



# **RICHMOND**

SCHOOL DISTRICT NO.38

## **Long Range Facilities Plan**

**MARCH 2025**



***The Richmond Board of Education acknowledges and thanks the First Peoples of the  
hən̓q̓əmin̓əṃ (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

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### 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.*



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## **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 280m<sup>2</sup> or less;
    - 4 dwelling units on lots that are larger than 280m<sup>2</sup>; and
    - 6 dwelling units on lots that are larger than 281m<sup>2</sup> 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.***

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## 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.***

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## 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 CO<sub>2</sub> 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 1<sup>st</sup> floor of the renovated School Board Office, completed in 2019/20.

➤ Learning and Business Technology Services (LBT)

- The LBT Services, including the Computing Infrastructure and Data Centre 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.

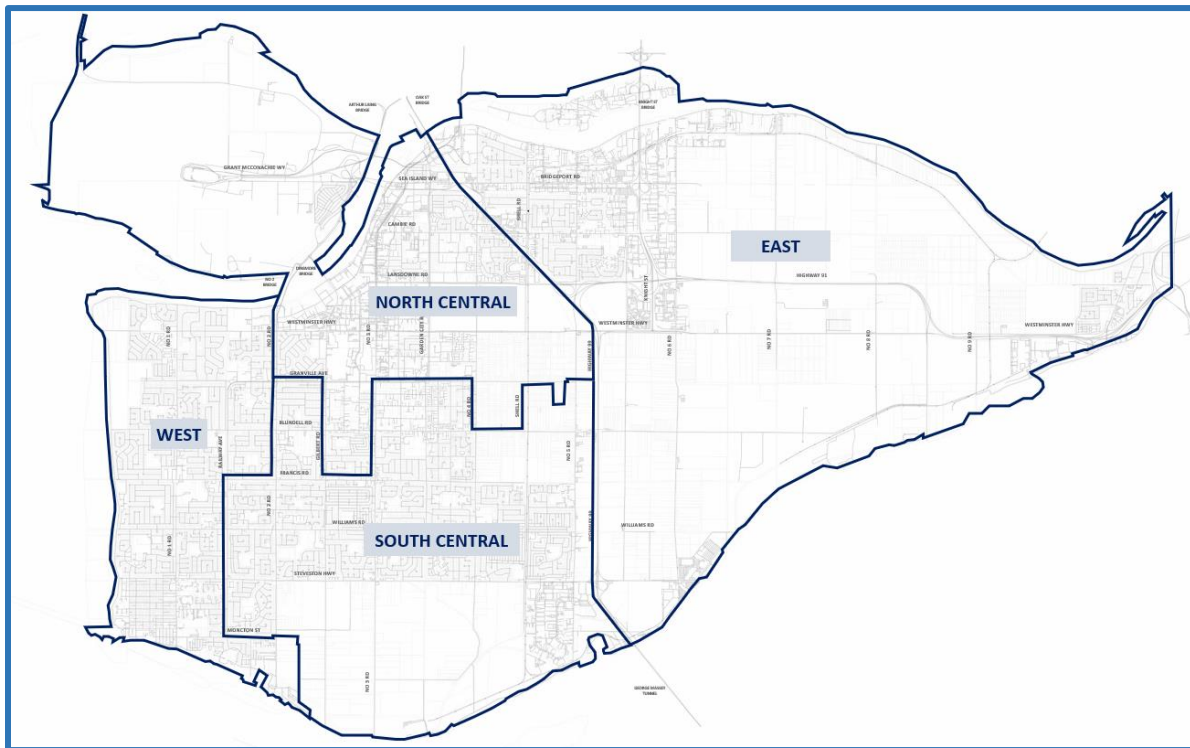
**Strategic Recommendations (Chapter 9 – Property)**

- *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 Strategy: 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.

- 
- 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 99 (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 Strategy: 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.

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- 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.

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- 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 Region
      - 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.

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- 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

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### 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:

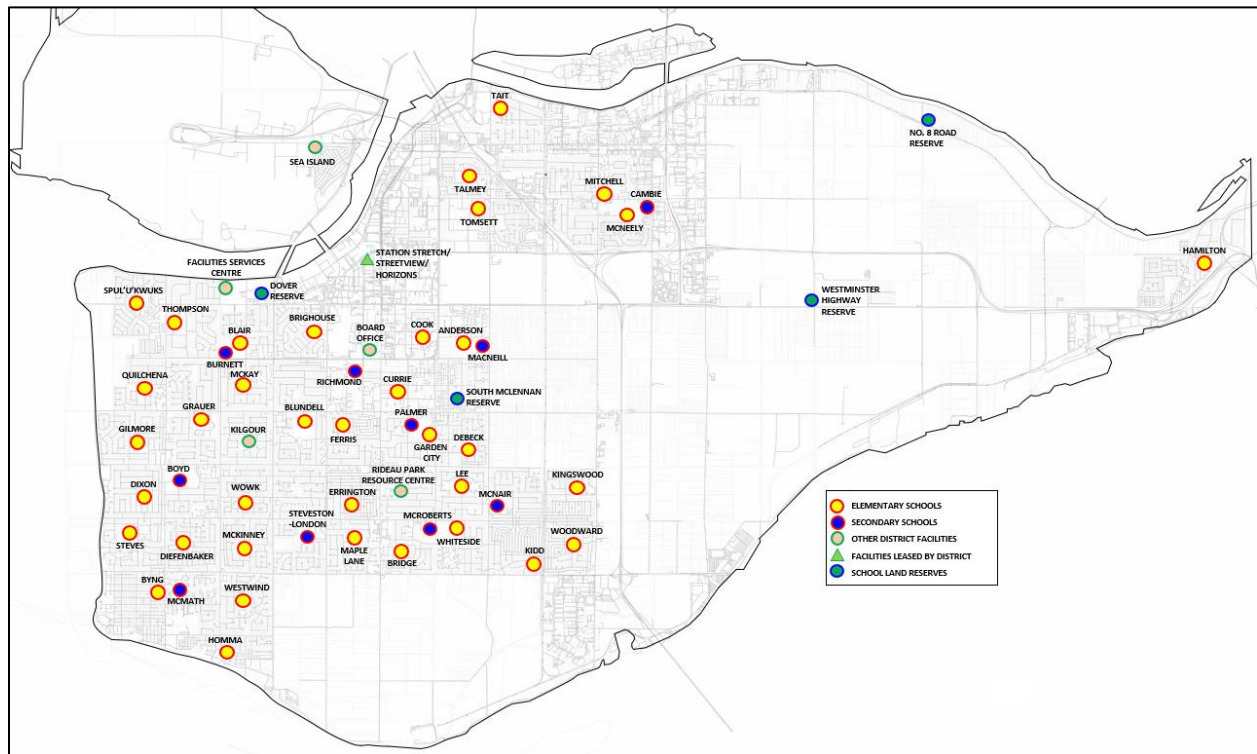
- 38 elementary (Kindergarten to Grade 7) schools;
- 10 secondary (Grades 8 to 12) schools;
- School Board Office;
- Facilities Services Centre
- Rideau Park District Resource Centre;
- Adult Education Centre;
- a former elementary school (Kilgour) leased to the Conseil Scolaire Francophone de la Colombie-Britannique; 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.*

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#### **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.*

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#### **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%
<b>Total Enrolment</b>	<b>263</b>	<b>177</b>	<b>197</b>	<b>173</b>	<b>250</b>	<b>147</b>	<b>204</b>	<b>1411</b>				
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
<b>Total Enrolment</b>	<b>440</b>	<b>358</b>		<b>798</b>
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.

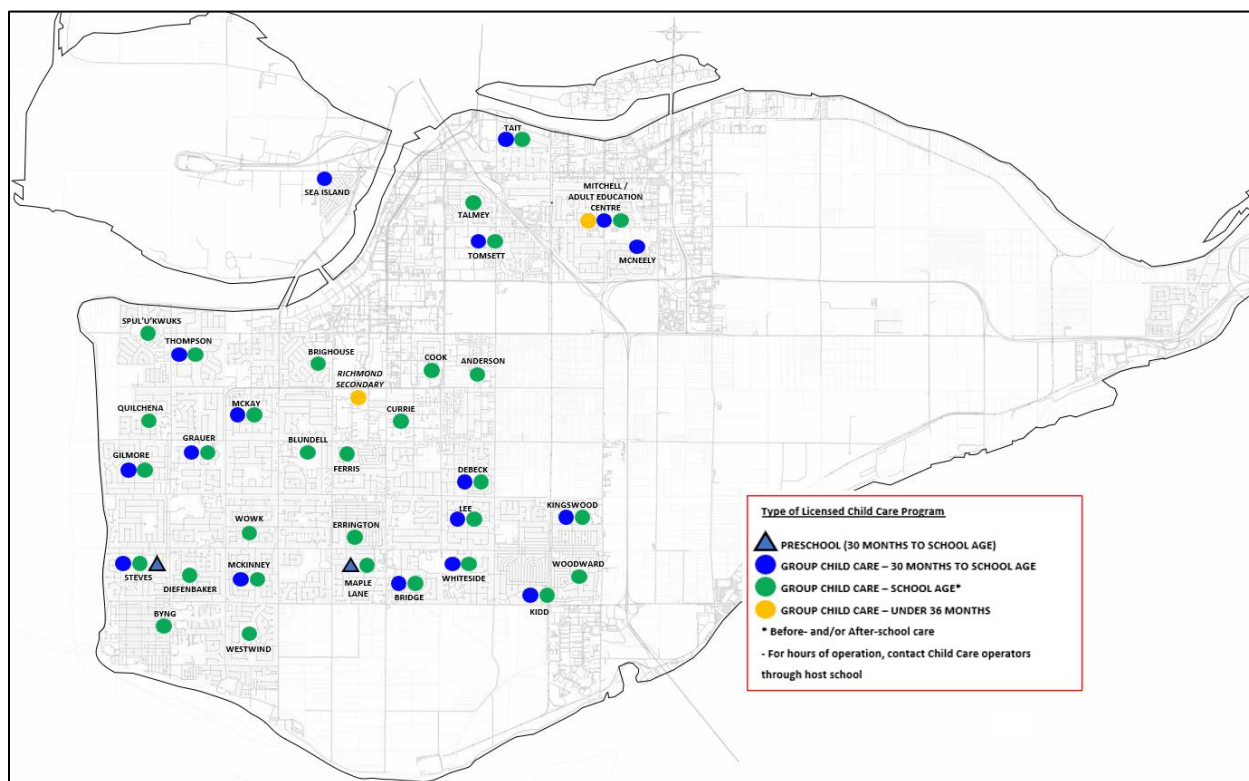
The table below indicates the number of rooms in School District elementary schools allocated to child care operations during the 2024/2025 school year:

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
<b>Totals</b>	<b>15</b>	<b>16</b>	<b>28</b>

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.***

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## Chapter 4 – Demographics and Impact of Growth Patterns on Schools

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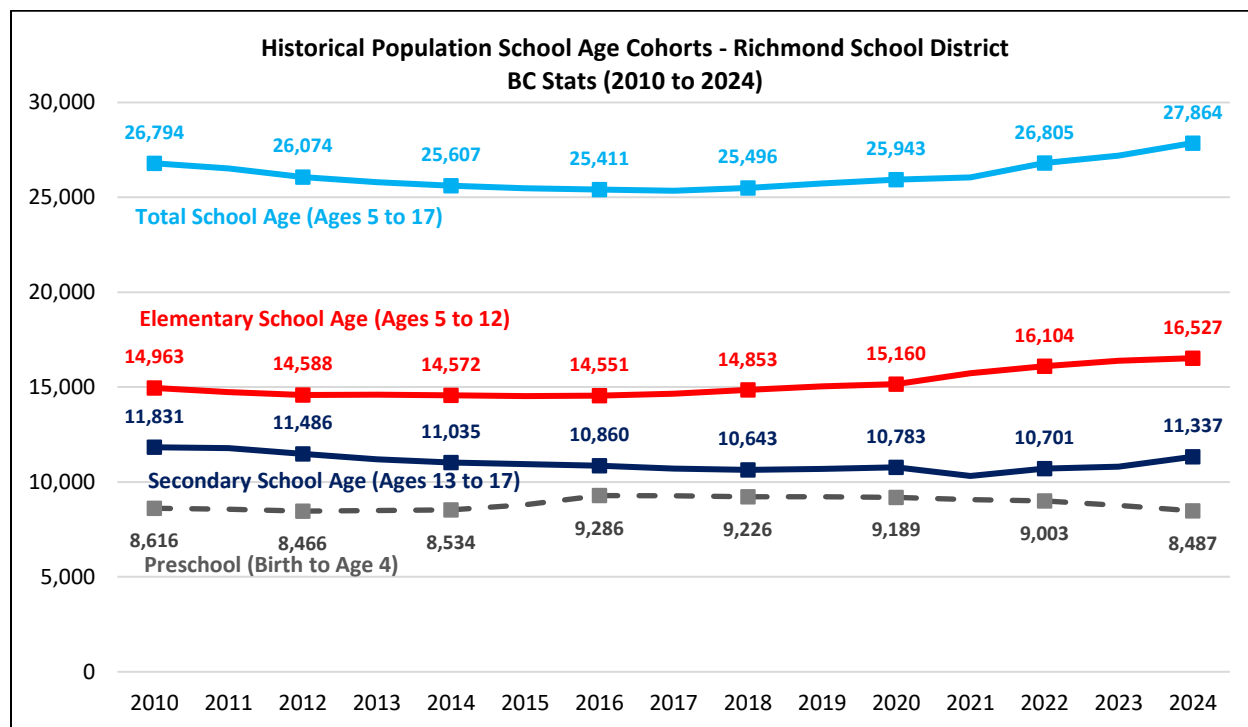
### 4.1 COMMUNITY DEMOGRAPHICS

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.

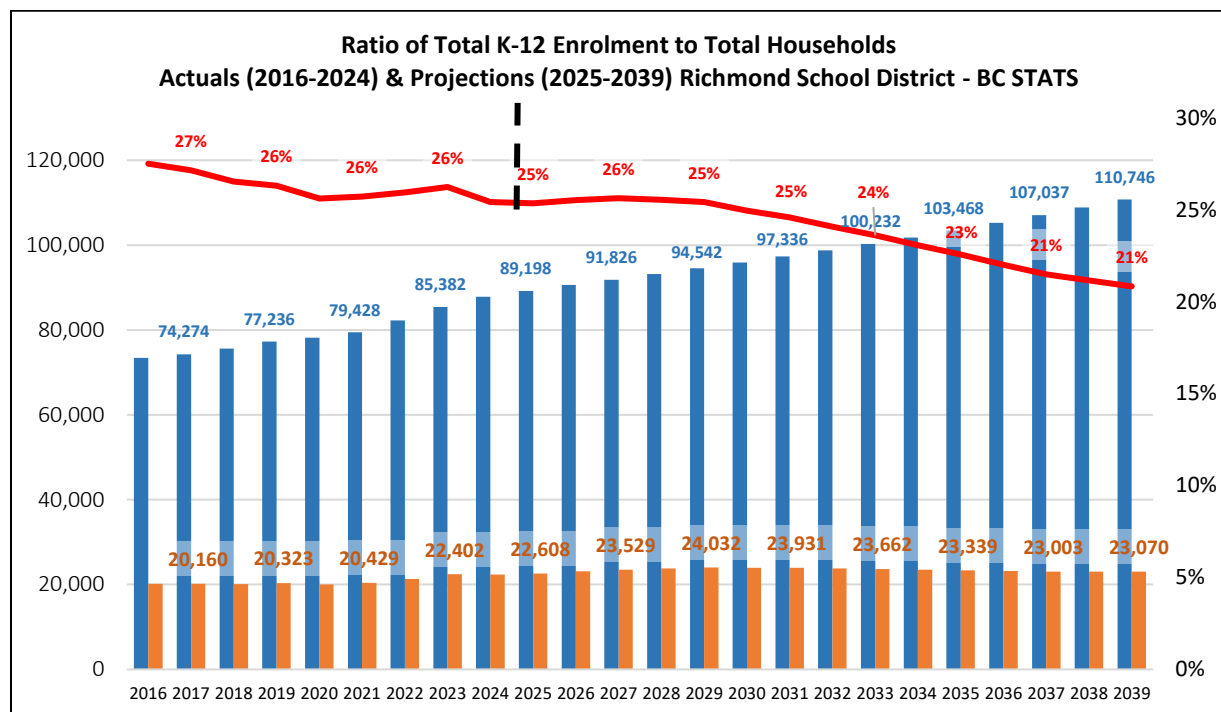
This aging process of the population base appears to have bottomed out, and projected school age growth will primarily be driven by new residential growth and immigration with inflow of younger families to the District. For Richmond School District, projected school age population growth is primarily 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 housing<sup>1</sup> – 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.

<sup>1</sup> 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).



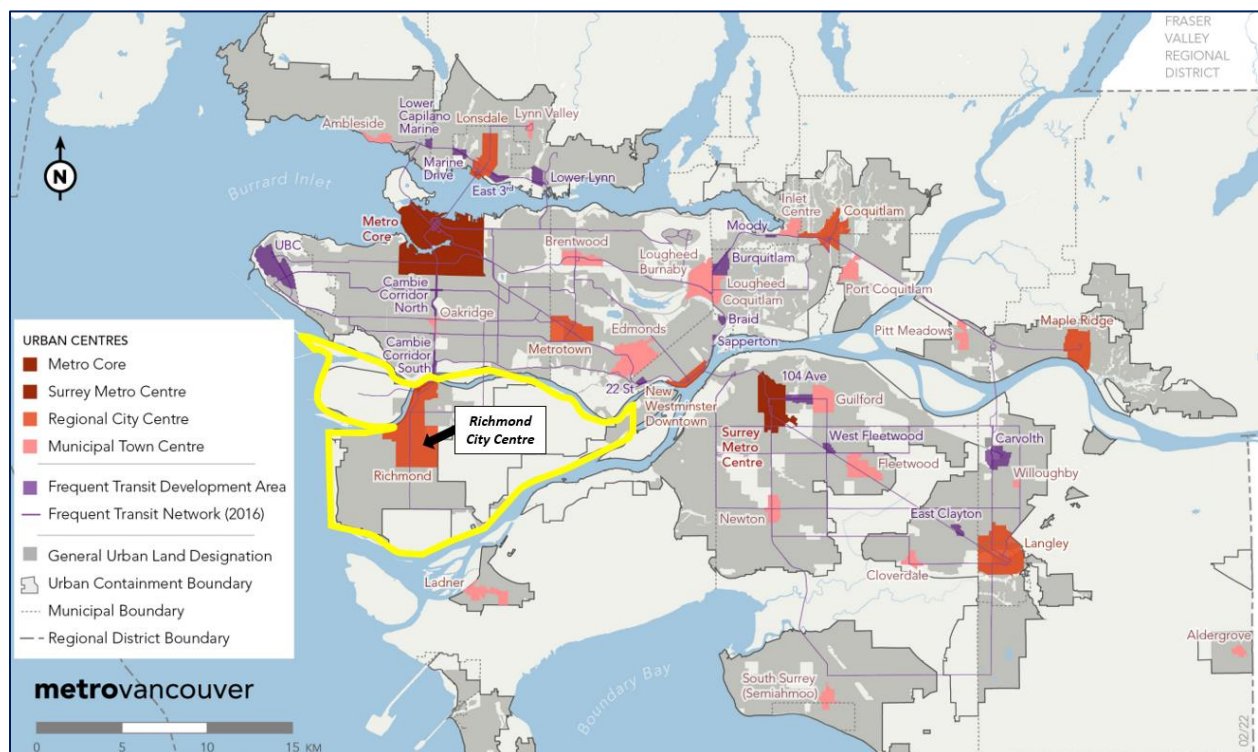
## 4.2 LAND USE PLANS AND DEVELOPMENT ACTIVITY

### 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 2050<sup>2</sup>.

<sup>2</sup> 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.

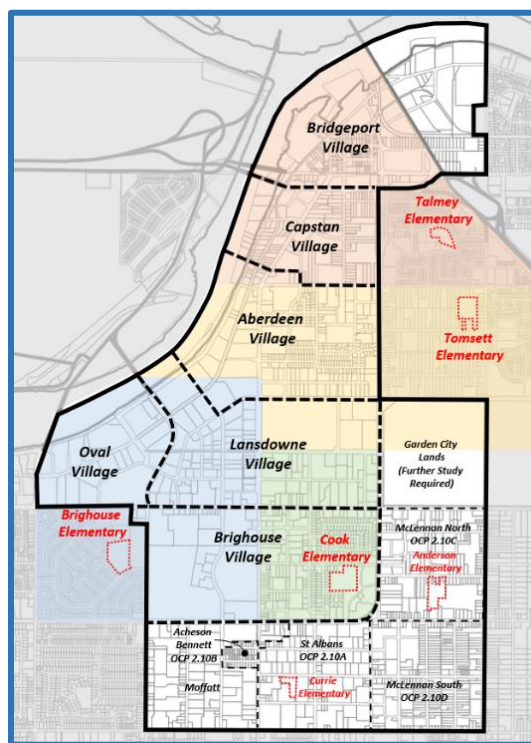
The City of Richmond is undergoing an update to their OCP targeted for completion by December 2025 in response to Housing Statutes introduced in 2023 amending the Local Government Act (refer to Subsection 4.2.4).

