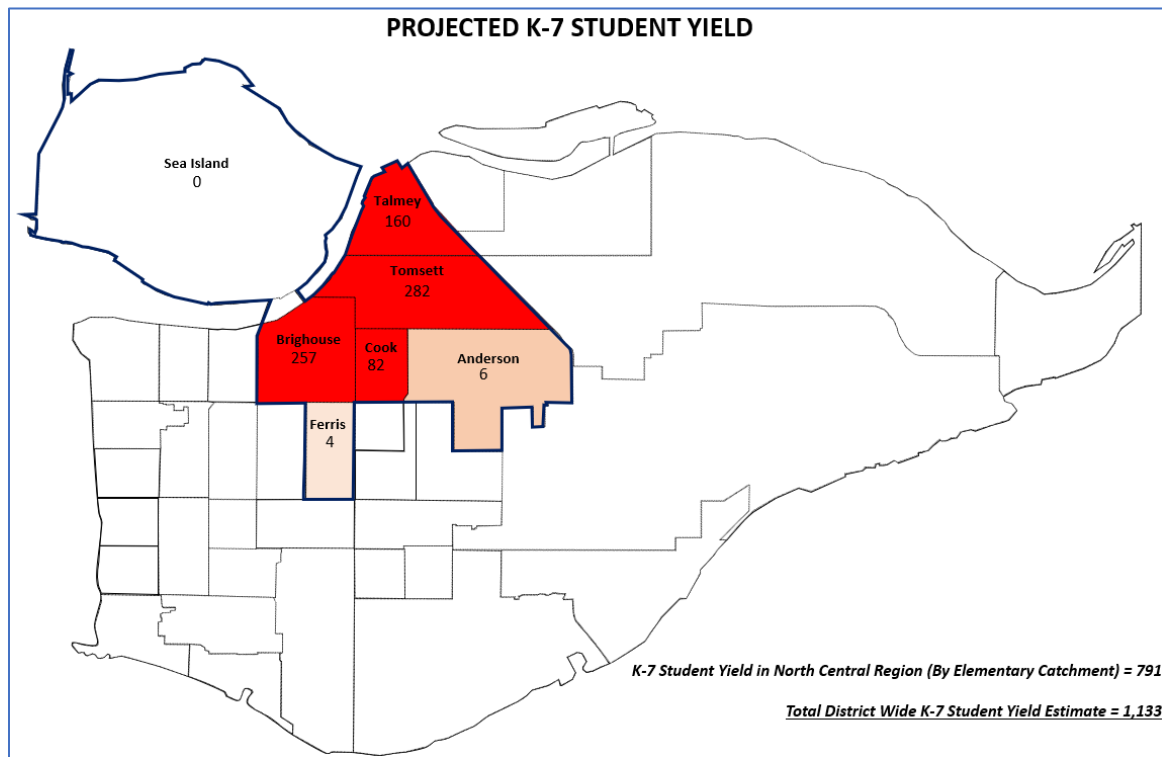
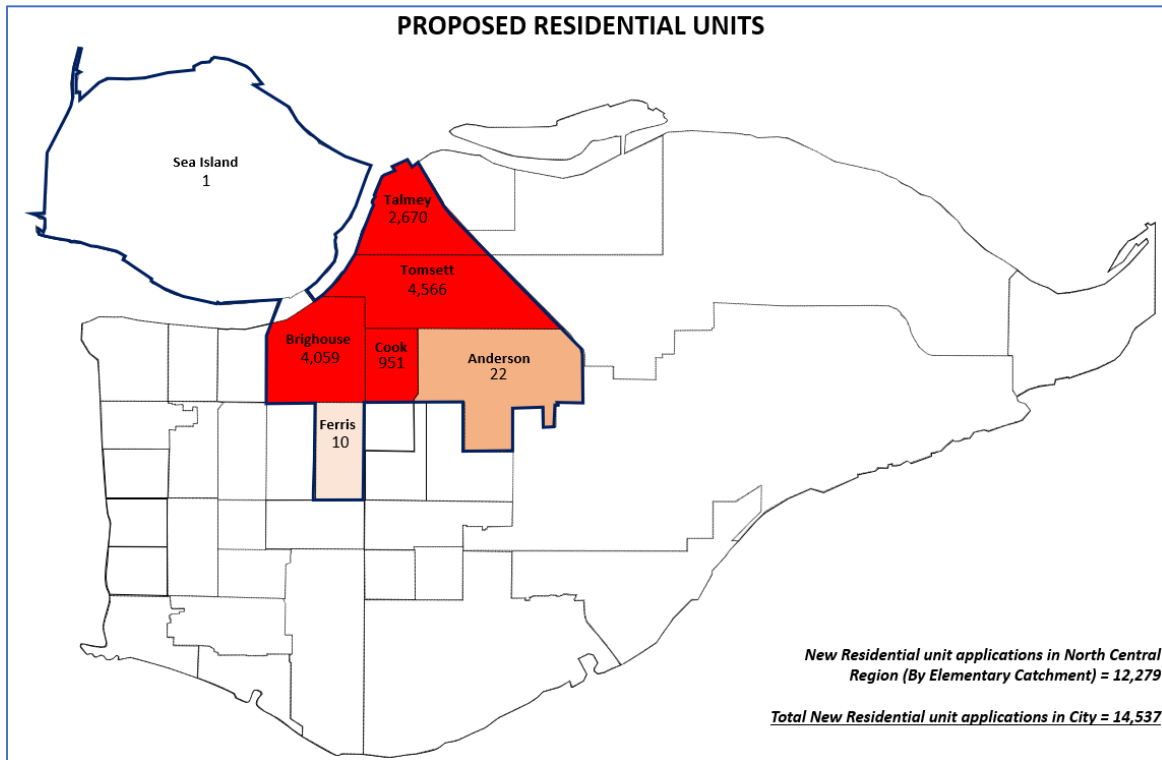
¹⁵ Based on 2024 Operating Capacity

¹⁶ Operating Capacity based on approved Capital Projects as of March 2025

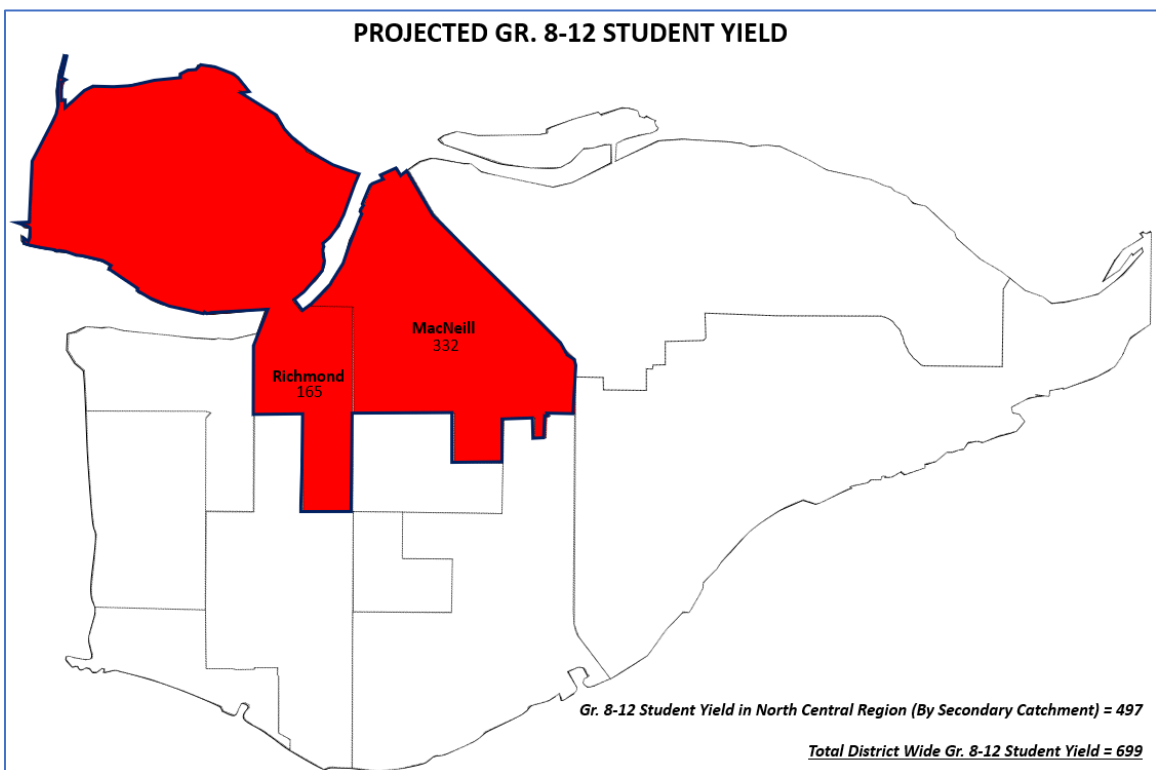
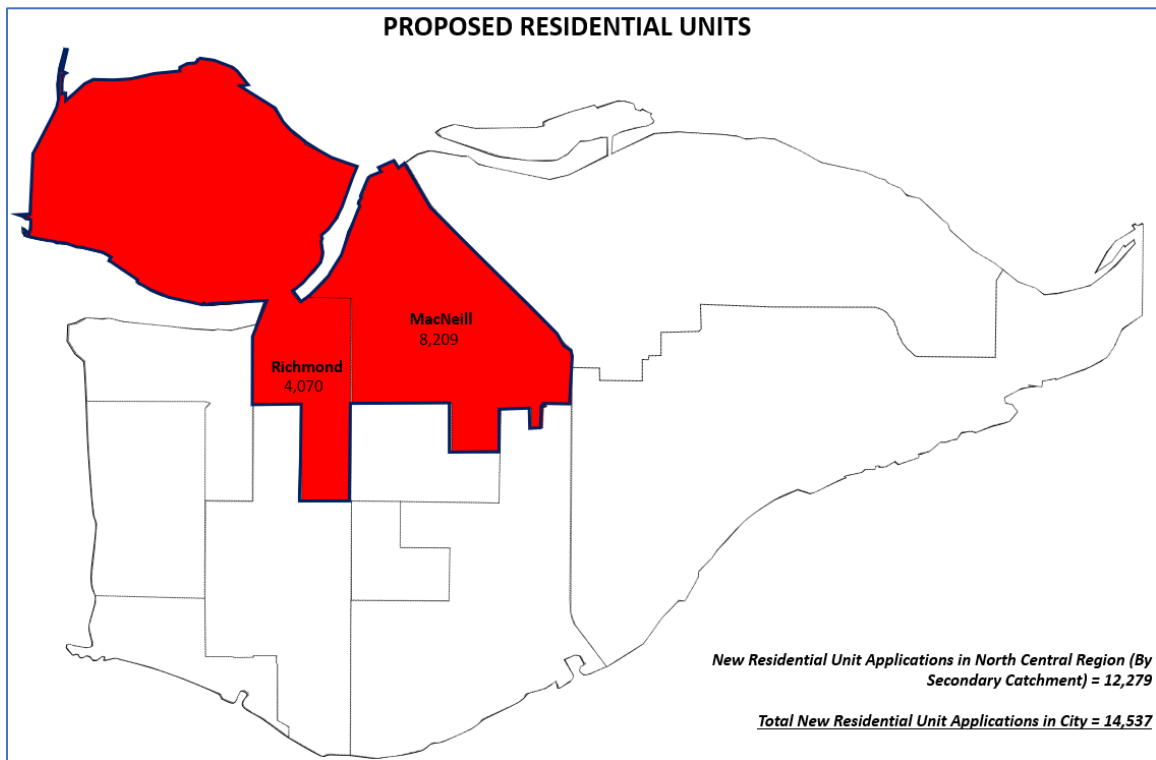
APPENDIX C

Proposed Residential Development and Projected Student Yield by Community of Schools Regions

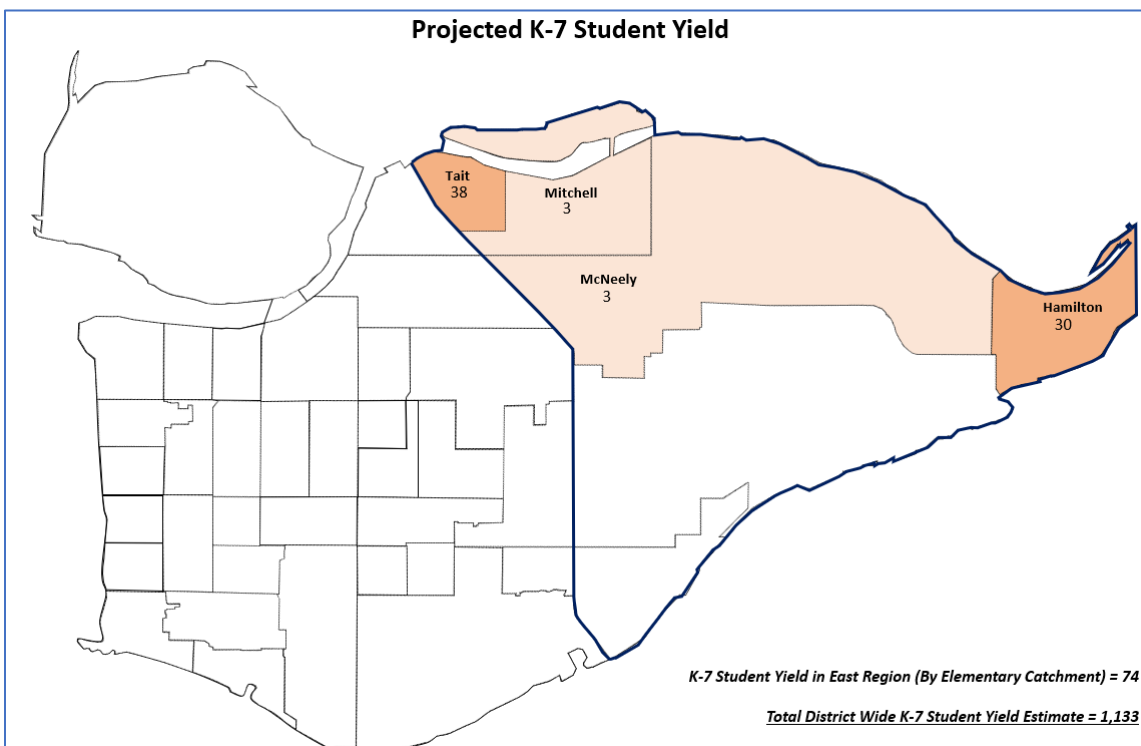
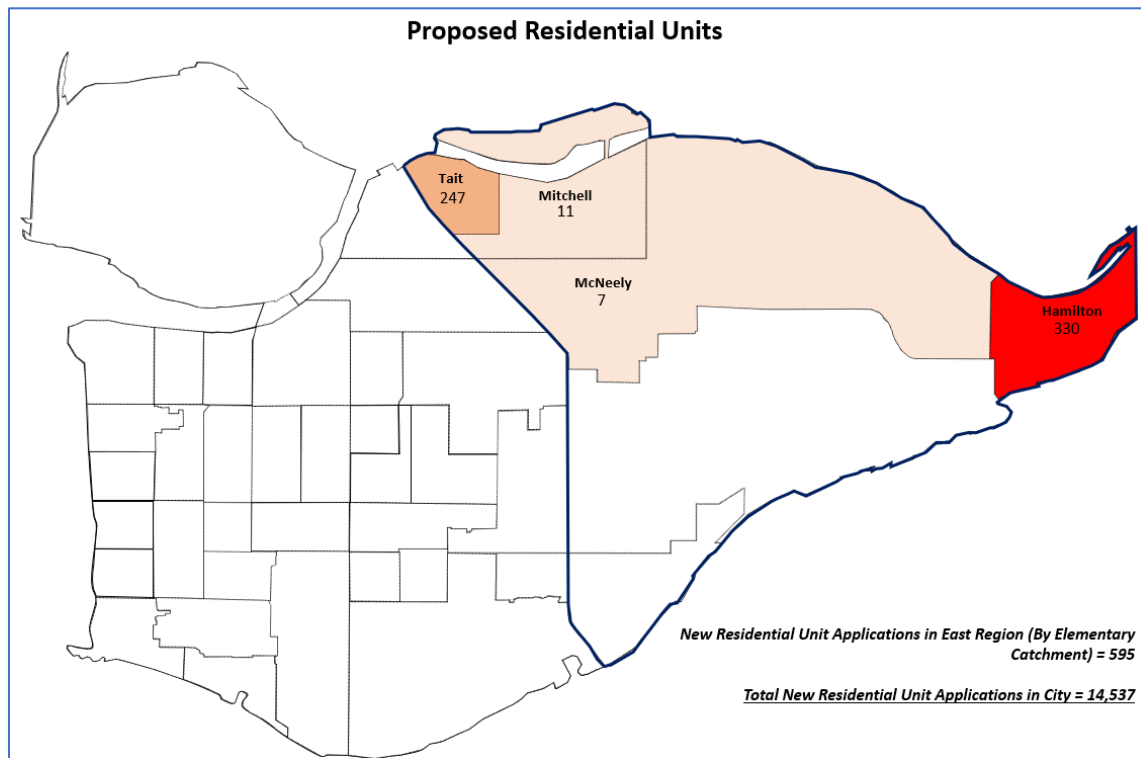
NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT



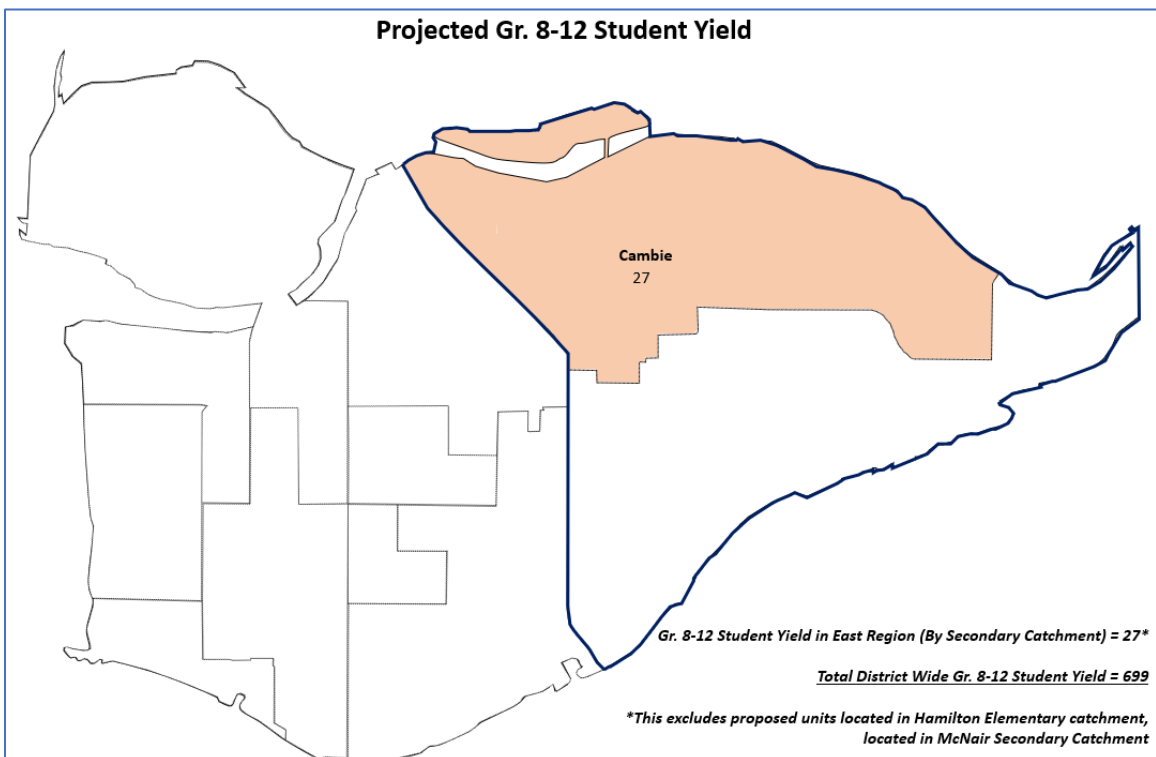
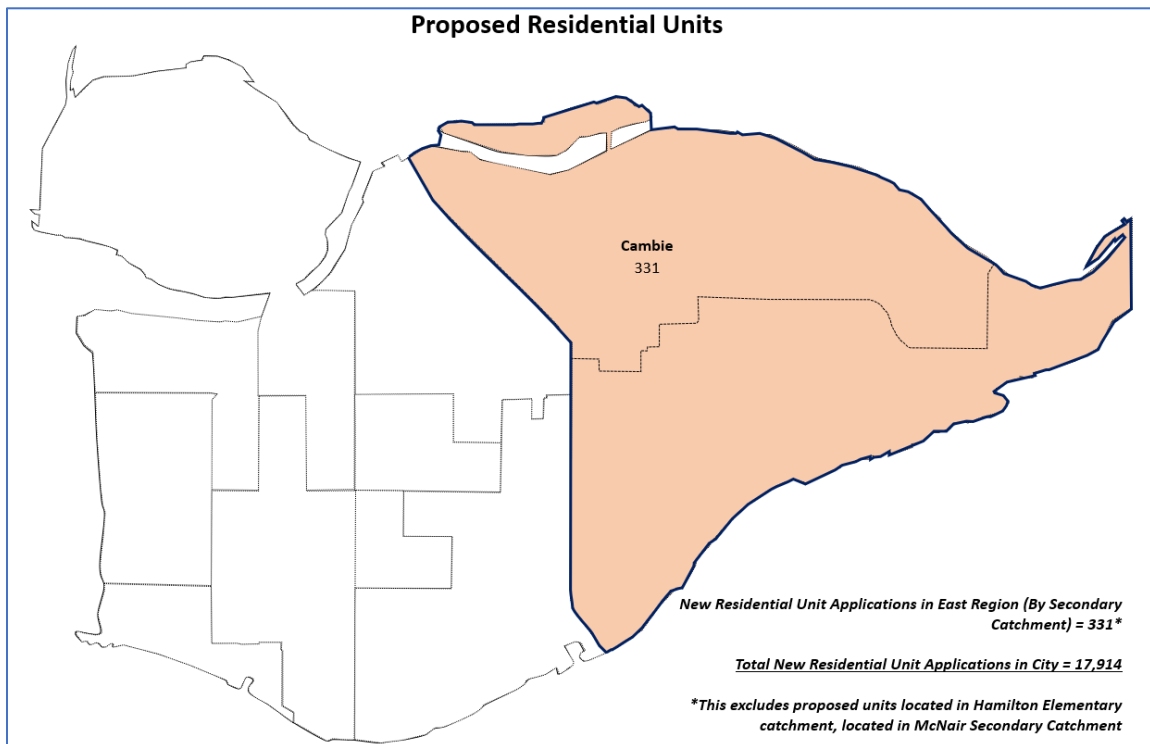
NORTH CENTRAL COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT



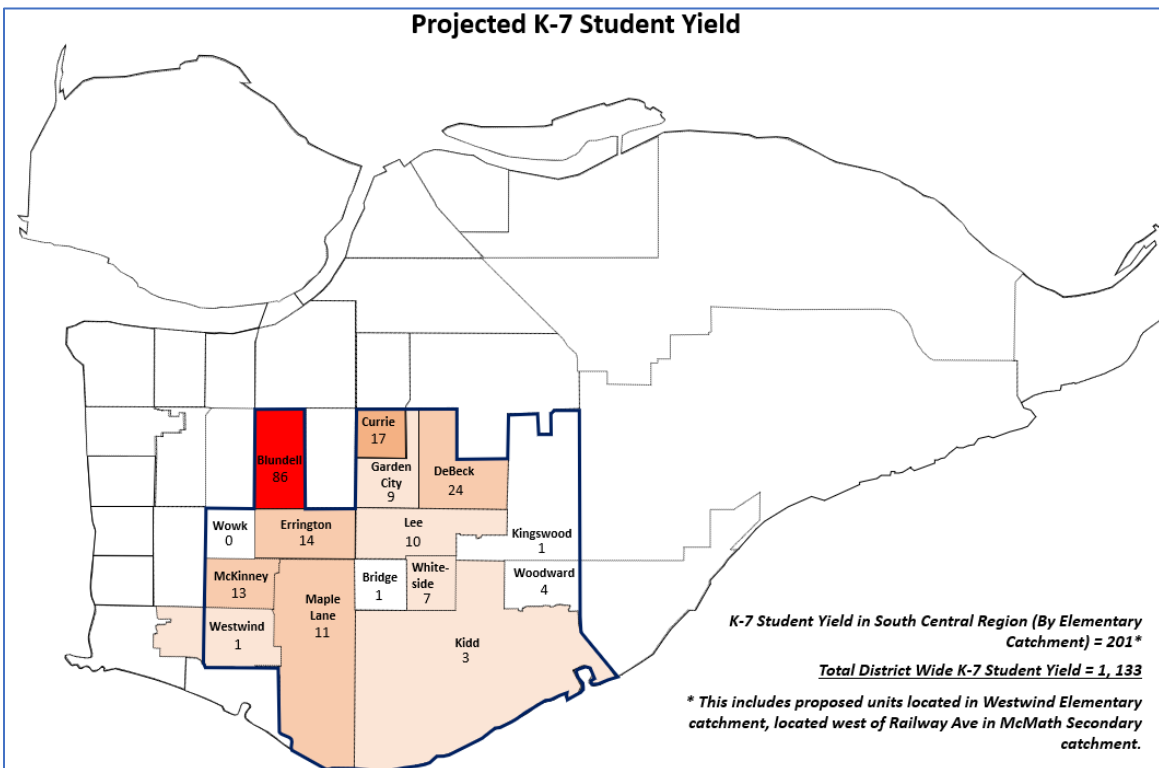
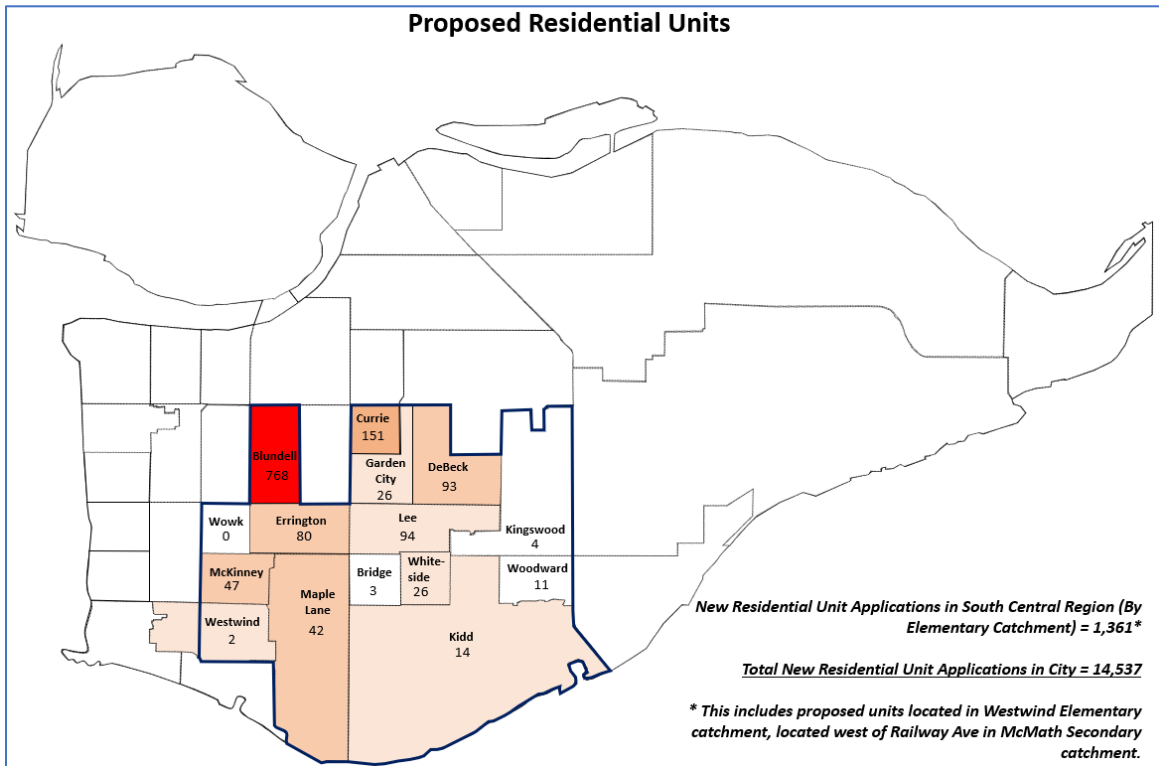
EAST COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT



