

SD38 LONG RANGE FACILITIES PLAN EXECUTIVE SUMMARY

2025 Long Range Facilities Plan

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

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

Structure

The LRFP is organized into the following ten chapters:

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

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

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

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

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

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

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

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

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

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

240,000

Population of Richmond
(2024, BC Stats)



24,000

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



389

Acres of District-Owned Property



38

Elementary Schools



10

Secondary Schools



LONG RANGE FACILITIES PLAN EXECUTIVE SUMMARY

Chapter 1 – Background and Purpose

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

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



Chapter 2 – Vision and Guiding Principles

District Policy 100 - Vision, Mission, Values

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

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

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

LRFP Guiding Principles:

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

Chapter 3 – Educational Considerations

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

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

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

Metro Vancouver Regional Growth Strategy (Metro 2050)

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

City of Richmond Official Community Plan (OCP)

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

Provincial Housing Statutes (2023)

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

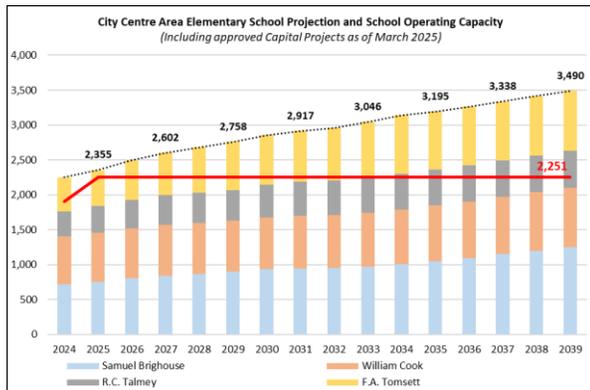
Impact of Provincial Housing Statutes on Enrolment Growth and School Facility Needs

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

Chapter 4 – Demographics and Impact of Growth Patterns on Schools

Richmond City Centre Area Plan – Population and School Enrolment Growth

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



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

City Centre Area School Expansion Scenarios

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

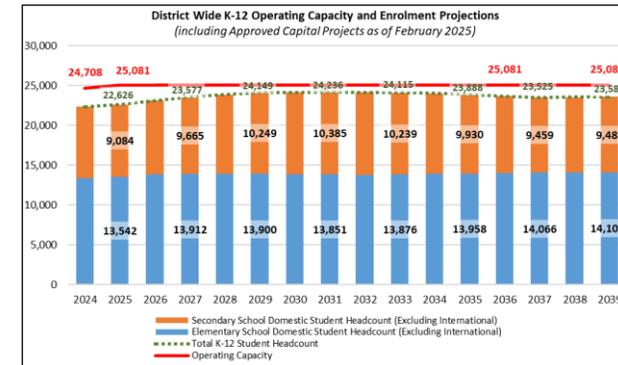
- The review of each option in Chapter 4 resulted in the following conclusions:
 - Scenario #1 (Status Quo/Use of Modular Classrooms) is the lowest cost of the three scenarios; however, it is the least desirable strategy an educational and facility management perspective therefore is not recommended.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

Hamilton Area Plan – Enrolment Growth and Proposed Addition

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

Chapter 5 – K-12 School Age Enrolment

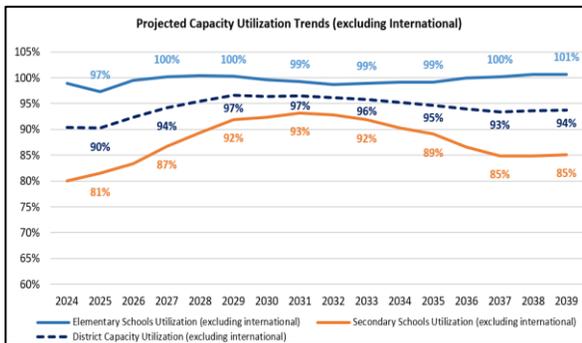
- The District's total K-12 enrolment (excluding international, Continuing Education and Virtual School) declined from 21,975 in 2010 to 19,419 in 2018 before rebounding to 22,334 in 2024.
- SD38 projects that total K-12 enrolment will increase between 2024 and 2035 by approximately 1,900 based on demographic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