### 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”).

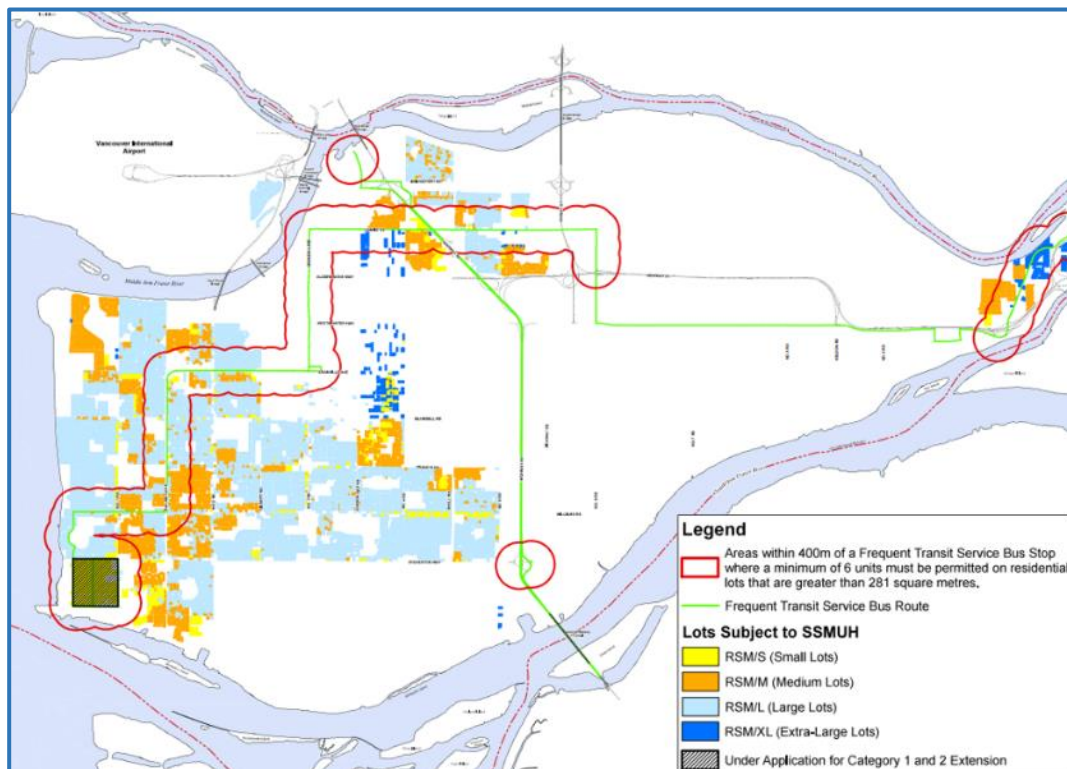
Bill 44 required local governments to revise their zoning by-law by June 30, 2024, to allow for multi-unit housing (SSMUH) on lots restricted to single-family and duplex housing development. Bill 47 required municipalities to adopt by-laws designating land within 800 metres of rapid transit stations 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 m<sup>2</sup> or less
- four dwelling units on lots that are larger than 280 m<sup>2</sup>
- six dwelling units on lots that are greater than 281 m<sup>2</sup> 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

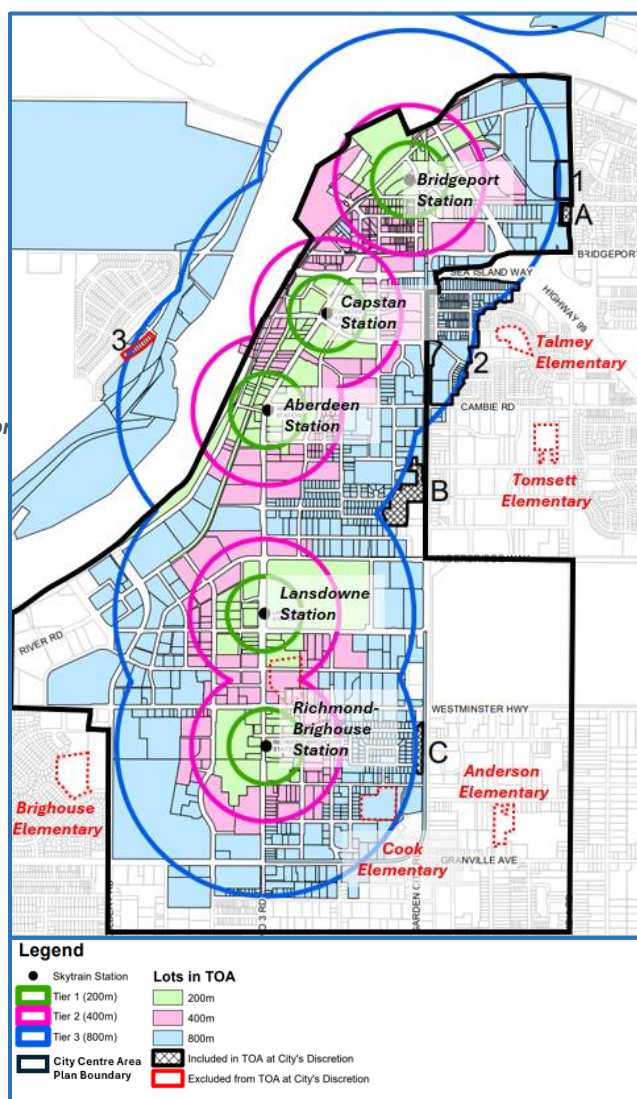
The mandated height and density only apply to land already designated for residential land uses. There are also several areas where Federal and or Provincial statutes apply and supersede or have a limiting effect on the impact of Bill 47 on density provisions. This includes lands in the Agricultural 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*

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#### **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

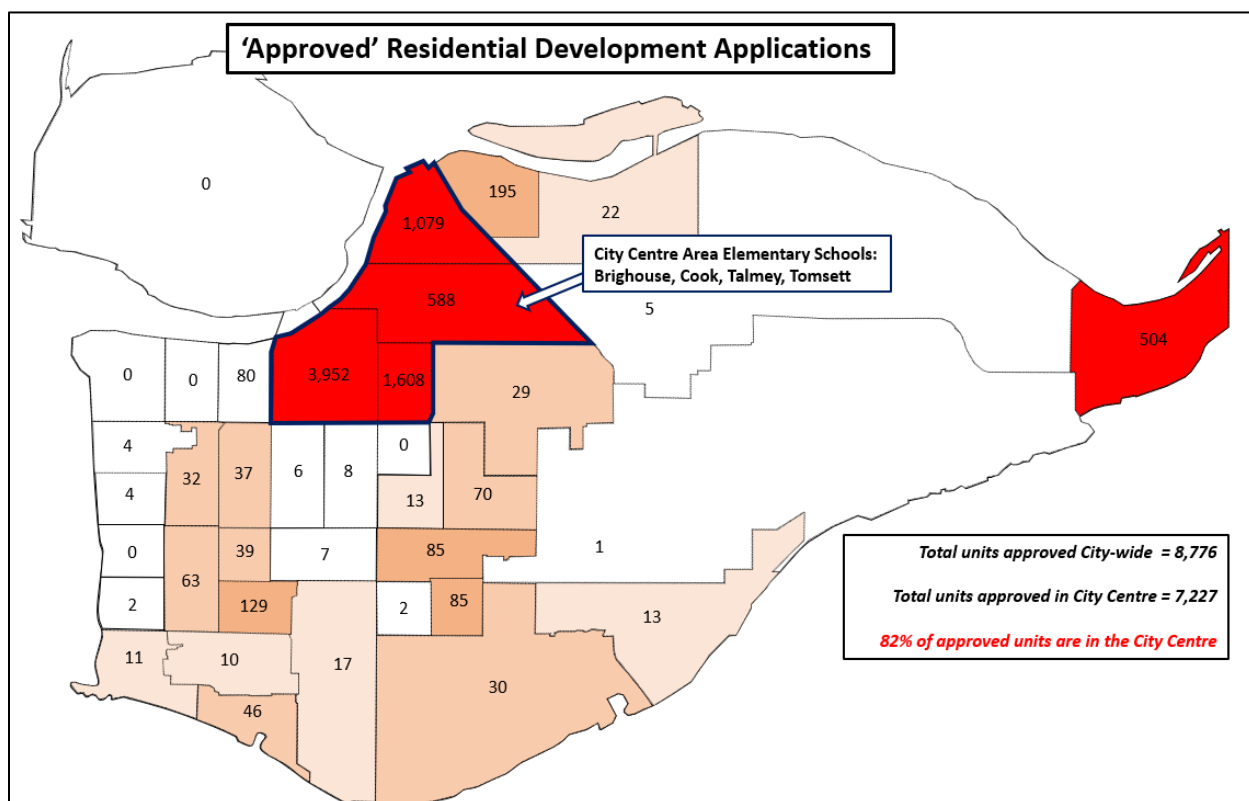
- Minimal impact on short-term (1-5 year) enrolment growth projections.
- Moderate impact on medium-term (6-10 year) and long-term (11+ year) enrolment growth projections varying by catchment, with growth concentrated on larger lots within 400 m of a frequent service bus stop.

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.

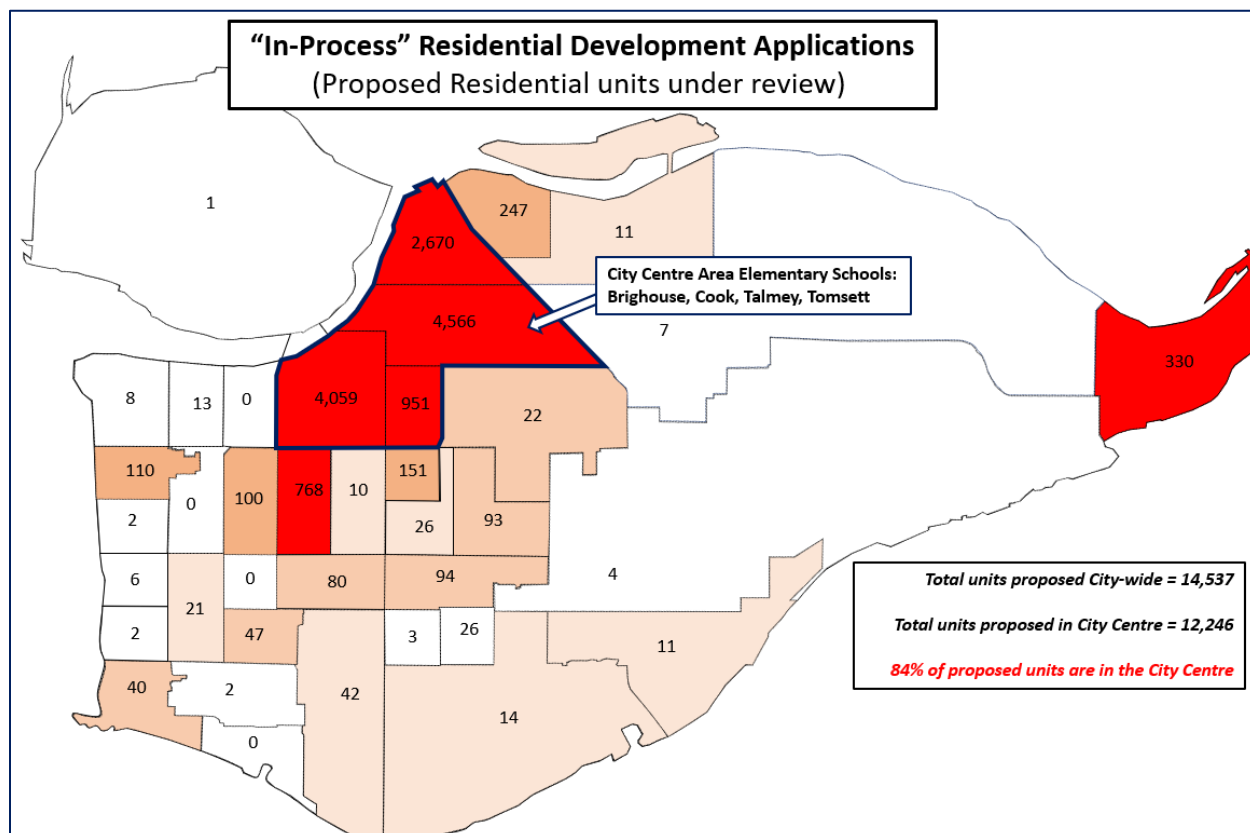


#### 4.2.6 Approved & Active Residential Development Applications

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.

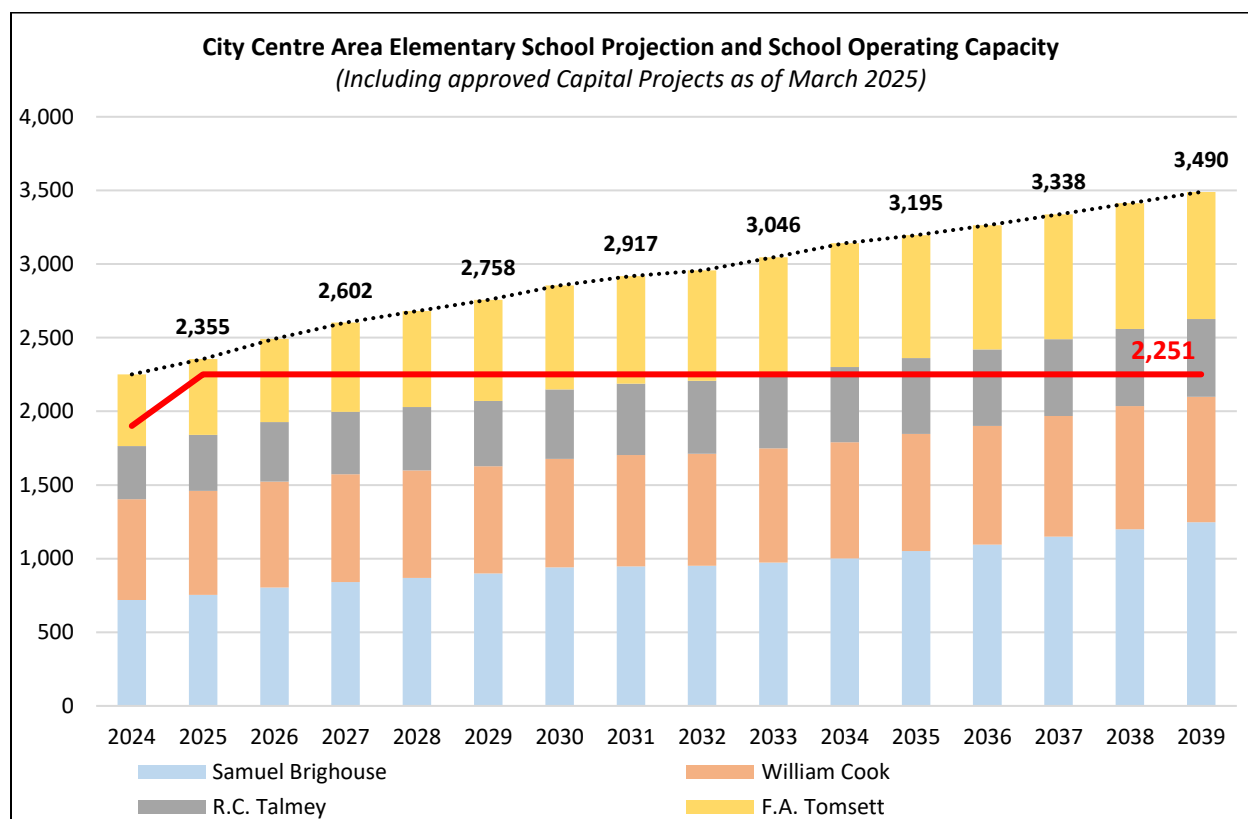
Appendix C of this Plan provides more detailed mapping of in-process residential projects and Appendix B provides heat maps for resulting enrolment change, organized by school catchment and communities of schools regions.

## 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 2039<sup>3</sup>:



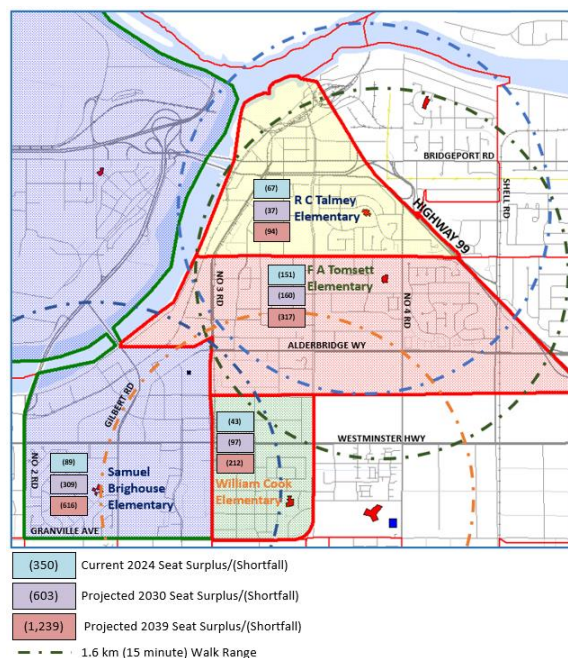
The current walk distances from any one point within the City Centre Planning Area Villages to the nearest school is within 1.6 kilometres/15 minutes as demonstrated on the map below, except for a small section west of No. 3 Road and north of Leslie Road which is comprised of warehouses and zoned as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

<sup>3</sup> 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.<sup>4</sup>



Richmond City Centre Area Air Photo



City Centre Plan

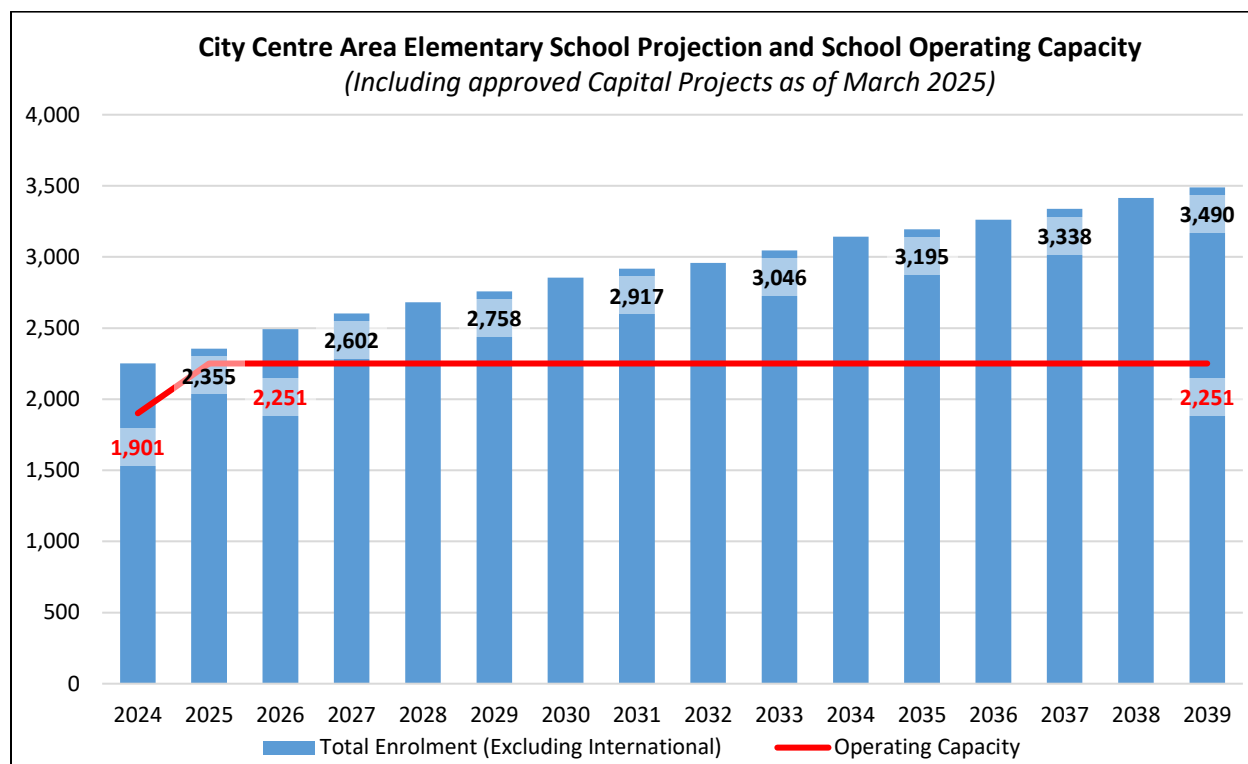


<sup>4</sup> Based on combined operating capacity of the four elementary schools serving the City Centre with completed additions to Brighthouse and Cook in 2024, and scheduled completion of the approved additions to Talmey and Tomsett in 2025.



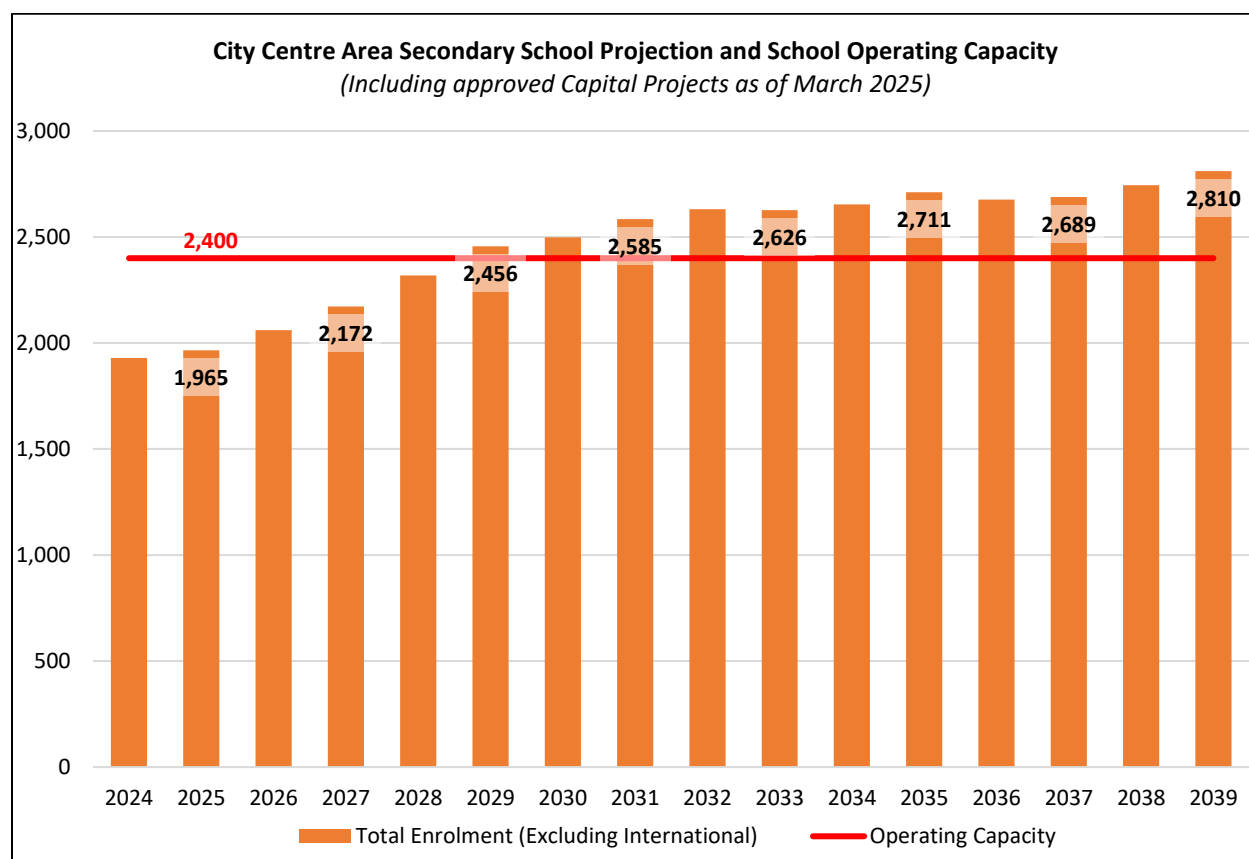
### City Centre Planning Area Elementary Schools Projections

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. Talmey (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
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)***

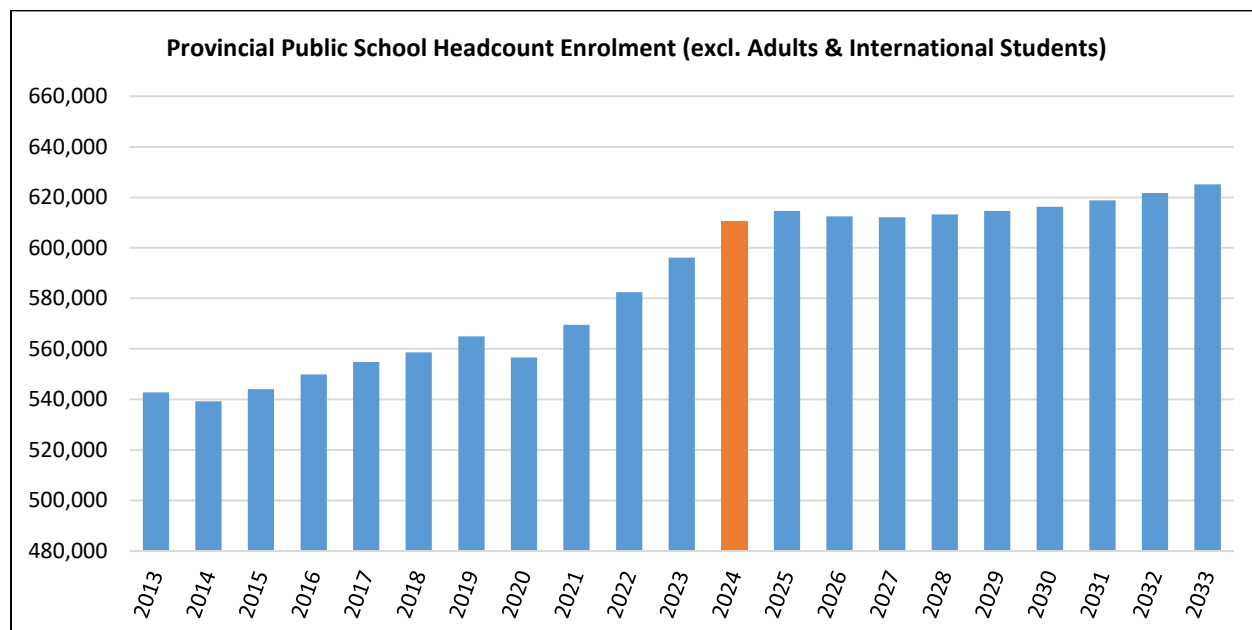
- ***Determine more precisely, the rationale, timing, location, and concept designs of all capital projects, including elementary school expansions to accommodate the projected City Centre Area enrolment (existing school additions and new City Centre Schools East & West) and Hamilton Area enrolment (addition 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

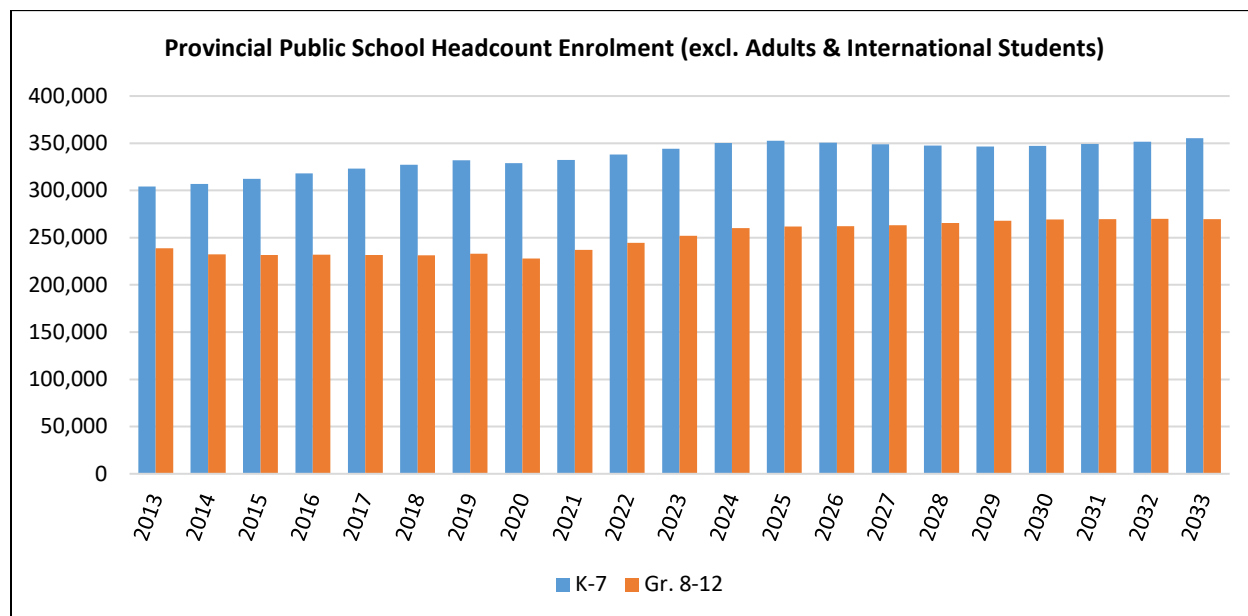
### 5.1 PROVINCIAL ENROLMENT TRENDS

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*).