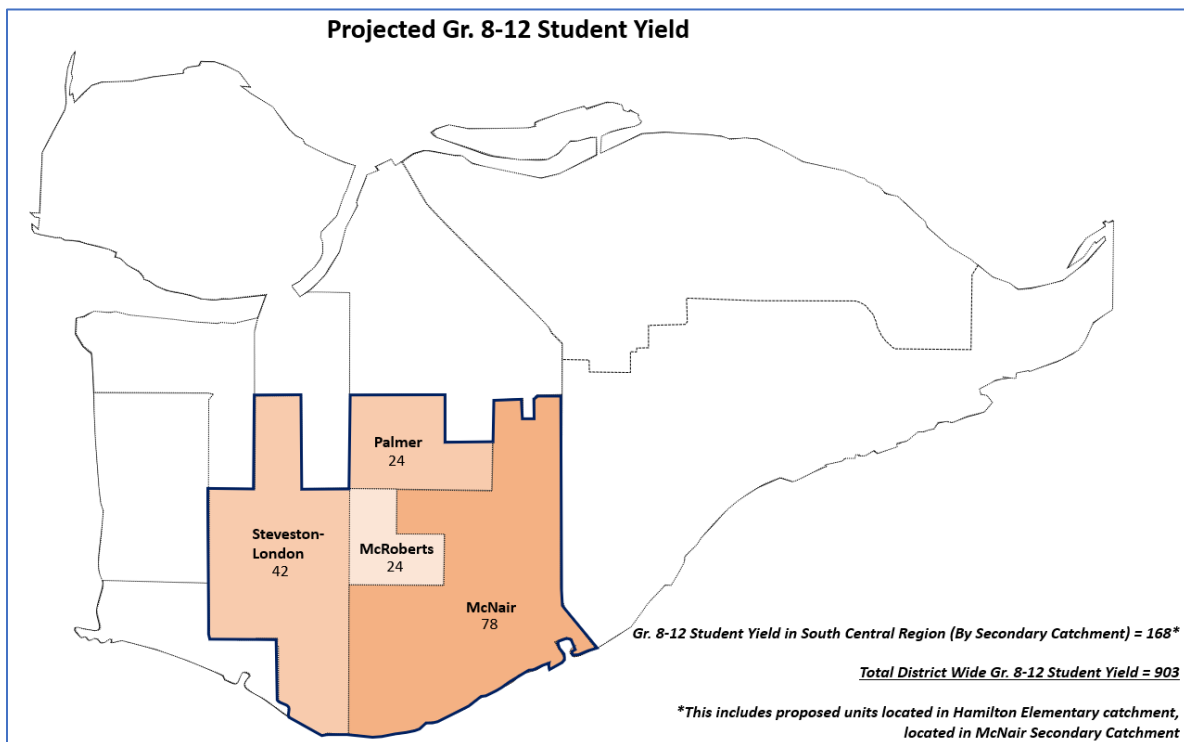
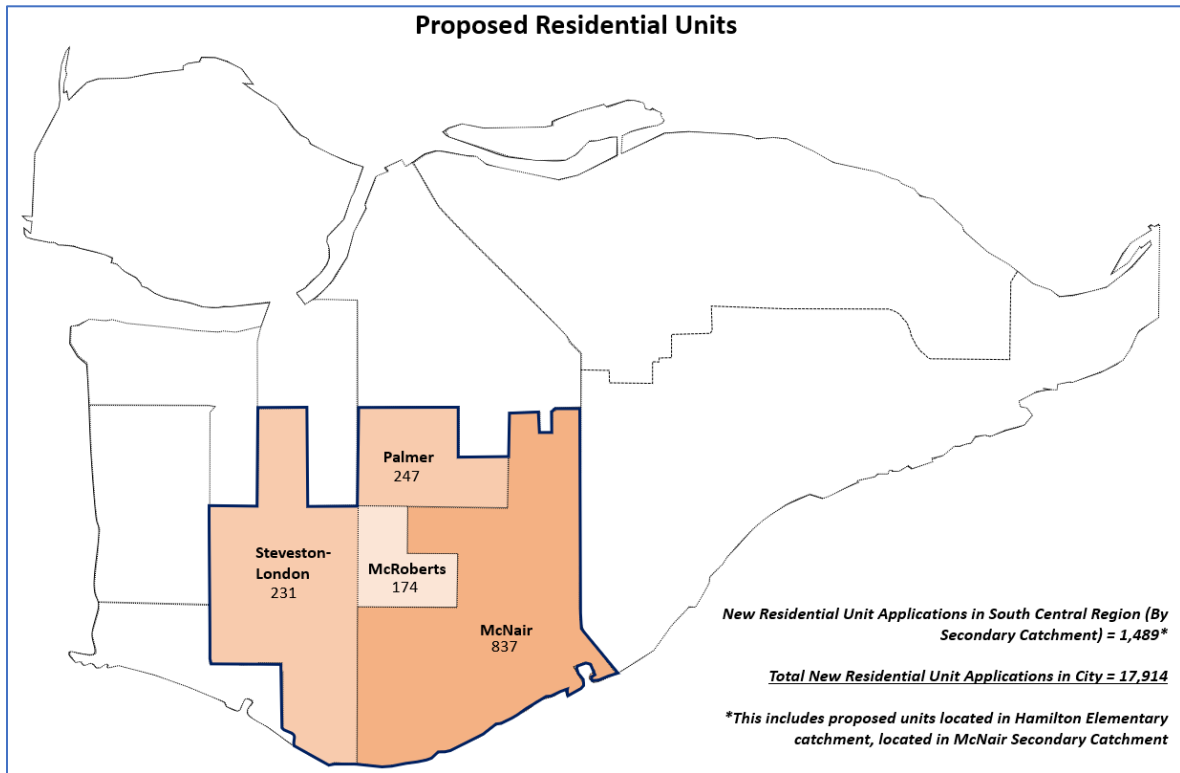
EAST COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT



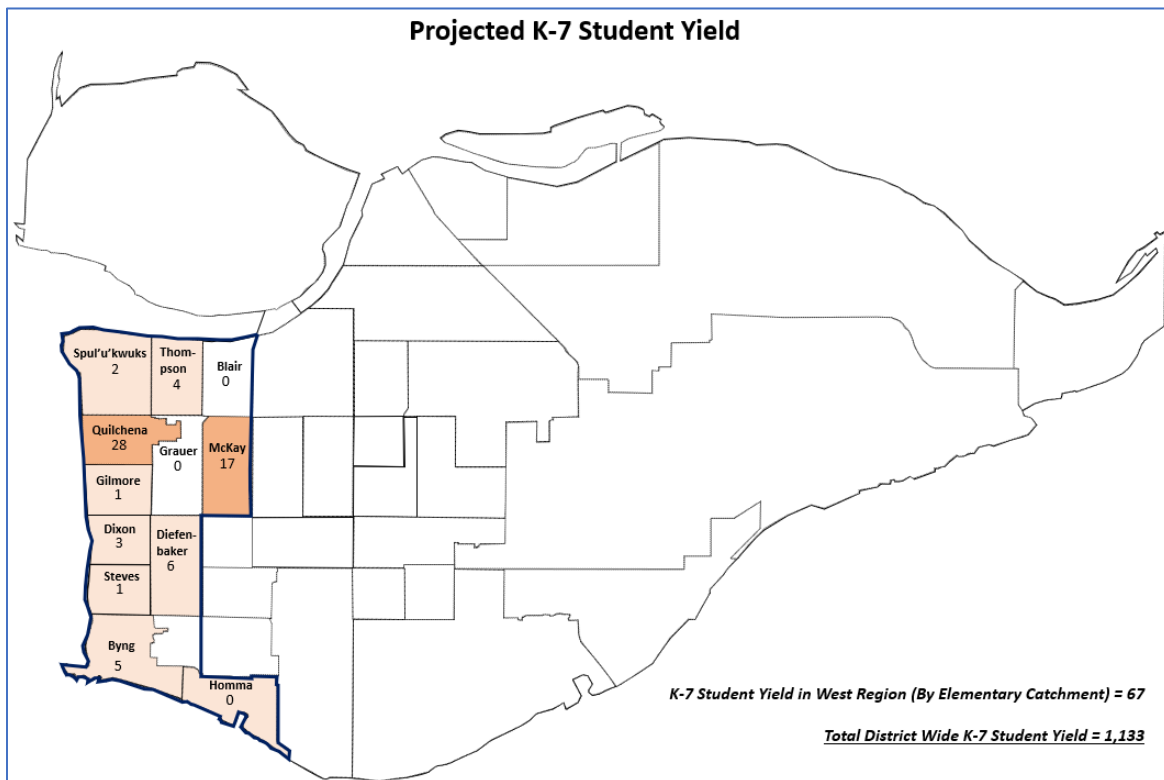
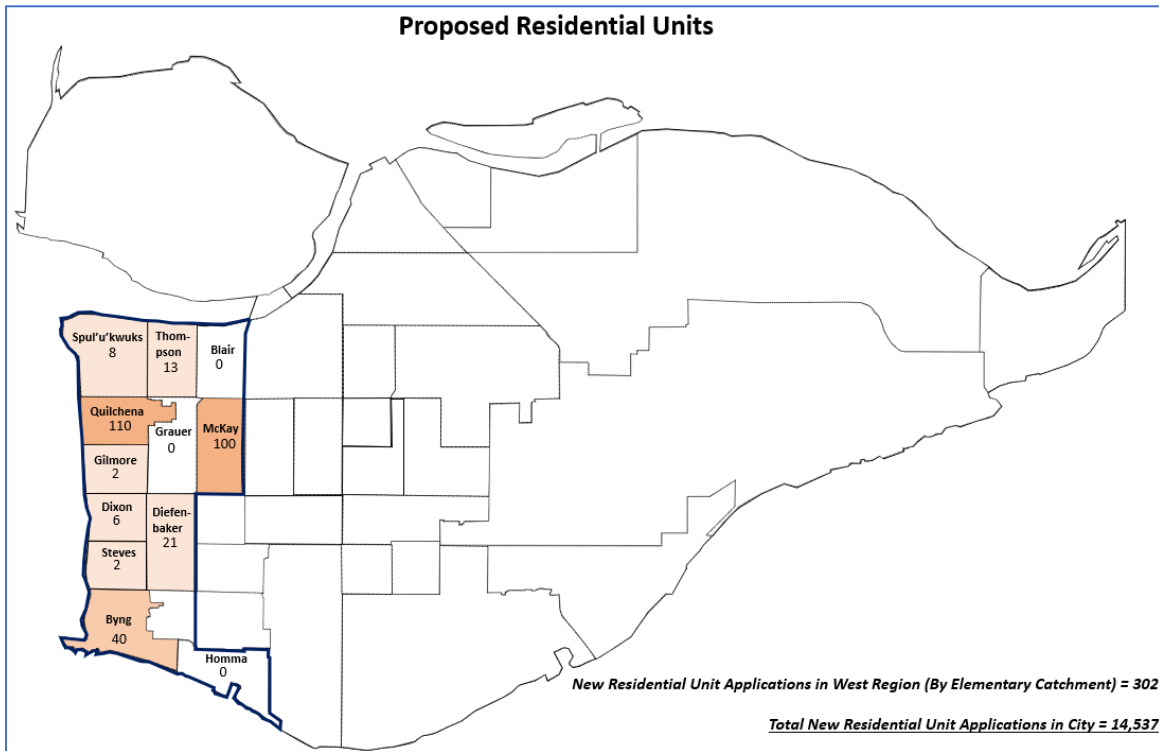
SOUTH CENTRAL COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT



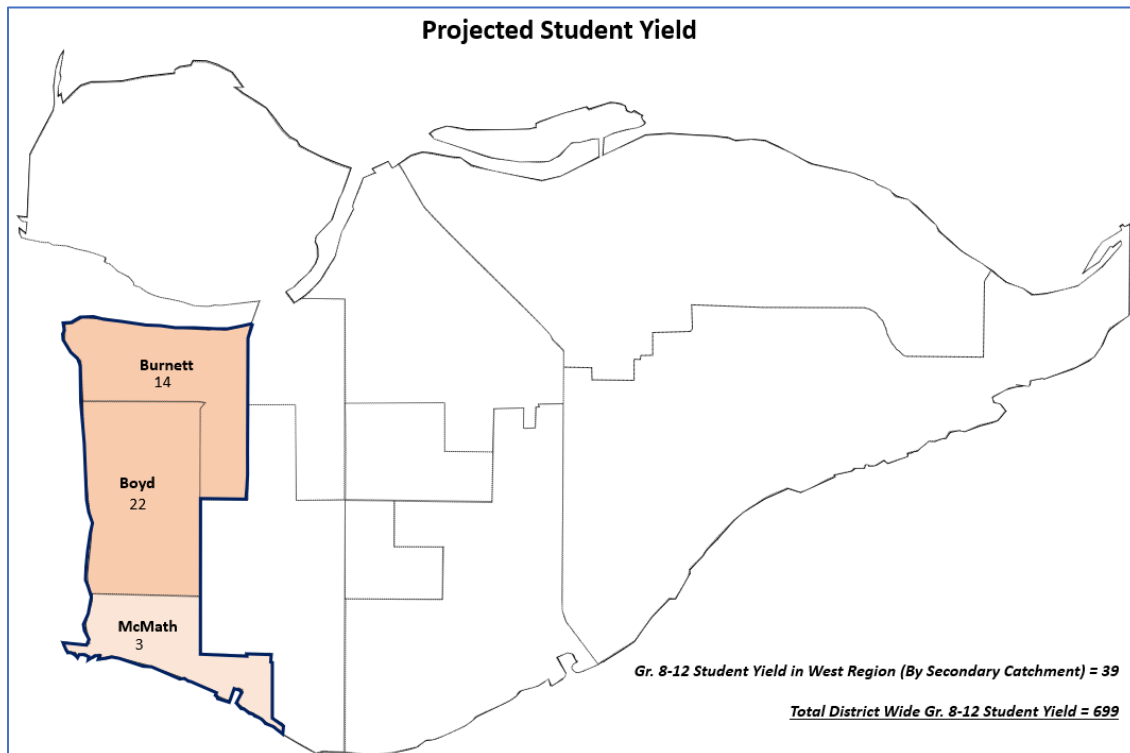
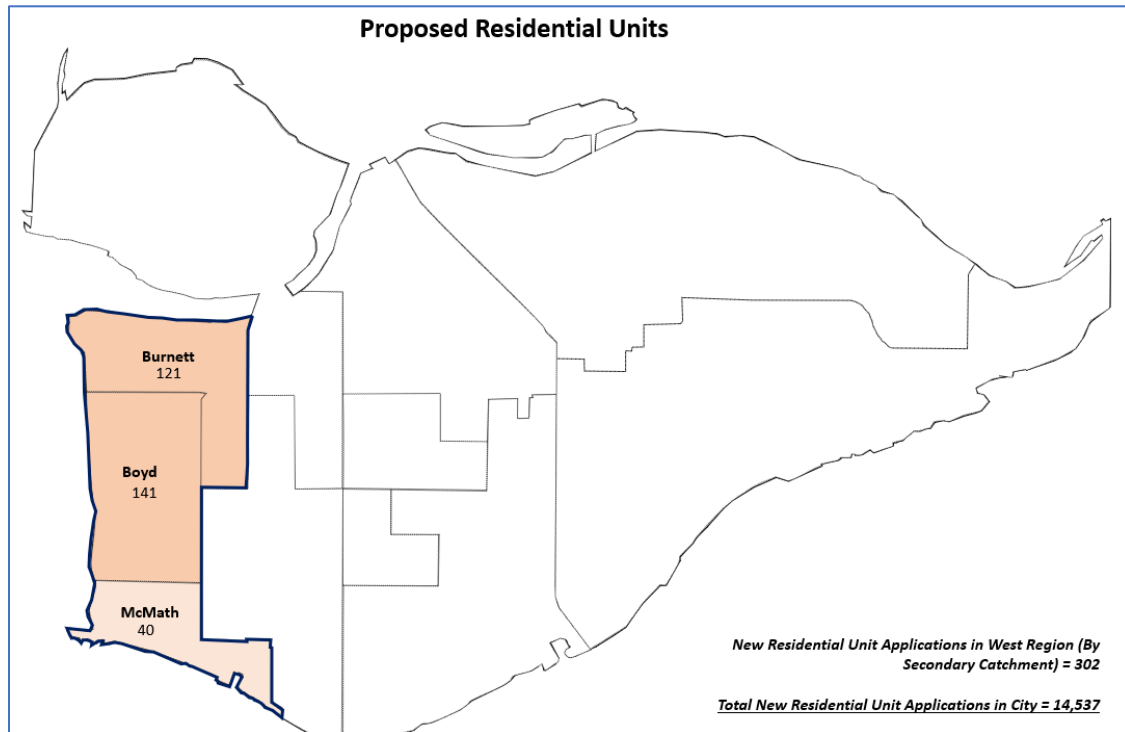
SOUTH CENTRAL COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT



WEST COMMUNITY OF SCHOOLS REGION – ELEMENTARY SCHOOL CATCHMENT



WEST COMMUNITY OF SCHOOLS REGION – SECONDARY SCHOOL CATCHMENT

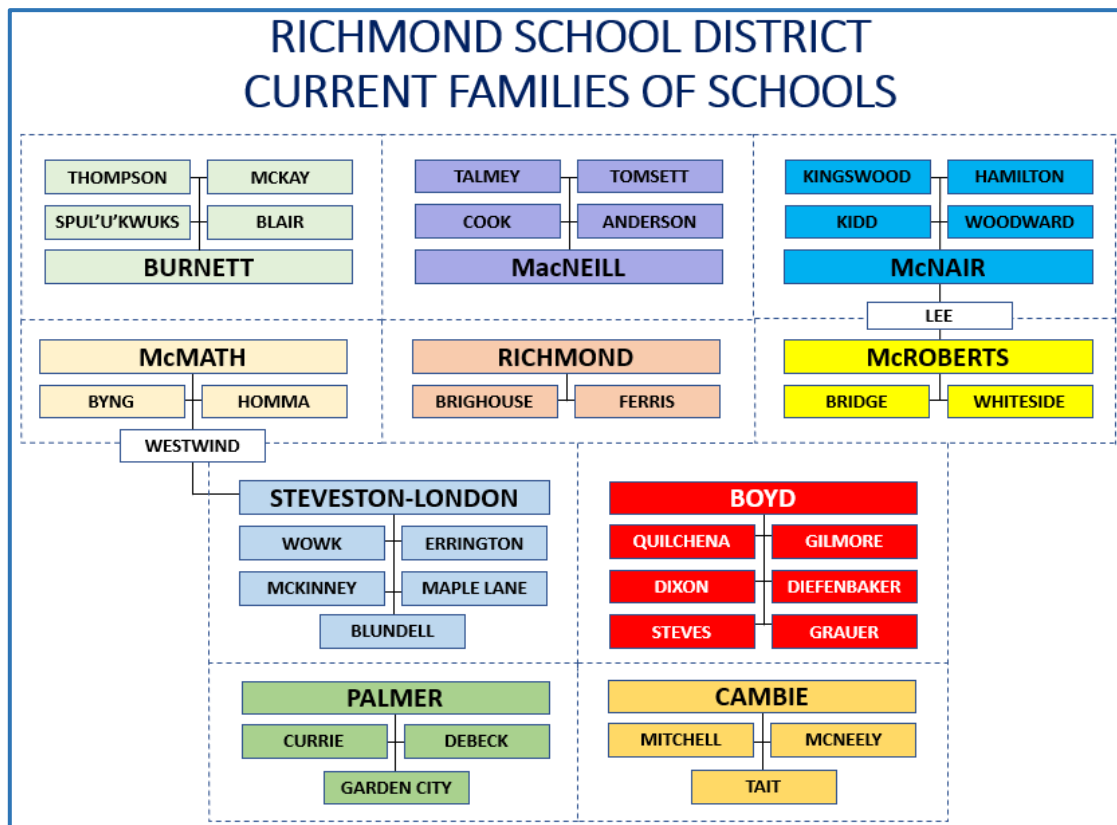


APPENDIX D

Families of Schools and Split-Feeder Catchment Analysis

Richmond School District – Current Families of Schools

A family of schools includes a secondary school and its feeder elementary schools. There are currently ten families of schools in the Richmond School District:



Two elementary school catchments are currently split between more than one secondary school. These include Lee, and Westwind.

- Lee - split between McRoberts [west portion] and McNair [east portion] along Garden City Road
- Westwind - split between McMath [west portion] and Steveston-London [east portion] along Railway Avenue

In addition, one elementary school catchment is split between Community of Schools Regions:

- Westwind Elementary – Split between the West Region [west portion] and the South Central Region [east portion] along Railway Avenue

The following tables provide an analysis of historical split secondary flow information for grade 8-12 regular program students residing in the affected elementary catchments. The tables include a review of the number grade 8-12 regular program students residing in:

- each 'portion' of the elementary catchment attending each of the secondary schools that it feeds into, and
- the elementary catchment as a whole attending each of the secondary schools it feeds into.