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

Chapter 6 – Capacity / Utilization

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



Optimizing the Utilization of School Assets

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

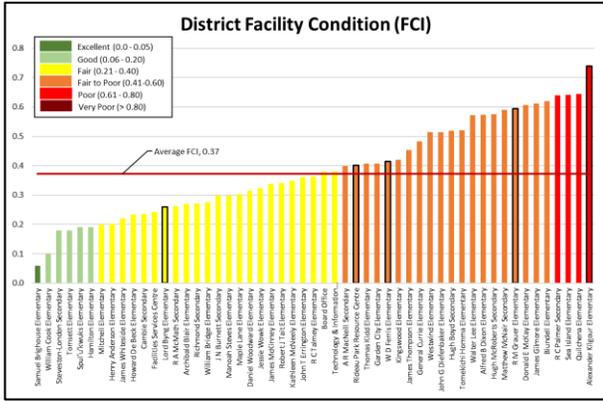
1. *Manage sustainable enrolment cohorts for schools based on operational capacities of school buildings.*
2. *Provide phased-in boundary moves between schools, affecting new students only, to balance enrolment between schools where appropriate.*
3. *Give priority for registration in the same school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

9. *After considering other alternatives for optimizing the utilization of school assets, the Richmond School District may consider consolidation of school populations to reduce surplus capacity in community of schools regions where it would improve learning environments and provide the efficient and effective accommodation of students in schools.*
10. *Where practical, ensure total estimated walk times to and from neighbourhood schools be:*
 - 1) *within 30 minutes for elementary schools;*
 - 2) *within 40 minutes for secondary schools; 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.*

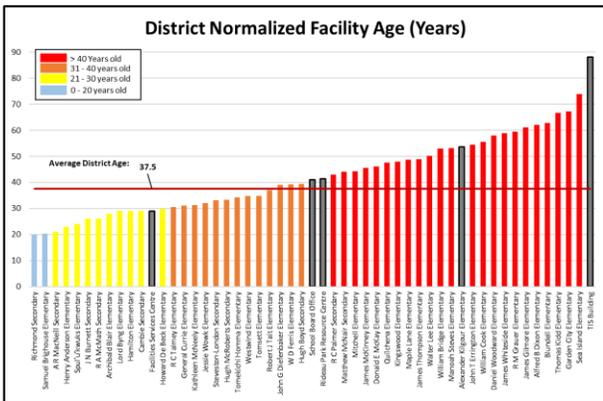
Chapter 7 – Facility Condition and Improvements

Facility Condition Assessments and Age

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

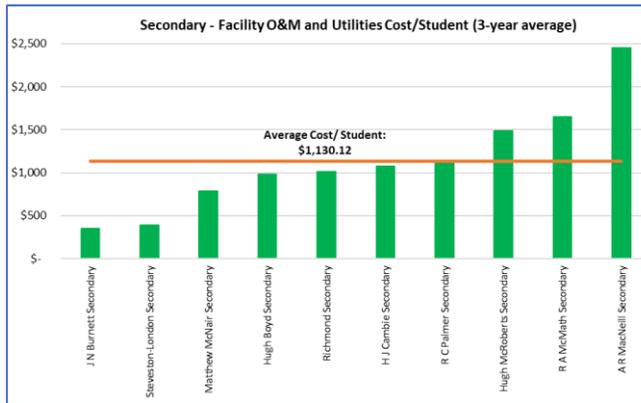
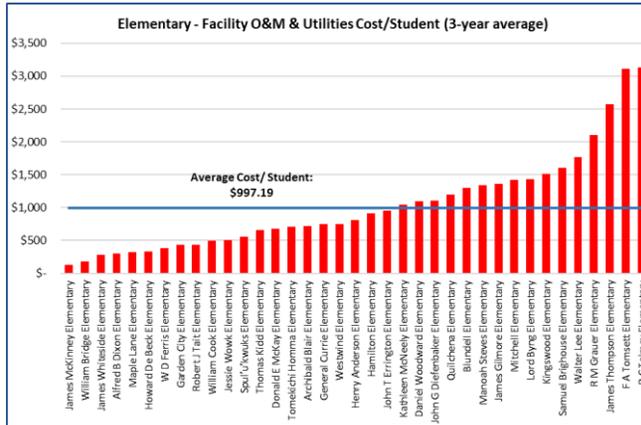


- The average age of SD38 buildings is 37.5 years, with the average age of elementary schools at 43.5 years and the average age of secondary schools at 31 years.