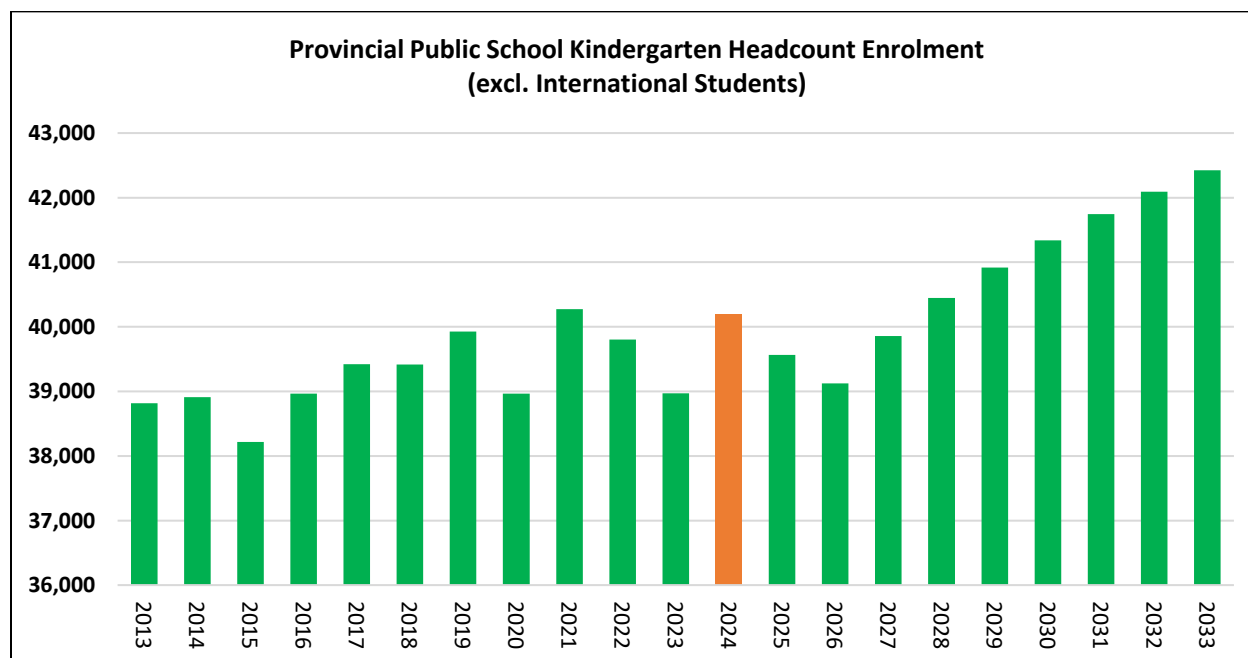


Enrolment declined in 2020, likely due to pandemic-related travel restrictions and economic uncertainty which limited international and domestic migration rates. Provincial enrolment rapidly returned to and surpassed pre-pandemic levels by 2022 with the lifting of pandemic-related travel restrictions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



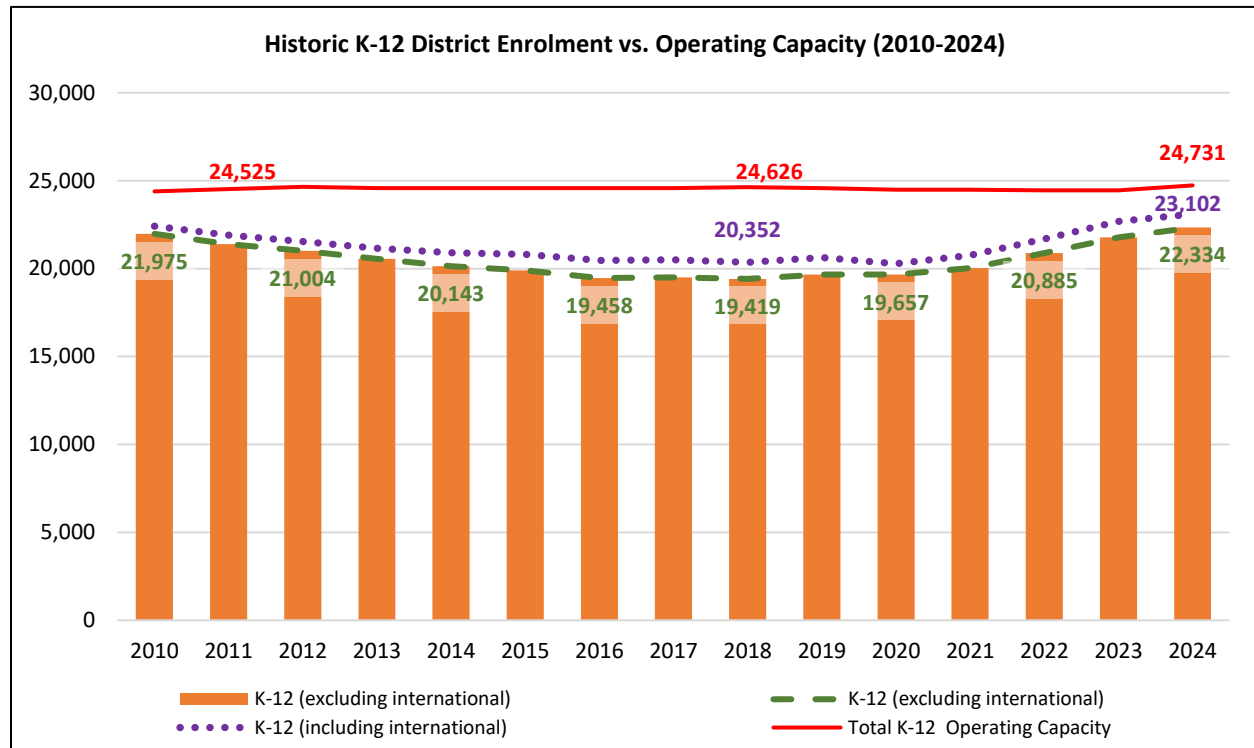
A primary reason that secondary enrolment is projected to increase at a faster rate than elementary school enrolment in the short term is a decrease in births during the Pandemic resulting in fewer Kindergarten students entering elementary school system between 2025 and 2026. Higher Kindergarten numbers are anticipated between 2027 and 2023 due to an expected steady increase in births:



## 5.2 DISTRICT ENROLMENT HISTORY (2010-2024)

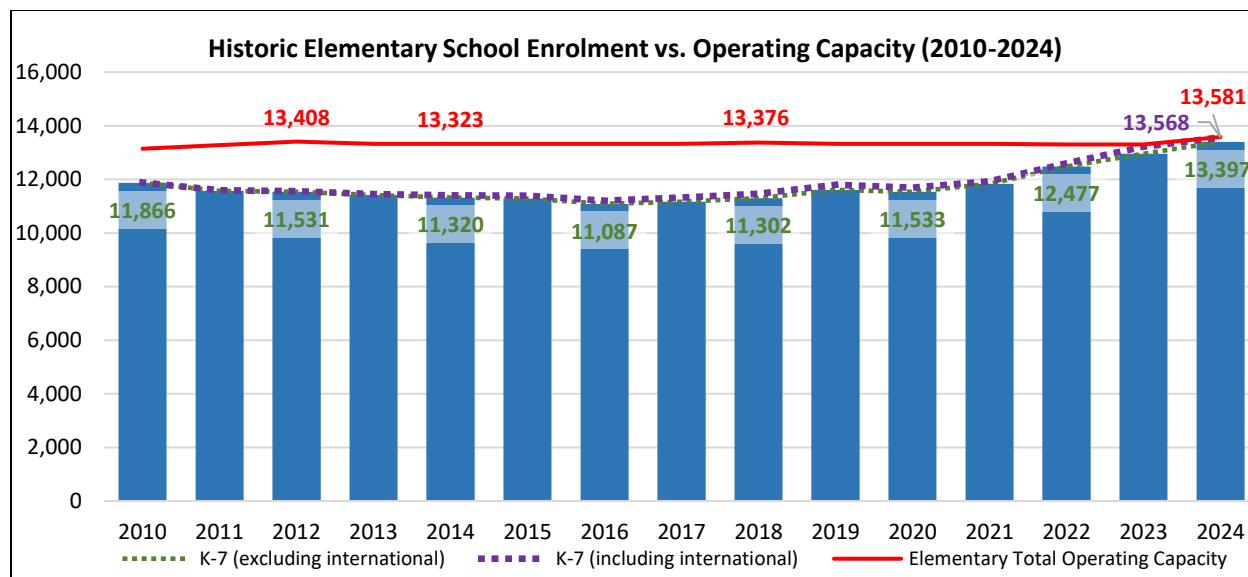
### 5.2.1 District K-12 Enrolment History

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.



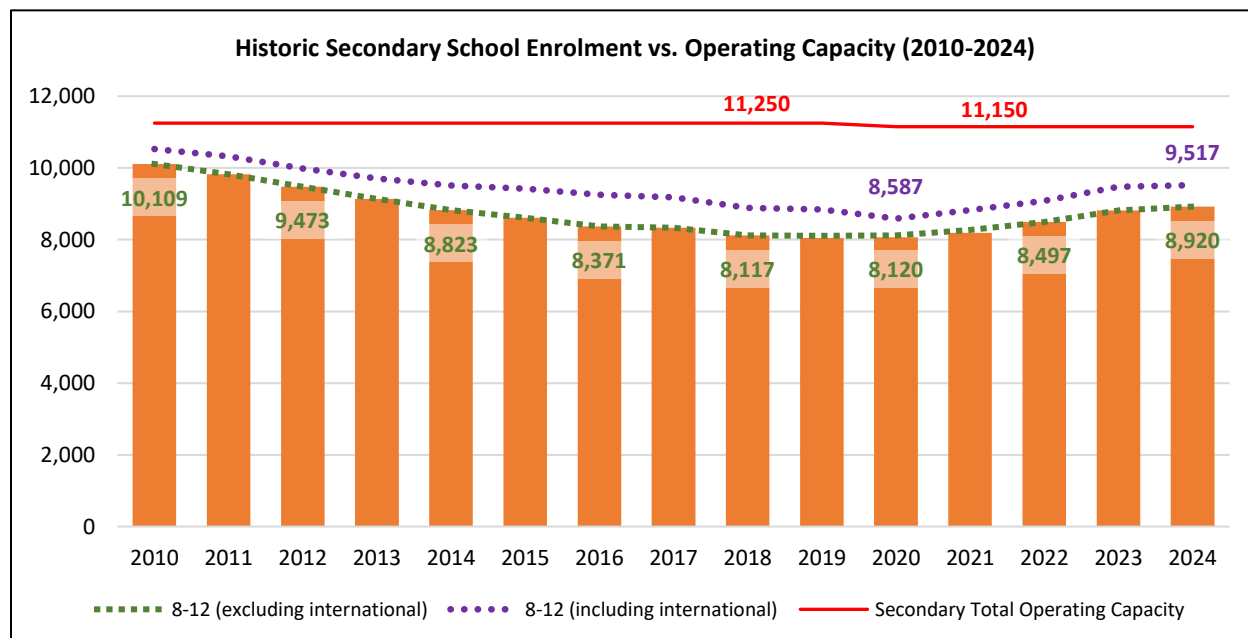
### 5.2.2 District Elementary School (Grade K-7) Enrolment History

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

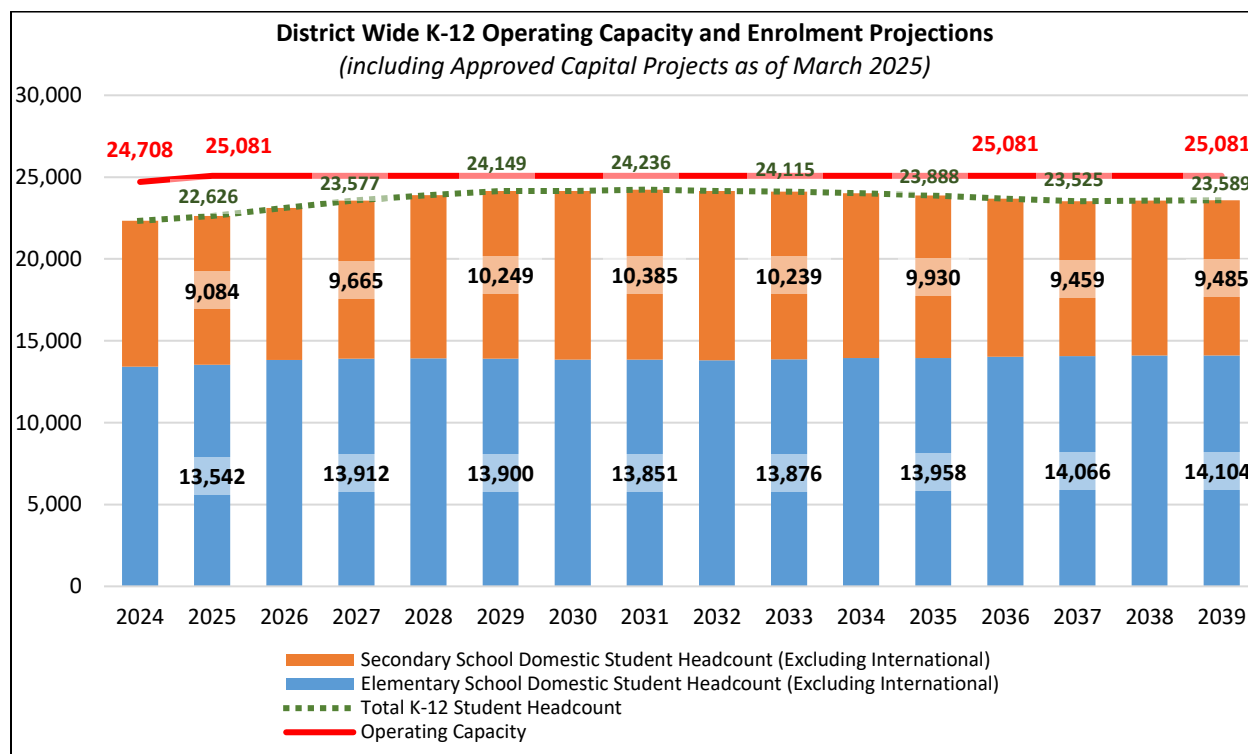
The District's total secondary headcount enrolment, not including international students, declined from 10,109 in 2010 to 8,920 in 2024, a loss of 1,189 students in 14 years (-11.8 percent). When factoring in international students, District secondary enrolment declined from 10,528 in 2010 to 9,517 students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

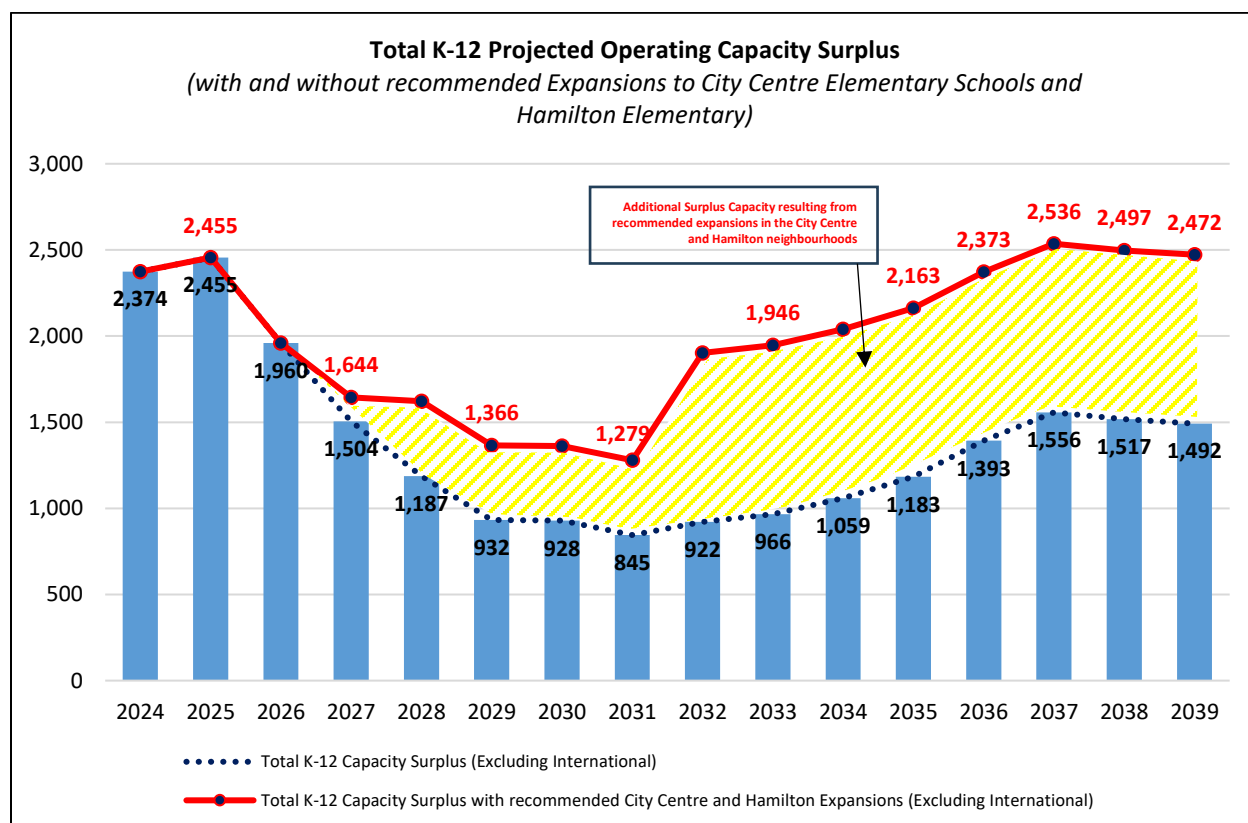


The majority of the projected growth is due to the population increase expected from the City Centre Area Plan and Hamilton Area Plan, discussed in section 4.3.



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.

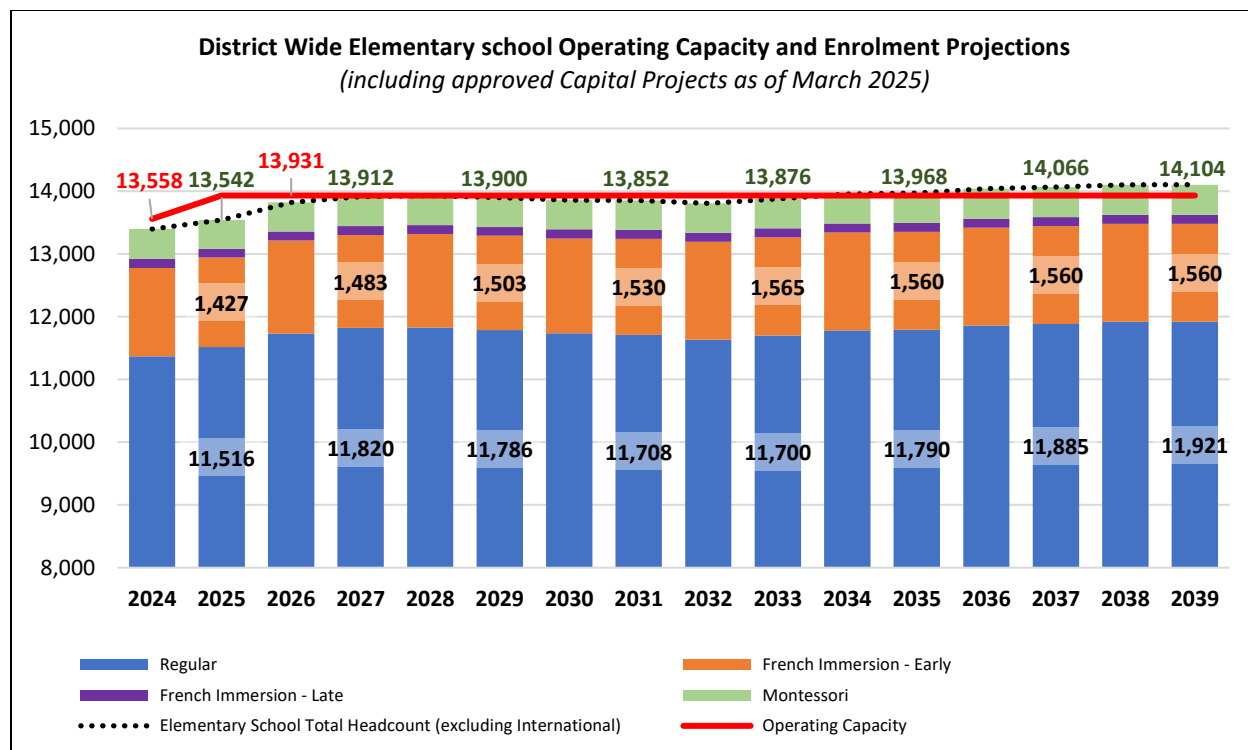
The yellow area is the additional surplus capacity resulting from the expansions if no space reductions or expansions occur outside of the City Centre and Hamilton Planning Areas:



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

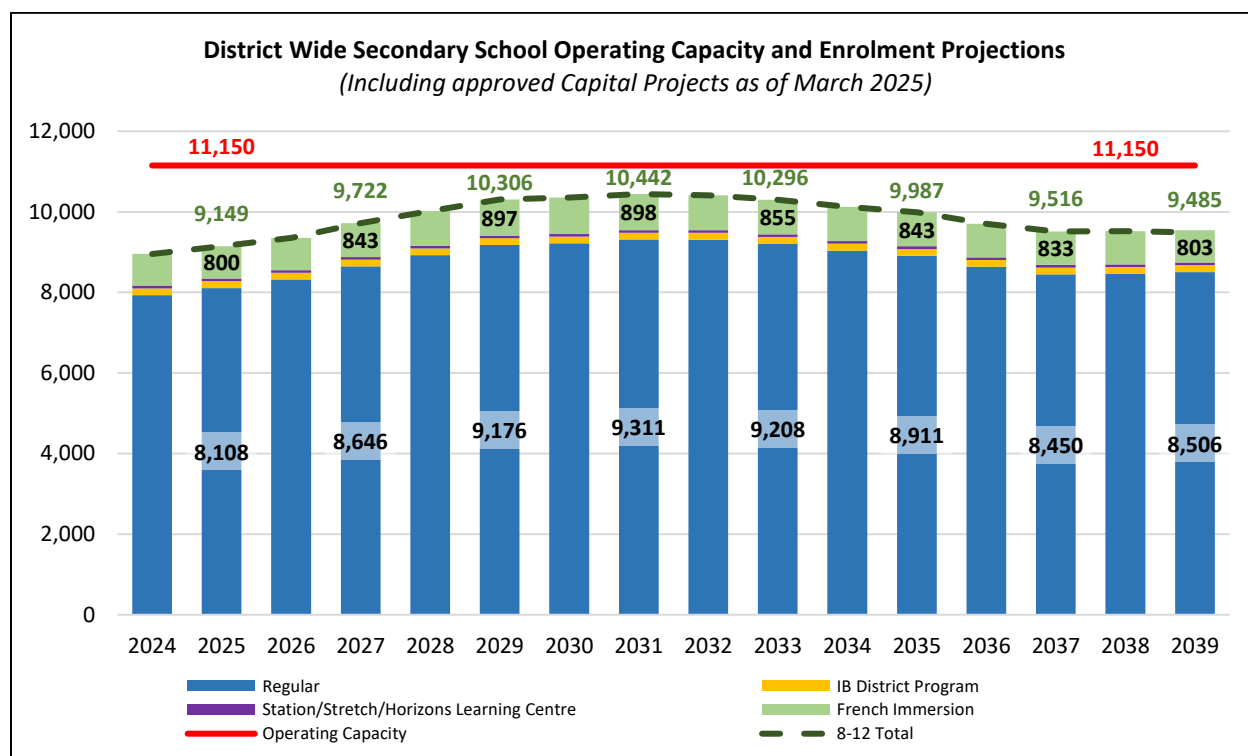
### 5.3.2 District Elementary School (Grade K-7) Enrolment Projection

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.