Lee Elementary School – Split between McNair Secondary (east portion) and McRoberts Secondary (west portion) along Garden City Road¹

East Portion (feeds McNair Secondary)

Lee Elementary Catchment Gr. 8-12 Regular Program Students - East Portion (feeds McNair Secondary)	2020	2021	2022	2023	2024
Attending McRoberts Secondary	45	48	53	51	50
Capture Rate	31%	34%	36%	35%	31%
Attending McNair Secondary	68	63	69	68	78
Capture Rate	47%	45%	46%	47%	48%
Total Gr. 8-12 Regular Program students residing in East portion	145	140	149	145	161

West Portion (feeds McRoberts Secondary)

Lee Elementary Catchment Gr. 8-12 Regular Program Students - West Portion (feeds McRoberts Secondary)	2020	2021	2022	2023	2024
Attending McRoberts Secondary	52	76	102	119	131
Capture Rate	68%	79%	77%	75%	83%
Attending McNair Secondary	6	6	5	7	4
Capture Rate	8%	6%	4%	4%	3%
Total Gr. 8-12 Regular Program students residing in East portion	76	96	133	159	158

Lee Catchment Total

Lee Elementary Catchment Gr. 8-12 Regular Program Students - Catchment Total	2020	2021	2022	2023	2024
Attending McRoberts Secondary	97	124	155	170	181
Capture Rate	44%	53%	55%	56%	57%
Attending McNair Secondary	74	69	74	75	82
Capture Rate	33%	29%	26%	25%	26%
Total Gr. 8-12 Regular Program students residing in East portion	221	236	282	304	319

¹ Lee Elementary School is physically located in the McNair Secondary School Catchment

Westwind Elementary School – Split between Steveston-London Secondary (east portion) McMath Secondary (west portion) along Railway Avenue²

East Portion (feeds Steveston-London Secondary)

Westwind Elementary Catchment Gr. 8-12 Regular Program Students - East Portion (feeds Steveston-London Secondary)	2020	2021	2022	2023	2024
Attending McMath Secondary	54	54	50	40	33
Capture Rate	40%	39%	35%	30%	24%
Attending Steveston-London Secondary	78	80	89	86	92
Capture Rate	57%	58%	62%	64%	68%
Total Gr. 8-12 Regular Program students residing in East portion	136	139	143	135	135

West Portion (feeds McMath Secondary)

Westwind Elementary Catchment Gr. 8-12 Regular Program Students - West Portion (feeds McMath Secondary)	2020	2021	2022	2023	2024
Attending McMath Secondary	107	134	133	118	121
Capture Rate	82%	86%	83%	78%	74%
Attending Steveston-London Secondary	16	15	17	21	24
Capture Rate	12%	10%	11%	14%	15%
Total Gr. 8-12 Regular Program students residing in East portion	131	155	160	151	163

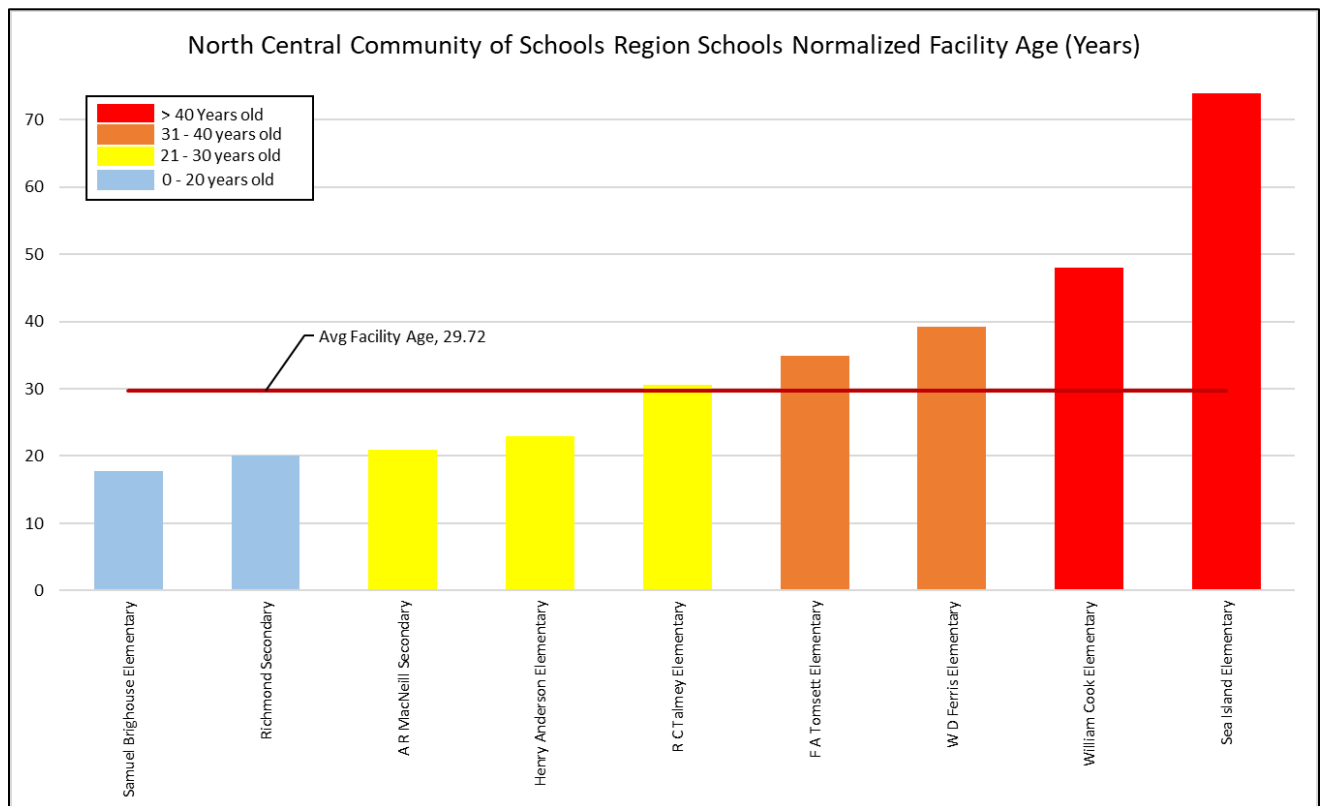
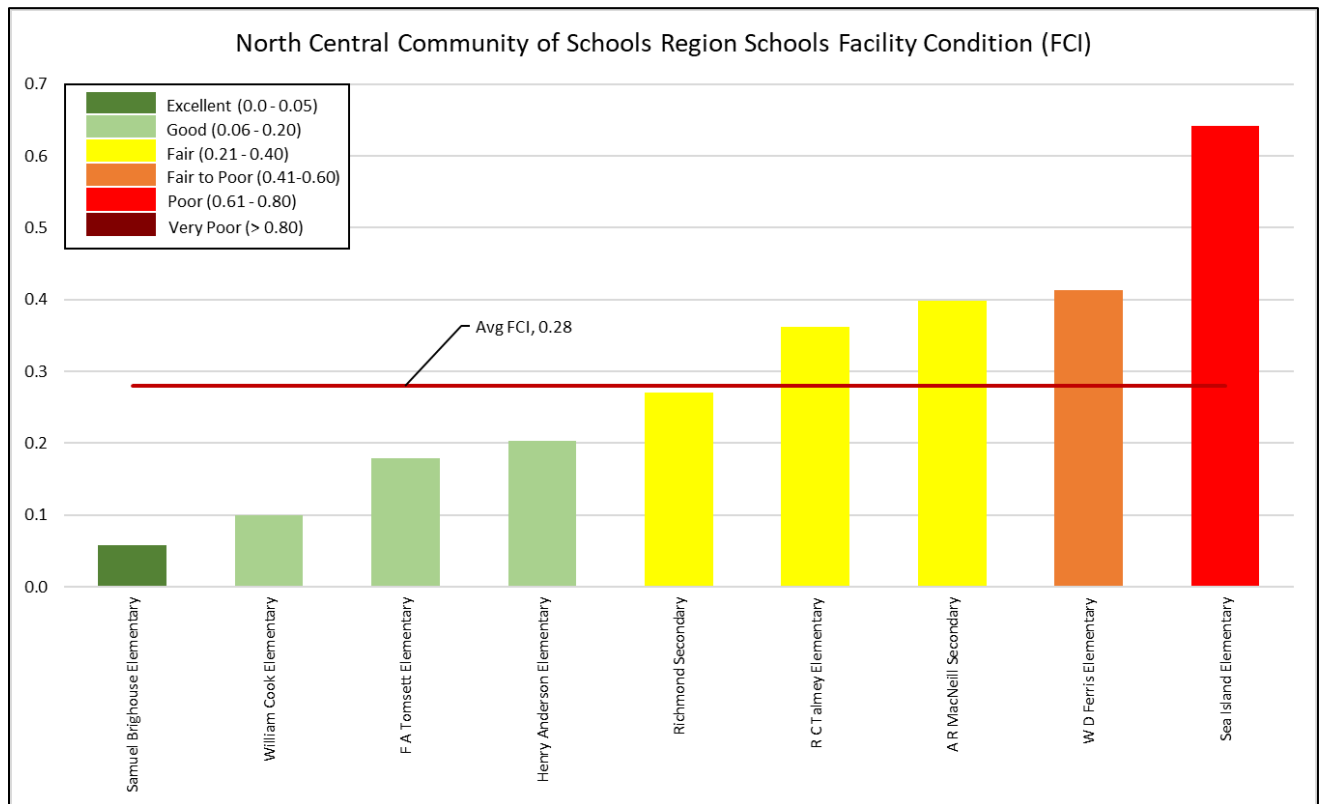
Westwind Catchment Total

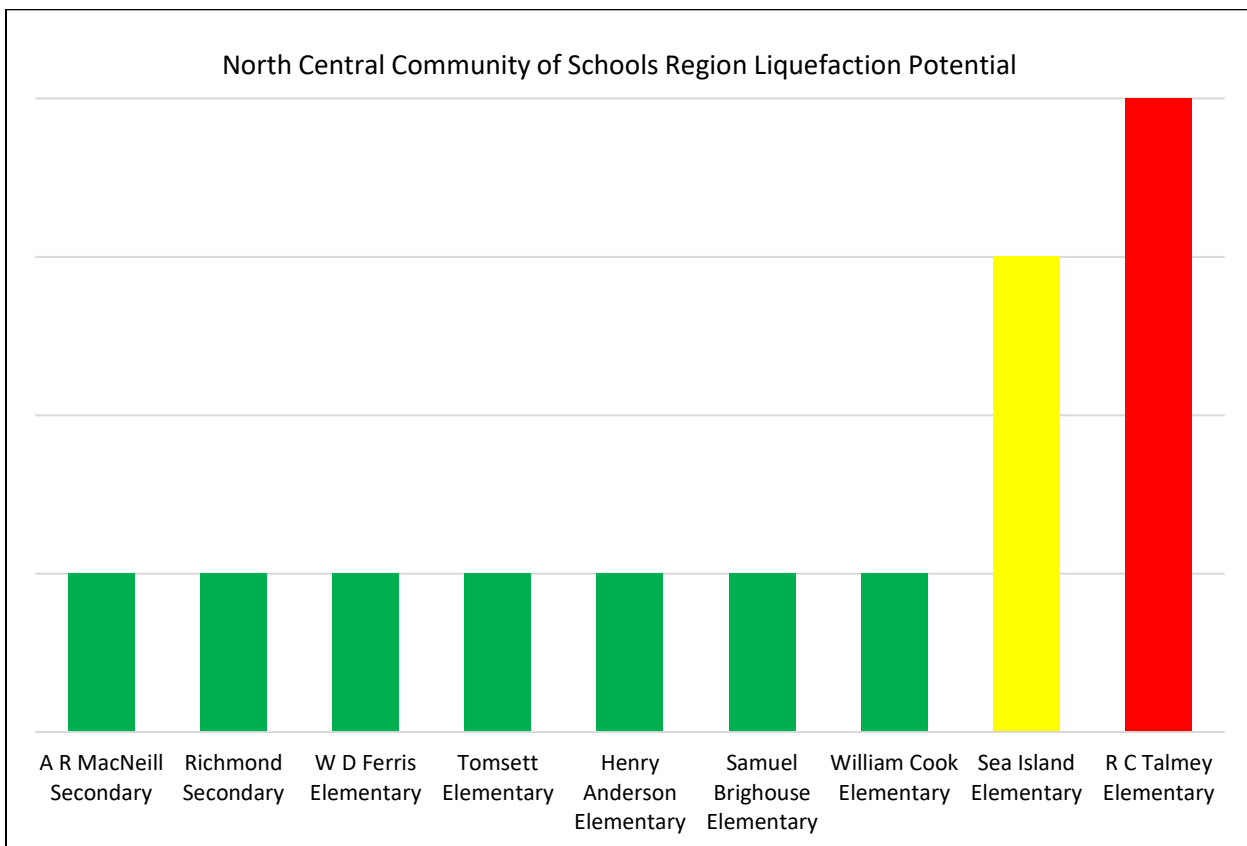
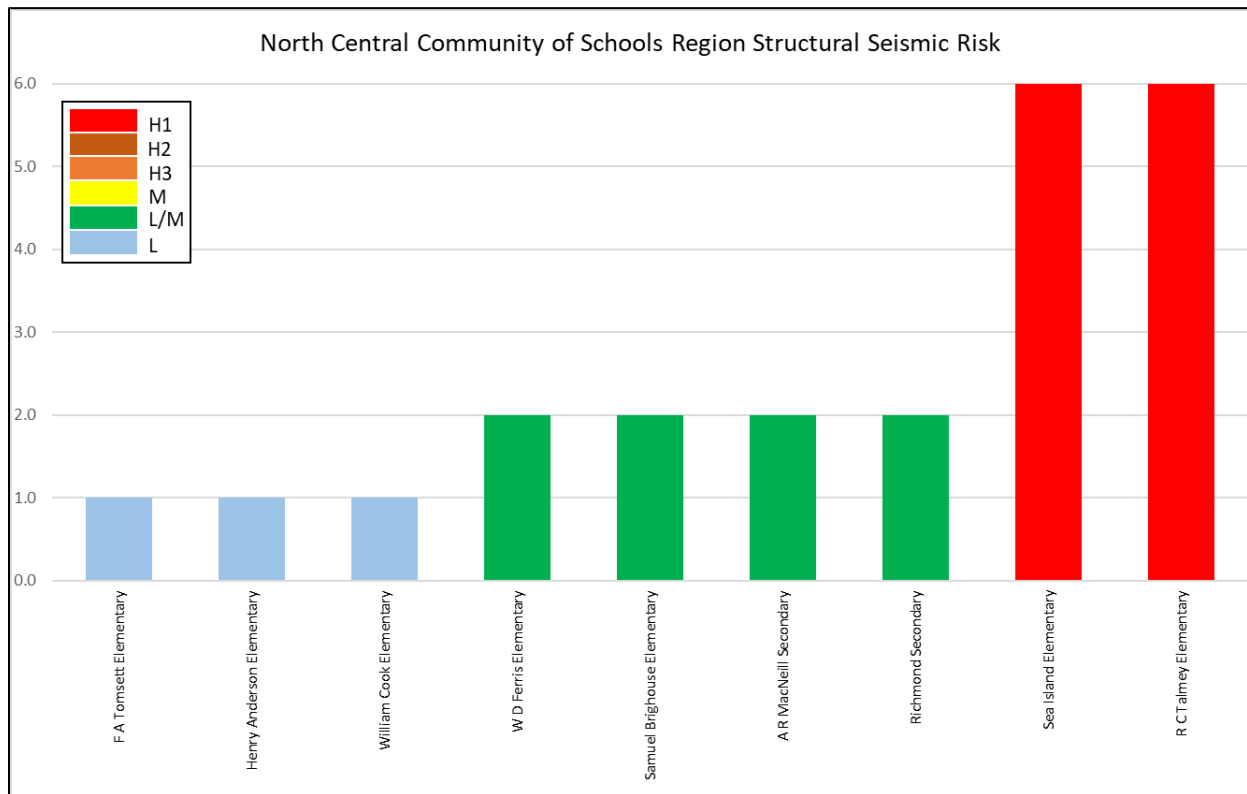
Westwind Elementary Catchment Gr. 8-12 Regular Program Students - Catchment Total	2020	2021	2022	2023	2024
Attending McMath Secondary	161	188	183	158	154
Capture Rate	60%	64%	60%	55%	52%
Attending Steveston-London Secondary	94	95	106	107	116
Capture Rate	35%	32%	35%	37%	39%
Total Gr. 8-12 Regular Program students residing in East portion	267	294	303	286	298

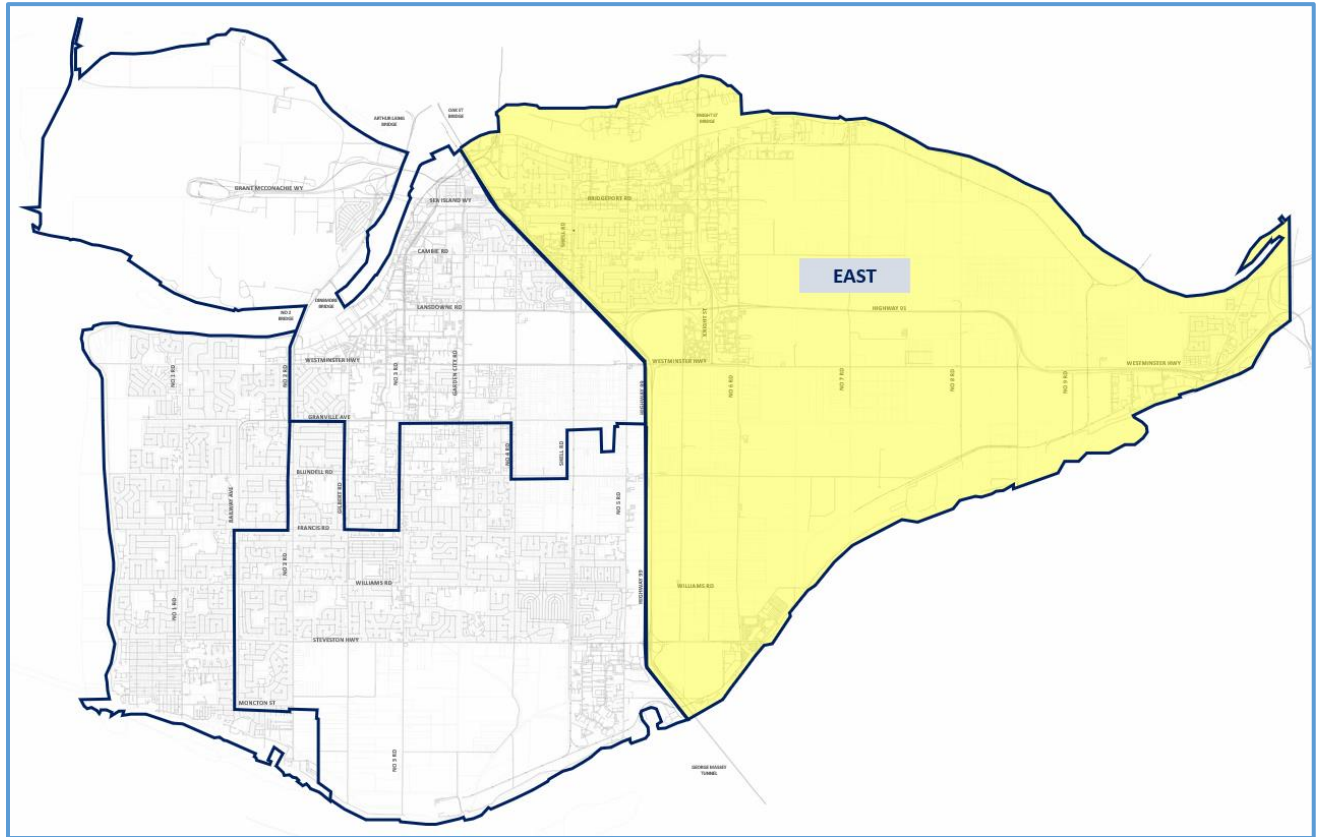
² Westwind Elementary School is physically located in the Steveston-London Secondary School Catchment

APPENDIX E

Facility Condition Index,
Normalized Facility Age, Structural
Seismic Risk, and Liquefaction
Potential by Community of Schools
Region







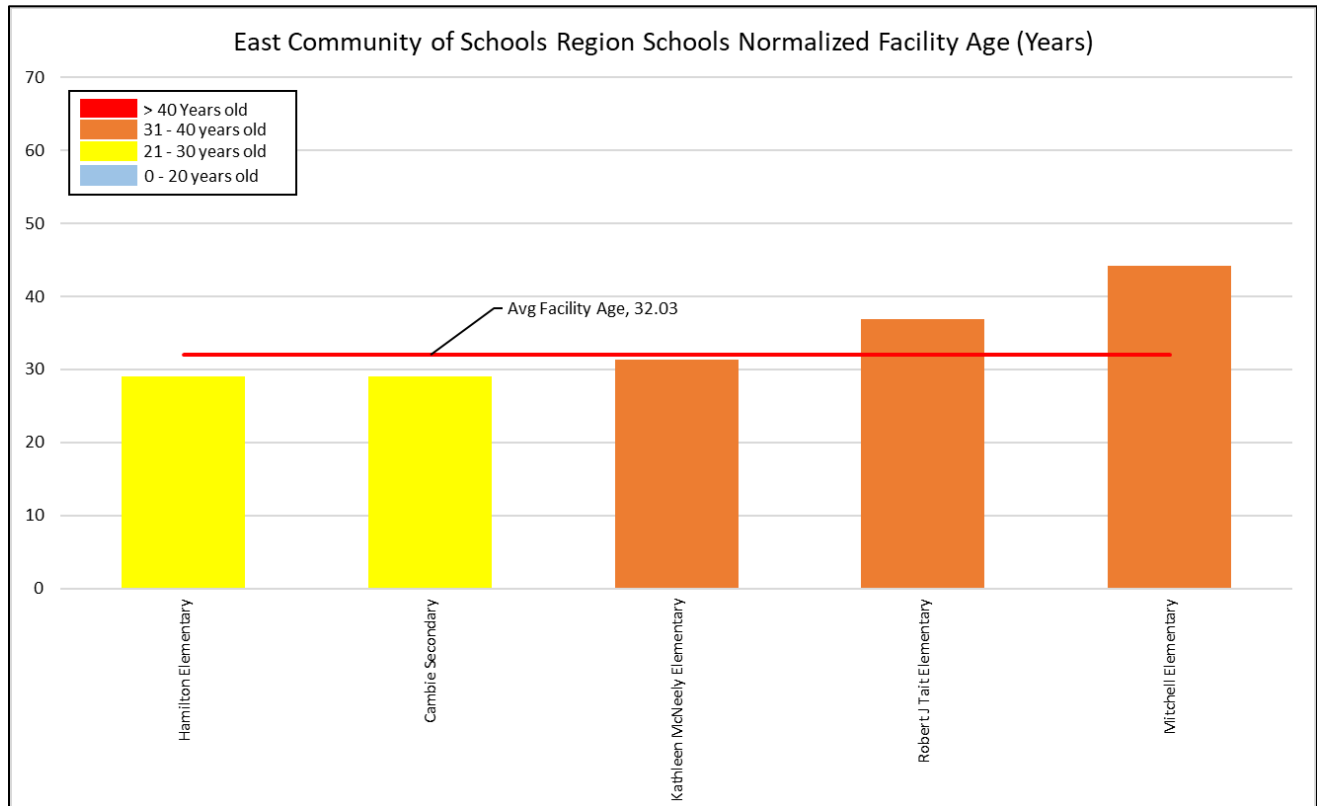
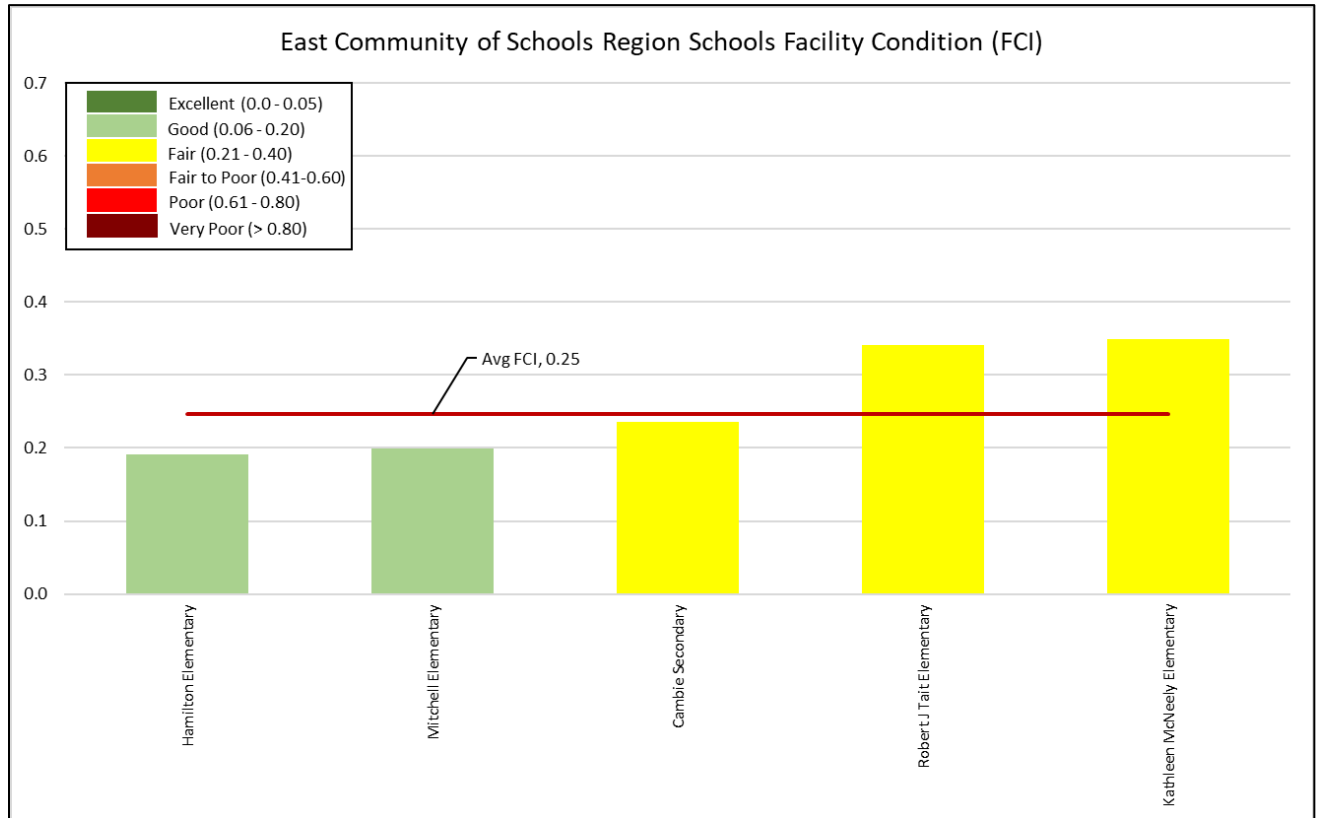
EAST COMMUNITY OF SCHOOLS REGION – East of Highway 99

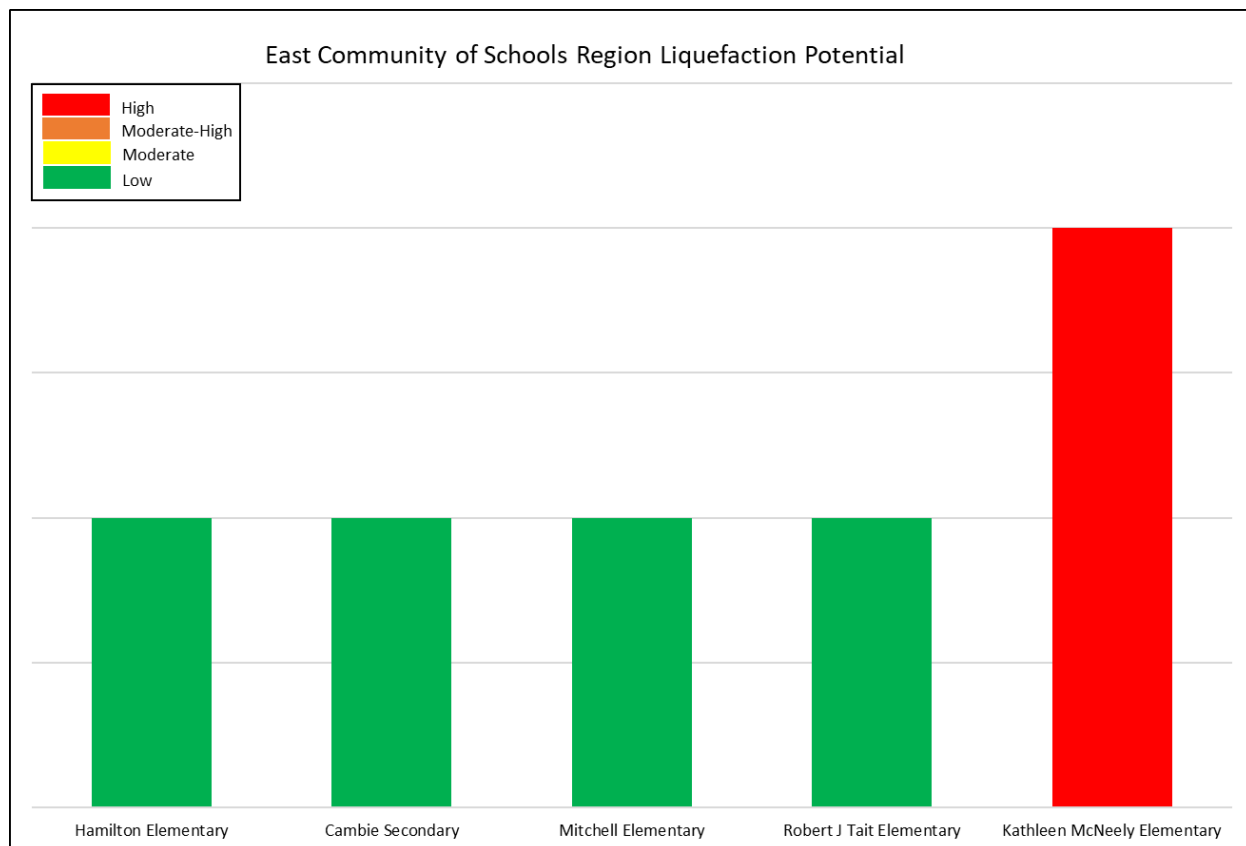
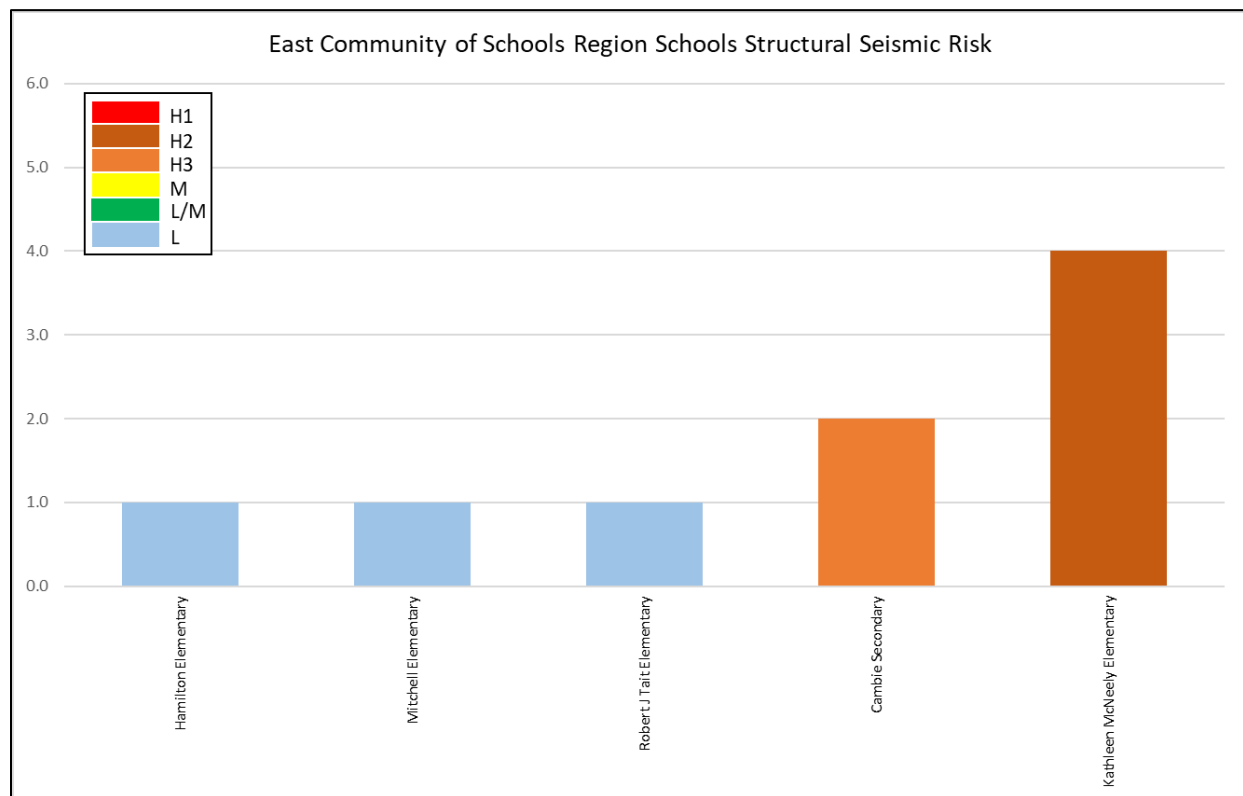
Data Tables:

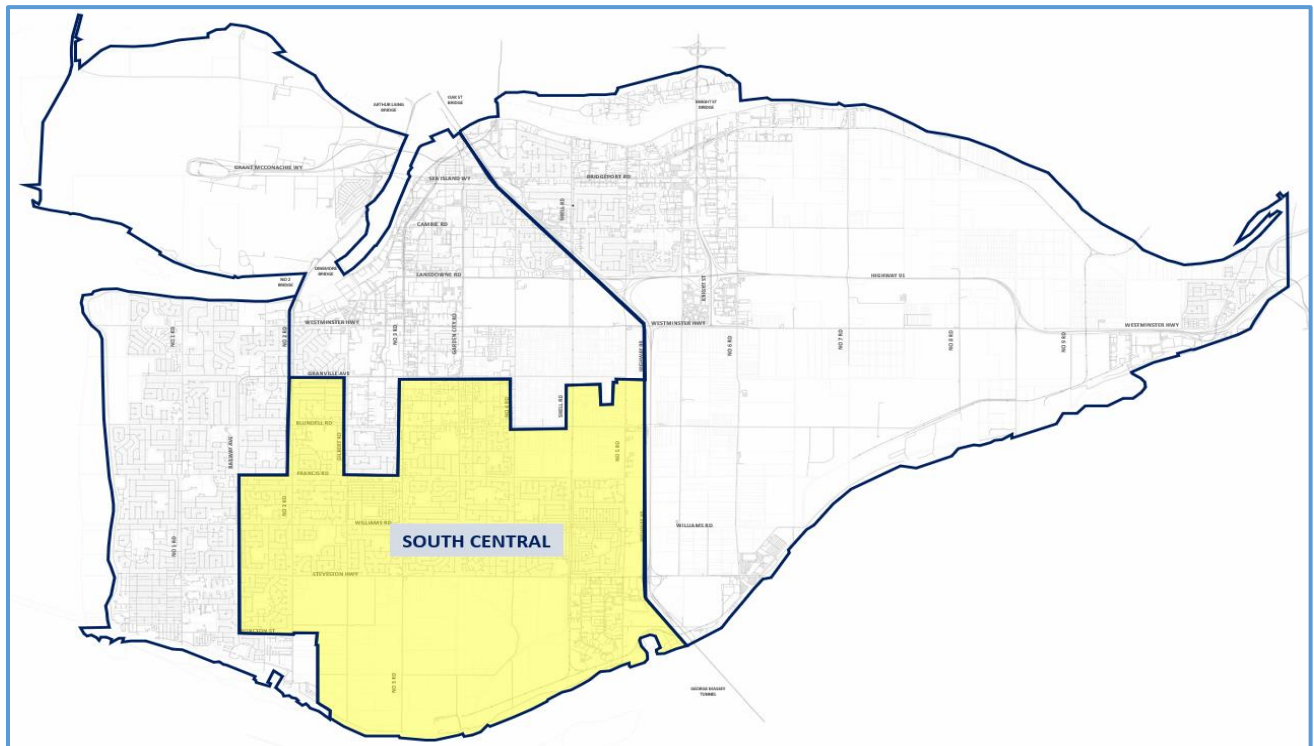
Normalized Facility Age, Facility Condition Index, Structural Seismic Risk, Liquefaction Potential

Families of Schools:

Cambie Secondary – Tait Elementary, Mitchell Elementary, McNeely Elementary & Hamilton Elementary







SOUTH-CENTRAL COMMUNITY OF SCHOOLS REGION

Data Tables:

Normalized Facility Age, Facility Condition Index, Structural Seismic Risk, Liquefaction Potential

Families of Schools:

Steveston-London Secondary – Westwind¹, McKinney, Wowk, Maple Lane, Errington and Blundell.

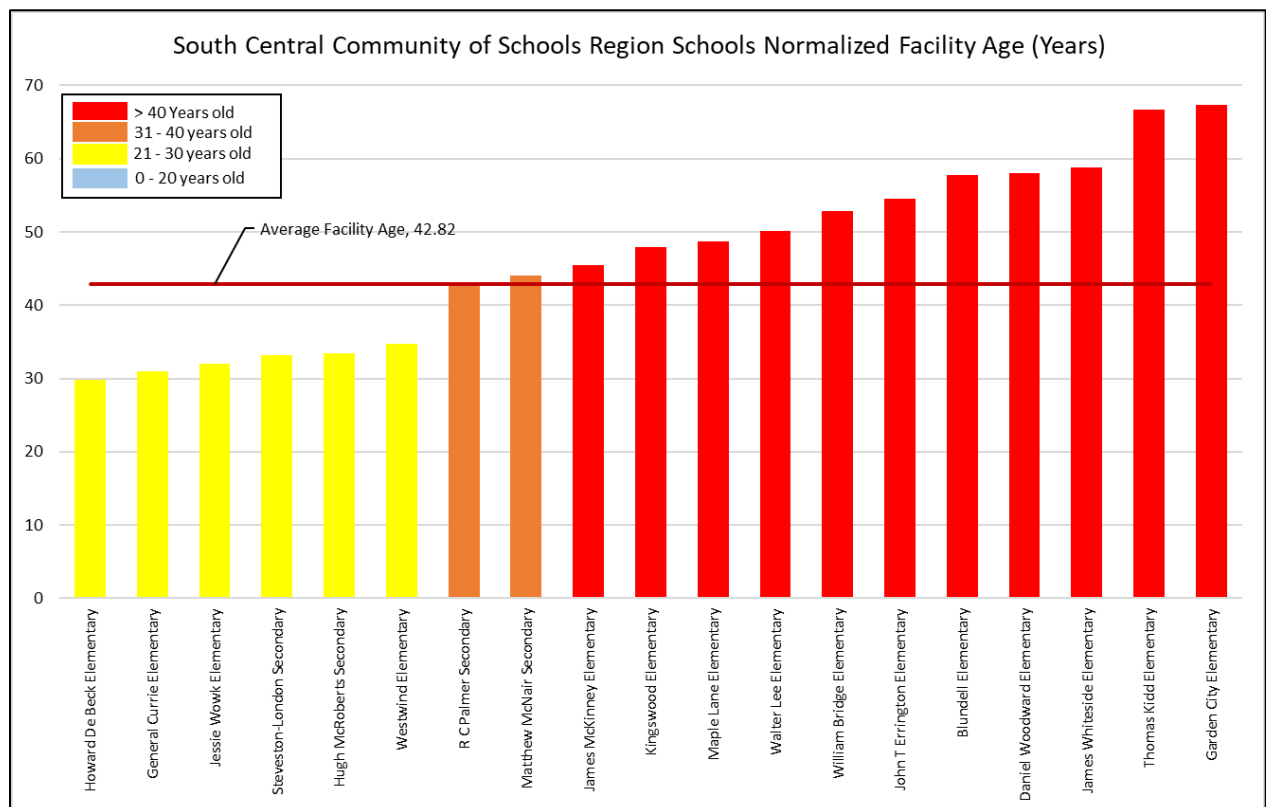
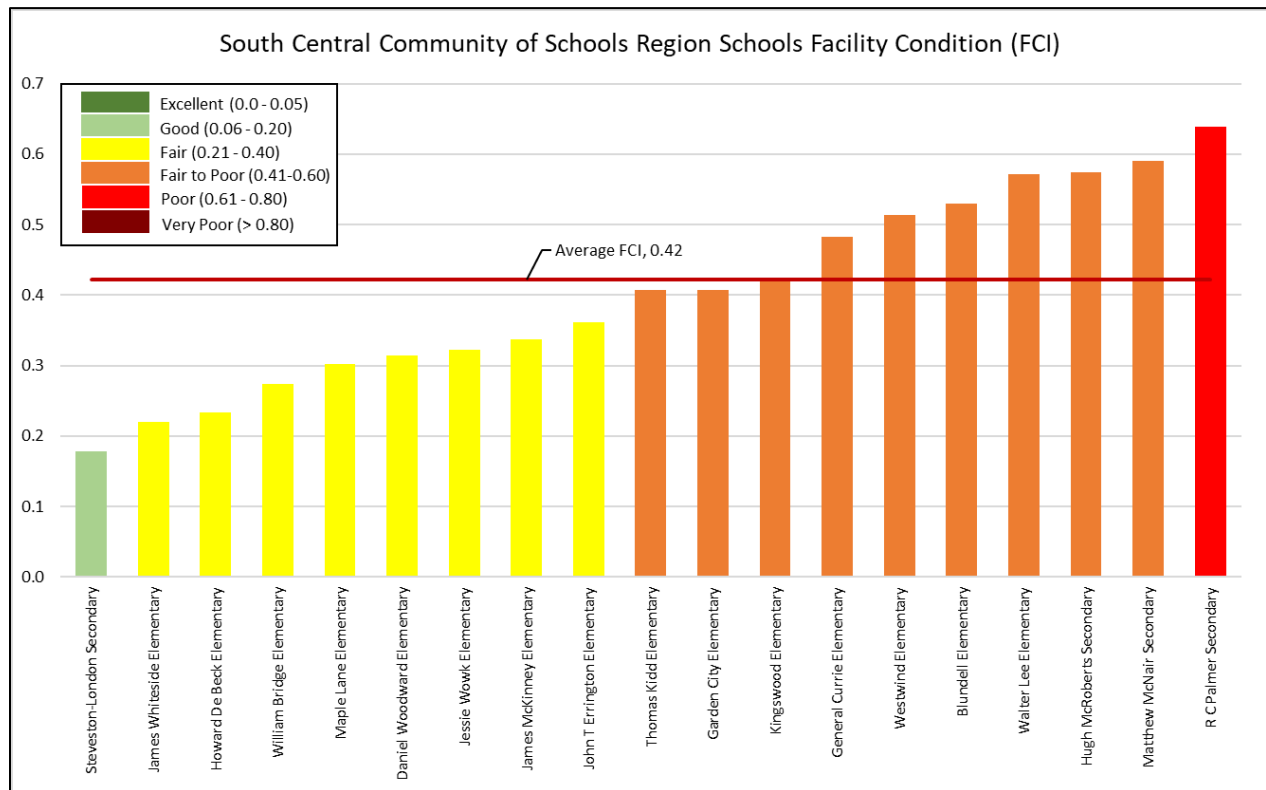
McRoberts Secondary – Whiteside and Bridge

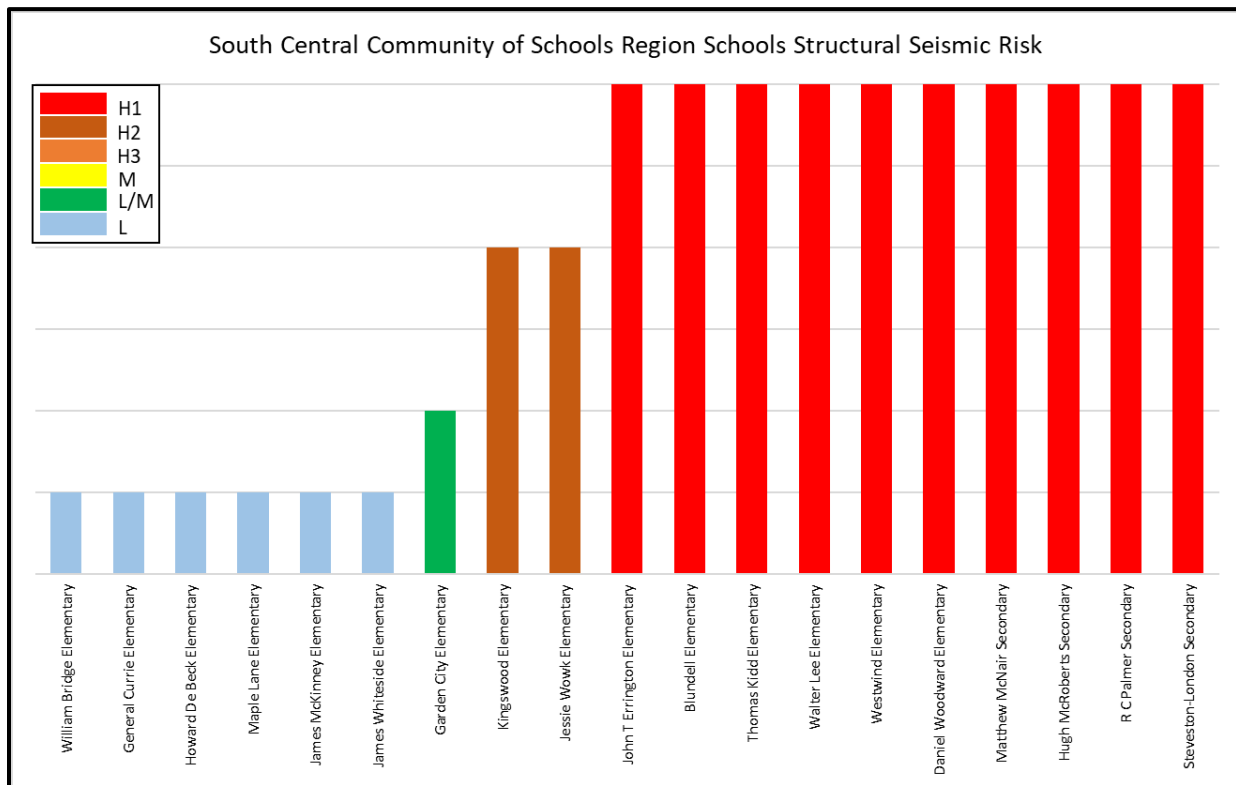
Palmer Secondary – Currie, Garden City and DeBeck

McNair Secondary – Lee², Kidd, Woodward and Kingswood.

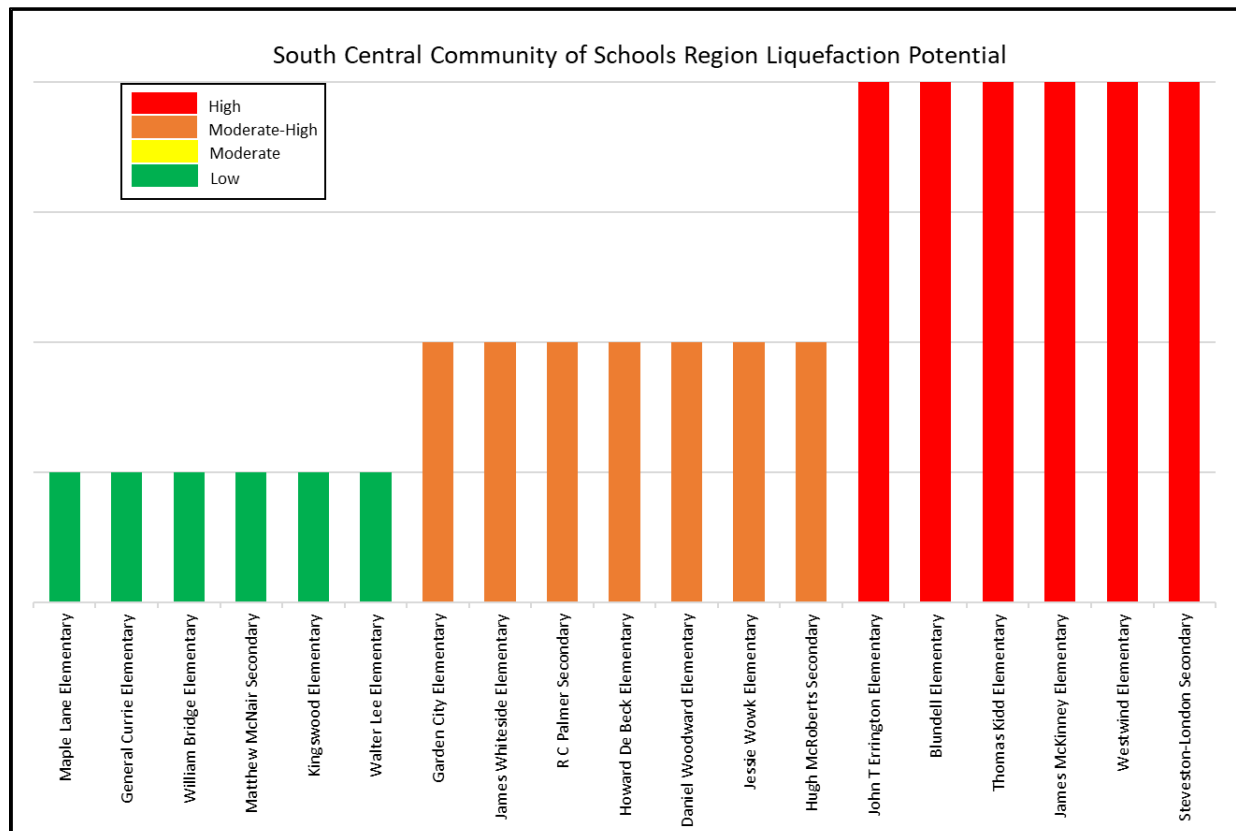
¹ Westwind Elementary catchment is split between McMath Secondary and Steveston-London Secondary.

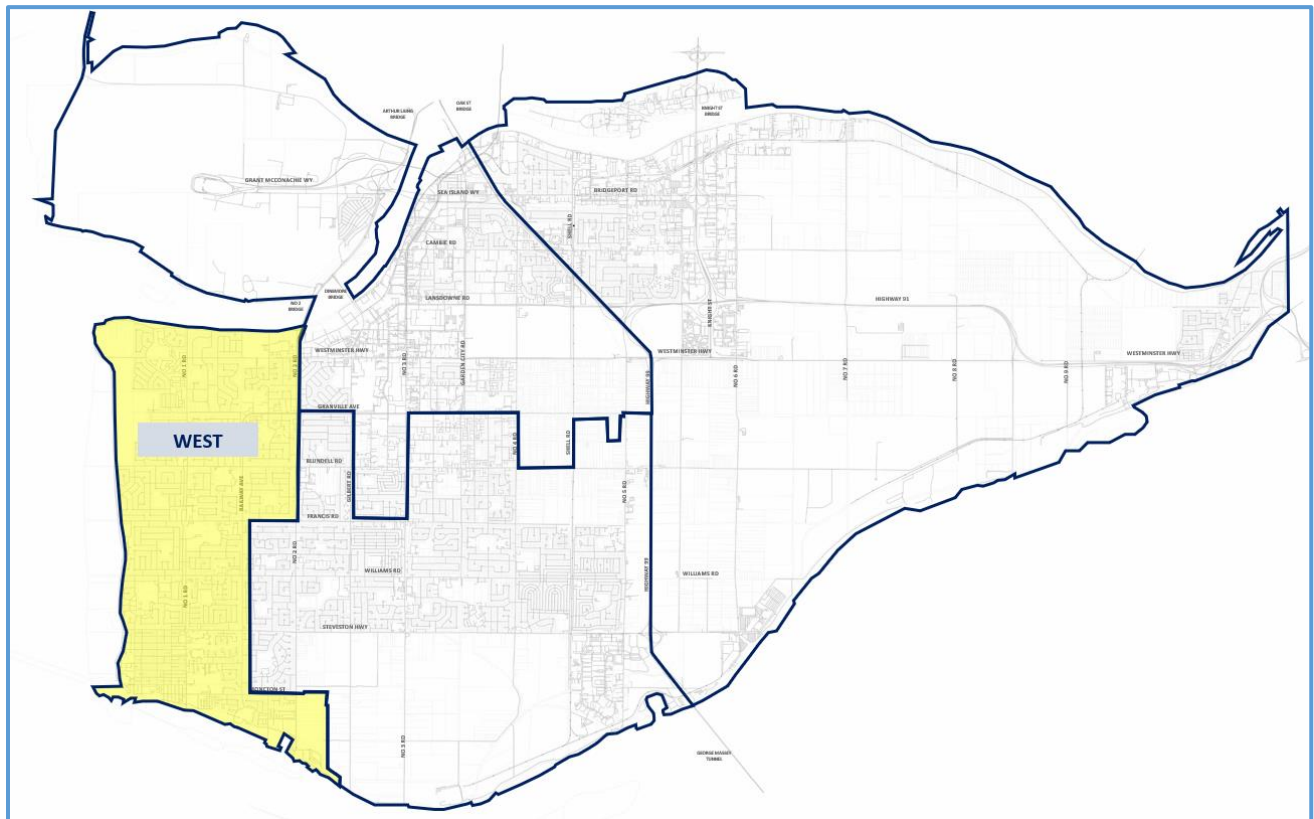
² Lee elementary catchment is split between McRoberts Secondary and McNair Secondary.





* Howard DeBeck Elementary, which is undergoing Seismic Mitigation as of March 2025, is identified as having Low Seismic Risk in advance of completion..