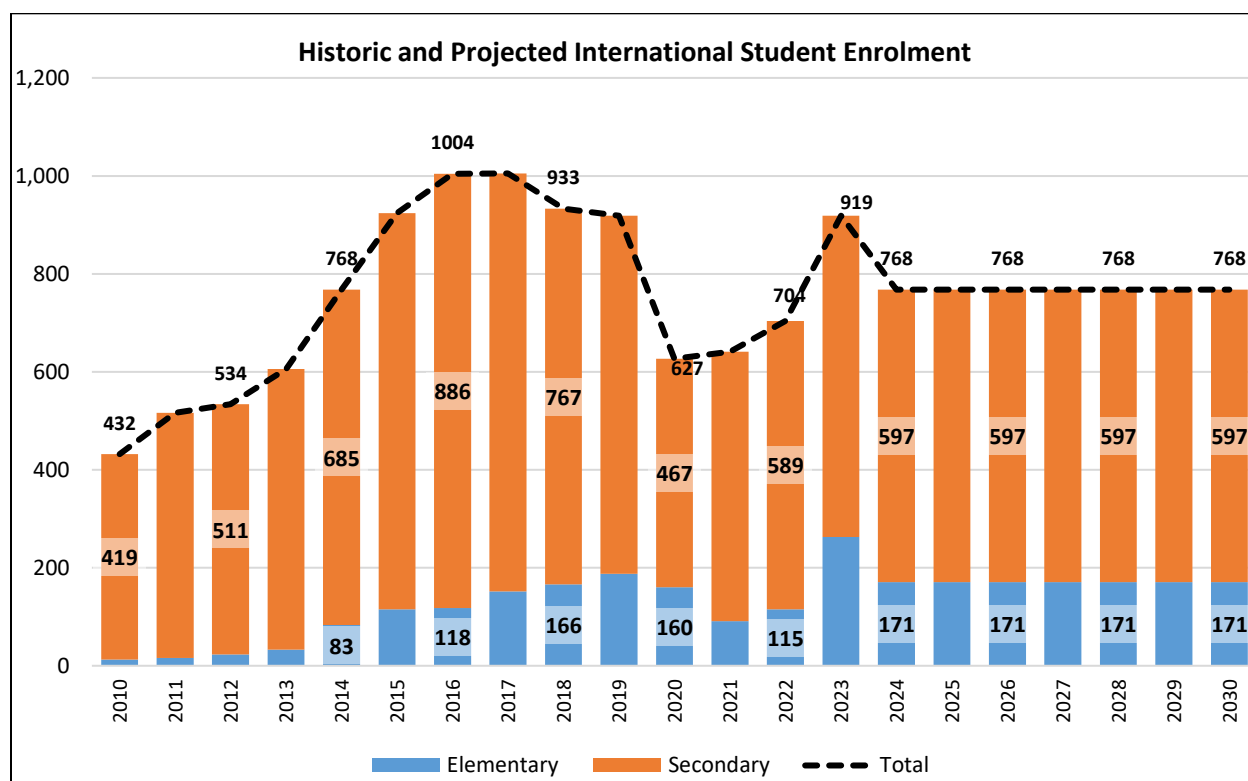
Appendix A to this Plan includes more detailed projection and capacity graphics for each elementary and secondary school in the District, organized by Community of Schools Regions.

## 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.

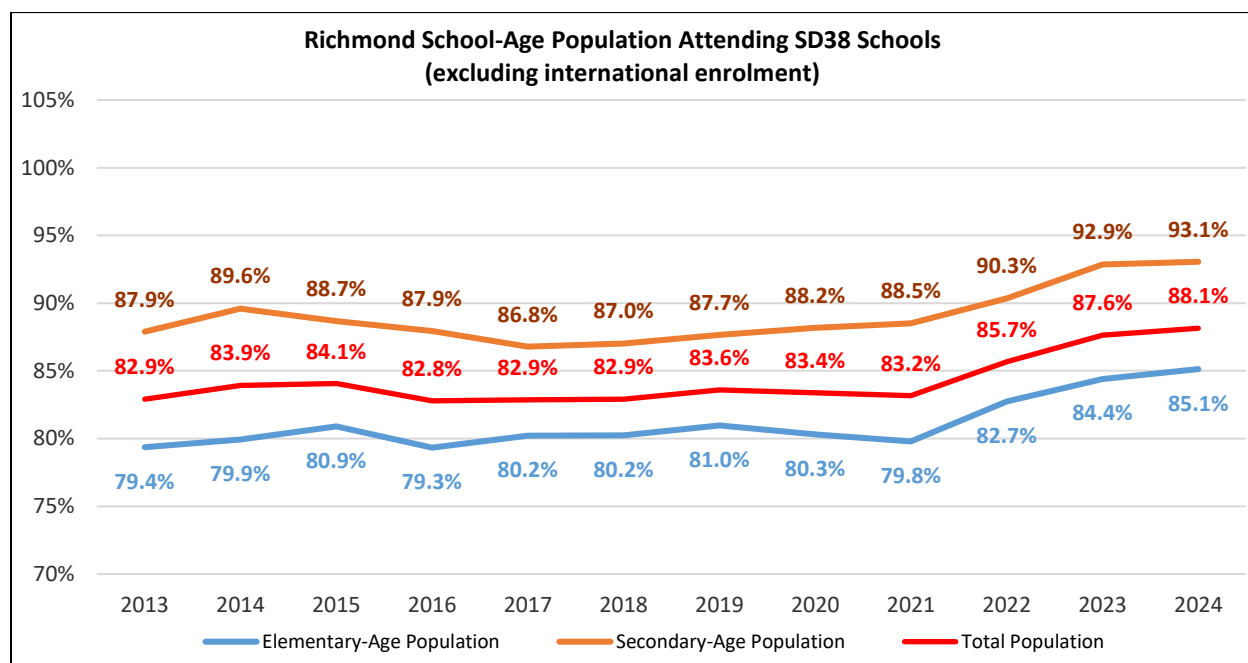


***The district should consider directing international student enrolment to schools with surplus capacity – refer to Subsection 6.5.5.***

## 5.5 RICHMOND SCHOOL-AGE STUDENTS ATTENDING SD38 SCHOOLS

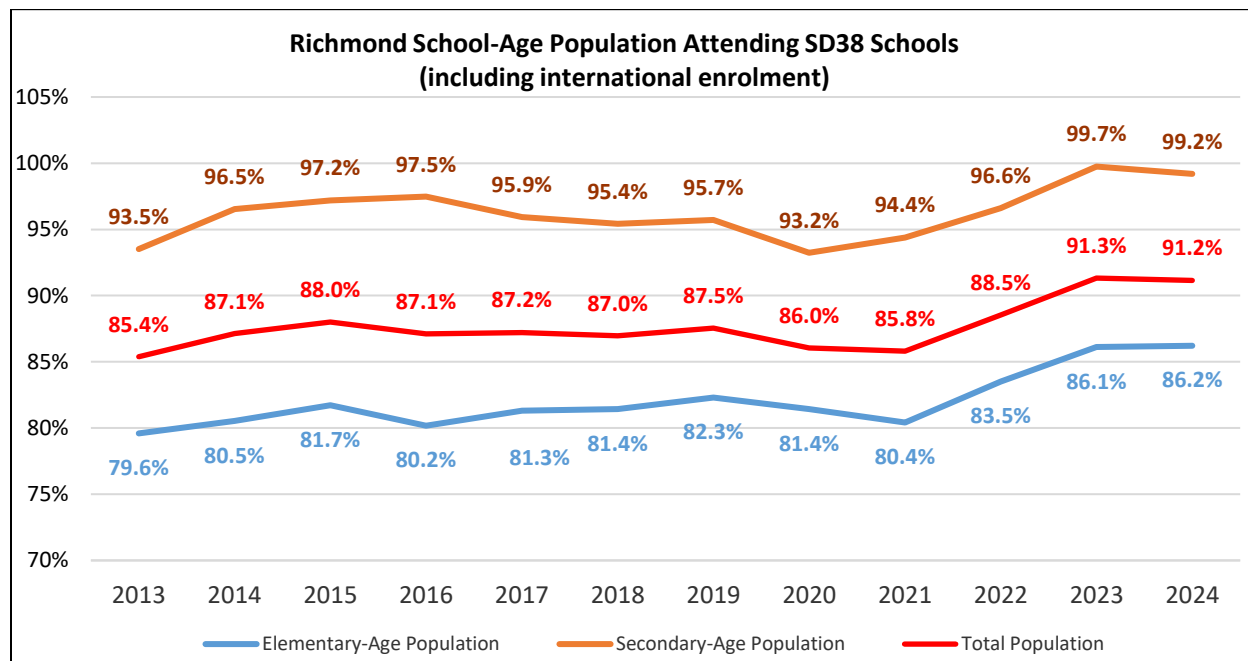
A total of 25,495 school-age children resided in Richmond in 2024 (including international students). Of these, 15,790 were of elementary school age and 9,705 were of secondary school age (*source: Baragar Systems*). Excluding international enrolment, 22,473 (88.1 percent) of the resident school-age 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.***

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## Chapter 6 - Capacity/Utilization

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### 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.

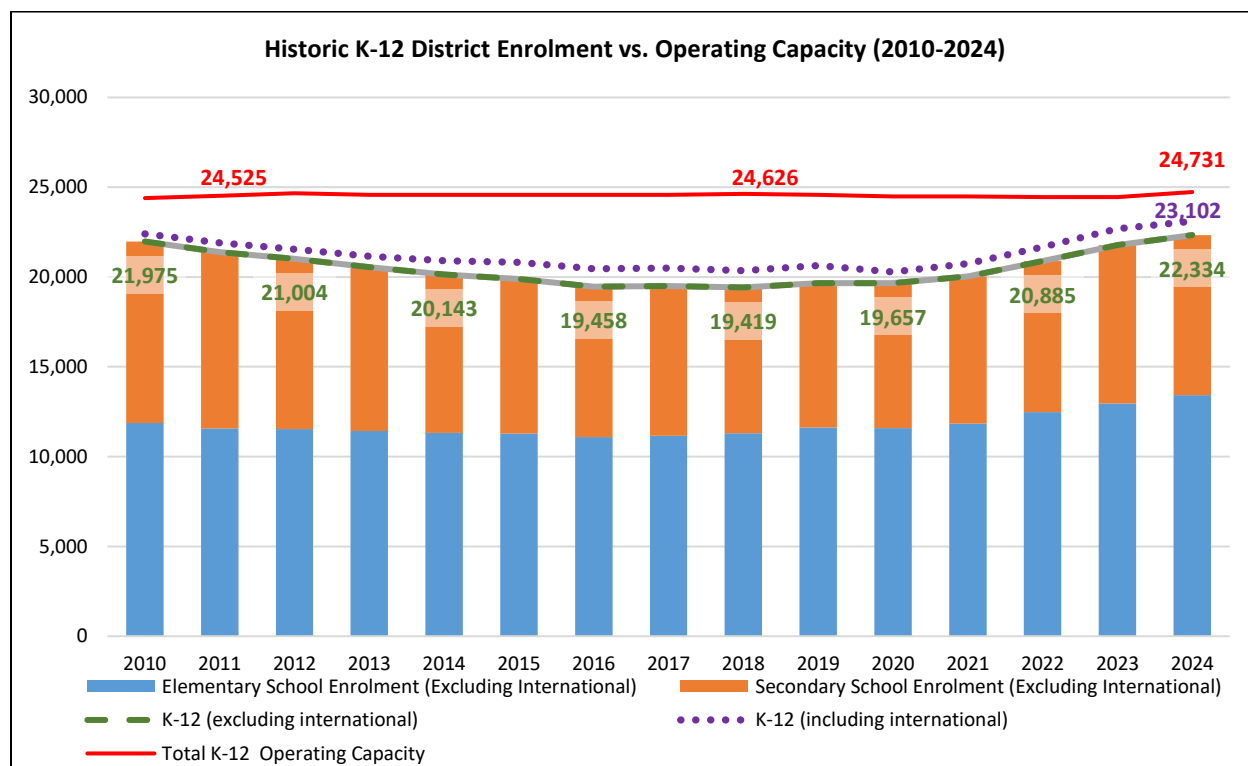
Current MECC operating capacities for classrooms do not consider unique school district collective agreement provisions pertaining to class size and composition. As such, any discussions around surplus school space and capacity utilization must be made with caution until 2-3 years of data (i.e. number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



## 6.2 HISTORIC DISTRICT CAPACITY AND ENROLMENT

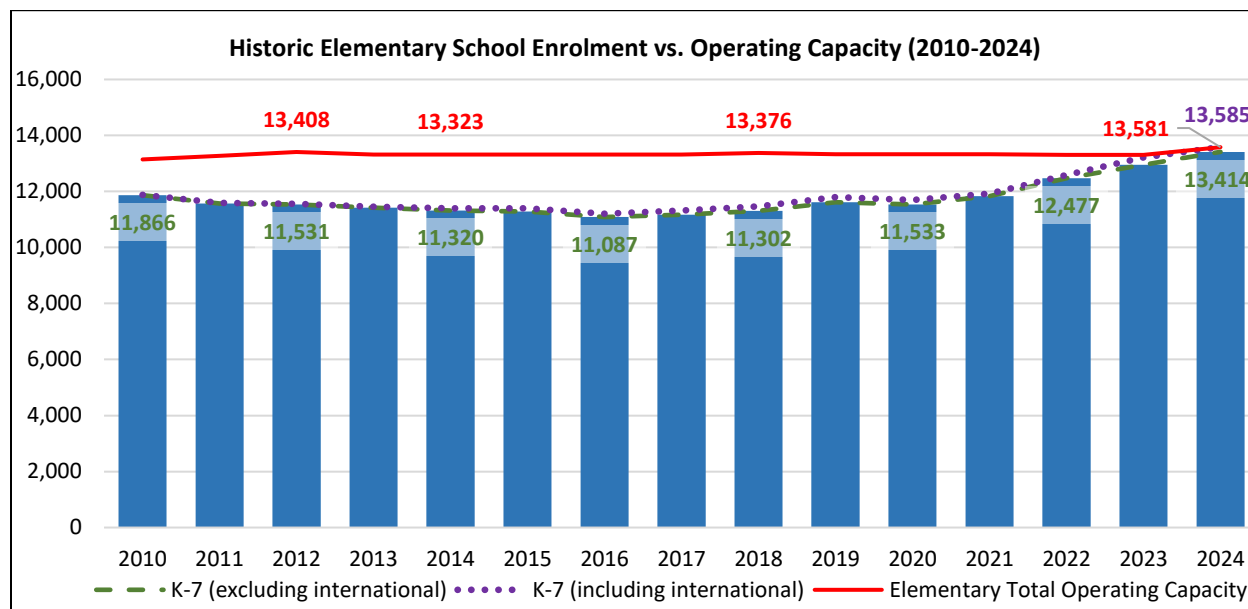
### 6.2.1 Historic District Total Capacity and K-12 Enrolment

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.



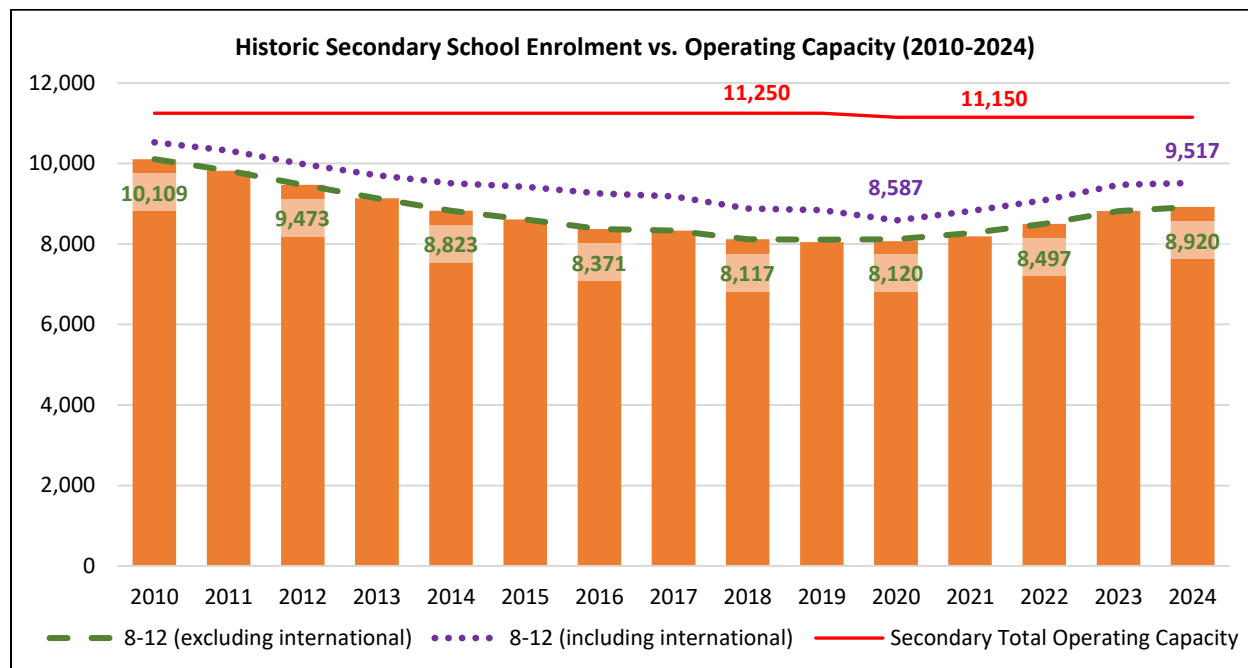
## 6.2.2 Historic District Elementary School Capacity and Grade K-7 Enrolment

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:

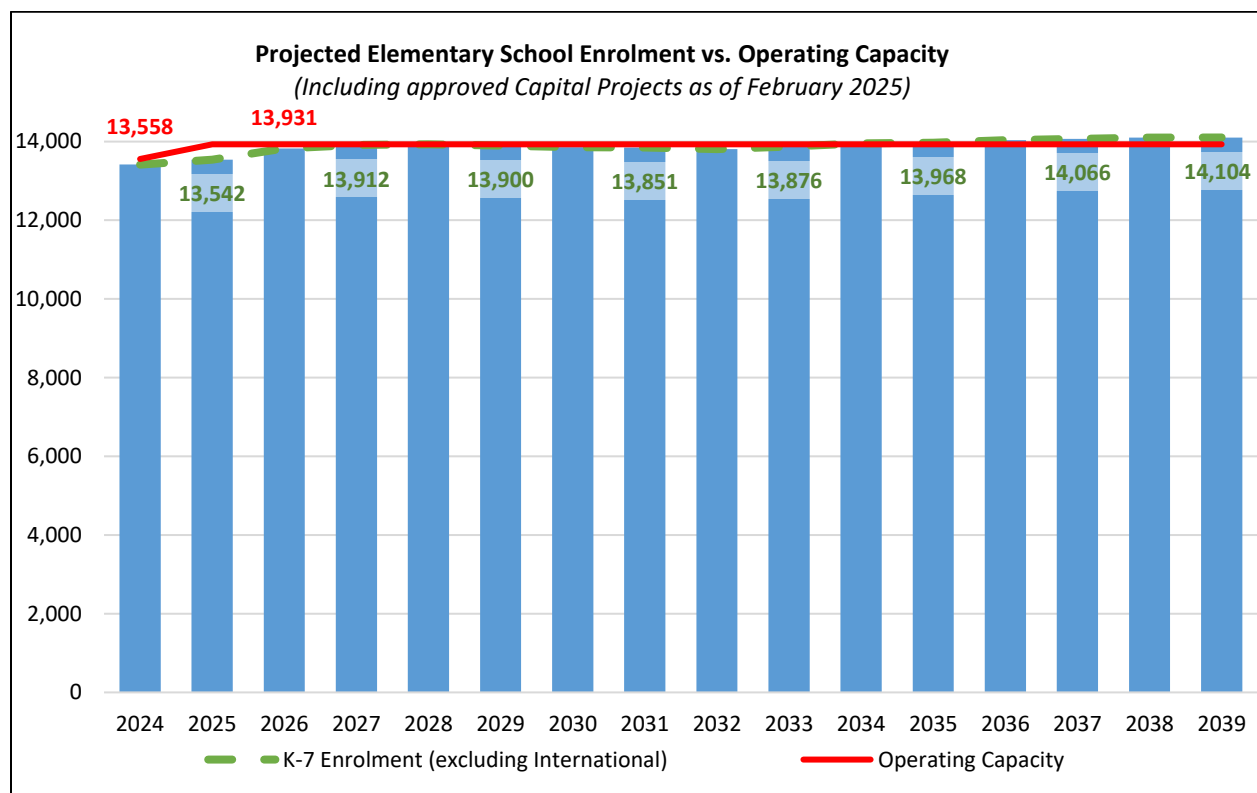


## 6.3 PROJECTED DISTRICT CAPACITY AND ENROLMENT

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

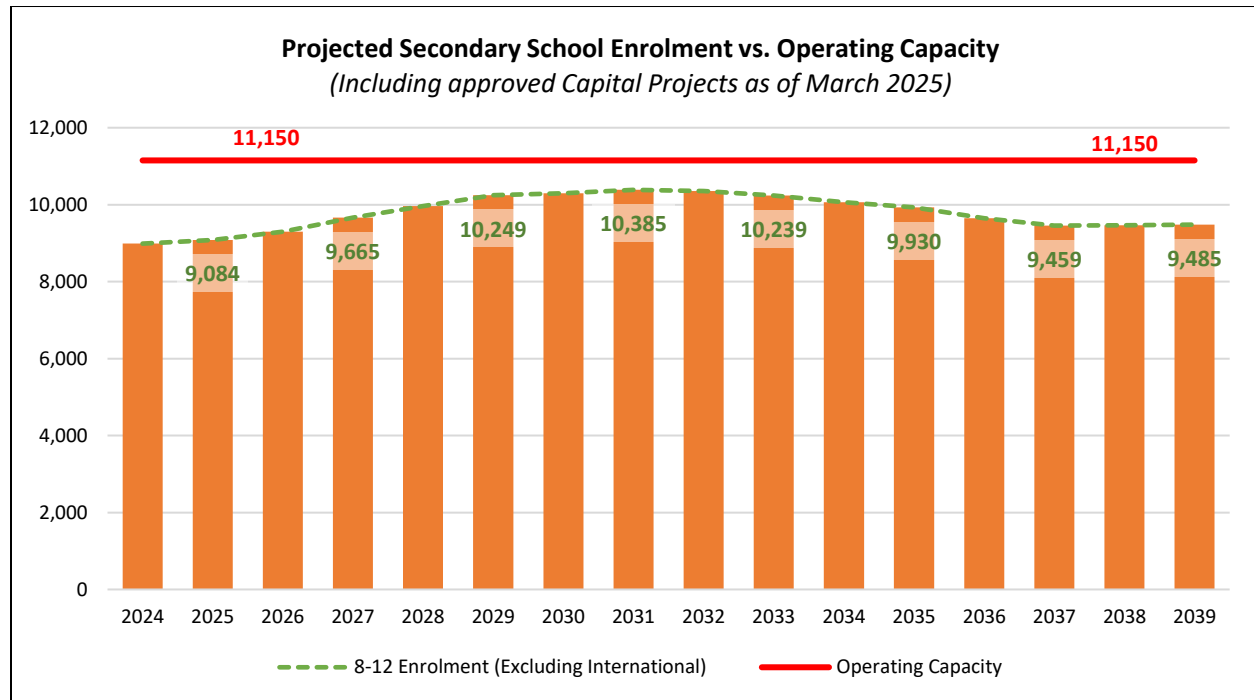
By 2039, based on current enrolment projections not including international students and if there are no changes to school capacities (additions, removals), other than those that have been approved as of January 2025, there will be a total SD38 elementary space shortfall of 173 spaces.