WEST COMMUNITY OF SCHOOLS REGION

Data Tables:

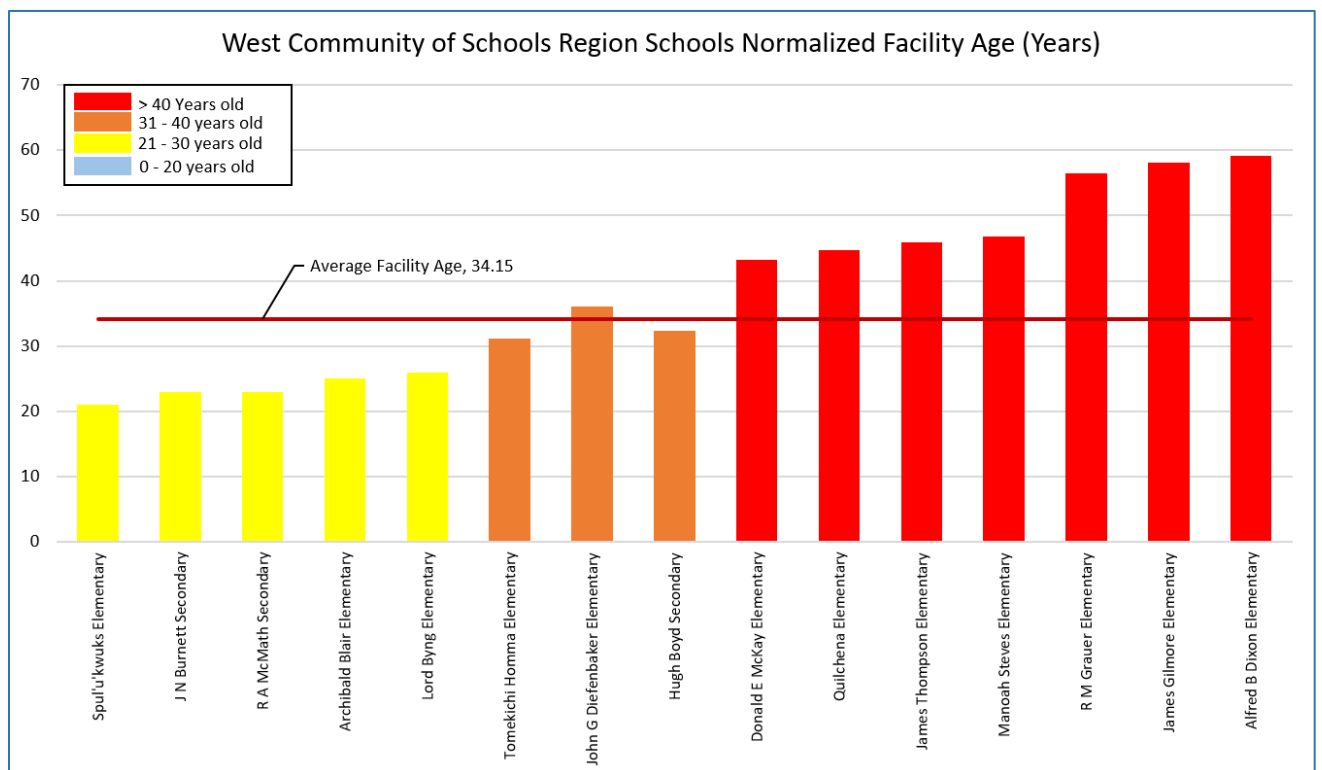
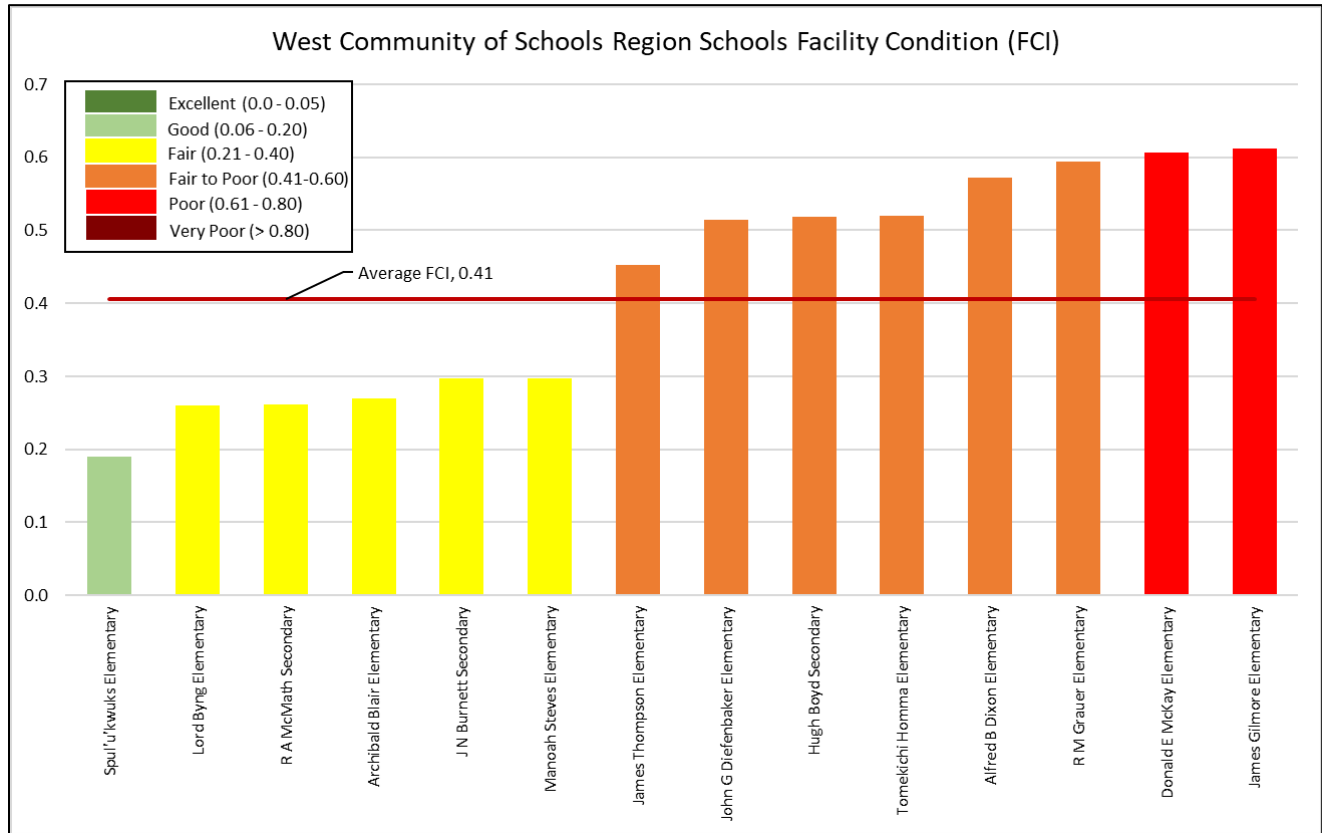
Normalized Facility Age, Facility Condition Index, Structural Seismic Risk, Liquefaction Potential

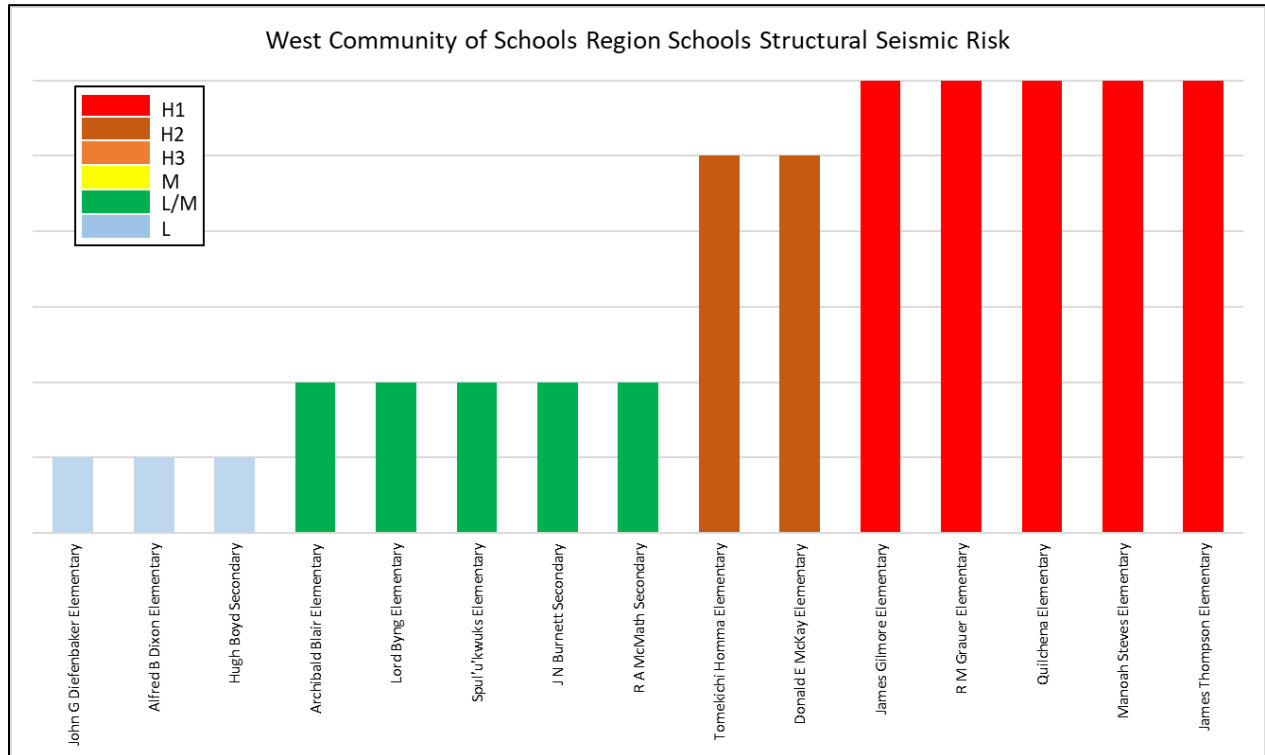
Families of Schools:

Burnett Secondary – Spu'lu'kwuks, Thompson, Blair and McKay.

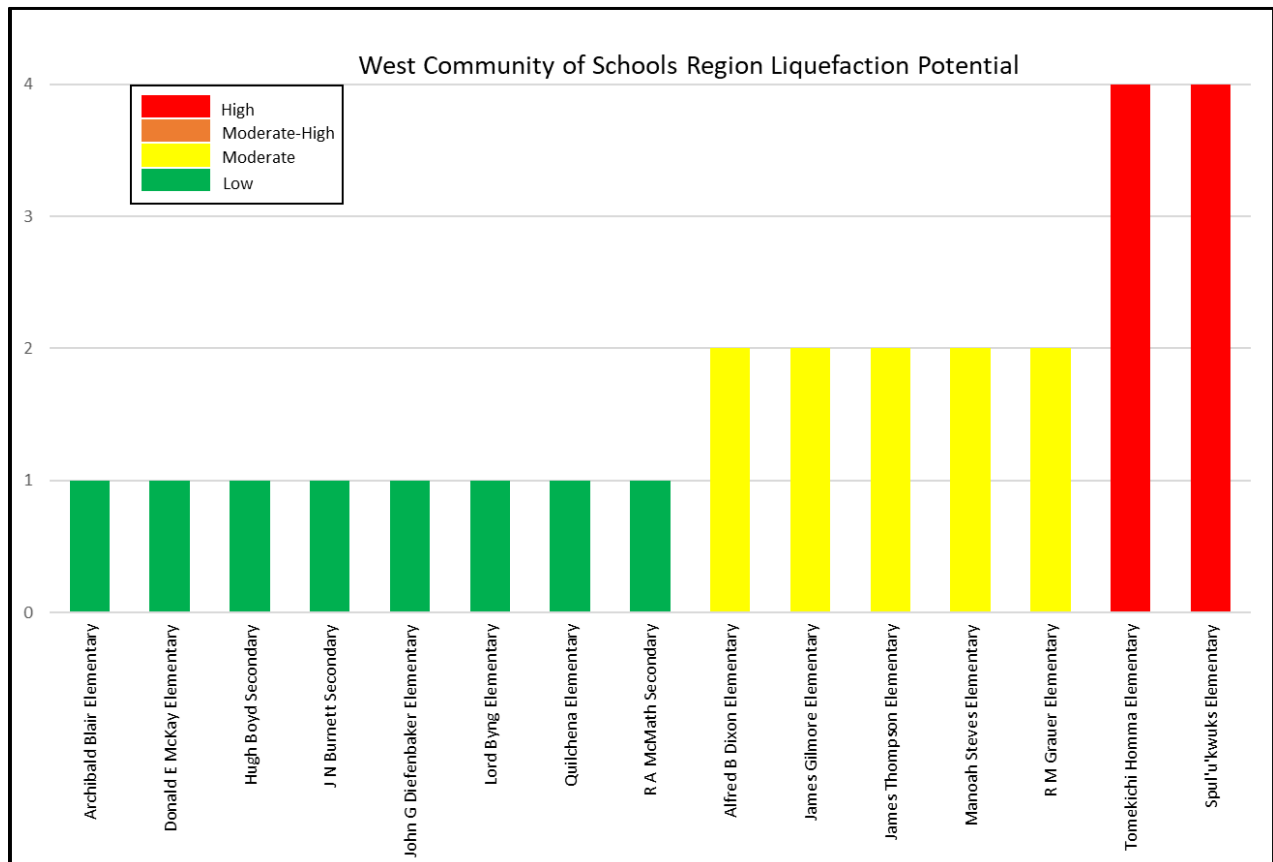
Boyd Secondary – Steves, Dixon, Diefenbaker and Gilmore.

McMath Secondary – Quilchena and Grauer.





* John G. Diefenbaker Elementary and Alfred B. Dixon Elementary, which are undergoing Seismic Mitigation as of March 2025, are identified as having Low Seismic Risk in advance of completion.



APPENDIX F

Active Facilities

Active Facilities

Elementary Schools

Facility Name	Facility Code	Year Opened	Avge. Age	2024 FCI	Floor Area (m2)	Operating Capacity	3-yr Average Enrolment	Land Area		Latest Seismic Risk		3-year Average Annual Costs			Cost/Student	Comments
								ha	ac	Super structure	Sub structure	O&M	Utilities	Σ O&M + U		
Henry Anderson Elementary	3838059	1996	23	0.20	4,893	584	623			L/M	L	\$430,901	\$72,671	\$503,571	\$808	Site shared w/MacNeill
Archibald Blair Elementary	3838060	1997	28	0.27	2,313	182	242	1.59	3.94	L/M	L	\$148,113	\$24,979	\$173,092	\$716	
Blundell Elementary	3838014	1954	63	0.62	2,734	229	212	3.6	8.89	H1	H	\$235,293	\$39,682	\$274,975	\$1,297	
William Bridge Elementary	3838043	1969	53	0.27	3,678	317	333	2.38	5.89	L	L	\$51,261	\$8,645	\$59,907	\$180	
Samuel Brighthouse Elementary	3838035	2011	18	0.06	5,511	631	666	3.23	7.99	L	L	\$915,196	\$154,347	\$1,069,543	\$1,606	
Lord Byng Elementary	3838005	1995	29	0.26	3,538	364	343	0.32	0.8	L/M	L	\$418,792	\$70,629	\$489,420	\$1,427	
William Cook Elementary	3838015	1954	48	0.10	4,826	635	632	3.04	7.52	L	L	\$268,320	\$45,252	\$313,571	\$496	
General Currie Elementary	3838057	1993	31	0.48	4,085	476	507	1	2.47	L	L	\$324,457	\$54,719	\$379,176	\$748	
<i>Modular Learning Classroom</i>		<i>2012</i>	<i>12</i>	<i>0.01</i>	<i>119</i>					<i>N/A</i>						
Howard De Beck Elementary	3838037	1992	30	0.23	3,565	360	367	2.16	5.34	L	M	\$102,924	\$17,358	\$120,282	\$328	
<i>Modular Learning Classrooms</i>		<i>2012</i>	<i>12</i>	<i>0.03</i>	<i>238</i>					<i>N/A</i>						
John G Diefenbaker Elementary	3838052	1980	39	0.51	3,748	434	377	3.24	8	L	L	\$357,738	\$60,332	\$418,070	\$1,110	
Alfred B Dixon Elementary	3838020	1958	62	0.57	3,405	355	327	4.61	11.4	L	M	\$83,805	\$14,134	\$97,938	\$300	
<i>Modular Learning Classrooms</i>		<i>2012</i>	<i>12</i>	<i>0.02</i>	<i>238</i>					<i>N/A</i>						
John T Errington Elementary	3838021	1958	54	0.36	3,308	294	318	3.4	8.41	H1	H	\$259,427	\$43,752	\$303,179	\$953	
W D Ferris Elementary	3838027	1960	39	0.41	5,004	616	612	2.93	7.24	L	L	\$197,830	\$33,364	\$231,193	\$378	
Garden City Elementary	3838008	1949	67	0.41	3,298	294	370			L/M	M	\$135,613	\$22,871	\$158,484	\$428	Site shared w/Palmer
James Gilmore Elementary	3838025	1960	61	0.61	4,447	406	308	4.46	11.02	H1	M	\$359,273	\$60,591	\$419,864	\$1,362	
R M Grauer Elementary	3838009	1949	59	0.59	2,875	341	186	2.42	5.99	H1	M-H	\$334,295	\$56,378	\$390,673	\$2,104	

Elementary Schools (continued)

Facility Name	Facility Code	Year Opened	Avge. Age	2024 FCI	Floor Area (m2)	Operating Capacity	3-yr Average Enrolment	Land Area		Latest Seismic Risk		3-year Average Annual Costs			Cost/Student	Comments
								ha	ac	Super structure	Sub structure	O&M	Utilities	Σ O&M + U		
Hamilton Elementary	3838009	1995	29	0.19	3,696	402	385	2.06	5.1	L	L	\$299,948	\$50,586	\$350,534	\$911	
<i>Modular Learning Classrooms</i>		<i>2012</i>	<i>12</i>	<i>0.02</i>	<i>238</i>					<i>N/A</i>						
Tomekichi Homma Elementary	3838053	1990	34	0.52	4,236	523	535	1.6	3.95	H2	H	\$325,377	\$54,874	\$380,251	\$711	
Thomas Kidd Elementary	3838019	1957	67	0.41	2,995	271	175	1.34	3.31	H1	H	\$97,741	\$16,484	\$114,225	\$653	
<i>Modular Learning Classroom</i>		<i>2012</i>	<i>12</i>	<i>0.02</i>	<i>119</i>					<i>N/A</i>						
Kingswood Elementary	3838048	1976	48	0.42	2,912	275	214	1.65	4.07	H3	L	\$276,691	\$46,664	\$323,354	\$1,509	
Walter Lee Elementary	3838026	1960	50	0.57	4,039	411	329	3.22	7.95	H1	L	\$496,064	\$83,660	\$579,724	\$1,764	
Maple Lane Elementary	3838046	1974	49	0.30	2,473	229	257	2.83	6.99	L	L	\$70,365	\$11,867	\$82,232	\$320	
Donald E McKay Elementary	3838030	1961	46	0.61	2,736	271	259	2.18	5.39	H2	L	\$150,783	\$25,429	\$176,213	\$681	
James McKinney Elementary	3838040	1965	45	0.34	3,575	368	408	2.96	7.3	L	L-M	\$44,591	\$7,520	\$52,112	\$128	
Kathleen McNeely Elementary	3838055	1991	31	0.35	4,065	481	374	3.96	9.78	H3	M	\$333,609	\$56,263	\$389,872	\$1,042	
Mitchell Elementary	3838001	1960	44	0.20	3,670	434	369	4.06	10.03	L	M	\$447,626	\$75,492	\$523,118	\$1,419	
Quilchena Elementary	3838047	1974	48	0.65	2,301	229	165	3.24	8	H1	L	\$169,258	\$28,545	\$197,803	\$1,201	
Sea Island Elementary	3838010	1949	74	0.64	2,230			1.39	3.44	H1	M					
Spul'u'kwuks Elementary	3838063	2000	24	0.64	3,156	383	400	1.61	3.98	L/M	H	\$190,674	\$32,157	\$222,831	\$557	
<i>Modular Learning Classroom</i>		<i>2012</i>	<i>12</i>	<i>0.02</i>	<i>119</i>					<i>N/A</i>						
Manoah Steves Elementary	3838041	1964	53	0.30	3,369	341	250	5	12.36	L	L	\$286,295	\$48,283	\$334,578	\$1,338	
Robert J Tait Elementary	3838017	1955	37	0.34	3,133	341	225	0.81	1.99	L	L	\$84,232	\$14,206	\$98,438	\$437	
R C Talmey Elementary	3838054	1992	31	0.36	3,820	294	331	1.97	4.87	H1	H	\$885,766	\$149,383	\$1,035,150	\$3,127	
James Thompson Elementary	3838013	1955	49	0.45	3,523	317	229	3.16	7.8	H1	M	\$505,290	\$85,216	\$590,506	\$2,575	
F A Tomsett Elementary	3838023	1959	35	0.18	3,146	336	435	2.44	6.04	L	L	\$1,157,229	\$195,165	\$1,352,394	\$3,107	
Westwind Elementary	3838049	1979	35	0.51	4,080	430	405	3.24	8	H1	H	\$260,658	\$43,960	\$304,617	\$753	
<i>Modular Learning Classroom</i>		<i>2012</i>	<i>12</i>	<i>0.04</i>	<i>119</i>					<i>N/A</i>						

Elementary Schools (continued))

Facility Name	Facility Code	Year Opened	Avge. Age	2024 FCI	Floor Area (m2)	Operating Capacity	3-yr Average Enrolment	Land Area		Latest Seismic Risk		3-year Average Annual Costs			Cost/Student	Comments
										Super structure	Sub structure	O&M	Utilities	Σ O&M + U		
								ha	ac							
James Whiteside Elementary	3838016	1958	59	0.22	3,107	317	400	3.28	8.09	L	L	\$94,750	\$15,979	\$110,730	\$277	
Daniel Woodward Elementary	3838029	1961	58	0.31	3,411	275	142	3.72	9.2	H1	M	\$133,930	\$22,587	\$156,517	\$1,100	
Jessie Wowk Elementary	3838056	1992	32	0.32	2,327	182	216	2.44	6.03	H3	M	\$93,987	\$15,851	\$109,837	\$509	
Elementary Schools Totals			43	0.37	134,416	13,628	12,924	96.54	238.57			\$ 11,028,100	\$1,859,873	\$12,887,973	\$997	

Secondary Schools

Facility Name	Facility Code	Year Opened	Avge. Age	2024 FCI	Floor Area (m2)	Operating Capacity	3-yr Average Enrolment	Land Area		Latest Seismic Risk		3-year Average Annual Costs			Cost/Student	Comments
								ha	ac			O&M	Utilities	Σ O&M + U		
Hugh Boyd Secondary	3838031	1961	39	0.52	10,485	800	622	4.49	11.09	L	L	\$523,617	\$88,307	\$611,924	\$984	
J N Burnett Secondary	3838042	1968	26	0.30	12,944	1,200	856	4.61	11.4	L/M	L	\$259,634	\$43,787	\$303,421	\$354	
H J Cambie Secondary	3838058	1995	29	0.24	16,609	1,100	513	2.83	6.99	L/M	L	\$473,006	\$79,772	\$552,778	\$1,078	
A R MacNeill Secondary	3838064	2003	21	0.40	11,895	1,200	795	8.24	20.36	L/M	L	\$1,667,726	\$281,260	\$1,948,986	\$2,451	
R A McMath Secondary	3838062	1998	26	0.26	13,867	1,200	1115	4.07	10.05	L/M	L	\$1,572,701	\$265,234	\$1,837,935	\$1,649	
Matthew McNair Secondary	3838044	1971	44	0.59	13,072	1,100	684	4.86	12	H1	L	\$460,589	\$77,678	\$538,266	\$787	
Hugh McRoberts Secondary	3838033	1962	33	0.57	11,261	950	948	4.83	11.94	H1	M	\$1,208,568	\$203,823	\$1,412,391	\$1,490	
R C Palmer Secondary	3838024	1959	43	0.64	12,122	1,000	921	7.42	18.34	H1	M	\$884,376	\$149,149	\$1,033,525	\$1,122	
Richmond Secondary	3838065	2004	20	0.27	12,573	1,200	1097	3.7	9.14	L/M	L	\$951,039	\$160,391	\$1,111,431	\$1,013	
Steveston-London Secondary	3838045	1974	33	0.18	16,304	1,400	1109	4.5	11.13	H1	H	\$372,243	\$62,778	\$435,021	\$392	
Secondary Schools Totals			31	0.38	131,130	11,150	8,659	49.55	122.44			\$8,373,500	\$1,412,179	\$9,785,678	\$1,130	

Other District Facilities

Facility Name	Facility Code	Year Opened	Avge. Age	2024 FCI	Floor Area (m2)	Operating Capacity	3-yr Average Enrolment	Land Area		Latest Seismic Risk		3-year Average Annual Costs			Cost/Student	Comments
								ha	ac	Super structure	Sub structure	O&M	Utilities	Σ O&M + U		
Board Office	3838511	1983	41	0.38	3,637	N/A	N/A	0.35	0.86	N/A	N/A	\$265,622	\$44,810	\$310,431	N/A	
Facilities Services Centre	3838503	1995	29	0.24	2,881	N/A	N/A	1.21	3	N/A	N/A	\$210,434	\$35,500	\$245,933	N/A	
Technology & Information Services Building		1936	88	0.38	240	N/A	N/A			N/A	N/A	\$17,527	\$2,957	\$20,484	N/A	Site shared w/McNair
Rideau Park District Resource Centre	3838051	1978	41	0.40	1,696	N/A	N/A	3.23	7.97	M	H	\$123,859	\$20,895	\$144,754	N/A	
General Currie Annex		1917	107	0.47	107	N/A	N/A			N/A	N/A	\$7,814	\$1,318	\$9,132	N/A	
Richmond Secondary Annex		1965	59	0.25	116	N/A	N/A			N/A	N/A	\$8,471	\$1,429	\$9,901	N/A	Site shared w/ RSS
Steveston-London Secondary Annex		2007	17	0.21	81	N/A	N/A			N/A	N/A	\$5,915	\$998	\$6,913	N/A	Site shared w/ Steveston-London
Alexander Kilgour Elementary	3838036	1964	54	0.74	2,174	N/A	N/A	2.09	5.16	H1	L	\$158,767	\$26,784	\$185,551	N/A	Leased to CSF
Horizons/Station Stretch	3899061	N/A	N/A	N/A	N/A	125	73	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Leased Space
Other District Facilities Totals			37	0.37	10,933	125	73	6.88	16.99			\$798,410	\$134,690	\$933,100	N/A	
District Totals			35	0.49	276,478	24,903	21,656	152.97	378			\$20,200,009	\$3,406,742	\$23,606,751	\$1,090	

APPENDIX G

Land Holdings

Richmond School District #38 Land Holdings

Site Name	Address	P.I.D.	Current Use	Land Area		2024 Assessed Value				Comments
				ha	ac	Land	Buildings	Total	Zoning	
Adult Education Centre	3800 No. 5 Road	005-322-847	Continuing Ed							Site shared with Mitchell
Henry Anderson Elementary	9460 Alberta Road	027-840-891	School							Site shared with MacNeill
Archibald Blair Elementary	6551 Lynas Lane	023-319-291	School	1.593	3.936	\$ 40,646,000	\$ 7,391,000	\$ 48,037,000	SI	
Blundell Elementary	6480 Blundell Road	004-879-627	School	3.597	8.887	\$ 92,020,000	\$ 4,840,000	\$ 96,860,000	SI	
William Bridge Elementary	10400 Leonard Road	006-683-622	School	2.382	5.886	\$ 56,075,000	\$ 9,955,000	\$ 66,030,000	SI	
Samuel Brighthouse Elementary	6800 Azure Road	008-948-763	School	3.235	7.993	\$ 24,822,000	\$ 12,259,000	\$ 37,081,000	SI	
Lord Byng Elementary	3711 Georgia Street	018-949-568	School			\$ 25,590,000	\$ 10,392,000	\$ 35,982,000	SI	School located at 3711 Georgia Street
	3831 Pleasant Street	002-531-551	Park	0.147	0.363	\$ 1,902,000		\$ 1,902,000	SI	
	3911 Pleasant Street	002-463-784	Park	0.175	0.433	\$ 2,199,000		\$ 2,199,000	SI	
William Cook Elementary	8600 Cook Road	010-582-568	School	3.043	7.520	\$ 90,321,000	\$ 10,575,000	\$ 100,896,000	SI	
General Currie Elementary	8220 General Currie Road	029-810-833	School	1.001	2.473	\$ 32,771,000	\$ 11,084,000	\$ 43,855,000	SI	
Howard DeBeck Elementary	8600 Ash Street	017-854-997	School	2.160	5.338	\$ 28,969,000	\$ 8,035,000	\$ 37,004,000	SI	DeBeck House, Richmond Family Place
	8660 Ash Street	017-854-997	Community			\$ 1,802,000	\$ 168,000	\$ 1,970,000	SI	
John G. Diefenbaker Elementary	4511 Hermitage Drive	002-814-021	School	3.236	7.996	\$ 53,431,000	\$ 6,359,000	\$ 59,790,000	SI	
Alfred B. Dixon Elementary	9331 Diamond Road	010-417-737	School	4.613	11.398	\$ 75,546,000	\$ 4,940,000	\$ 80,486,000	SI	
John T. Errington Elementary	9831 Herbert Road	010-904-603	School	1.540	3.805	\$ 22,062,000	\$ 5,563,000	\$ 27,625,000	SI	
	N/A	002-463-849	School	1.864	4.605	\$ 26,700,000		\$ 26,700,000	SI	
W.D. Ferris Elementary	7520 Sunnymede Crescent	009-105-000	School	2.928	7.236	\$ 41,909,000	\$ 8,215,000	\$ 50,124,000	SI	
Garden City Elementary	8311 Garden City Road	024-817-821	School							Site shared with Palmer
James Gilmore Elementary	8380 Elsmore Road	010-446-524	School	4.460	11.020	\$ 73,030,000	\$ 7,131,000	\$ 80,161,000	SI	
R.M. Grauer Elementary	4440 Blundell Road	004-926-862	School	1.616	3.993	\$ 41,339,000	\$ 6,290,000	\$ 47,629,000	SI	
	N/A	011-038-497	School	0.808	1.996	\$ 20,691,000		\$ 20,691,000	SI	
Hamilton Elementary	5180 Smith Drive	024-922-293	School	2.065	5.102	\$ 31,867,000	\$ 9,836,000	\$ 41,703,000	SI	
Tomekichi Homma Elementary	5100 Brunswick Drive	011-405-007	School	1.597	3.946	\$ 47,631,000	\$ 10,407,000	\$ 58,038,000	SI	
Thomas Kidd Elementary	10851 Shell Road	009-213-341	School	1.339	3.310	\$ 31,056,000	\$ 5,011,000	\$ 36,067,000	SI	
Kingswood Elementary	11511 King Road	008-505-365	School	1.647	4.069	\$ 38,755,000	\$ 5,173,000	\$ 43,928,000	SI	
Walter Lee Elementary	9491 Ash Street	006-573-410	School	3.218	7.952	\$ 46,098,000	\$ 6,399,000	\$ 52,497,000	SI	
Maple Lane Elementary	7671 Alouette Drive	005-892-261	School	2.830	6.993	\$ 66,624,000	\$ 4,316,000	\$ 70,940,000	SI	
Donald E. McKay Elementary	7360 Lombard Road	004-899-814	School	2.182	5.393	\$ 55,836,000	\$ 4,322,000	\$ 60,158,000	SI	
James McKinney Elementary	10451 Lassam Road	004-899-709	School	2.956	7.304	\$ 42,351,000	\$ 8,536,000	\$ 50,887,000	SI	
Kathleen McNeely Elementary	12440 Woodhead Road	017-933-455	School	3.196	7.898	\$ 66,044,000	\$ 10,311,000	\$ 76,355,000	SI	
	12480 Cambie Road	017-893-704	Park	0.760	1.879	\$ 15,559,000		\$ 15,559,000	SI	
Mitchell Elementary	3800 No. 5 Road	005-322-847	School	4.058	10.028	\$ 83,062,000	\$ 14,202,000	\$ 97,264,000	SI	Site shared with Adult Education Centre
Quilchena Elementary	3760 Moresby Drive	007-306-199	School	3.236	7.996	\$ 82,763,000	\$ 4,016,000	\$ 86,779,000	SI	
Spul'u'kwuks Elementary	5999 Blanshard Drive	018-426-921	School	1.610	3.979	\$ 41,384,000	\$ 10,054,000	\$ 51,438,000	SI	
Manoah Steves Elementary	10111 Fourth Avenue	008-919-801	School	5.003	12.361	\$ 82,791,000	\$ 6,189,000	\$ 88,980,000	SI	
Robert J. Tait Elementary	10071 Finlayson Drive	017-745-179	School	0.805	1.989	\$ 9,063,000	\$ 5,302,000	\$ 14,365,000	SI	
R.C. Talmey Elementary	9500 Kilby Drive	017-854-938	School	1.428	3.529	\$ 20,460,000	\$ 7,747,000	\$ 28,207,000	SI	
	9480 Kilby Drive	017-908-159	Park	0.541	1.337	\$ 7,751,000		\$ 7,751,000	SI	
James Thompson Elementary	6211 Forsyth Crescent	002-383-063	Park	0.356	0.880	\$ 5,839,000		\$ 5,839,000	SI	
	6280 No. 1 Road	010-083-278	School	2.802	6.924	\$ 71,409,000	\$ 5,782,000	\$ 77,191,000	SI	
F.A. Tomsett Elementary	9671 Odlin Road	025-698-893	School	2.444	6.040	\$ 52,470,000	\$ 5,886,000	\$ 58,356,000	SI	
Westwind Elementary	11371 Kingfisher Drive	003-623-521	School	3.237	7.997	\$ 82,763,000	\$ 6,481,000	\$ 89,244,000	SI	
James Whiteside Elementary	9282 Williams Road	013-096-869	School	3.276	8.094	\$ 77,093,000	\$ 5,341,000	\$ 82,434,000	SI	

Daniel Woodward Elementary	10300 Seacote Road	024-730-734	School	3.519	8.694	\$ 50,411,000	\$ 5,443,000	\$ 55,854,000	SI	Geo Split Geo Split
	10286 Seacote Road	010-586-059	Park	0.067	0.165	\$ 4,814,000		\$ 4,814,000	SI	
	11340 Seacote Road	010-586-083	Park	0.069	0.170					
	11320 Seacote Road	010-586-032	Park	0.068	0.168					
Jessie Wowk Elementary	5380 Woodwards Road	018-558-097	School	2.442	6.035	\$ 40,014,000	\$ 6,275,000	\$ 46,289,000	SI	
Hugh Boyd Secondary	9200 No. 1 Road	010-367-055	School	4.489	11.093	\$ 114,886,000	\$ 19,841,000	\$ 134,727,000	SI	BC Assessment address 9551 Pendleton Road
J.N. Burnett Secondary	5011 Granville Avenue	013-107-852	School	4.613	11.398	\$ 118,029,000	\$ 22,761,000	\$ 140,790,000	SI	
H.J. Cambie Secondary	4151 Iacombs Road	003-758-401	School	2.829	6.991	\$ 57,934,000	\$ 39,304,000	\$ 97,238,000	SI	
A.R. MacNeill Secondary	6611 No. 4 Road	027-840-891	School	8.241	20.364	\$ 193,825,000	\$ 51,612,000	\$ 245,437,000	SI	Site shared with Anderson
R.A. McMath Secondary	4251 Garry Street	003-490-394	School	4.067	10.050	\$ 104,072,000	\$ 44,986,000	\$ 149,058,000	SI	
Matthew McNair Secondary	9500/9460 No. 4 Road	024-921-092	School	4.856	11.999	\$ 69,521,000	\$ 27,338,000	\$ 96,859,000	SI	Shared with TSC
Hugh McRoberts Secondary	8980 Williams Road	018-517-269	School	4.833	11.941	\$ 113,737,000	\$ 19,987,000	\$ 133,724,000	SI	
R.C. Palmer Secondary	8160 St. Albans Road	024-817-821	School	7.422	18.340	\$ 174,705,000	\$ 20,674,000	\$ 195,379,000	SI	Site shared with Garden City
Richmond Secondary	7171 Minoru Boulevard	025-142-674	School	3.698	9.138	\$ 109,687,000	\$ 41,459,000	\$ 151,146,000	SI	
Steveston-London Secondary	6600 Williams Road	024-715-751	School	4.505	11.131	\$ 115,413,000	\$ 39,310,000	\$ 154,723,000	SI	BC Assessment address 10331 Gilbert Road
Board Office	7811 Granville Avenue	002-813-513	Admin	0.349	0.862	\$ 19,340,000	\$ 3,148,000	\$ 22,488,000	SI	
Facilities Services Centre	5200 River Road	018-379-753	Admin	1.213	2.998	\$ 17,381,000	\$ 4,252,000	\$ 21,633,000	SI	
Rideau Park Resource Centre	8560 Demorest Drive	003-546-683	Admin	3.226	7.971	\$ 76,142,000	\$ 3,123,000	\$ 79,265,000	SI	
Sea Island School	1891 Wellington Crescent	011-422-319	School	1.391	3.437	\$ 22,781,000	\$ 3,779,000	\$ 26,560,000	SI	
Technology Services Centre	9440 No. 4 Road	N/A	Admin							Site shared with McNair
Alexander Kilgour Elementary	8580 Kilgour Place	010-864-261	Leased School	2.089	5.162	\$ 34,205,000	\$ 1,978,000	\$ 36,183,000	SI	
Anderson School Reserve	9520 Alberta Road	001-833-103	Rental House	0.063	0.155	\$ 1,678,000	\$ 147,000	\$ 1,825,000	RS1/F	
Dover Park School Reserve	5811 Dover Crescent	018-392-229	Park	0.558	1.379	\$ 14,282,000		\$ 14,282,000	SI	
	N/A	004-305-663	Park	0.344	0.850	\$ 8,797,000		\$ 8,797,000	SI	
	5802 Dover Crescent	011-376-791	Stat ROW	0.152	0.376	\$ 3,888,000		\$ 3,888,000	SI	
No. 8 Road School Reserve	2300 No. 8 Road	002-534-380	Vacant	0.540	1.335	\$ 1,968,000		\$ 1,968,000	AG1 (ALR)	Geo Split bisected by Railway
	2340 No. 8 Road	002-464-039	Vacant	0.405	1.001	\$ 1,772,000		\$ 1,772,000	AG1 (ALR)	
	2660 No. 8 Road	012-028-487	Vacant	0.636	1.570	\$ 1,957,000		\$ 1,957,000	AG1 (ALR)	
South McLennan School Reserve	7680 Heather Street	004-232-224	Rental House	0.177	0.437	\$ 2,495,000	\$ 190,000	\$ 2,685,000	RS1/F	
	7700 Heather Street	004-232-216	Vacant	0.177	0.437	\$ 2,495,000		\$ 2,495,000	RS1/F	
	7631 Ash Street	003-561-631	Rental House	0.177	0.437	\$ 2,493,000		\$ 2,493,000	RS1/F	
	7651 Ash Street	004-212-827	Vacant	0.185	0.458	\$ 2,541,000		\$ 2,215,000	RS1/F	
	7671 Ash Street	003-671-810	Rental House	0.169	0.416	\$ 2,605,000	\$ 156,000	\$ 2,761,000	RS1/F	
	7691 Ash Street	002-990-423	Rental House	0.279	0.689	\$ 2,967,000	\$ 144,000	\$ 3,111,000	RS1/F	
	7711 Ash Street	002-990-440	Vacant	0.075	0.184	\$ 1,796,000		\$ 1,796,000	RS1/F	
Westminster Highway School Reserve	15771 Westminster Highway	013-063-669	Vacant	0.408	1.009	\$ 1,876,000		\$ 1,876,000	AG1 (ALR)	
District Totals				157.3	388.7	\$ 3,301,001,000	\$604,415,000	\$ 3,905,090,000		

APPENDIX H

Portable Inventory

Richmond School District #38
School Portables Inventory

School	Portable Number	Current Use	Area (m2)	Year Built	Approx. Age
Anderson	S11	Classroom	89	2021	0-5 years
	S12	Classroom	89	2021	0-5 years
Blair	155	Resource Room	89	1991	30+ years
	126	Classroom	89	1991	30+ years
	213	Classroom	89	1994	30+ years
Blundell	66	Child Care	89	1989	30+ years
	84	Richmond School Program	89	1990	30+ years
	127	Richmond School Program	89	1990	30+ years
Brighthouse	82	Classroom	89	2021	0-5 years
	352	Classroom	89	2022	0-5 years
	226	Classroom	89	1994	30+ years
	6	Classroom	89	2021	0-5 years
Cambie	121	Indigenous Gathering Space	89	1990	30+ years
	178	Emergency Response Team	89	1997	25-30 years
Cook	111	Classroom	89	1990	30+ years
	123	Classroom	89	1991	30+ years
	212	Resource Room	89	1993	30+ years
	231	Classroom	89	1998	25-30 years
	232	Classroom	89	1998	25-30 years
Garden City	52	Music Room	89	1989	30+ years
	219	Classroom	89	1994	30+ years
Hamilton	77	Music Room	89	1990	30+ years
	224	Storage	89	1994	30+ years
MacNeill	39	Aspen Program	89	1989	30+ years
	350	Aspen Program	89	1989	30+ years
McRoberts	94	Classroom	89	1990	30+ years
	108	Classroom	89	1990	30+ years
	164	Classroom	89	1991	30+ years
Talmey	146	Classroom	89	1991	30+ years
	122	Classroom	90	1990	30+ years
	107	Classroom	89	1990	30+ years
	125	Classroom	89	1991	30+ years
Tomsett	225	Classroom	89	1994	30+ years
	351	Classroom	89	2022	0-5 years

	S9	Classroom	89	2021	0-5 years
	S10	Classroom	89	2021	0-5 years
	215	Vacant - Future Capacity	89	1994	30+ years
	217	Vacant - Future Capacity	89	1994	30+ years
Tech Services Centre	192	Storage / Administrative	89	1988	30+ years
	194	Storage / Administrative	89	1988	30+ years
	206	Storage / Administrative	89	1988	30+ years
Whiteside	79	Classroom	89	1990	30+ years
Bridge	S1	Seismic Upgrade Portable	89	2019	5-10 years
	S2	Seismic Upgrade Portable	89	2019	5-10 years
	S3	Seismic Upgrade Portable	89	2019	5-10 years
	S4	Seismic Upgrade Portable	89	2019	5-10 years
DeBeck	S5	Seismic Upgrade Portable	89	2020	0-5 years
	S6	Seismic Upgrade Portable	89	2020	0-5 years
	S7	Seismic Upgrade Portable	89	2020	0-5 years
	S8	Seismic Upgrade Portable	89	2020	0-5 years
Dixon	S13	Seismic Upgrade Portable	89	2023	0-5 years
	S14	Seismic Upgrade Portable	89	2023	0-5 years
	S15	Seismic Upgrade Portable	89	2023	0-5 years
	S15	Seismic Upgrade Portable	89	2023	0-5 years
District Totals	54		4,629		

APPENDIX I

City-owned Land Adjacent to School Sites

Richmond School District #38
City-Owned Land Adjacent to Schools

Site Name	P.I.D.	Land Area		Zoning	Location
		ha	ac		
Henry Anderson Elementary	002-006-421	0.428	1.056	SI	West of school
	019-067-941	0.904	2.234	SI	West of school
Archibald Blair Elementary	003-701-671	1.451	3.586	SI	North of school
Blundell Elementary	003-541-011	1.733	4.283	SI	East of school
	003-477-657	2.160	5.336	SI	West of school
	003-772-454	1.160	2.866	SI	West of school
	003-452-972	2.923	7.224	SI	West of school
Samuel Brighthouse Elementary	008-842-230	2.016	4.982	SI	NW of school
Lord Byng Elementary	018-949-533	0.644	1.590	SI	Actual school site
	018-949-568	0.645	1.593	SI	
William Cook Elementary	010-181-113	0.078	0.194	RS1/E	West of school
	003-925-064	0.079	0.194	RS1/E	West of school
	010-181-067	0.079	0.195	RS1/E	West of school
	001-897-063	0.079	0.196	RS1/E	West of school
	003-637-603	0.080	0.197	RS1/E	West of school
	004-234-995	0.080	0.197	RS1/E	West of school
	007-566-832	0.080	0.198	RS1/E	West of school
General Currie Elementary	029-810-841	1.190	2.940	RS1/E	SW of school
Howard DeBeck Elementary	003-712-044	0.361	0.892	SI	North of school
	004-271-840	0.362	0.893	SI	North of school
	001-846-451	0.272	0.672	SI	North of school
	003-793-699	0.089	0.221	SI	North of school
John G Diefenbaker Elementary	003-822-842	0.597	1.475	SI	West of school
	003-850-595	0.380	0.939	SI	West of school
W D Ferris Elementary	000-908-100	0.199	0.492	SI	NW of school
James Gilmore Elementary	010-466-673	0.065	0.161	RS1/E	West of school, 8428 Elsmore
R M Grauer Elementary	003-425-908	2.037	5.033	SI	SE of school
Hamilton Elementary	018-131-280	0.081	0.200	SI	NW of school
	024-922-307	0.247	0.610	SI	NE of school
	006-506-534	2.099	5.186	SI, RS1/B	East of school
	N/A	0.527	1.303	SI, RS1/B	East of school
Tomekichi Homma Elementary	013-793-403	0.731	1.807	SI	West of school
	N/A	0.045	0.110	SI	West of school
	018-591-469	0.051	0.125	SI	West of school
Thomas Kidd Elementary	013-107-283	2.551	6.304	ZT68,SI	North of school
	006-750-486	0.732	1.809	SI	West of school
Kingswood Elementary	003-456-820	1.645	4.064	SI	West of school
Walter Lee Elementary	N/A	1.804	4.458	SI	East of school
	N/A	0.064	0.157	SI	NW of school
Maple Lane Elementary	005-892-376	1.411	3.486	SI	East of school
	003-483-711	0.203	0.501	022	East of school
Donald E McKay Elementary	008-290-997	1.024	2.531	SI	North of school
	005-406-331	0.007	0.017	RS1/B	North of school
	N/A	0.158	0.391	SI	North of school
James McKinney Elementary	003-667-243	0.947	2.341	SI	West of school
	003-747-999	0.095	0.235	SI	North of school

Kathleen McNeely Elementary	011-104-147	0.404	0.999	SI	NW of school
	N/A	0.048	0.120	SI	NE of school
Quilchena Elementary	007-306-245	0.482	1.192	SI	West of school
	007-306-202	0.796	1.967	SI	South of school
	006-160-611	0.399	0.985	SI	East of school
Spul'u'kwuks Elementary	018-426-913	3.235	7.994	SI	West of school
	N/A	1.438	3.554	SI	NW of school
Manoah Steves Elementary	008-579-067	5.015	12.392	SI	SW of school
	008-549-290	0.045	0.112	SI	West of school
	N/A	0.401	0.992	SI, RS1/E	North of school
Robert J Tait Elementary	011-305-789	0.368	0.910	SI	West of school
	011-305-762	0.409	1.010	SI	West of school
	011-305-754	0.417	1.030	SI	West of school
R C Talmey Elementary	017-779-316	0.541	1.337	SI	West of school
	N/A	0.413	1.019	SI	SW of school
	N/A	0.190	0.469	SI	South of school
	N/A	0.896	2.213	SI	South of school
F A Tomsett Elementary	003-226-239	0.388	0.958	RS1/F	SW of school
	003-542-491	0.392	0.970	RS1/F	NW of school
	029-497-981	0.546	1.349	SI	North of school
Westwind Elementary	003-623-459	1.635	4.040	RTL1, SI	South of school
	003-482-685	0.317	0.783	SI	SW of school
	000-627-224	0.159	0.392	SI	SW of school
James Whiteside Elementary	013-096-907	3.273	8.087	SI	West of school
	003-990-346	0.075	0.184	SI	NW of school
	001-024-663	0.076	0.189	SI	NW of school
	004-214-374	0.074	0.182	SI	NW of school
	004-231-490	0.074	0.182	SI	NW of school
Jessie Wowk Elementary	003-484-360	0.747	1.846	SI	West of school
	007-354-908	0.067	0.165	SI	West of school
	N/A	0.368	0.909	SI	NW of school
Hugh Boyd Secondary	006-036-503	5.573	13.771	SI	East of school
	001-474-740	0.167	0.413	SI	North of school
	008-356-289	0.111	0.275	SI	North of school
	009-297-371	6.513	16.093	SI	NW of school
J N Burnett Secondary	018-379-001	3.342	8.257	SI	East of school
H J Cambie Secondary	010-848-452	0.404	0.999	SI	West of school
	018-019-081	3.130	7.734	SI	West of school
	N/A	1.337	3.304	SI	SW of school
R A McMath Secondary	003-490-386	1.463	3.615	SI	North of school
Matthew McNair Secondary	024-921-084	2.987	7.381	SI	North of school
	007-186-550	0.960	2.372	SI	NE of school
Hugh McRoberts Secondary	018-517-277	5.057	12.497	SI	W, S of school
	024-047-350	6.067	14.991	SI	East of school
	004-871-286	0.074	0.182	SI	East of school
	002-058-219	0.074	0.182	SI	East of school
R C Palmer Secondary	024-817-830	3.370	8.328	SI	North of school
Steveston-London Secondary	024-715-743	7.095	17.532	SI	West of school
	017-929-857	0.220	0.544	SI	West of school

Rideau Park	003-653-579	1.113	2.751	SI	South of school
Alexander Kilgour Elementary	005-815-517	1.883	4.652	SI	West of school
Totals		109.216	269.878		

APPENDIX J

Child Care Demographic Analysis and Space Inventory

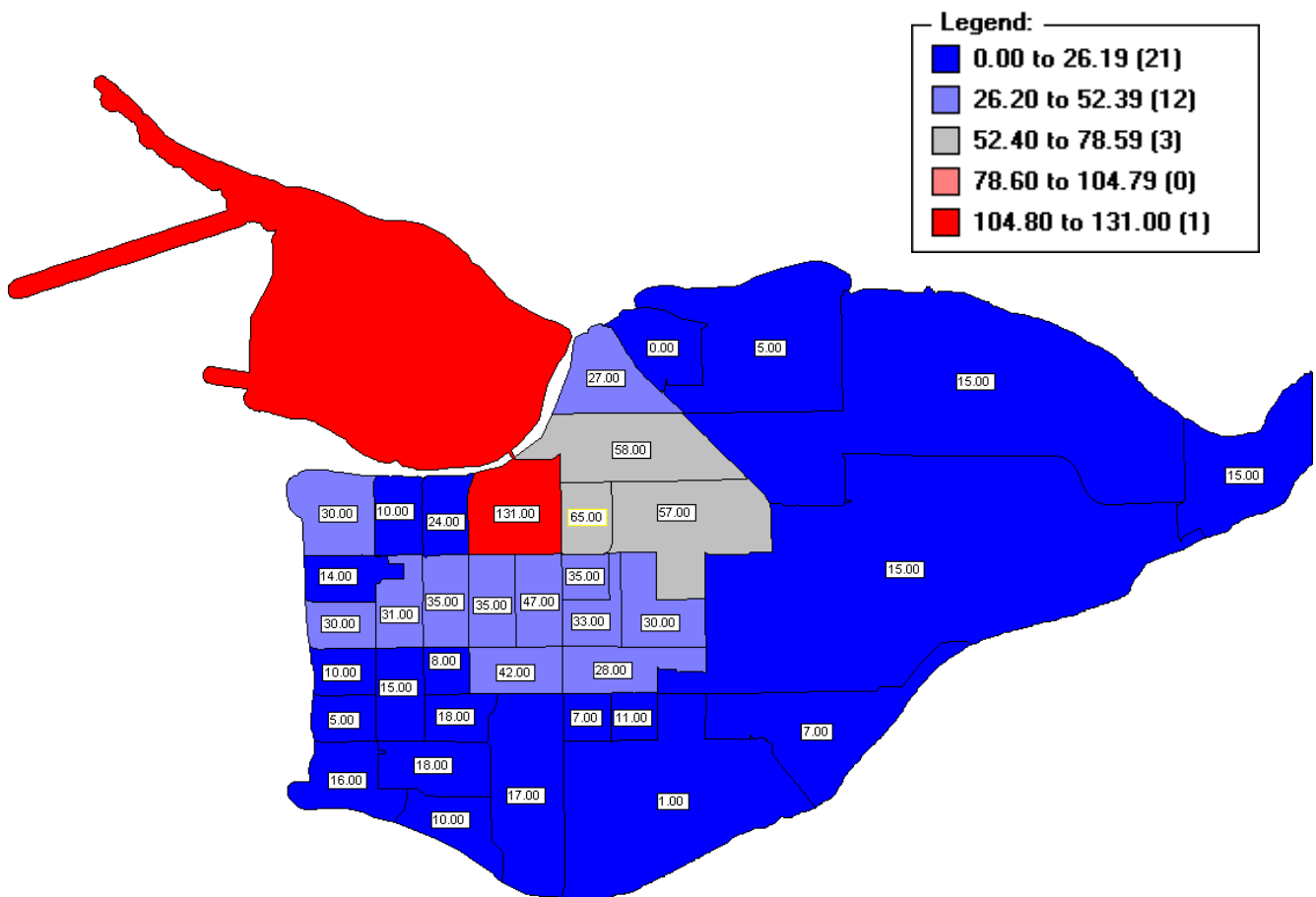
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1.0 Demographic Analysis – Indicators of demand for Child Care (2021 Census)