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

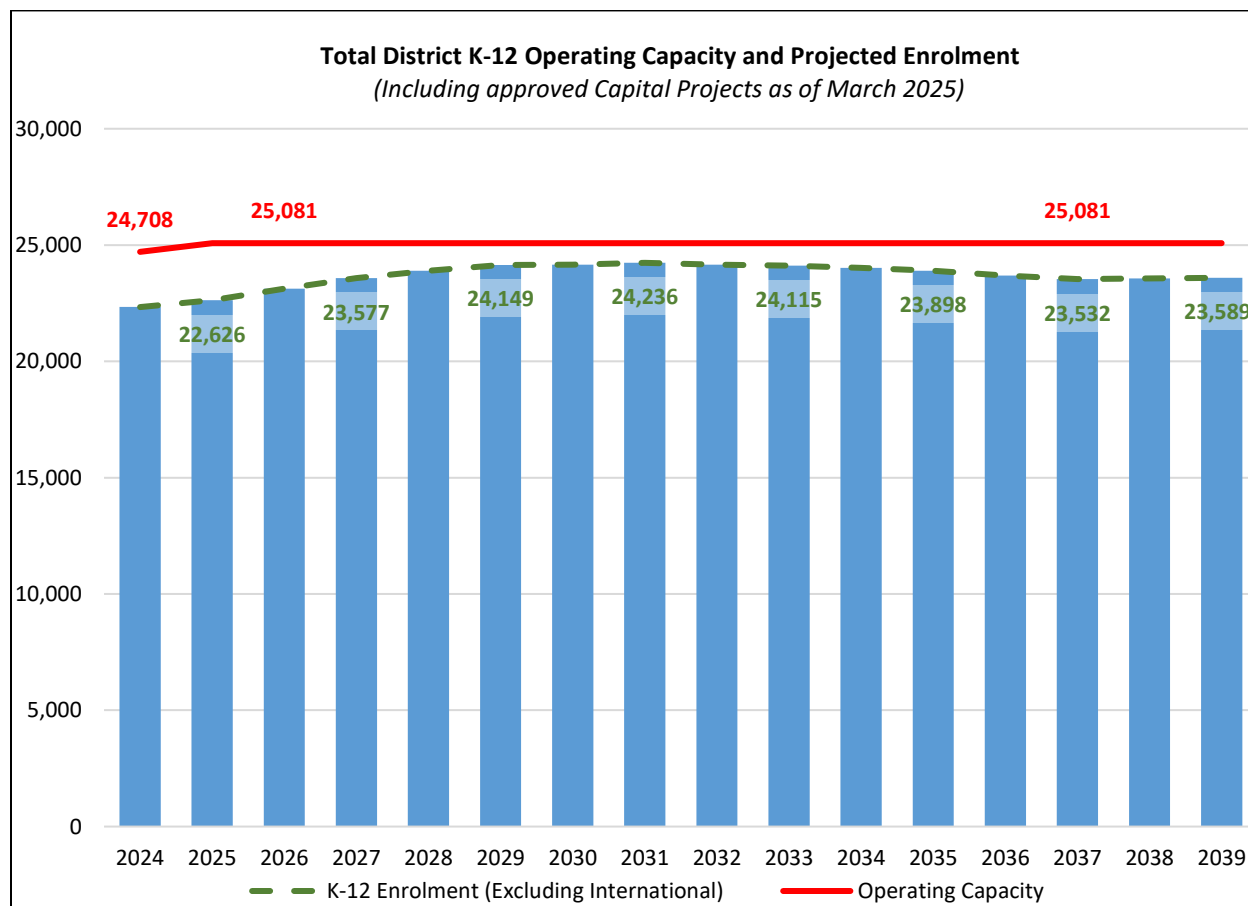
Based on current enrolment projections not including international students and if there are no changes to school capacities (additions, removals), other than those that have been approved as of January 2025, the total SD38 secondary space surplus, will decrease to 765 spaces in 2031 before increasing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

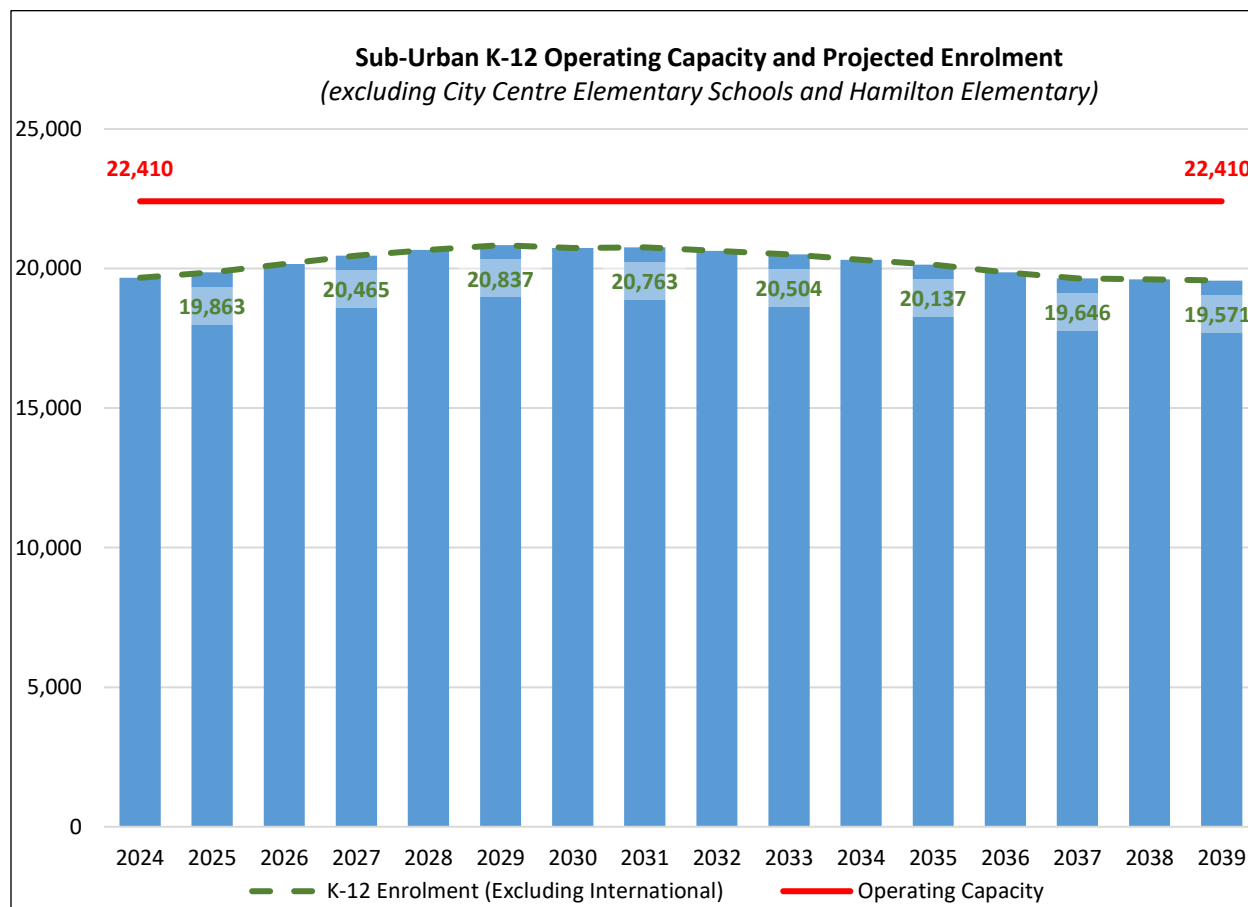


It should be noted that much of the surplus space reduction across the District will be a result of two major development areas:

- 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

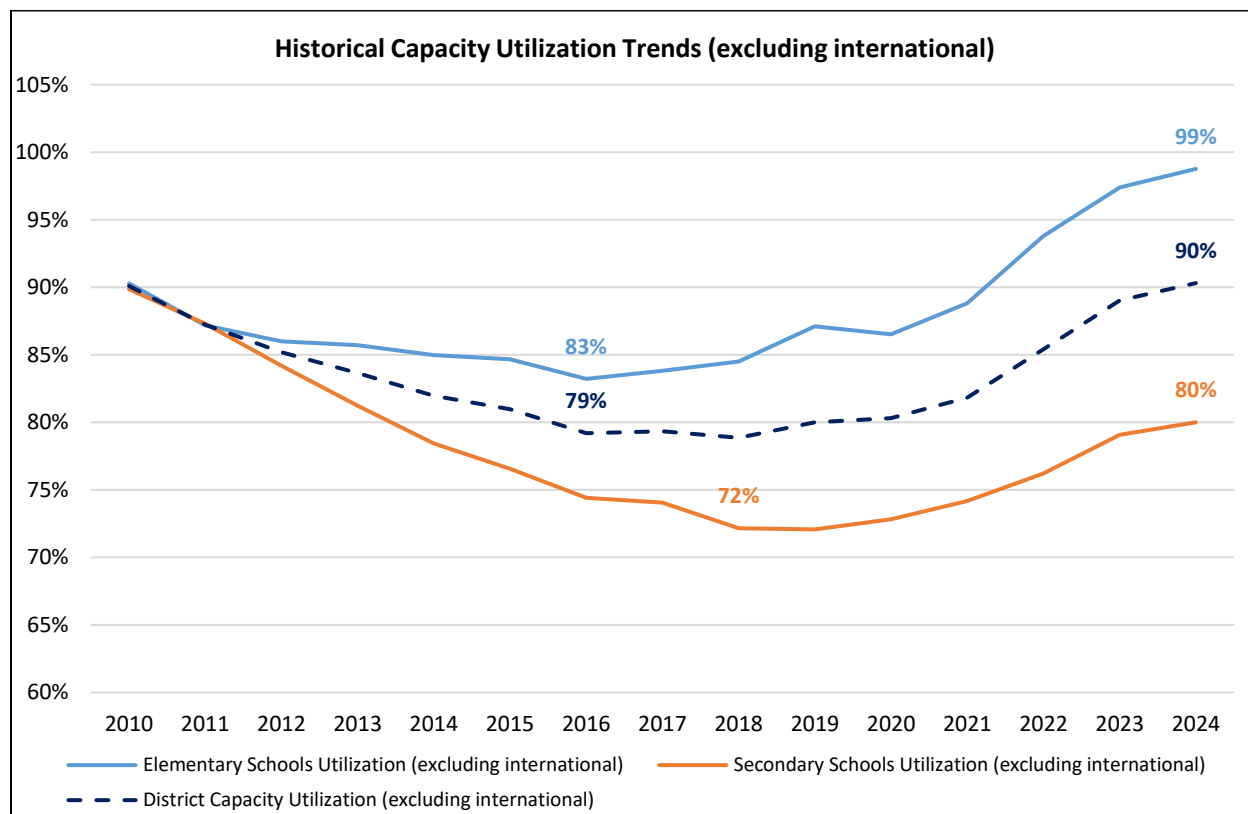
“Capacity utilization” in the context of BC public schools is the ratio of headcount enrolment over operating capacity and reflects the extent to which the school, based on the latest agreed-to Ministry of Education and Child Care (MECC) operating capacity, is being used for its approved purpose - education 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.

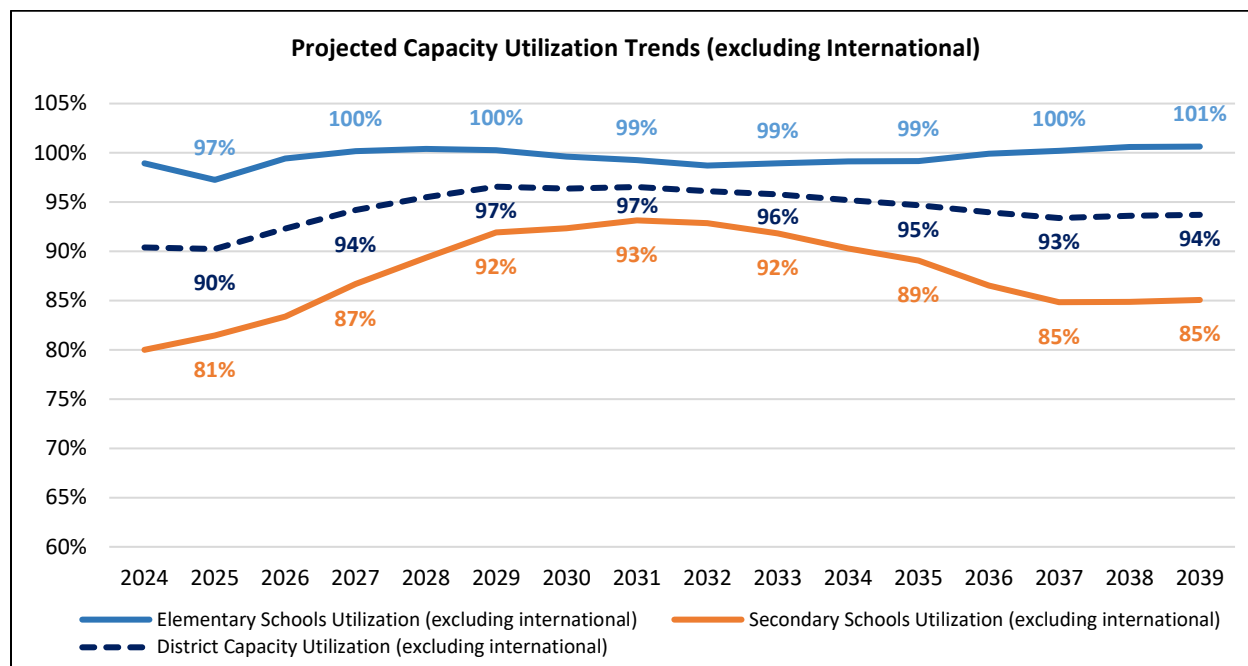
A public school district has a responsibility to maximize the use of resources, both financial and operational, in the provision of equitable learning opportunities for all students. To optimize operating and maintenance costs, offer a consistent and equitable range of programs across schools, and to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

## 6.4.2 District Capacity Utilization

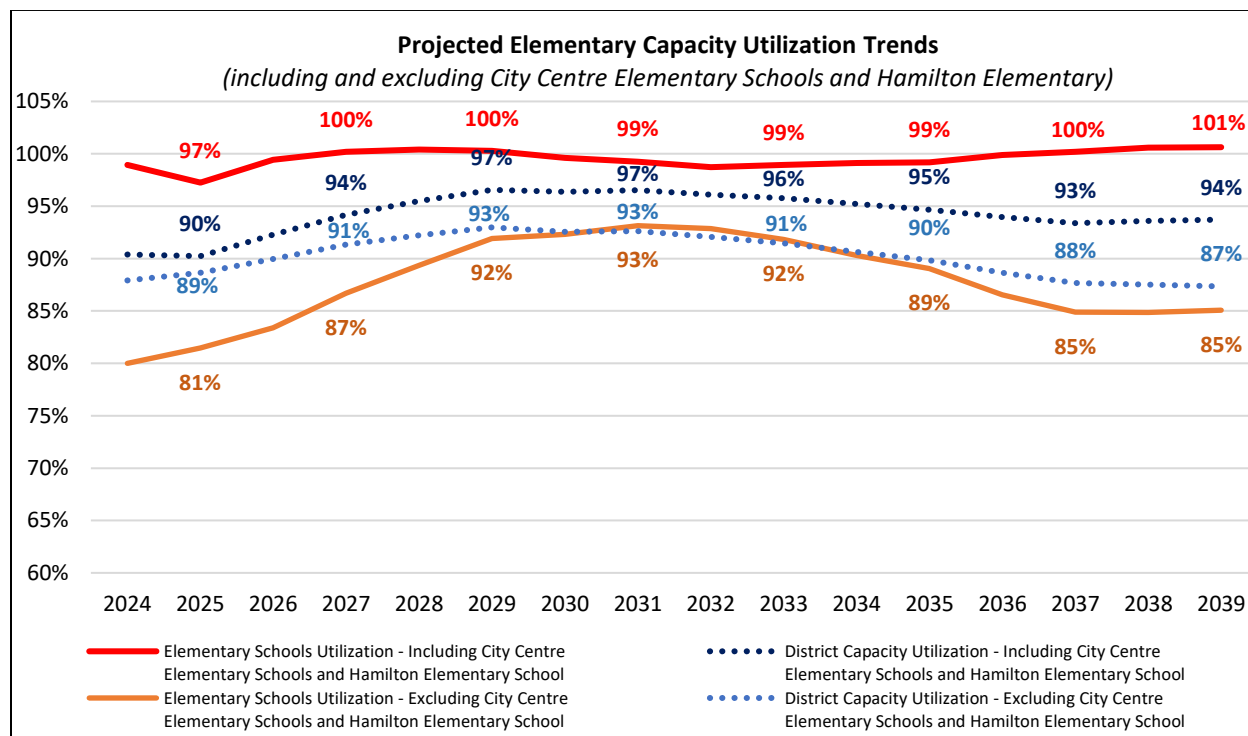
District-wide capacity utilization of school space decreased from 90% in 2010 to 79% in 2016 then increased to 90% in 2024. Elementary school capacity utilization dropped from 90% in 2010 to 83% in 2016 then rose to 99% in 2024. Secondary school capacity utilization dropped from 90% in 2010 to a low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



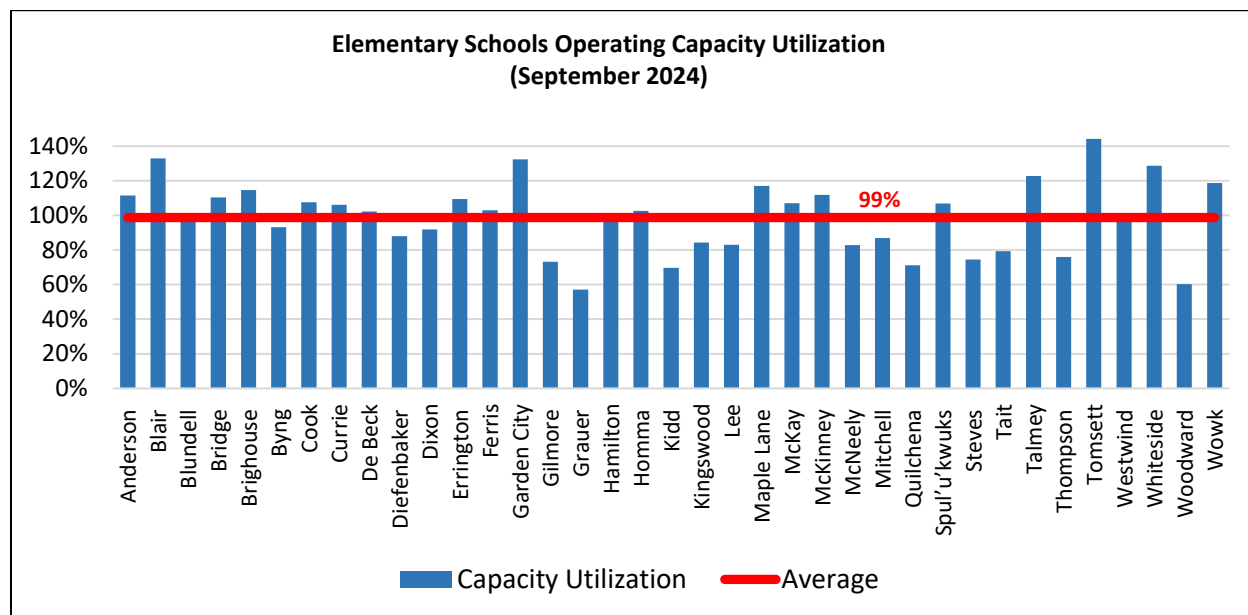
However, if one removes the four “City Centre” elementary schools (Samuel Brighthouse, William Cook, R.C. Talmei and F.A. Tomsett ) and Hamilton Elementary – all of which are expected to grow to over-capacity due to densification of housing in those areas – the situation is less promising, with the balance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





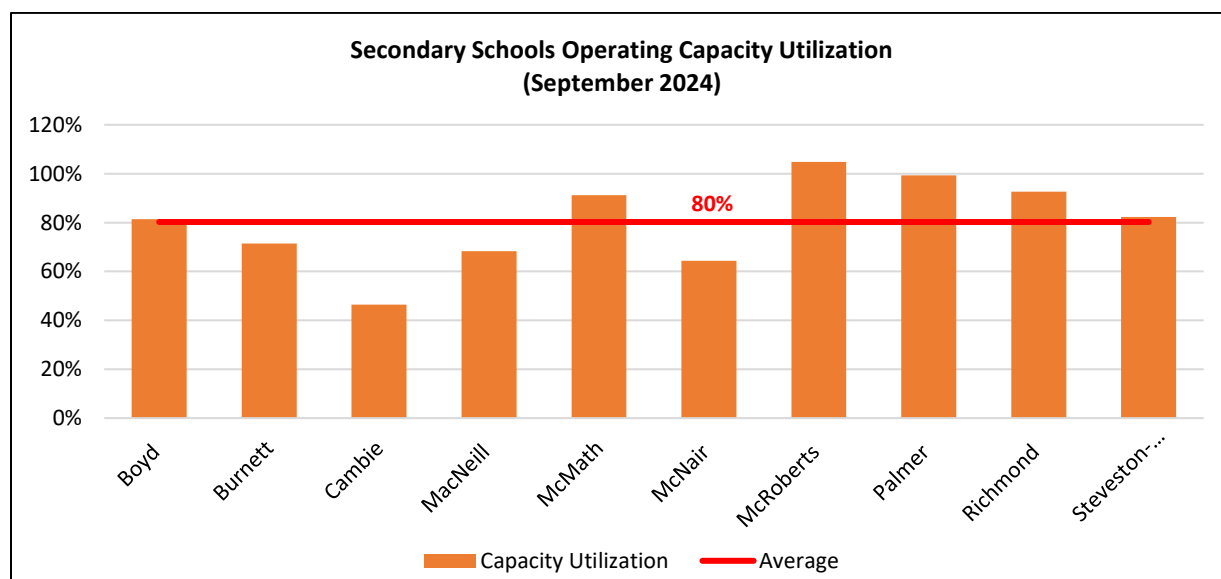
### 6.4.3 Elementary Schools Capacity Utilization