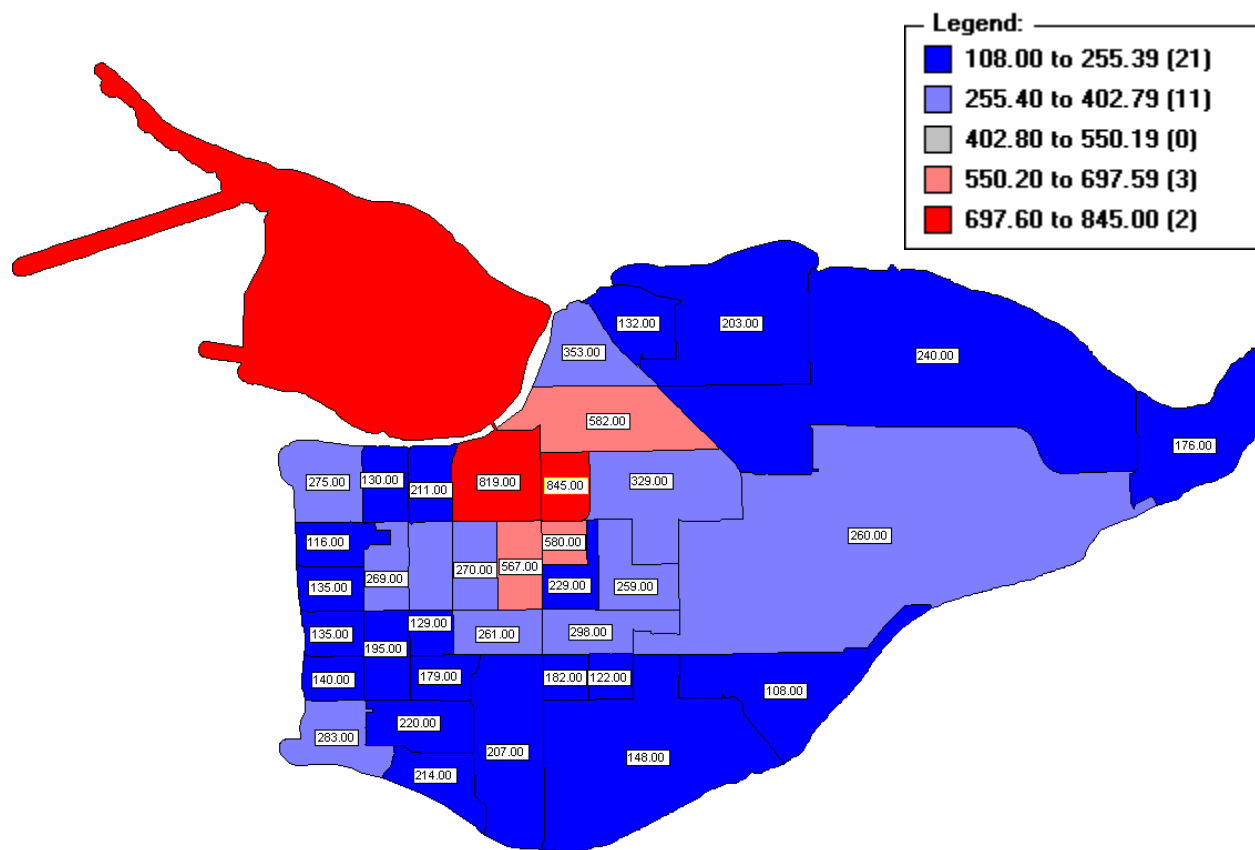
1.1 Elementary Catchments with greatest Low-Income Prevalence (Age 0-5) (#)

- | | |
|----------------------|----------------------|
| 1. Brighthouse (131) | 6. Errington (42) |
| 2. Cook (65) | 7. Blundell (35) |
| 3. Tomsett (58) | 8. McKay (35) |
| 4. Anderson (57) | 9. Currie (35) |
| 5. Ferris (47) | 10. Garden City (33) |



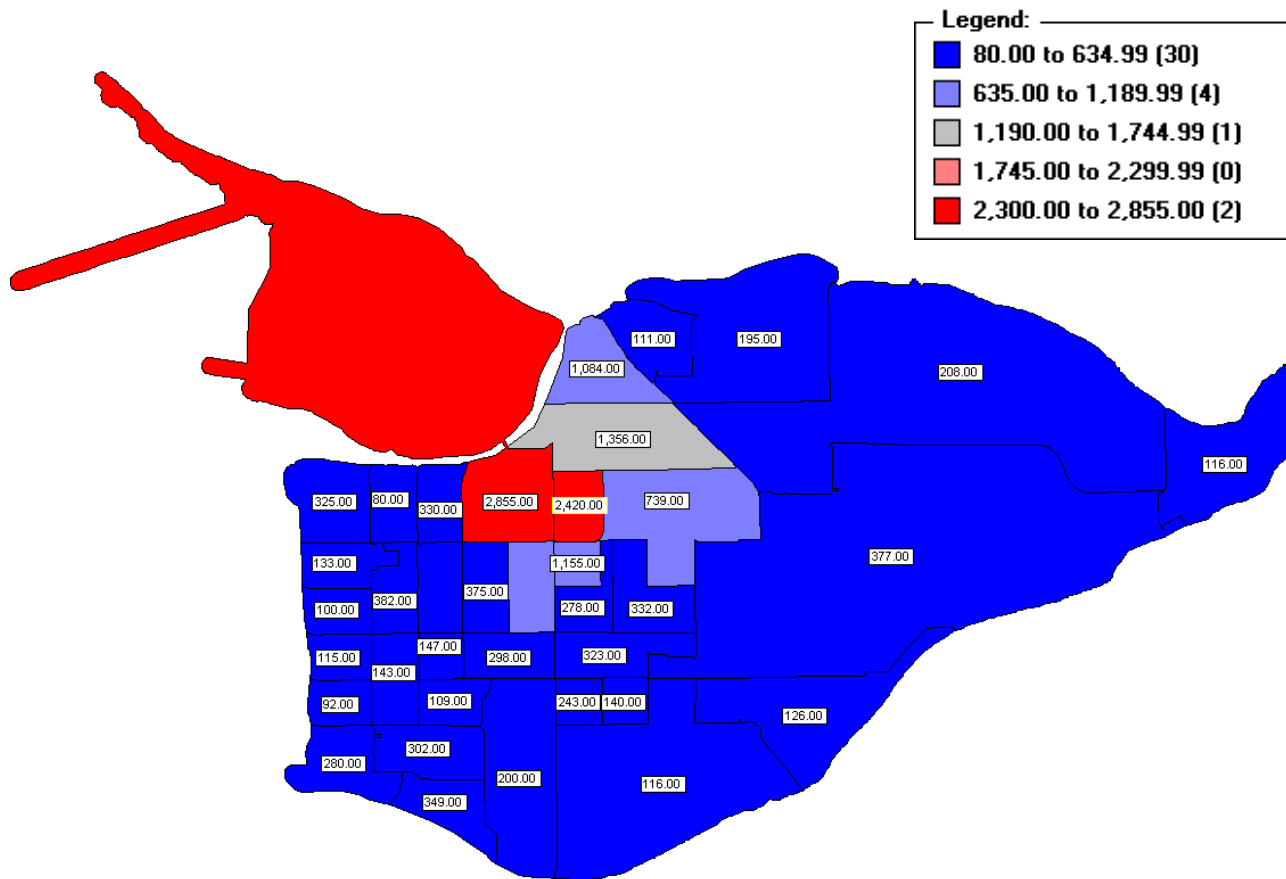
1.2 Elementary Catchments with greatest number of Single Parents with Children at Home (# of households)

- | | |
|----------------------|------------------------|
| 1. Cook (845) | 6. Talmey (353) |
| 2. Brighthouse (819) | 7. Anderson (329) |
| 3. Tomsett (582) | 8. Lee (298) |
| 4. Currie (580) | 9. Byng (283) |
| 5. Ferris (567) | 10. Spul'u'kwuks (275) |



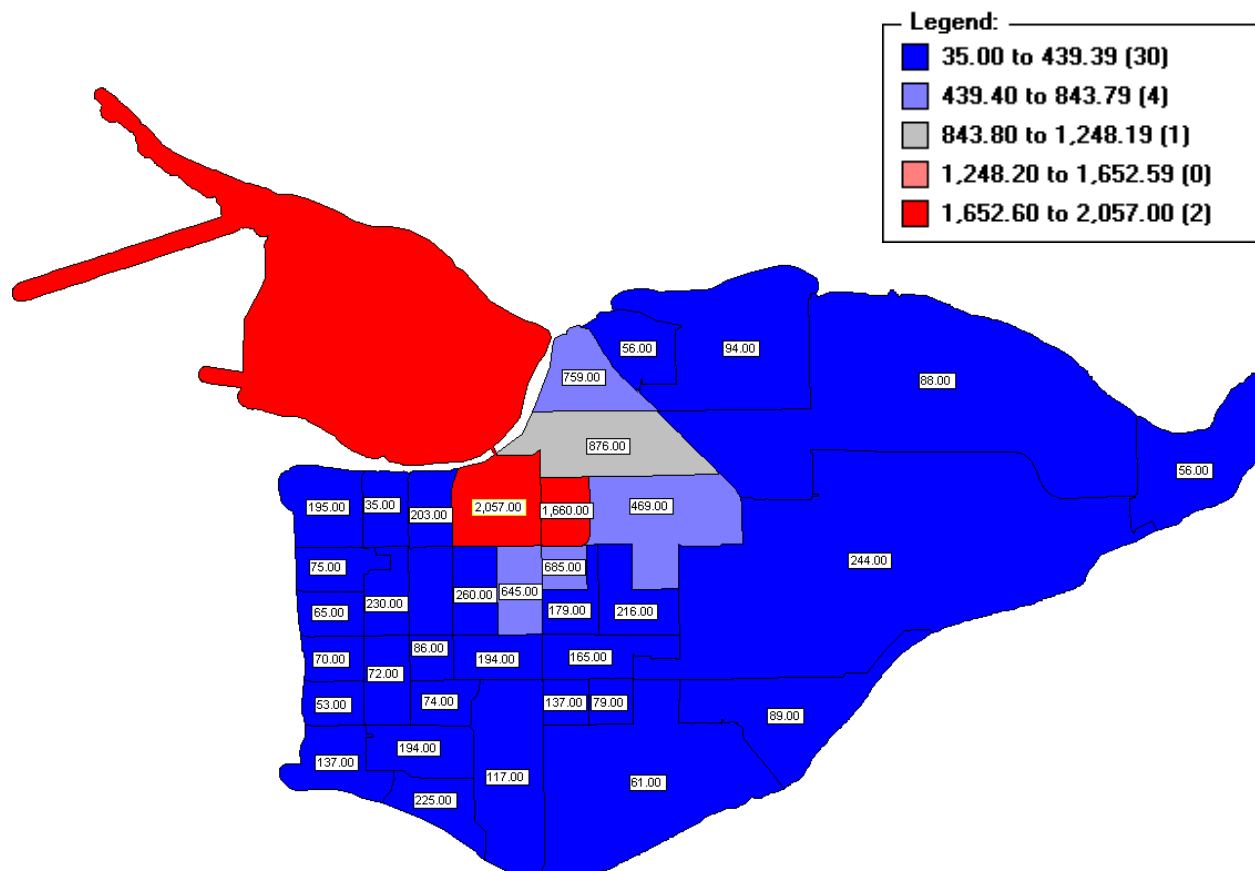
1.3 Elementary Catchments: Income Less than \$40,000 (# of Private Households)

- | | |
|------------------------|---------------------|
| 1. Brighthouse (2,855) | 6. Ferris (1,020) |
| 2. Cook (2,420) | 7. Anderson (739) |
| 3. Tomsett (1,356) | 8. McKay (435) |
| 4. Currie (1,155) | 9. Grauer (382) |
| 5. Talmey (1,084) | 10. Kingswood (377) |



1.4 Elementary Catchments: Income Less than \$30,000 (# of Private Households)

- | | |
|------------------------|--------------------|
| 1. Brighthouse (2,057) | 6. Anderson (469) |
| 2. Cook (1,660) | 7. McKay (295) |
| 3. Tomsett (876) | 8. Blundell (260) |
| 4. Talmey (759) | 9. Kingswood (244) |
| 5. Currie (685) | 10. Grauer (230) |

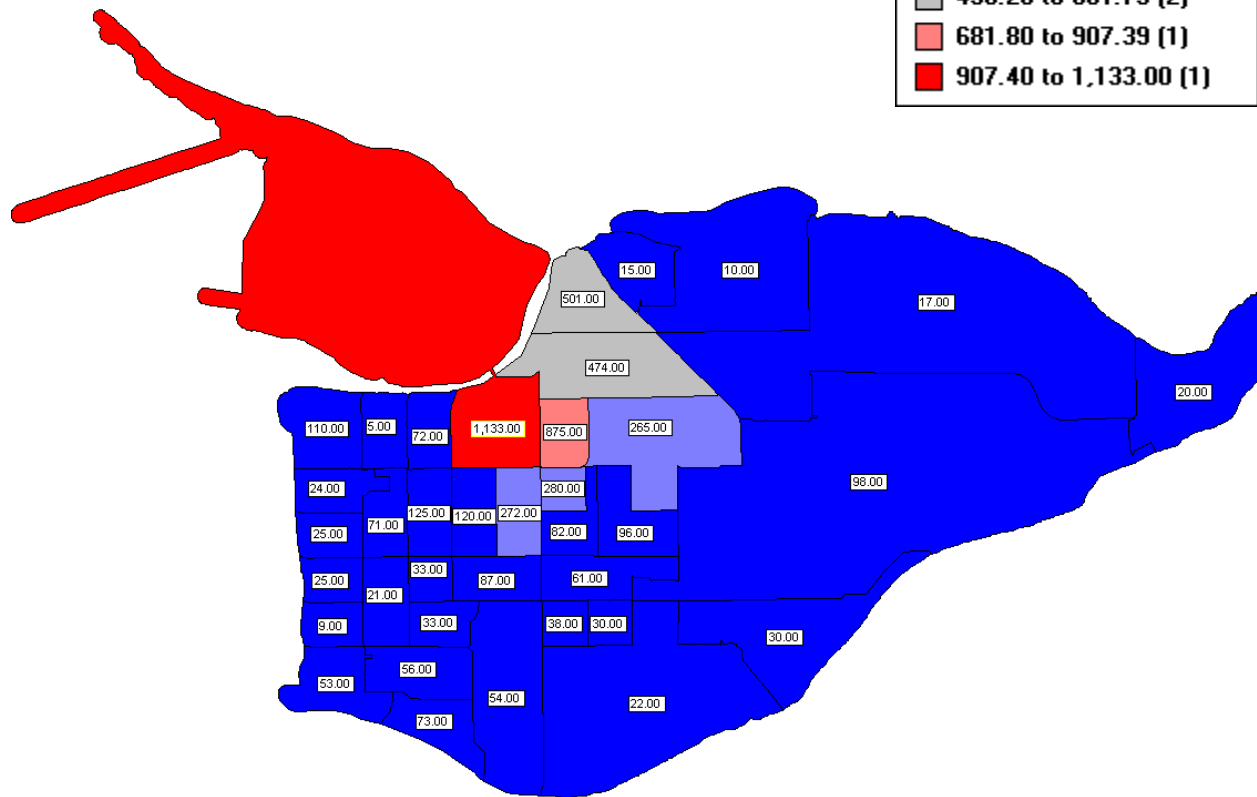


1.5 Elementary Catchments: Income Less than \$20,000 (# of Private Households)

- | | |
|------------------------|------------------------|
| 1. Brighthouse (1,133) | 6. Ferris (272) |
| 2. Cook (875) | 7. Anderson (265) |
| 3. Talmey (501) | 8. McKay (125) |
| 4. Tomsett (474) | 9. Blundell (120) |
| 5. Currie (280) | 10. Spul'u'kwuks (110) |

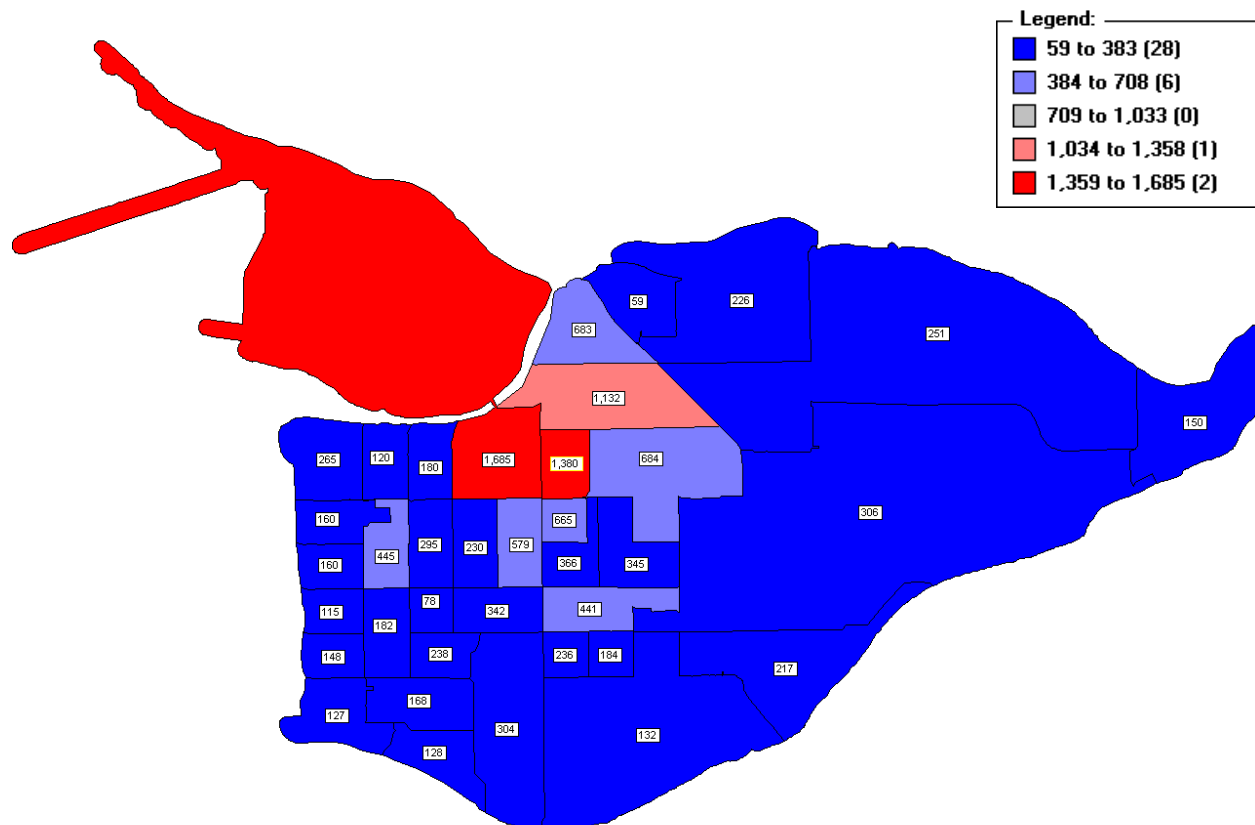
Legend:

- | |
|------------------------|
| 5.00 to 230.59 (30) |
| 230.60 to 456.19 (3) |
| 456.20 to 681.79 (2) |
| 681.80 to 907.39 (1) |
| 907.40 to 1,133.00 (1) |

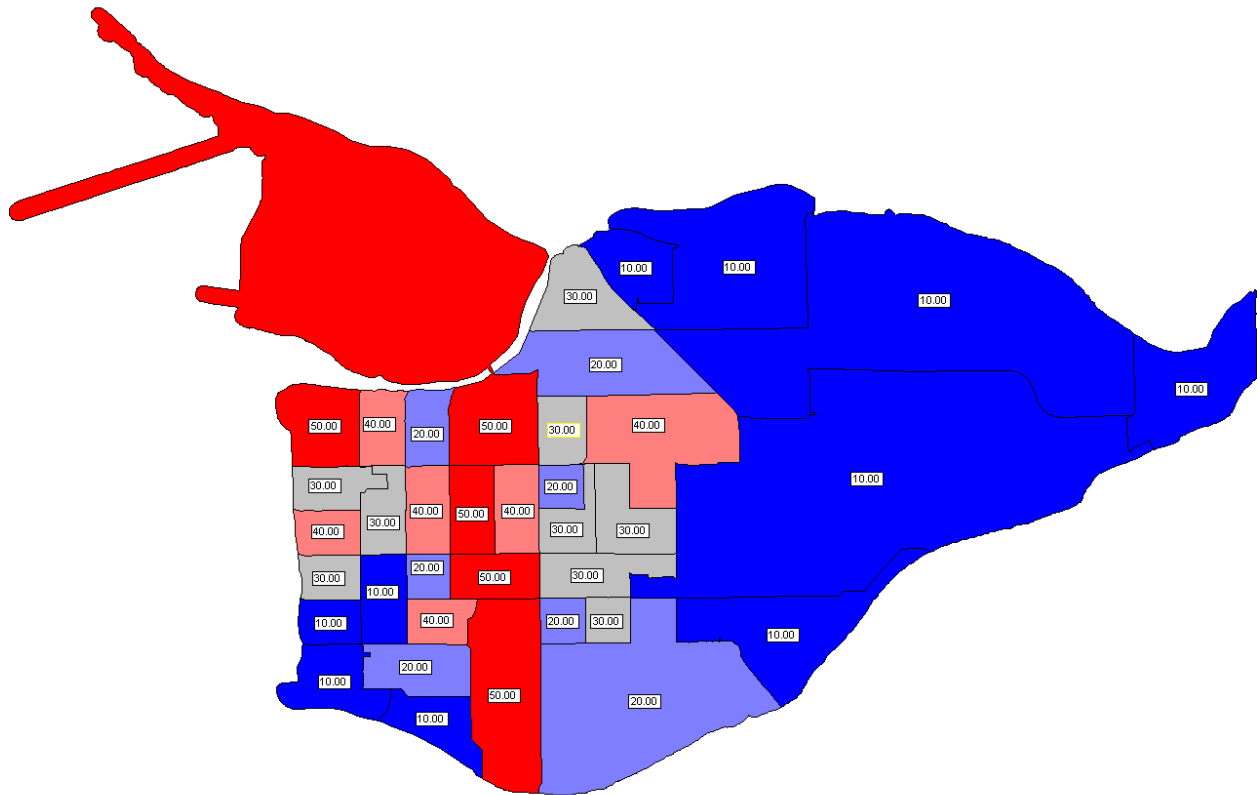


1.6 Elementary Catchments with greatest # of recent immigrants (2016-2021) (# of private households)

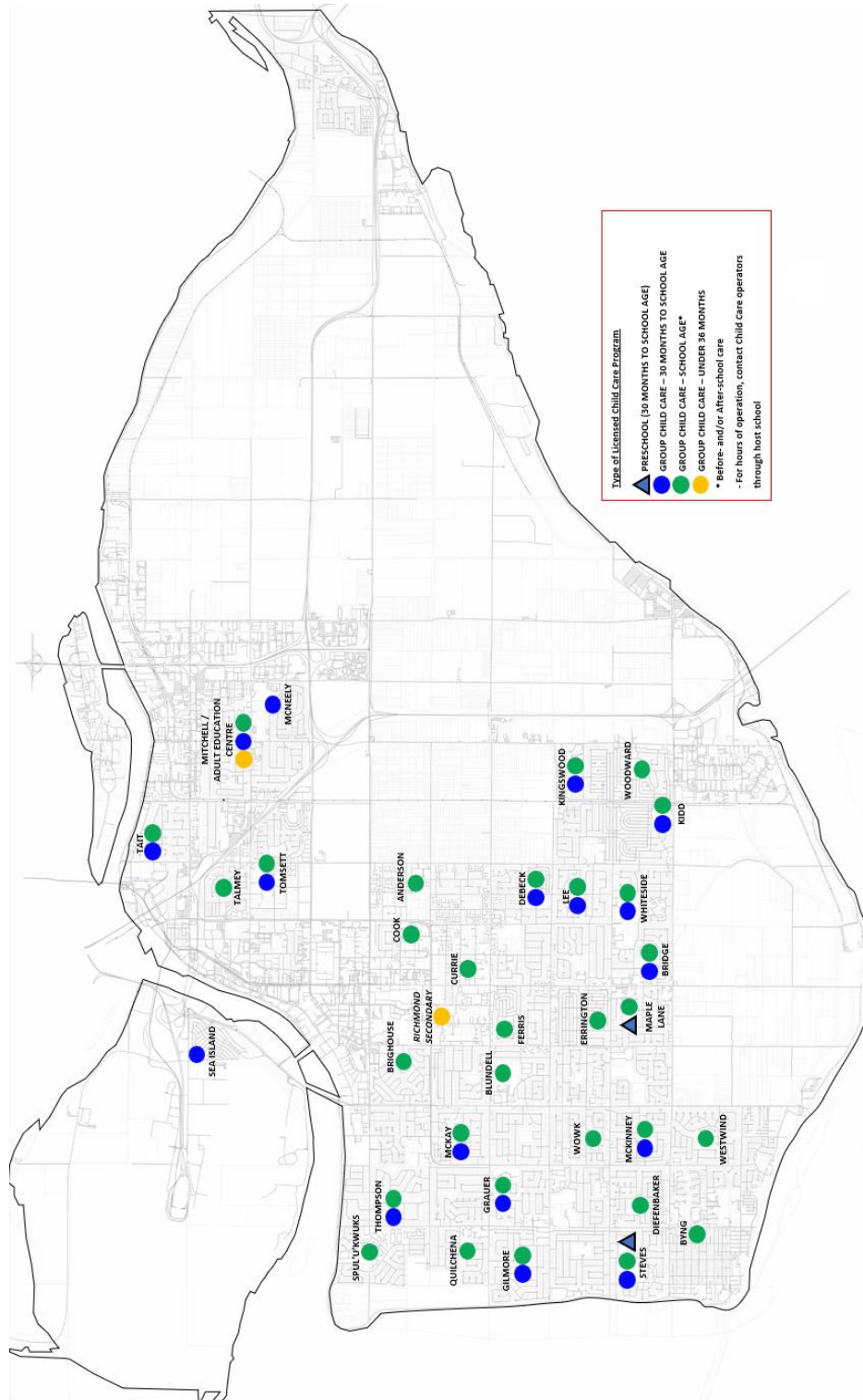
- | | |
|--------------------|------------------------|
| 1. Cook (1,380) | 6. Ferris (579) |
| 2. Tomsett (1,132) | 7. Anderson (265) |
| 3. Anderson (684) | 8. McKay (125) |
| 4. Talmey (683) | 9. Blundell (120) |
| 5. Currie (665) | 10. Spul'u'kwuks (110) |



1. Brighthouse (50%)
2. Blundell (50%)
3. Errington (50%)
4. Spul'u'kwuks (50%)
5. Maple Lane (50%)
6. McKinney (40%)
7. McKay (40%)
8. Thompson (40%)
9. Gilmore (40%)
10. Ferris (40%)



2.0 Licensed Child Care Programs at SD38 Properties (2024-2025)



2.1 Child Care Program Type (pursuant to Child Care Licensing Regulation):

Care Program	Maximum Group Size	Children per group	Ratio of employees to children in each group
Preschool (30 months to School Age)	20	≤ 10	One educator
		11 - 20	One educator and one assistant
Group Child Care (30 months to School Age)	25, with not more than 2 children younger than 36 months old in a single group	≤ 8	One educator
		9 - 16	One educator and one assistant
		17 - 25	One educator and two assistants
Group Child Care (School Age) ¹ , if any preschool child or child in grade 1 is present	24	≤ 12	One responsible adult
		13 - 24	2 responsible adults
Group Child Care (School Age), if no preschool child or child in grade 1 is present	30	≤ 15	One responsible adult
		16 – 30	2 responsible adult
Group Child Care (Under 36 months)	12, with a separate area designated for each group	≤ 4	One infant and toddler educator
		5 - 8	One infant and toddler educator and one other educator
		9 - 12	One infant and toddler educator, one other educator and one assistant

¹ All Group Child Care (School Age) programs at SD38 properties operate before/after regular school hours.

APPENDIX K

2019 Comprehensive Boundary Review: Approved and Deferred Boundary Revisions

SUMMARY

Phase I of the Comprehensive Boundary Review (2020-21 Boundary Revisions) concluded at a public meeting held 11 December 2019 where, after reviewing all feedback received from stakeholder groups and the public, the Board of Education approved the adoption of 28 school catchment boundary revisions to be implemented for the 2020/21 school year and the deferral of eight (8) school catchment boundary revisions to Phase II (South Central Region Secondary Boundary Review, Integrated with Possible Consolidation Options).

BACKGROUND

The Long Range Facilities Plan (LRFP), adopted by the Richmond Board of Education at a public meeting held 26 June 2019, contains a number of strategy recommendations to be undertaken over the next few years.

During Summer 2019, Planning & Development staff developed an action plan and proposed timing for addressing the priorities and recommendations in the LRFP. Section 5.3.5 - Enrolment Management of the LRFP states:

“A number of school catchments no longer reflect the original population patterns that existed when the boundaries were last adjusted. This issue is contributing to capacity issues in a number of schools.

The School District will need to review and potentially adjust school catchment area boundaries by 2021-2022 school year as an outcome of the Long Range Facilities Plan. All boundary move recommendations identified in Chapter 9 for communities of schools regions are for consideration only, and implementation must follow the normal boundary review process, including public and stakeholder feedback opportunities from affected school communities. The Boundary Review Process is summarized in Subsection 5.3.6 of this Plan. The Board of Education is ultimately responsible for establishing and making amendments to school catchments, pursuant to the School Act.”

As such, at the Board Workshop held 25 September 2019, staff recommended that the LRFP Action Plan commence with a three phase comprehensive school catchment boundary review:

- **Phase I** – 2020-21 Boundary Revisions
- **Phase II** – South Central Region Secondary Boundary Review, Integrated with Possible Consolidation Options
- **Phase III** – South Central Region and West Region Elementary Boundary Review, Integrated with Seismic Upgrade Strategy and Possible Consolidation Options

REVIEW AND ANALYSIS (PHASE I)

On 21 October 2019, District staff initiated the engagement plan for Phase I supported by Trustees at the workshop held 07 October 2019:

- meetings were held with the Executives of our stakeholder groups;
- the Let's Talk SD38 Proposed School Boundary Revisions website was launched, with on-line feedback received until 15 November 2019 - over 4,400 visits were made to the website, with 133 visitors providing written feedback and eight comments received via e-mail;
- letters were sent to all families of affected schools by the School Principal advising them of the proposed boundary revisions with instructions on how to provide feedback;
- information was shared with all media outlets, real estate board, Richmond City Council, MLAs and others on the engagement list; and
- enhanced engagement was conducted with school communities as required.

Planning staff also met with District Transportation staff to discuss the potential impact on existing student bussing resulting from proposed boundary revisions.

APPROVED BOUNDARY REVISIONS

After reviewing all feedback received and looking ahead to future phases of the comprehensive school catchment boundary review, staff compiled a list of 28 revisions recommended to be implemented for the 2020/2021 school year, which were approved at the public meeting 11 December 2019 under Phase I:

Approved Boundary Revision	Description/Rationale for Approval
1. Mitchell Elementary (Caithcart Road) to Tait Elementary	<ul style="list-style-type: none"> • Boundary alignment improvement • No potentially impacted students (current commercial area) • No comments received
2. Tait Elementary (East of Shell Road) to Mitchell Elementary	<ul style="list-style-type: none"> • Boundary alignment improvement • No potentially impacted students (current industrial area) • No comments received
3. Blundell Elementary (South of Francis Road) to Errington Elementary	<ul style="list-style-type: none"> • Boundary alignment improvement • Improves student safety by reducing a major road crossing • Only 4 potentially impacted students • No comments received
4. Thompson Elementary (South of Granville Avenue) to Boyd Elementary 4a. Burnett Secondary (South of Granville Avenue) to Boyd Secondary	<ul style="list-style-type: none"> • Boundary alignment improvements • Improves student safety by reducing a major road crossing (Granville Avenue) • Only 4 potentially impacted students (1 K-7, 3 8-12) • No comments received.
5. McNeely Elementary (West of No. 3 Road) to Mitchell Elementary	<ul style="list-style-type: none"> • Boundary alignment improvement

Approved Boundary Revision	Description/Rationale for Approval
	<ul style="list-style-type: none"> No potentially impacted students (current industrial area) No comments received
6. Kingswood Elementary (East of Graybar Road) to Hamilton Elementary	<ul style="list-style-type: none"> Boundary alignment improvement No potentially impacted students (current industrial area) No comments received
7. Westwind Elementary (East of Gilbert Road) to Maple Lane Elementary	<ul style="list-style-type: none"> Boundary alignment improvement No potentially impacted students (current agricultural area) No comments received
8. Kidd Elementary (West of No. 3 Road) to Maple Lane Elementary 8a. McNair Secondary (West of No. 3 Road) to Steveston-London Secondary	<ul style="list-style-type: none"> Boundary alignment improvements No potentially impacted students (current agricultural area) No comments received
9. Bridge Elementary (South of Steveston Highway) to Kidd Elementary 9a. McRoberts Secondary (South of Steveston Highway, west of Garden City Road) to McNair Secondary	<ul style="list-style-type: none"> Boundary alignment improvements No potentially impacted students (current agricultural area) No comments received
10. Whiteside Elementary (South of Steveston Highway) to Kidd Elementary 10a. McRoberts Secondary (South of Steveston Highway, east of Garden City Road) to McNair Secondary	<ul style="list-style-type: none"> Boundary alignment improvements No potentially impacted students (current agricultural area) No comments received
11. Mitchell Elementary (South of Cambie Road) to McNeely Elementary	<ul style="list-style-type: none"> Boundary alignment improvement Improves student safety by reducing a major road crossing (Cambie Road) Close to 50% of regular students currently living in the move area already attend McNeely Only 2 comments received
12. Blundell Elementary (West of No. 2 Road) to McKay Elementary 12a. Richmond Secondary (West of No. 2 Road, north of Blundell Road) to Burnett Secondary 12b. Steveston-London Secondary (West of No. 2 Road, south of Blundell Road) to Burnett Secondary	<ul style="list-style-type: none"> Boundary alignment improvements Improves student safety by reducing a major road crossing (No. 2 Road) No comments received

Approved Boundary Revision	Description/Rationale for Approval
13. Ferris Elementary (South of Francis Road) to Errington Elementary 13a. Richmond Secondary (South of Francis Road) to Steveston-London Secondary	<ul style="list-style-type: none"> • Boundary alignment improvements • Improves student safety by reducing a major road crossing (Francis Road) • Only one comment received
14. Byng Elementary (North of Steveston Highway) to Steves Elementary 14a. McMath Secondary (North of Steveston Highway) to Boyd Secondary	<ul style="list-style-type: none"> • Boundary alignment improvements • Improves student safety by reducing a major road crossing (Steveston Highway) • Only one comment received
16. Tait Elementary (West of Highway 99) to Talmei Elementary	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • No potentially impacted students (current commercial/industrial area) • No comments received
19. Westwind Elementary (West of Fentiman Place) to Byng Elementary	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • No comments received
20. Cambie Secondary (West of Highway 99) to MacNeill Secondary	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • No potentially impacted students (current commercial/industrial area) • Only one comment received
22. Richmond Secondary to Steveston-London Secondary [Blundell Elementary, north of Blundell Road]	<ul style="list-style-type: none"> • Boundary adjustment to eliminate the split feeder catchment for Blundell Elementary in order to keep student cohorts together in secondary school • Reflects new regions defined in the LRFP • Only 4 comments received
24. Burnett Secondary to Boyd Secondary [Grauer Elementary, north of Blundell Road]	<ul style="list-style-type: none"> • Boundary adjustment to eliminate the split feeder catchment for Grauer Elementary in order to keep student cohorts together in secondary school • Only 3 comments received
25. Boyd Secondary to Burnett Secondary [McKay Elementary, south of Blundell Road]	<ul style="list-style-type: none"> • Boundary adjustment to eliminate the split feeder catchment for McKay Elementary in order to keep student cohorts together in secondary school • Only one comment received.

DEFERRED BOUNDARY REVISIONS

A total of eight (8) proposed boundary revisions were recommended by staff to be deferred to Phase II (South Central Region Secondary Boundary Review, Integrated with Possible Consolidation Options), as further analysis is required to determine implications on student transportation for those in the proposed move areas (including possible additional bus routes). All eight (8) boundary revisions were approved for deferral to Phase II at the public meeting on 11 December 2019:

Deferred Boundary Revision	Description/Rationale for Deferral
15. Whiteside Elementary (North of Williams Road) to Lee Elementary 15a. McRoberts Secondary (North of Williams Road) to McNair Secondary	<ul style="list-style-type: none"> • Boundary alignment improvements • Improves student safety by reducing a major road crossing (Williams Road) • 19 potentially impacted K-7 students • No comments received, however the reduced catchment area for McRoberts requires additional consultation and analysis as part of the Phase II - South Central Secondary Boundary Review
17. Kingswood Elementary (East of Highway 99) to McNeely Elementary	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • 22 potentially impacted K-7 students • No comments received, however further analysis is required to determine implications on student transportation for those in the proposed move area • Connected to revision 21
18. Woodward Elementary (East of Highway 99) to McNeely Elementary	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • 4 potentially impacted K-7 students • One comment received, however further analysis is required to determine implications on student transportation for those in the proposed move area • Connected to revision 21
21. McNair Secondary (East of Highway 99) to Cambie Secondary [Kingswood and Woodward Elementary catchments east of Hwy 99]	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP • 18 potentially impacted Grade 8-12 students • 4 comments received • Further analysis is required to determine implications on student transportation for those in the proposed move area. The reduced catchment area for McNair requires additional consultation and analysis as part of the Phase II - South Central Secondary Boundary Review
21a. McNair Secondary (East of Highway 99) to Cambie Secondary [Hamilton catchment]	<ul style="list-style-type: none"> • Boundary adjustment to reflect new regions defined in the LRFP

Deferred Boundary Revision	Description/Rationale for Deferral
	<ul style="list-style-type: none"> • 213 potentially impacted Grade 8-12 students • Further analysis is required to determine implications on student transportation for those in the proposed move area. The reduced catchment area for McNair requires additional consultation and analysis as part of the Phase II - South Central Secondary Boundary Review • Was already deferred to Phase II and was not included in the proposed revisions for Phase I consultation
<p>23. McRoberts Secondary (Lee Elementary catchment, west of Garden City Road) to McNair Secondary</p>	<ul style="list-style-type: none"> • Boundary adjustment to eliminate the split feeder catchment for Lee Elementary in order to keep student cohorts together in secondary school • 69 potentially impacted Grade 8-12 students • 71 comments received. Significant concerns were expressed, predominantly with a perception that it may be driving a future secondary school closure process • The reduced catchment area for McRoberts requires additional consultation and analysis as part of the Phase II - South Central Secondary Boundary Review
<p>26. McMath Secondary (Westwind Elementary catchment, east of Fentiman Place) to Steveston-London Secondary</p>	<ul style="list-style-type: none"> • Boundary adjustment to eliminate the split feeder catchment for Westwind Elementary in order to keep student cohorts together in secondary school • Reflects new regions defined in the LRFP • 85 potentially impacted Grade 8-12 students • 45 comments received. Significant concerns were expressed, predominantly with respect to proximity to McMath vs. Steveston-London • The Long Range Facilities Plan recognized that Westwind Elementary could remain a split feeder catchment due to potential neighbourhood issues and other considerations • Requires additional consultation and analysis as part of the Phase II - South Central Region Secondary Boundary Review

Facilities and Building Committee

Public Meeting Minutes

Wednesday, February 5, 2025 - 4:30 pm
Via Zoom

Present:

Chairperson
Vice Chairperson
Trustee Member
Trustee
Superintendent of Schools
Secretary Treasurer
Assistant Superintendent
Director, Richmond Project Team
Director, Facilities Services
Director of Instruction, Learning and Business Technologies
Manager, Facilities Planning
Assistant Manager, Facilities Planning
President, Richmond Teachers' Association
3rd Vice President/Pro-D Chair, Richmond Teachers' Association
President, Richmond District Parents Association
Vice President, Richmond District Parents Association
President, Richmond Association of School Administrators
Vice President, Richmond Association of School Administrators
Representative, Richmond Management and Professional Staff
Executive Assistant (Recording Secretary)

K. Hamaguchi
H. Larson
R. Belleza
A. Wong
C. Usih
C. Wang
R. Laing
J. Ho
K. Wilkins
W. Walker
U. Olcay
J. Balderston
L. Baverstock
J. Cho
C. Huang
A. Gong
N. Widdess
A. Goulas
J. Canlas
T. Lee

The meeting was called to order at 4:31 pm.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hənqəminəḥ language group on whose traditional and unceded territories we teach, learn and live.

The Chairperson acknowledged that this is the Director of the Richmond Project Team's first official week in the role, and the Chairperson invited him to introduce himself.

1. Approval of Agenda

The agenda was adopted as circulated.

2. Approval of Minutes

Minutes from the January 8, 2025 meeting was approved as circulated.

3. Facilities Planning Update (standing item)

The Director, Richmond Project Team noted that the report was included in the agenda package.

The Manager, Facilities Planning then responded to a trustee's question on enrolment projection at the Cambie and Hamilton area and noted staff are doing a preliminary review of school boundaries.

The Manager, Facilities Planning then responded to a question from the President, Richmond Teachers' Association regarding changes in enrolment projections due to recent federal government immigration policy changes.

4. Capital Projects Update (standing item)

The Director, Facilities Services provided an update on the major capital projects.

Discussion then ensued regarding economic concerns from the government, focusing on the challenges and uncertainties arising from the current circumstances.

The Director, Facilities Services then responded to questions from trustees including construction on projects during extreme weather and emergency preparedness planning for child care facilities.

5. Facilities Services Update (standing item)

The Director, Facilities Services spoke to his report and highlighted the Blair Building Envelope Project, noting the utility usage savings achieved following the upgrade.

He then responded to questions from trustees and the President, Richmond District Parents Association regarding the new Transport Canada requirement to install exterior cameras, as well as the associated costs and timeline for installations.

He also addressed a question from the President of the Richmond Teachers' Association regarding rodents, noting that compared to previous years, there have been no complaints or significant issues. While some service requests have been submitted, pest control is addressing them promptly and consistently.

Following a question from a trustee regarding the increased applications for bus services, the Secretary Treasurer noted that staff are in the early stages of reviewing bus riders, in accordance with board policy. At this time, the plan is not yet finalized, but information will be brought to the board in April.

6. Video Surveillance

The Director of Instruction, Learning and Business Technologies provided an update on the progress of the secondary school video surveillance installations. She noted that all projects, across the ten secondary schools, are expected to be completed by summer 2025.

Following questions from trustees, Assistant Superintendent Laing noted the board approved one-time funding for the video surveillance project, which is intended specifically for secondary schools. He noted that any potential proposal to seek additional funds for elementary schools would be a separate process, as the current funding is allocated for secondary schools. He also addressed concerns regarding cameras inside washrooms and changerooms, stating that such installations are

both prohibited and illegal. He emphasized that board policy and regulations clearly specify that video surveillance should not be used in areas where private activities or functions are routinely carried out.

The Director of Instruction, Learning and Business Technologies then responded to questions from the President and Vice President of Richmond District Parents Association, addressing the locations of surveillance cameras in secondary schools and clarifying who has access to view the video footage.

Following a question from the President, Richmond District Parents Association, the Secretary Treasurer noted that the budget for the video surveillance project, approximately \$400,000, was approved by the board in 2019 as a capital project. She further stated that staff will carry out the work within the approved budget.

7. Minutes for Information

(a) Child Care Development Advisory Committee Meeting

Minutes of Meeting held December 4, 2024 were attached for information.

8. Next Meeting Date – March 5, 2025 at 4:30 pm

9. Adjournment

The meeting adjourned at 5:13 pm.

Respectfully Submitted,

*Ken Hamaguchi
Chairperson, Facilities and Building Committee*

Report to the Board of Education (Public)

Date: March 12, 2025
From: Debbie Tablotney, Trustee, Chairperson of Policy Committee
Subject: **Policy 105/105-R: District Code of Conduct**

RECOMMENDATION:

THAT the Board of Education approve minor revisions to **Policy 105/105-R: District Code of Conduct**, in accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*.

BACKGROUND:

It is anticipated that Policy Committee will be bringing to the board minor revisions to existing policies and/or regulations in accordance with Policy 204-R: Development and Revision of Policy and Regulation, and the Checklist for Policy, Regulations and Guidelines Revision and Development. Ultimately, all minor revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

POLICY CONSIDERATIONS:

The proposed minor revisions to Policy 105 and 105-R are guided by the need to align existing policies with new understandings through a DEI lens (see Checklist for Policy, Regulations and Guidelines Revision and Development).

A specific example of the type of language requiring attention throughout the Board's Policy Manual is the often used term, "stakeholder." The provincial government has developed and posted online a document titled ***Terminology in Indigenous context*** which articulates that the term "stakeholder" is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." Policies are being aligned with the Ministry guidance, and the term "stakeholder" is being replaced with "partner group".

In addition, the necessity to review existing Board policies and regulations (described above) provides the opportunity for greater consistency regarding a range of items such as the use of jargon, gender neutral language, capitalization, spacing, spelling, hyphenation, district job title modifications, and Ministry of Education and Child Care changes over time.

In accordance with Policy 204-R, it is recommended not to place revised Policy 105/105-R into the partner group review process, as the revisions are minor in nature.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity

For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

PROPOSED TIMELINE:

Dates	Meeting	Comments
January 13, 2025	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
February 10, 2025	Policy Committee (Public)	Draft minor revisions to policy incorporating trustee feedback submitted to Policy Committee (Public). Possible Notice of Motion for approval at the February Board of Education (Public) Meeting.
February 19, 2025	Board of Education (Public)	Possible Notice of Motion to the February Board of Education (Public) Meeting for final approval at the March board meeting.
March 12, 2025	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

Debbie Tablotney

Trustee, Chairperson of Policy Committee

Attachments:

- 1. Draft revised Policy 105 and 105-R*
- 2. Provincial Government Document: Terminology in Indigenous context*
- 3. Checklist for Policy, Regulations and Guidelines Revision and Development*

DISTRICT PHILOSOPHY

Policy 105

District Code of Conduct: How We Learn and Work Together

The Board of Education recognizes and welcomes its obligation to all members of the district community to provide a positive climate and a safe, healthy environment. As we learn and work together, we will truly celebrate and support the rich diversity that is our district community.

It is our collective responsibility and expectation that all district community members (students, staff, parents/guardians, and guests) comply with, and enact the purpose and spirit of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act, including not engaging in discriminatory conduct on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons. (BC Human Rights Code, 2017).

To that end, we are committed to the expectation that all members of the district community will conduct themselves in an ethical and lawful manner that demonstrates respect for self, others, property, and the environment.

We will:

- Show respect for the diversity of the members of our school and district community.
- Act in a safe, considerate, and courteous manner at all times.
- Not threaten, harass, intimidate, or assault, in any way, any person within our school district community, through physical violence, print, or electronic media.
- Not be in possession of weapons, dangerous articles, alcohol, or illegal drugs while in school or work.
- Restrict students' use of personal digital devices at school, including during instructional time or learning related activities, to promote online safety and a focused learning environment, unless use is permitted by supervising staff.
- Support the acceptable use of student personal digital devices for accessibility and accommodation needs, medical and health needs, and to support equity of learning outcomes.
- Show respect and pride in our school district buildings and equipment through care and appropriate use of school district property.
- Respect the non-smoking and non-vaping environment of our schools and school district facilities.

The District Code of Conduct will apply at all school district facilities, and school/district functions regardless of location. In its application, there will be a clear understanding that everyone has a responsibility to ensure that the Code of Conduct is lived daily through being

Adopted: 05 September 1995

Revised: 15 September 2008; 19 June 2017; 19 June 2024

respectful, caring, and courteous. There is also a recognition that each member of the district's community has a duty to report violations.

Any violation will warrant intervention and/or disciplinary action.

DRAFT

DISTRICT PHILOSOPHY

Policy 105-R

District Code of Conduct: How We Learn and Work Together

It is our collective responsibility to ensure that we are learning and working together positively.

District and school staff will ensure that the Code of Conduct policy and regulations are implemented at each school and district facility.

The District Code of Conduct and any school code of conduct shall be prominently displayed in all schools and district facilities. It is to be communicated and reviewed with students, staff, and parents/guardians at regular intervals (at least once per year).

Respect for Human Rights

- All students, staff, trustees, and parents/guardians will be provided with opportunities to develop their knowledge, skills, awareness, and behaviours to identify and eliminate all types of discrimination, harassment, and bullying.
- Schools counsellors will be informed and knowledgeable about expectations pertaining to human rights, discrimination, bullying, and harassment.
- Educational staff will be encouraged to adapt and include current learning resources and strategies to provide opportunities for all students and staff to develop positive awareness and respect for human rights and diversity.
- The district will outline appropriate behaviours and actions in order to prevent discrimination, harassment, and bullying through greater awareness, and dialogue that creates understanding and respect for diversity.
 - This understanding and respect applies to spoken word, gestures, physical actions, visuals, print, or electronic media.
- The district will provide awareness and education for all new employees to enhance sensitivity to human rights issues related to all types of discrimination, harassment, and bullying.
- Information for students and staff will be available to enhance respectful communication and behaviour, including how to demonstrate:
 - Awareness and empathy.
 - To model respect and affirmation.
 - To use appropriate language which is respectful and inclusive in all situations.

Adopted: 05 September 1995

Revised: 20 November 2006; 15 September 2008; 19 June 2017

Reporting Incidents of Discrimination, Harassment, and Bullying

All members of the district community at each school and district site have collective responsibility and will comply with the expectations of the District Code of Conduct. Any violation will warrant intervention and/or disciplinary action.

- Allegations of inappropriate language, behaviour, or discrimination will be reported to the teacher, school administrator, or supervisor.
- All appropriate steps will be taken to support and safe guard the person who has made a complaint of a breach of the Code of Conduct. Any witnesses involved in connection to a complaint will be supported as well.
- Response procedures and/or the consequences of a breach of the Code of Conduct will appropriately consider the maturity, as well as the intellectual, social, and emotional development of the individual(s) involved.
- Special consideration will be given to individuals with disabilities and diverse abilities who may be unable to comply with aspects of the Code of Conduct or other board policies, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Respect for Personal / Social Health and Safety

- Respect for Self and Others
 - All members of the school district community will demonstrate the use of respectful and inclusive language in all settings.
 - Information and resources will be provided for students, staff, and community to enhance their understanding of personal and social health and safety which will:
 - Build awareness and understanding of mental health and wellness.
 - Educate about restricted and illegal substance use, including the harm and consequences of usage.
 - All district sites will ensure that appropriate safe spaces exist to support safety, respect, and privacy.

Respect for Personal / Public Property and Environment

All members of our school district community are expected to respect personal and district property, such as our facilities, equipment, and the personal articles of others.

Information will be provided to support the appropriate use of furniture, equipment, tools, and facilities.

The Richmond School District continues to be committed to environmental citizenship and expects our district community members to participate positively in the protection and stewardship of our natural resources. Positive environmental behaviour and habits are expected.

Information and awareness regarding sustainable practices will be provided to students, staff, and parents/guardians to ensure that we are all contributing positively to our environment.

Respect for Ethical and Legal Guidelines

The District Code of Conduct supports how we learn and work together. Other protocols, including, but not limited to, collective agreements, contracts, and provincial and federal laws, also frame how we learn and work together.

All members of our district community will abide by the expectations of the School Act, provincial and federal laws, City of Richmond Bylaws, as well as individual school protocols and processes.

- Individuals involved in a violation will be informed and, if the individual is a student, their parent(s)/guardian(s) will be informed and asked to work with staff in the process of restitution and learning.
- Other members of the district or school community may be informed about violations if it is deemed to be necessary, or the violation poses a serious threat to the community as a whole.
- Outcomes and Interventions
 - May vary depending upon a variety of factors pertinent to each case and individual or group, however, consequences may include:
 - A warning and learning conversation.
 - Loss of privileges depending on the situation, for example: time outs, limits to participation, apology, suspensions, etc.
 - Significant violations may result in more serious consequences, including, but not limited to, an over 5 day suspension and resolution meeting for students, a disciplinary review for employees, or a police investigation.

Terminology in Indigenous content

(taken from the [Ministry's Website](#))

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Last updated: **October 6, 2023**

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
 - An individual's heritage which can be a combination of any or all three
 - Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
 - First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
 - Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as [Bands](#)
 - First Nation refers to the political governance entity and is made up of members of the First Nation community
-

Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
 - Although used as a synonym to Aboriginal, Indigenous is the preferred term
 - Individuals are more likely to identify with their Nation than the term Indigenous
-

Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
 - Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
 - Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
 - Inuit in B.C. do not currently have political representation within B.C.
 - Inuit – plural, 'we're Inuit'
 - Inuit - adjective or collective noun. For example:
 - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[\[1\]](#)
 - 'An Inuit drum'
 - Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'
-

Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective
- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: "a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation"

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term 'reservation' is used in the United States only.

Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

Poles and Posts

'Totem pole' is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitxsan for House group) that protects and uses the land in that totem's territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

Stakeholders

'Stakeholder' is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders;

they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

Territory

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

Treaty Settlement Lands

Lands identified under a treaty over which a First Nation has law-making authority and title.

Two-spirit

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term 'Two-spirit' can be abbreviated as '2S.' An older term, 'Two-spirited' may be preferred by some people when referring to themselves.

UN Declaration on the Rights of Indigenous Peoples

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.' Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

Policy, Regulations and Guidelines Structure and Organization

The Policy/Regulations/Guidelines include the following;	Yes	No	Notes (especially where yes/no is not clear)
The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access			
If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked			
The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> • title • number • purpose of the policy, regulation or guideline • implementation procedures 			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> • headings • flow charts • bullet points • other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document 			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

Policy, Regulations and Guidelines Content			
The Policy, Regulation or Guideline includes the following;	Yes	No	Notes (especially where yes/no is not clear)
The language uses inclusive terminology and is gender inclusive			
The intention is clear			
It is specific			
Applicable guidelines and regulations are linked throughout the document			
The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in Strategic Priority 2			
The policy, regulation or guideline is aligned with DRIPA (Declaration on the Rights of Indigenous Peoples Act) and TRC (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's strategic priorities			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to Policy 204-R is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.