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 CATCHMENT AREA BOUNDARIES

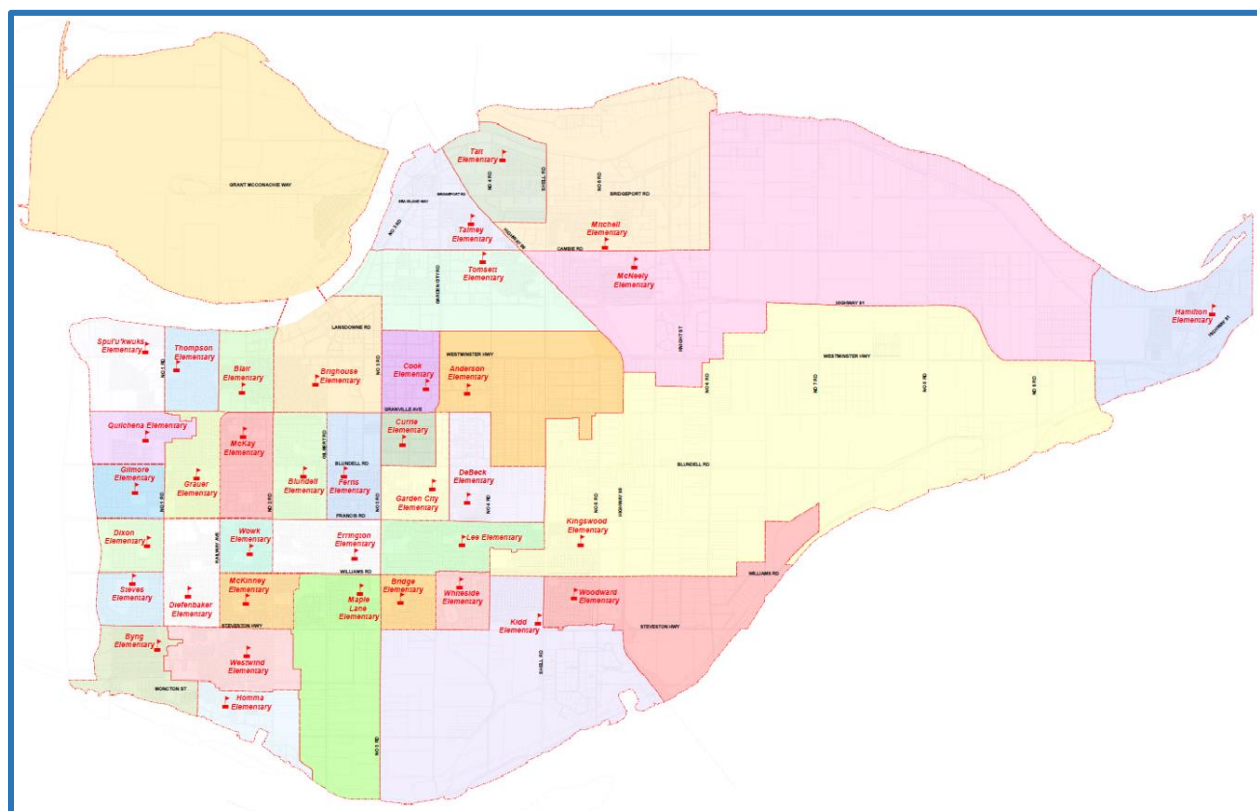
### 6.5.1 General

SD38 determines the boundaries for each school catchment area, district programs and determines the elementary schools within each school family that feed into a secondary school.

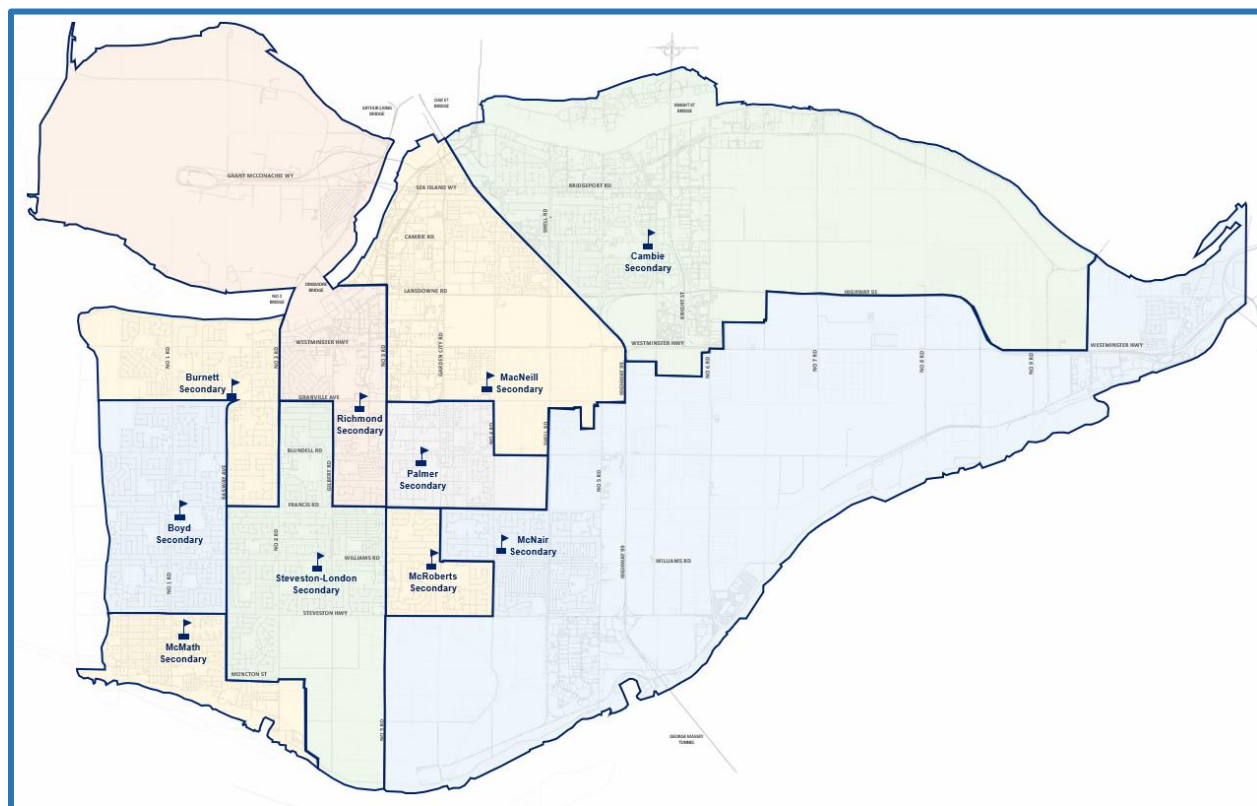
### 6.5.2 Regular Program

The regular program catchment area boundaries were established in the 1950's and have been subsequently revised with the opening of new schools and closing of former schools since.

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:

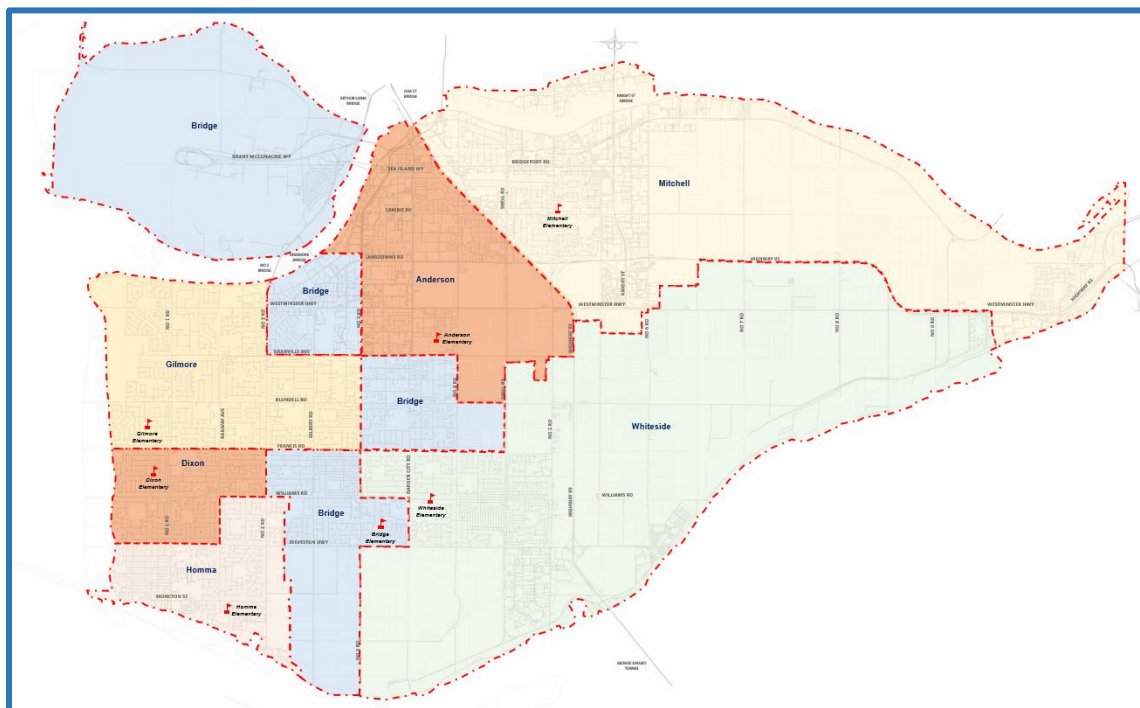


The District is currently divided into 10 regular program catchment areas for Grades 8-12:

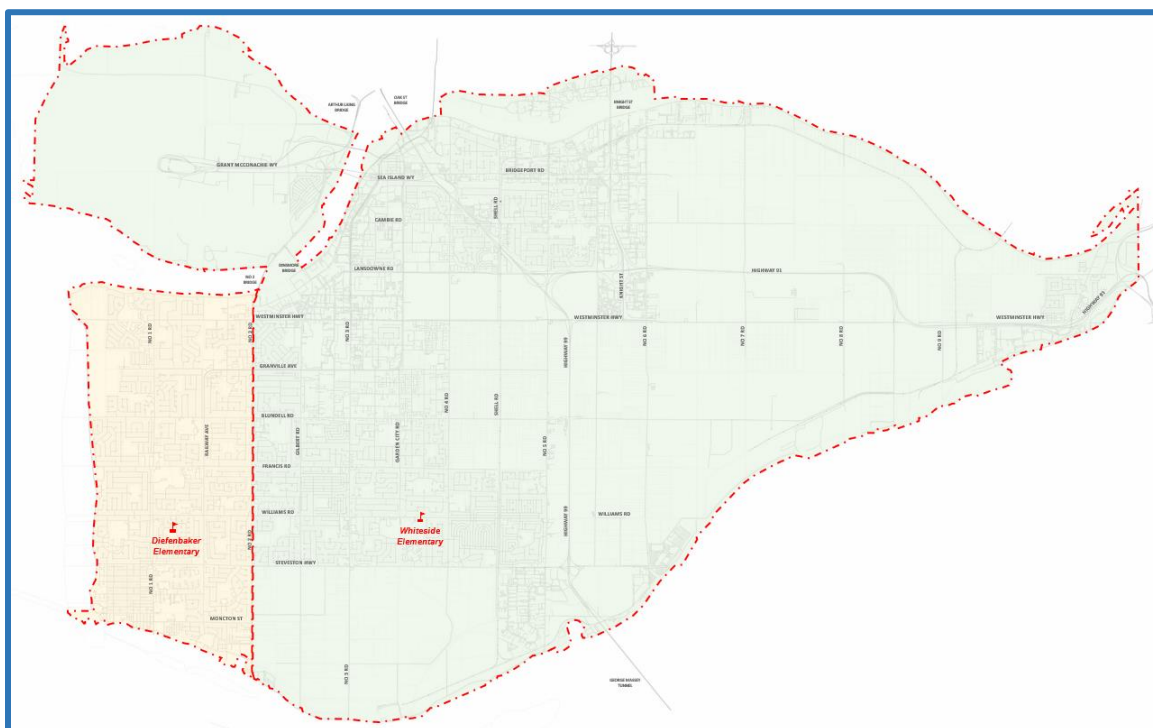


### 6.5.3 French Immersion Program

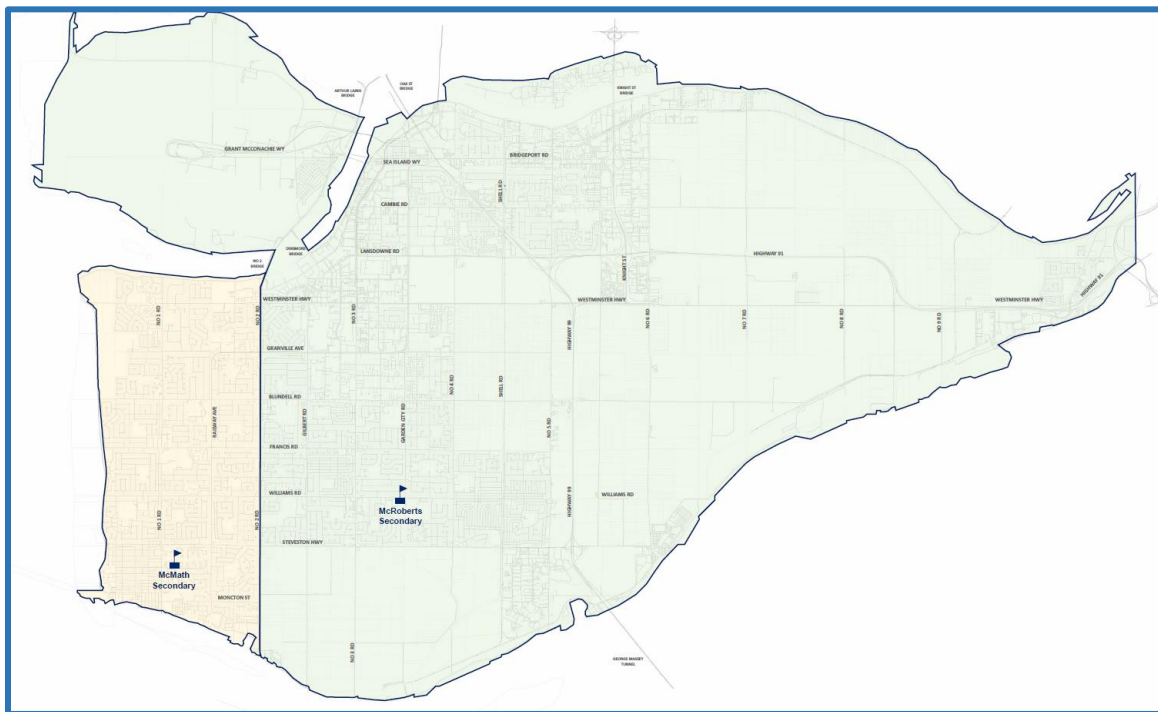
The District is currently divided into seven Early French Immersion catchment areas for Kindergarten to Grade 7:



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.***

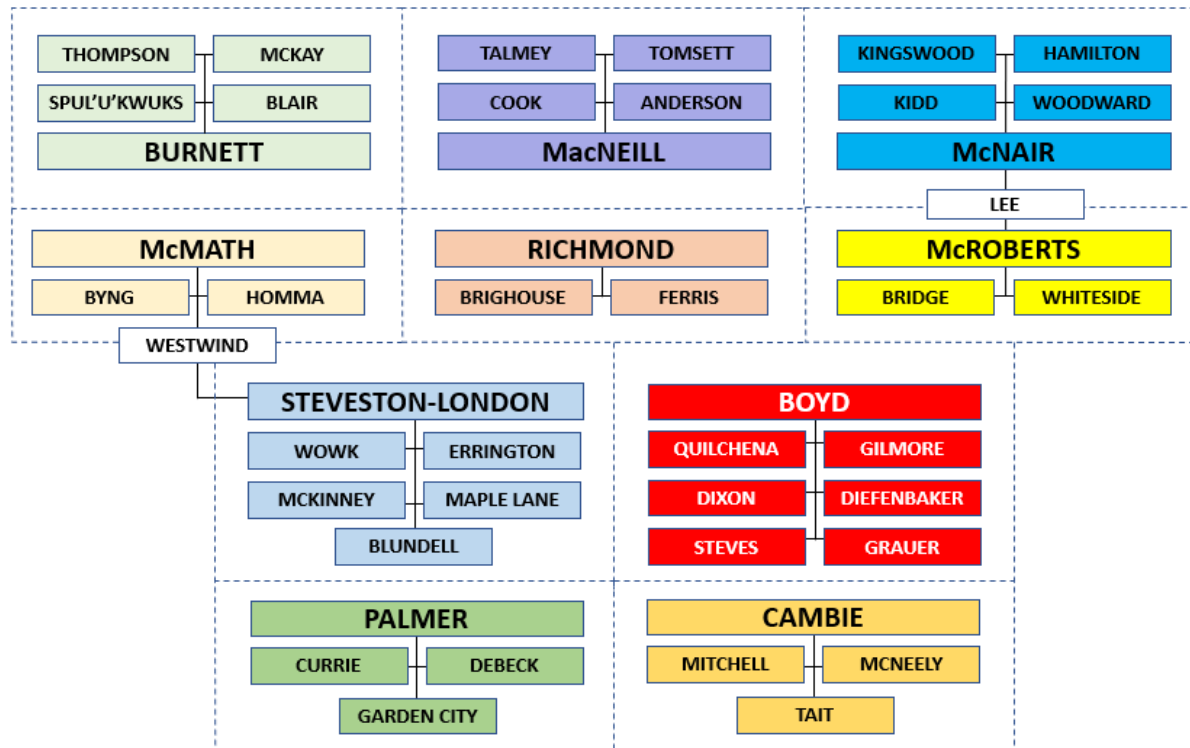
### 3. Families of Schools

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

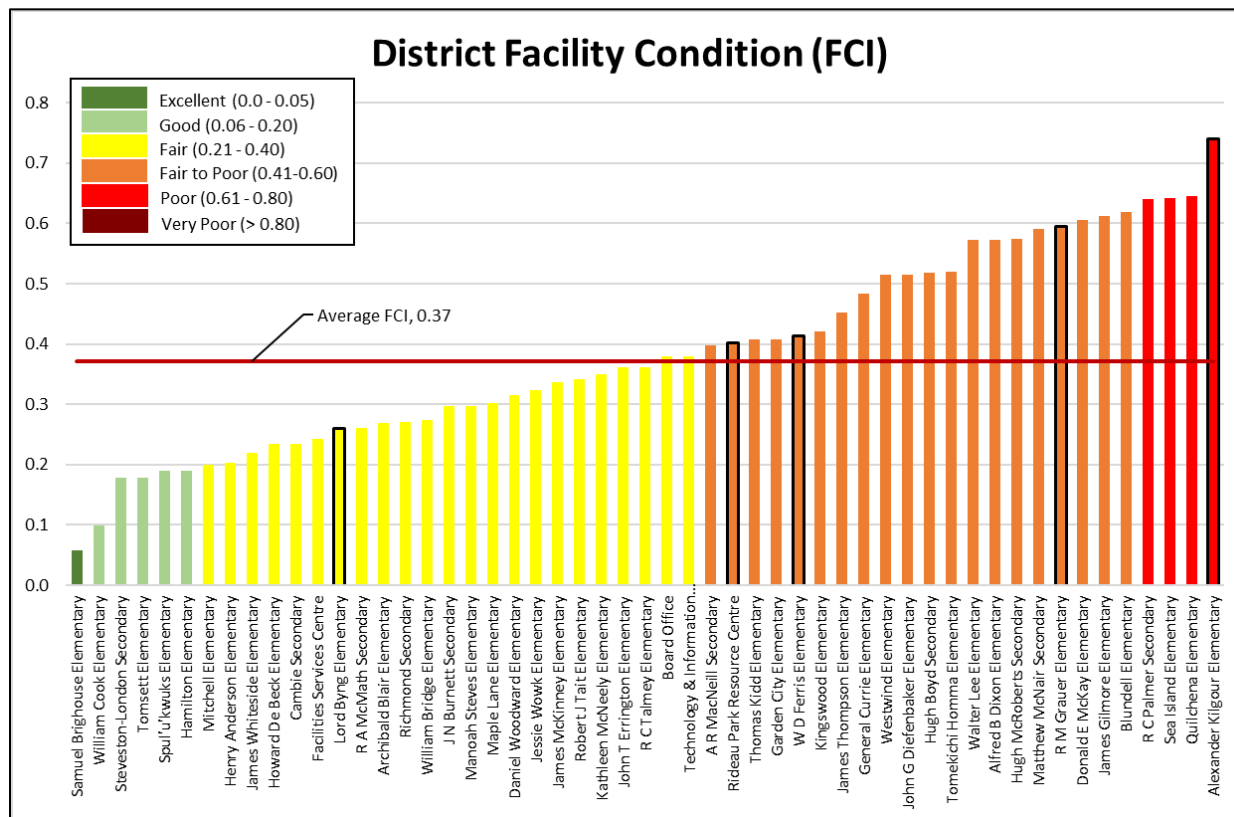
In July 2008, the British Columbia Ministry of Education and Child Care announced that a new Capital Asset Management System (CAMS) was to be implemented which would, among other features, detailed Facility Condition Assessments of all in-scope facilities, as well as Capital Asset Management Data System 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 21<sup>st</sup> 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
<b>Excellent (0-5%)</b> <ul style="list-style-type: none"> <li>Facilities will look clean and functional</li> <li>Facilities meet present and foreseeable future requirements</li> </ul>	N/A
<b>Good (6-20%)</b> <ul style="list-style-type: none"> <li>Facilities will look clean and functional</li> <li>Facilities meet all present requirements</li> </ul>	<ul style="list-style-type: none"> <li>Brighthouse Elementary (6%)</li> <li>Cook Elementary (10%)</li> <li><i>Adult Education Centre (11%)</i></li> <li>Tomsett Elementary (18%)</li> <li>Spul'u'kwuks Elementary (19%)</li> <li>Hamilton Elementary (19%)</li> <li>Mitchell Elementary (20%)</li> </ul>

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

FCI Category	School District No. 38 Facilities
<b><u>Very Poor (&gt; 80%)</u></b> <ul style="list-style-type: none"> <li>Many significant building systems are at the end of or past their life cycle</li> </ul>	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
<b>Elementary School Total</b>	\$421.7 Million	0.37 (fair)	\$157.3 Million
<b>Secondary School Total</b>	\$376.0 Million	0.38 (fair)	\$141.0 Million
<b>Other District Facilities</b>	\$29.2 Million	0.31 (fair)	\$9.0 Million
<b>District Total</b>	\$827.0 Million	0.37 (fair)	\$307.3 Million

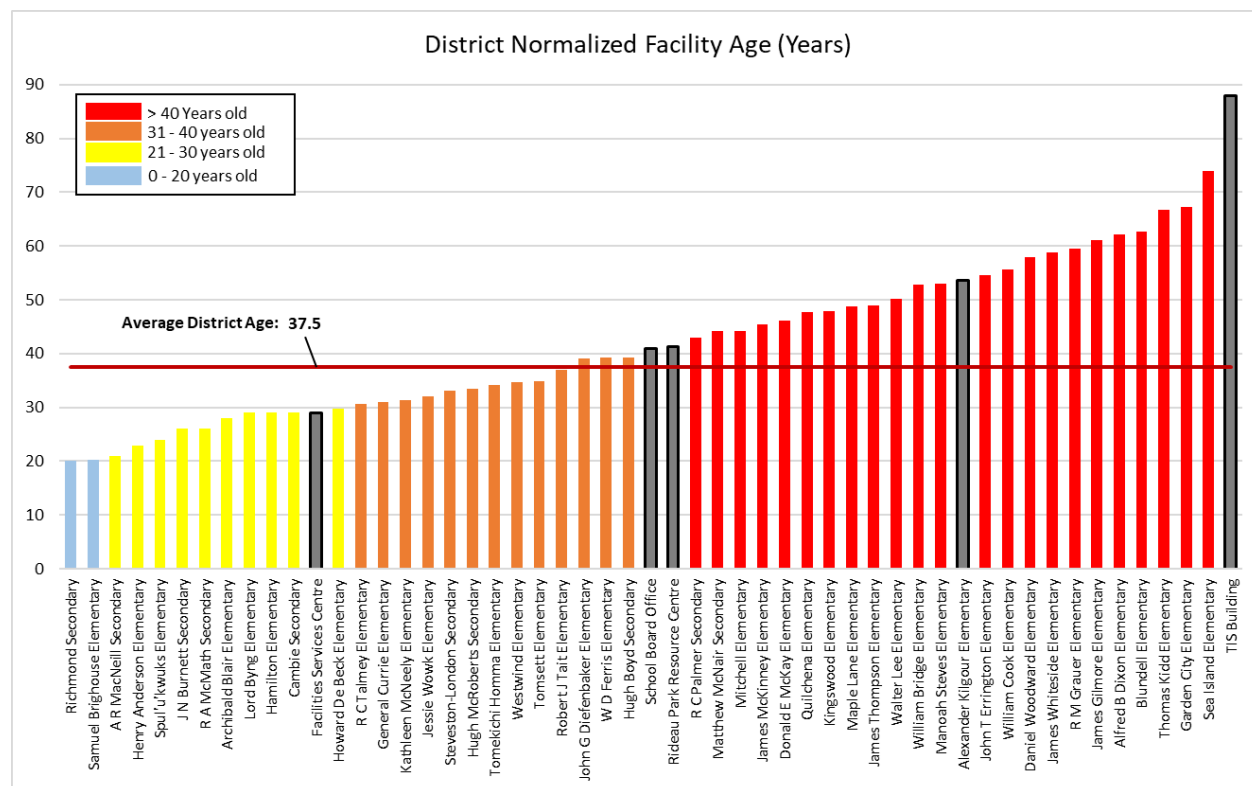
Charts and tables showing the facility condition index by building, by category (District, Region, Elementary Schools, and Secondary Schools) are contained in Appendix E.

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.

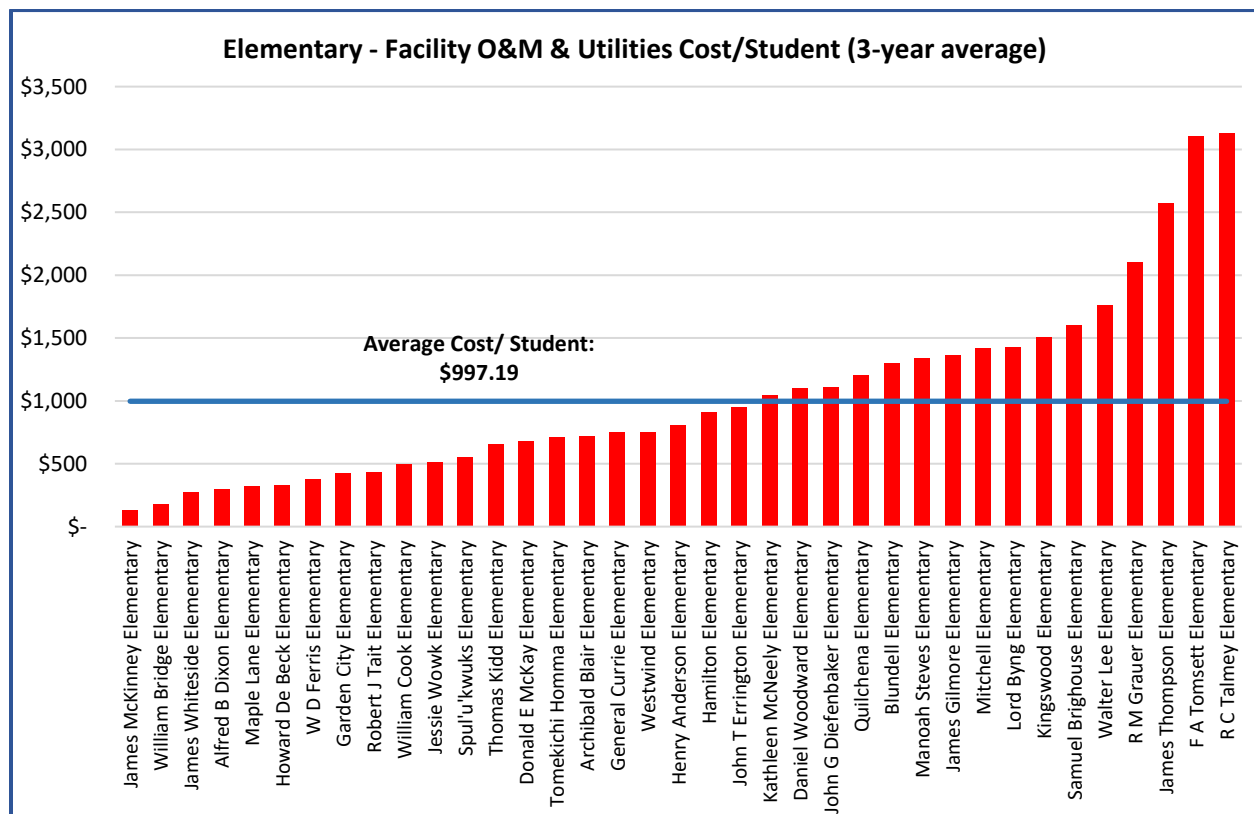
## 7.2 ANNUAL FACILITIES OPERATING, MAINTENANCE AND UTILITY COSTS

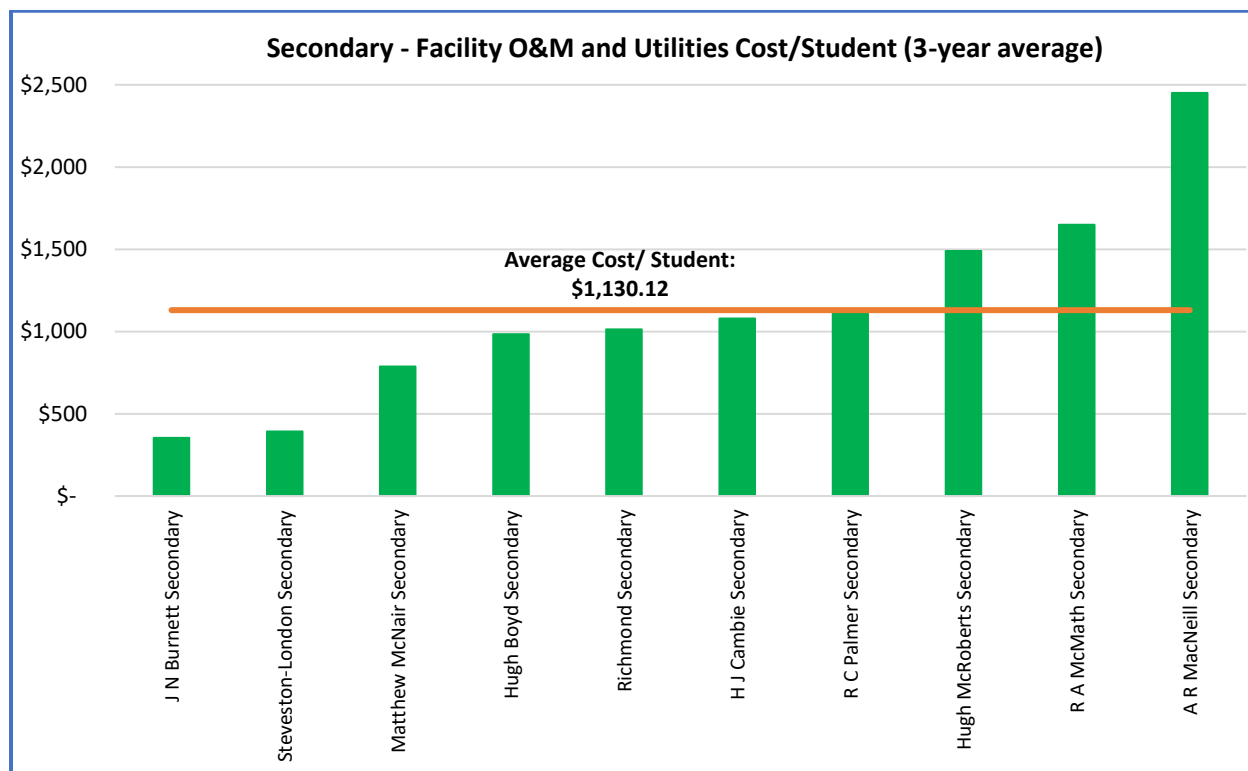
Based on the last three school years (2021-22, 2022-23 and 2023-24), the average annual cost for facility maintenance, operations and custodial services for district-owned schools is approximately \$19.4 Million. The average annual cost for utilities (electricity, natural gas, water, sewerage, propane, 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"> <li>Reduce building GHG emissions by 50% by 2030, compared to 2007 levels</li> <li>Reduce fleet GHG emission by 40% by 2030, compared to 2007.</li> </ul>
4.1 – Reduce overall energy consumption	<ul style="list-style-type: none"> <li>Reduce electricity consumption by 350,000 kWh per year</li> <li>Reduce natural gas consumption by 2,000 GJ per year</li> </ul>

<p>6.2 – Ensure district buildings have safe and efficient water fixtures and infrastructure</p>	<ul style="list-style-type: none"> <li>• Replace end-of-life plumbing and water fixtures with low flow versions in all buildings and schools</li> <li>• Work with District to identify possible sources of lead contamination within facilities and establish a replacement plan by 2024.</li> <li>• Eliminate all lead plumbing by 2030.</li> <li>• 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.</li> </ul>
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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 eligible<sup>5</sup> 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.***

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<sup>5</sup> 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:

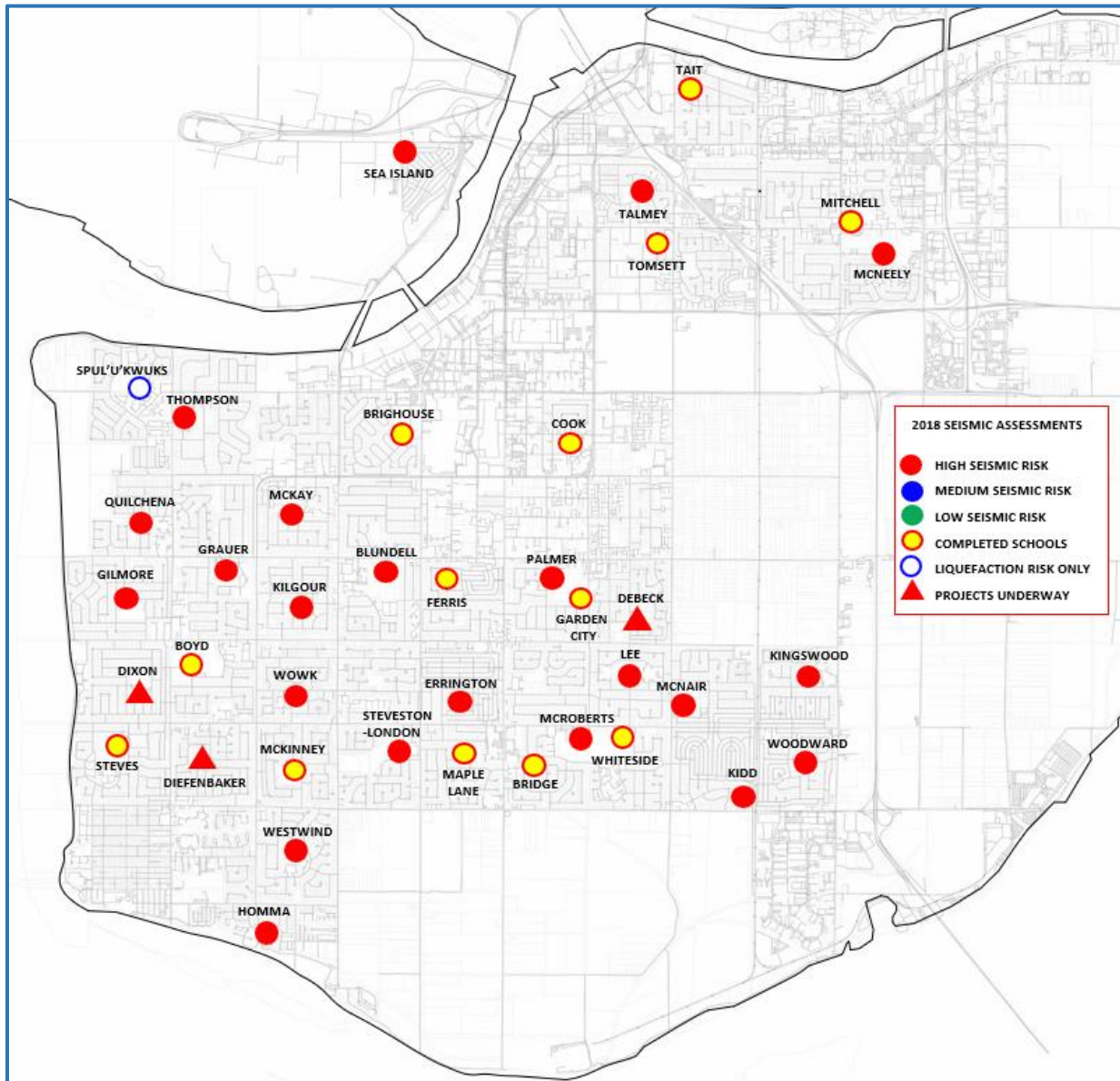
- 30 elementary schools, including one former elementary school (Alexander Kilgour, leased to SD93); and,
- five secondary schools.

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.

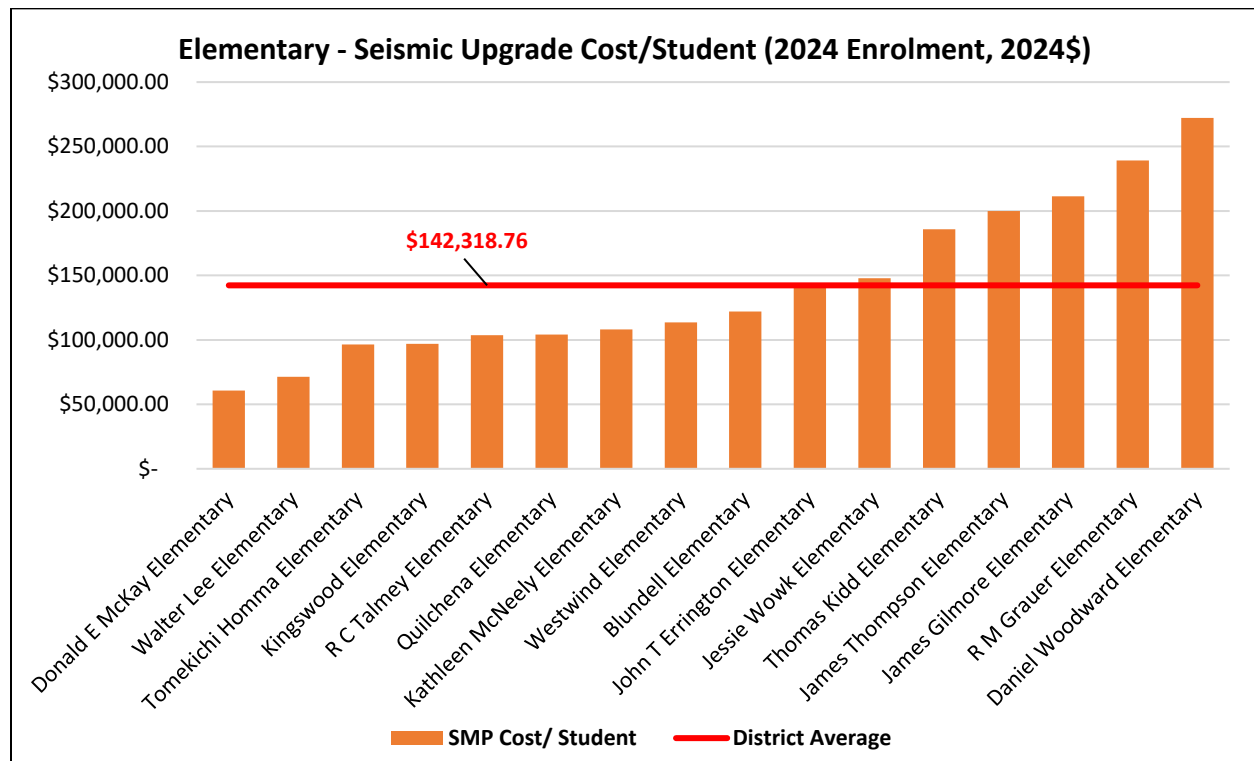
### 7.5.7 Seismic Upgrade Project Prioritization

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:

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

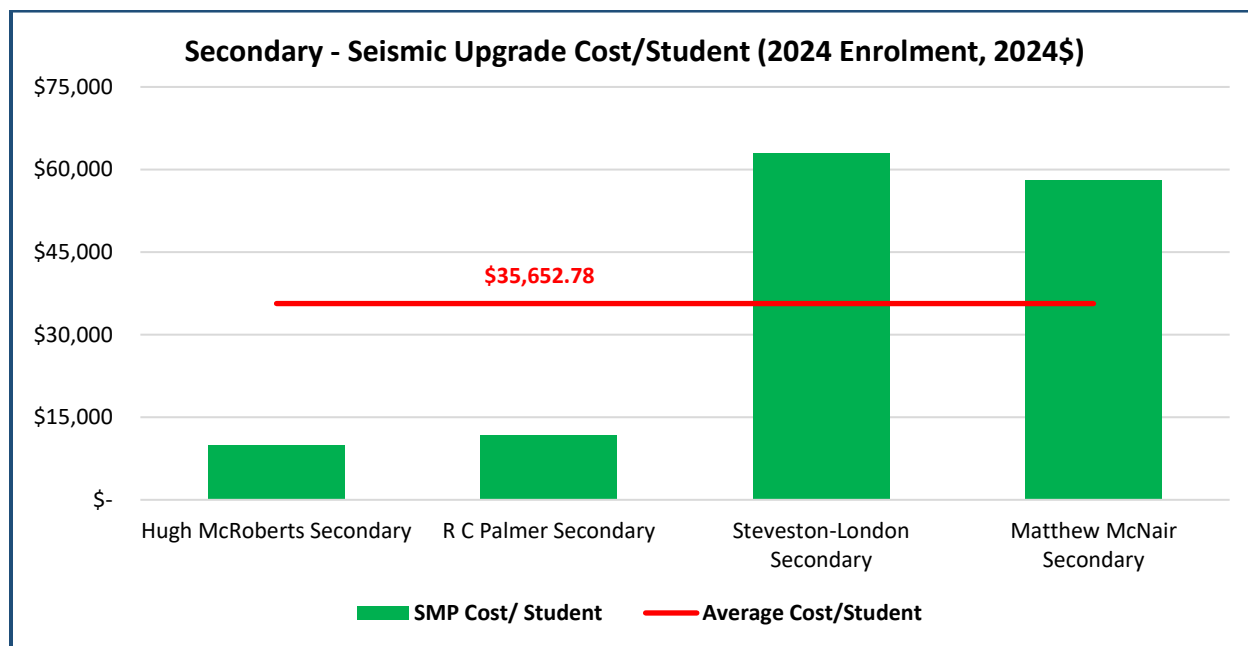
Schools with the lowest ratios (i.e. lowest cost per student) have priority over schools with higher ratios. This methodology aligns with the mandate of the RPT to maximize the number of “safe seats” in as short a timeframe as possible and with public feedback received during the preparation of this 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 estimates<sup>6</sup>, 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:



<sup>6</sup> 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.*

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## Chapter 8 - Educational Support Facilities

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### 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.



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## **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 m<sup>2</sup> 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
<b>Total</b>	<b>72</b>		<b>295</b>

### **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.*

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## Chapter 9 – Property

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### 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 m<sup>2</sup>, 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

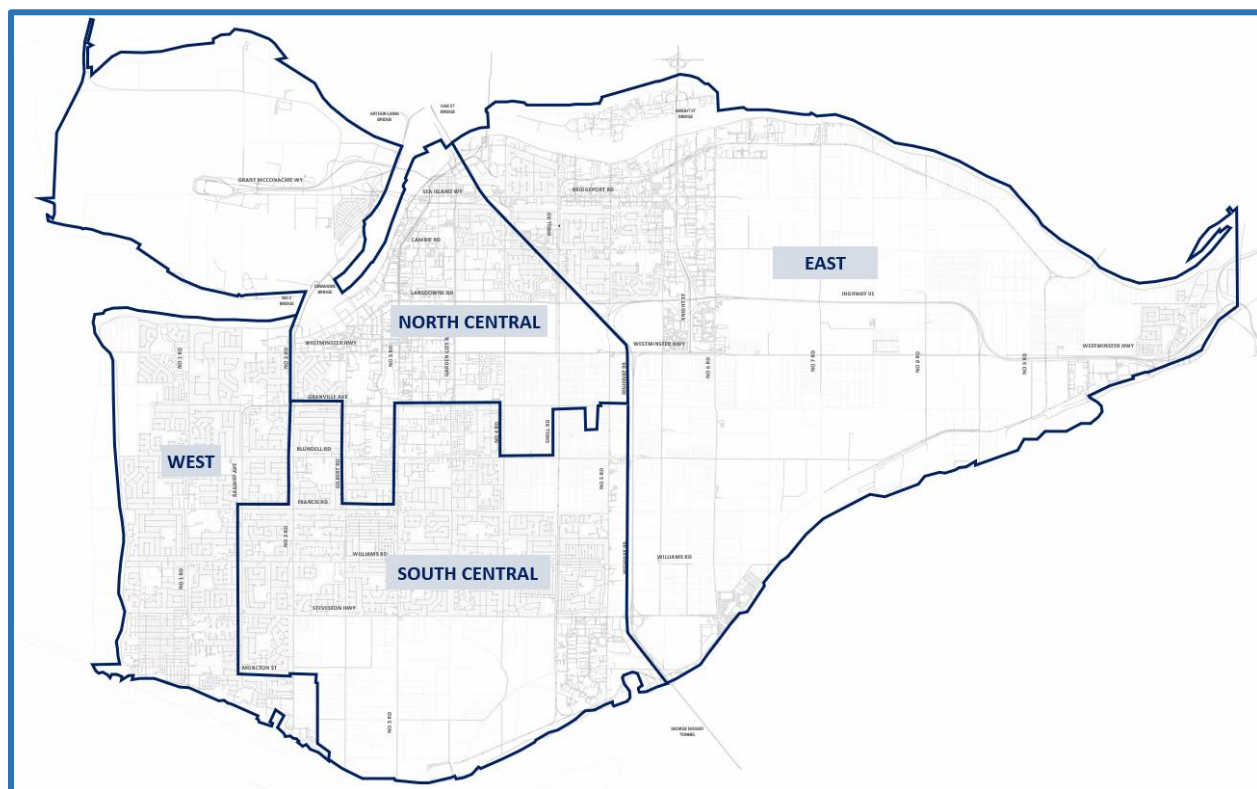
### 10.1 COMMUNITIES OF SCHOOLS REGIONS

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.

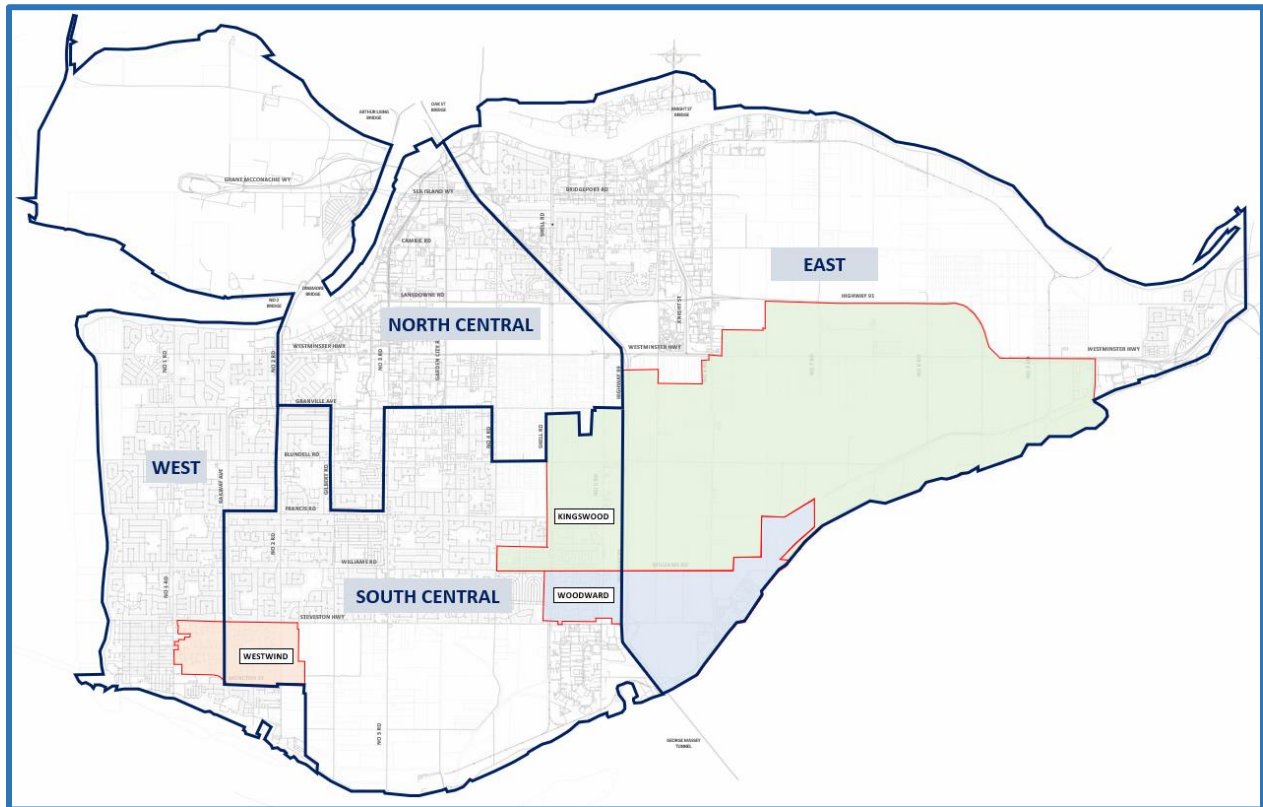
This chapter includes a facilities planning strategy to address enrolment and space utilization issues in each region and considers: catchment boundary and program location moves, facility expansions in growing neighbourhoods, and possible school consolidations in established neighbourhoods. The strategy is presented by elementary and secondary school levels for each Community of Schools Region.

**Map 10.1 – Communities of Schools Regions Map**



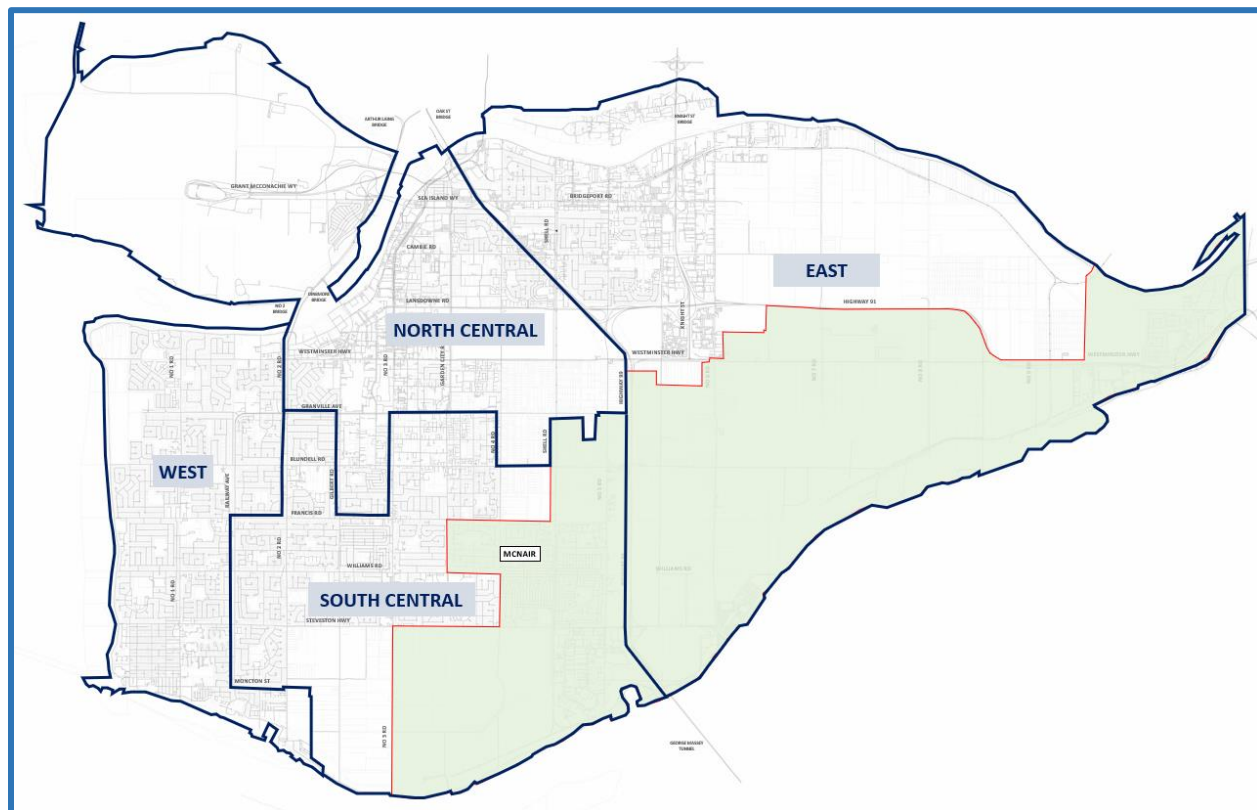
The boundaries for each region generally reflect groupings of Secondary School catchment boundaries, with adjustments made according to geographical barriers including Highway 99. There are a limited number of existing (2024/2025 school year) catchment areas that are split between regions. The following 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**



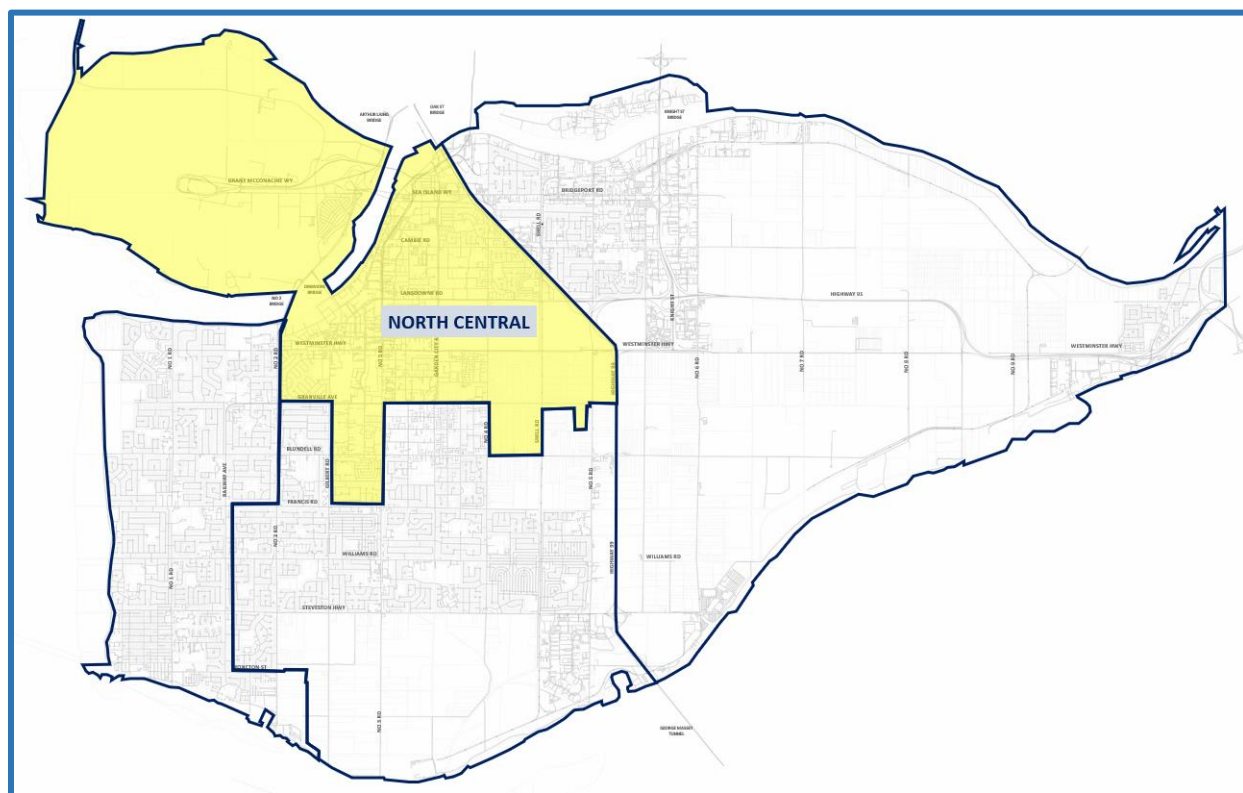
In addition to developing the communities of schools regions strategy, this section includes a planning strategy for other facilities, programs and administrative resources. The strategy considerations are also summarized for other facilities for accommodating educational support, administrative, operational 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 schools<sup>7</sup>).
- 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.

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<sup>7</sup> 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).

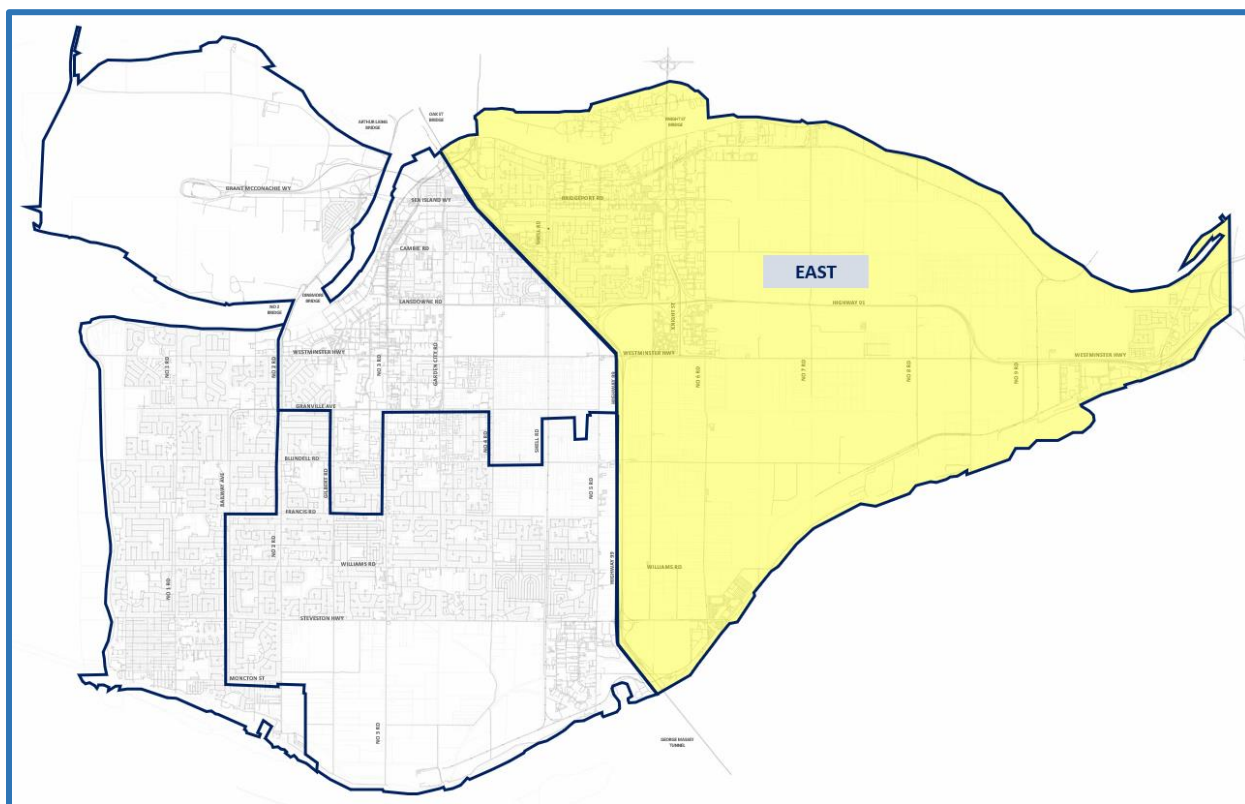
- *All schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program with proposed upgrades prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of 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 99 (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.*

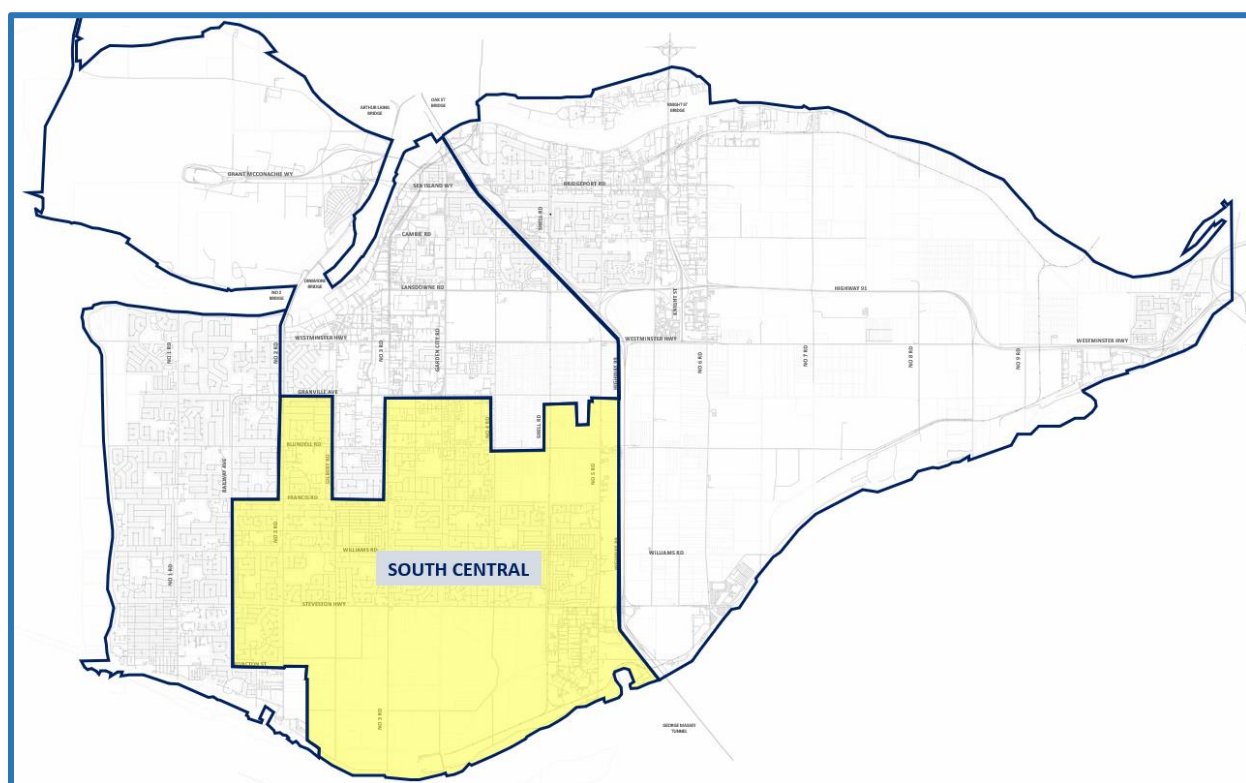
Since adopting the LRFP in 2019, seismic upgrading has been completed at Robert J. Tait Elementary (Fall 2020) and Mitchell Elementary (Fall 2021). Kathleen McNeely Elementary is the only other elementary school in the East Region that has a high seismic risk block ("H3" structural, "M-H" liquefaction) 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.*

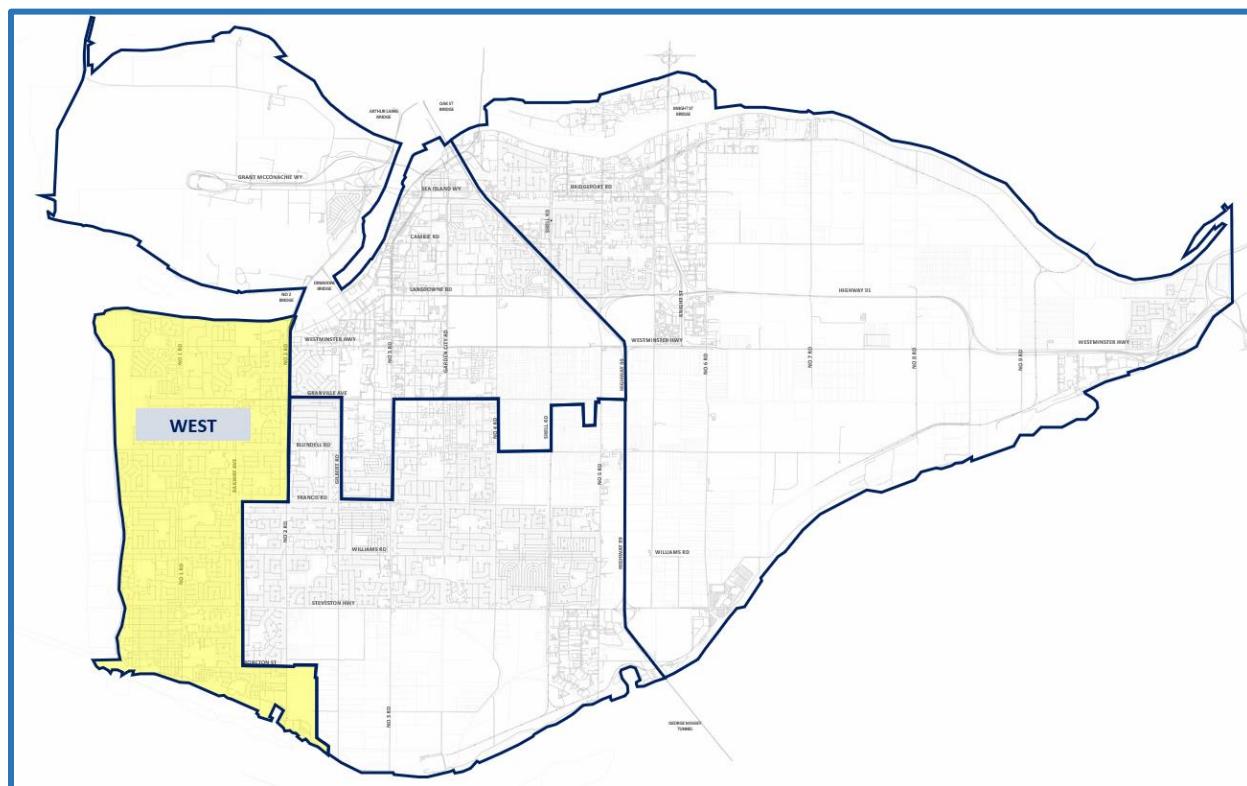
*All elementary schools with high structural seismic risk and/or moderate (M), moderate to high (M-H), or high (H) potential for liquefaction risk rating should be included in the Provincial Seismic Mitigation Program and be prioritized in the Five-Year Capital Plan pursuant to Section 6.4 of the Long 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 Westwind<sup>8</sup> 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.*

<sup>8</sup> 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:

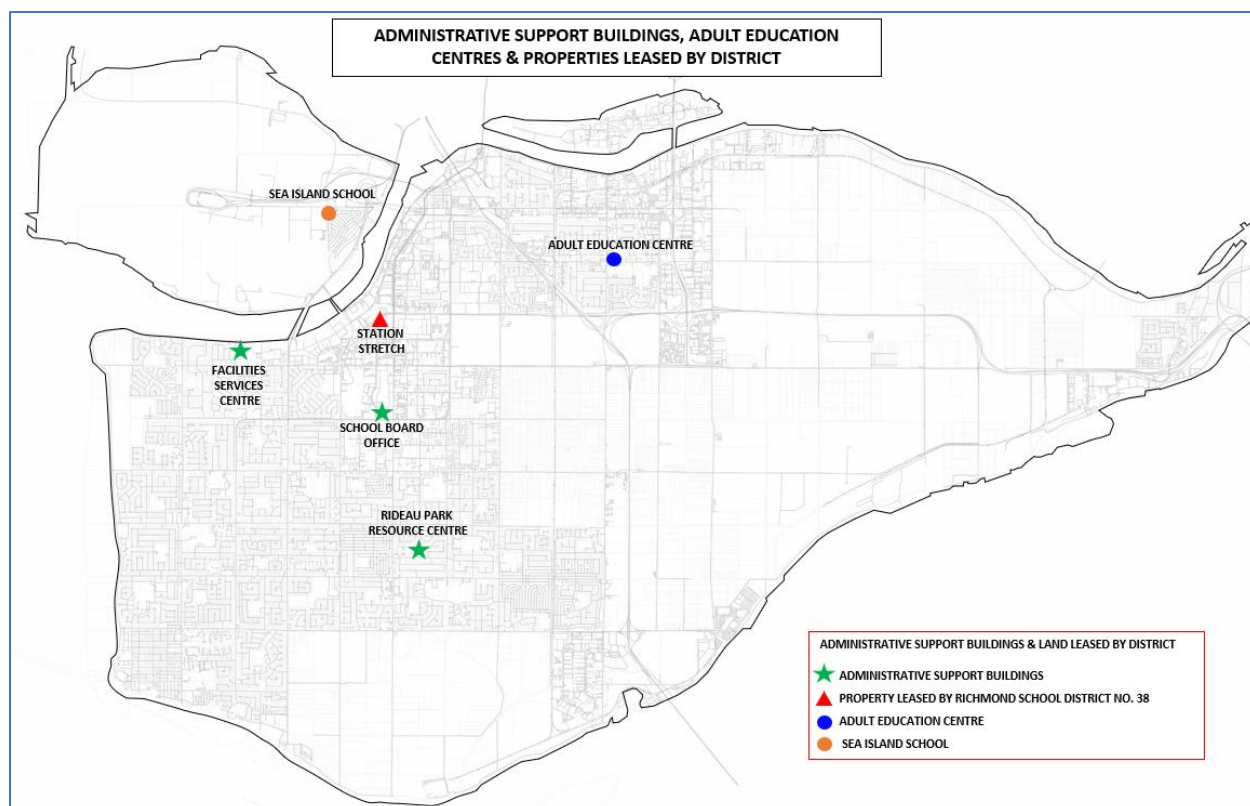
- James Gilmore (“H1” structural, “M” liquefaction),
- R.M. Grauer (“H1” structural, “M-H” liquefaction),
- James Thompson (“H1” structural, “M” liquefaction),
- Tomekichi Homma (“H2” structural, “H” liquefaction),
- Donald E. McKay (“H1” structural) and,
- Quilchena (“H1” structural).

*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.

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**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 1<sup>st</sup> 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 m<sup>2</sup> 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.



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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 2<sup>nd</sup> 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.

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## Chapter 11 – Summary of Strategic Recommendations

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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