Annual Facilities Operating, Maintenance and Utility Costs

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



Seismic Upgrades

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

Current and Proposed Seismic Mitigation Program Projects

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

Chapter 8 – Educational Support Facilities

School Board Office (SBO)

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

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

Richmond Continuing Education (RCE)

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

Welcome Centre/Central Registration

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

Learning and Business Technology Services (LBT)

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

Chapter 8 – Educational Support Facilities

Facilities Services Centre (FSC)

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

International Program

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

Transportation

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

Chapter 9 – Property

General

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

Chapter 9 – Property

District-owned Land Holdings

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

City Land

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

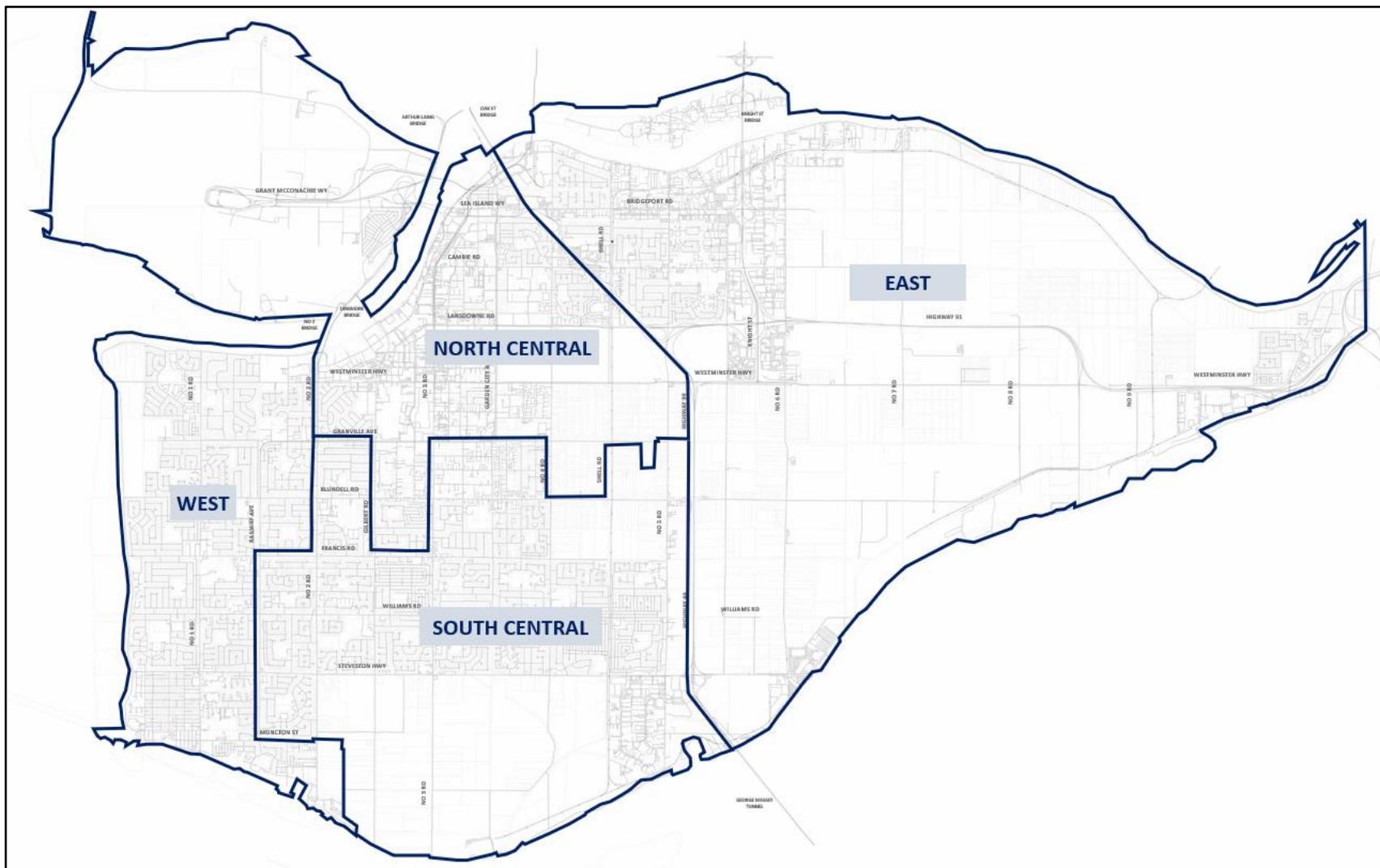
Leases and Rentals

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

Chapter 10 – Communities of Schools Regions

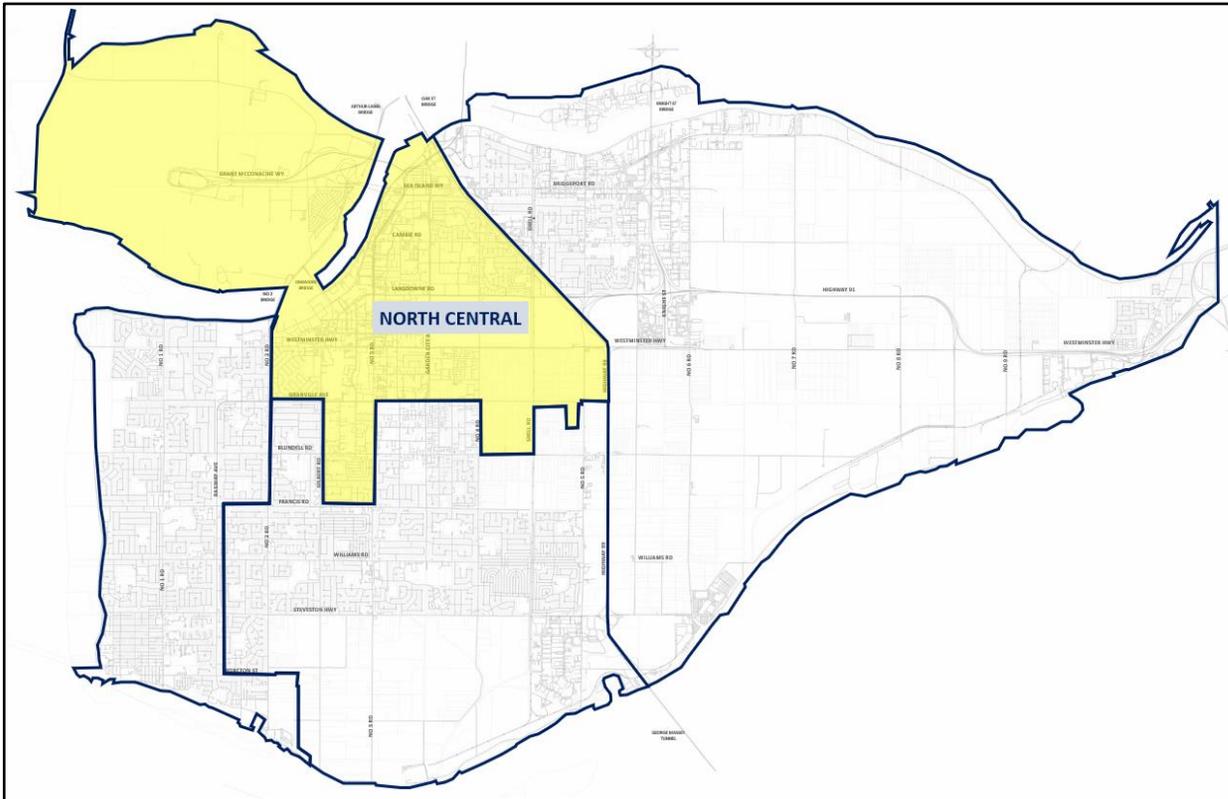
Communities of Schools Regions

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



Chapter 10 – Communities of Schools Regions

North Central Community of Schools Region



North Central Region considerations:

Comprehensive Boundary Review:

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

Expansions:

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

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

Site Acquisition:

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

LRFP Progress Update:

1. Comprehensive Boundary Review:

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

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

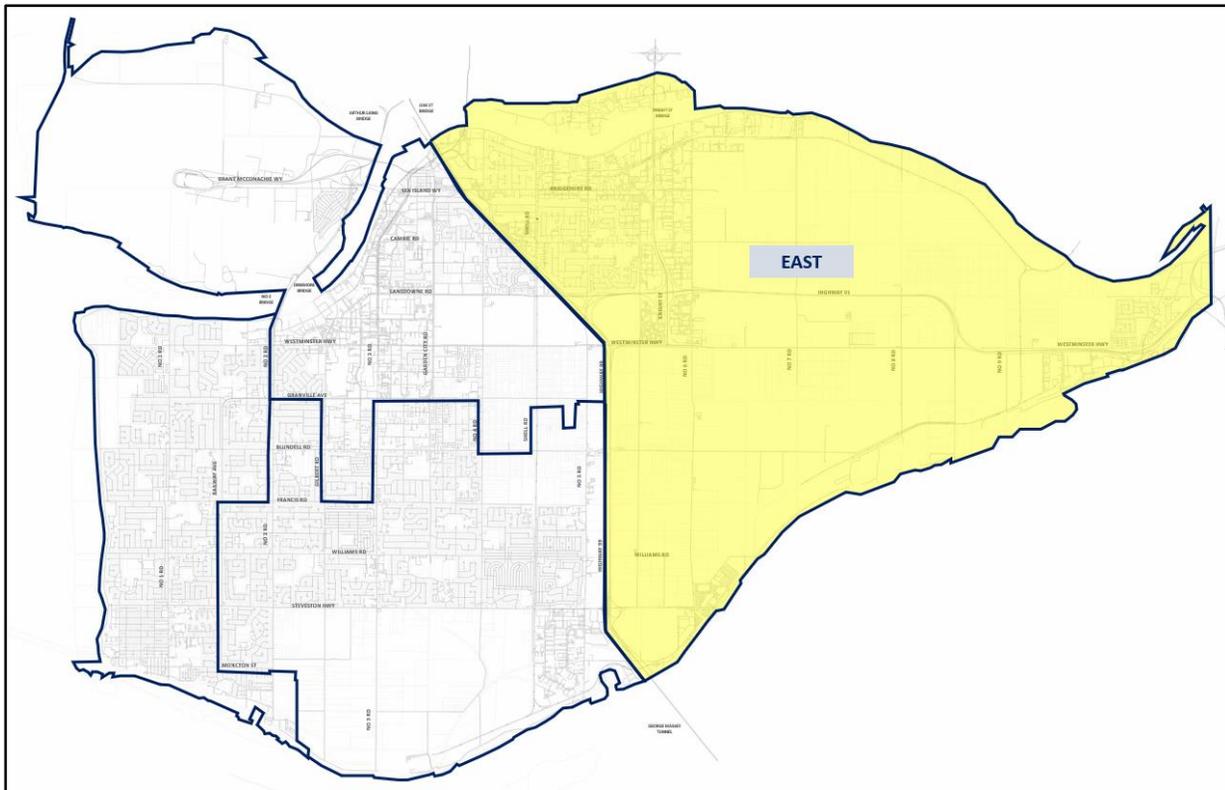
2. Major Capital Projects:

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

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

Chapter 10 – Communities of Schools Regions

East Community of Schools Region



East Region Considerations:

Comprehensive Boundary Review:

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

Expansions:

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

LRFP Progress Update:

1. Comprehensive Boundary Review:

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

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

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

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

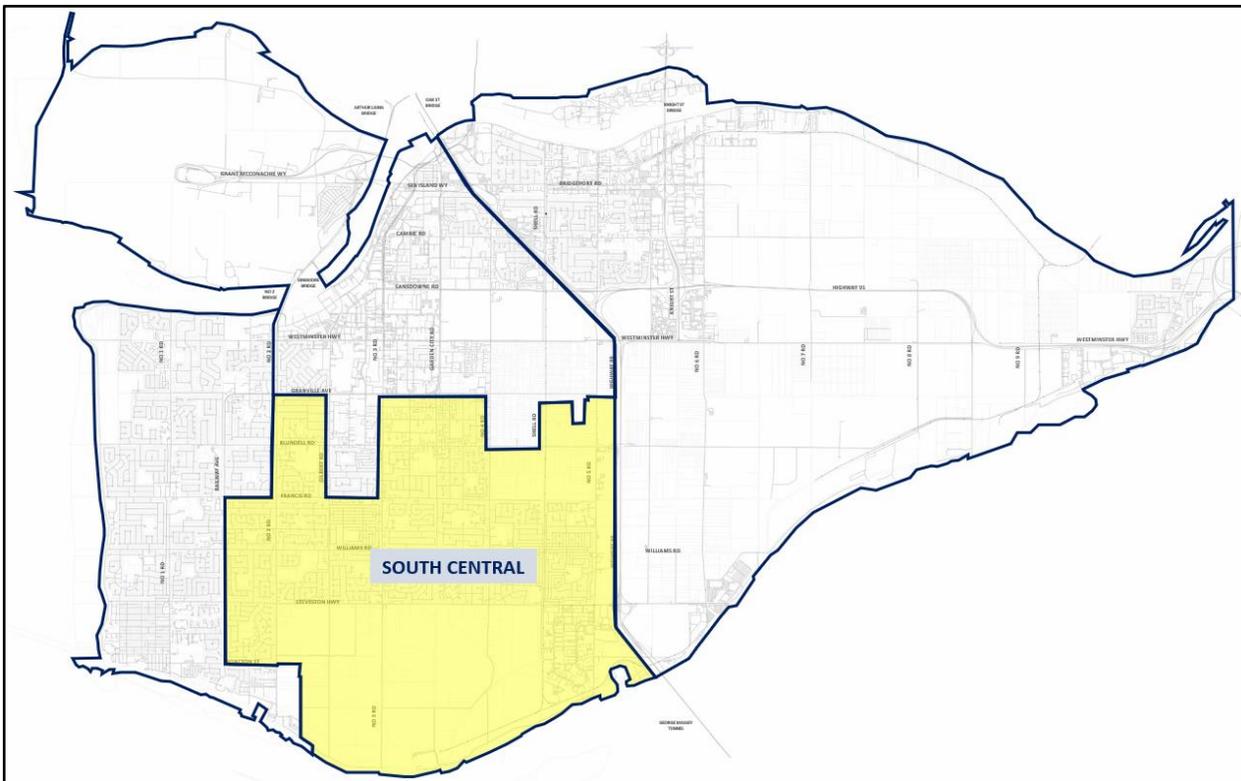
2. Major Capital Projects:

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

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

Chapter 10 – Communities of Schools Regions

South Central Community of Schools Region



South Central Region Considerations:

Comprehensive Boundary Review:

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

Space Optimization:

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

LRFP Progress Update:

1. Comprehensive Boundary Review:

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

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

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

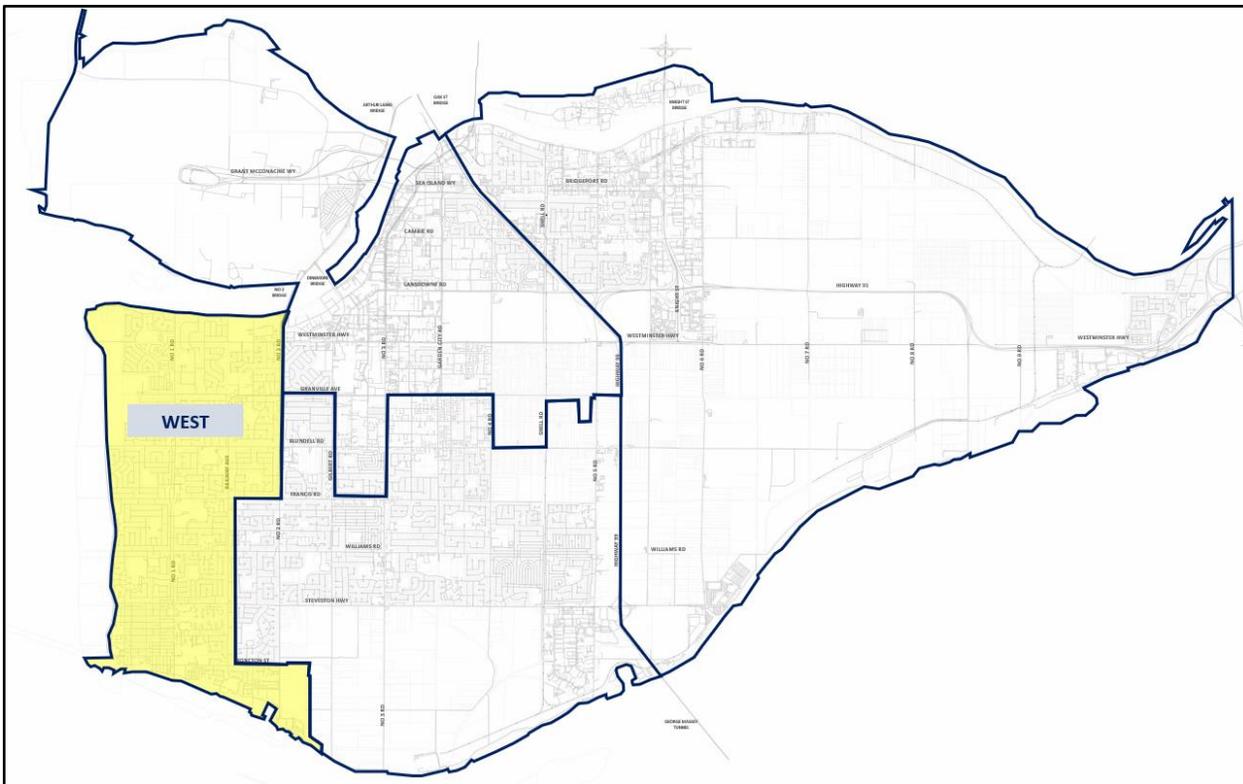
- *One elementary boundary revision to reflect regions defined in the LRFP.*
- *Two secondary boundary revisions to reduce elementary split-feeder catchments.*
- *One elementary and one secondary boundary alignment revision to improve student safety.*

2. Major Capital Projects:

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

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

West Community of Schools Region



LRFP Progress Update:

1. Comprehensive Boundary Review:

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

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

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

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

2. Major Capital Projects:

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

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

West Region Considerations:

Comprehensive Boundary Review:

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

Space Optimization:

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

Long Range Facilities Plan Strategic Recommendations



Long Range Facilities Plan Strategic Recommendations

Initiation

REVIEW

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

1 Research & Exploration

- Explore opportunities to locate Station Stretch/ Streetview/ Horizons school programs in a permanent location, preferably at a site that is well-served by public transit.
- Explore opportunities to maximize the use of the Adult Education Centre.
- Explore options to accommodate long-term space needs for outdoor storage and operation on dedicated school district property.
- Explore use of District space to replace existing leased premises for existing Alternate Programs.
- Identify opportunities to improve energy efficiency, climate resiliency and sustainability of all facilities through capital improvements, including expansion and seismic upgrade projects.
- Identify opportunities to receive funding to create new child care spaces on school grounds.
- Identify opportunities to repurpose available space in schools as temporary swing spaces to expedite the seismic upgrade projects and reduce surplus capacity, consistent with the facilities strategy development for Communities of Schools Regions in Chapter 10 of this Plan.



- Identify all opportunities under the Seismic Mitigation Program to accelerate the Seismic Risk reduction and the provision of safer seats in the district, consistent with the facilities strategy developed for communities of schools regions in Chapter 10 of this Plan, including determination of the viability, timing and cost estimates for supported seismic projects that may include:
 - Seismic upgrade with no additional facility enhancements.
 - Seismic upgrade with facility enhancements, which may include replacement of High Seismic Risk areas and other enhancements or facility upgrades where needed.
 - Full Replacement of a facility with high seismic risk and high facility condition index (FCI).
 - Replacement of an elementary school that has a high seismic risk and high FCI, with a larger capacity facility that combines enrolment from neighbouring under-utilized elementary schools also having a high seismic risk.
- Identify physical accessibility barriers to and within district facilities and advocate for government funding to improve physical accessibility through building upgrades or major capital improvements.

2 | Planning & Strategizing

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

3 | Actions & Initiatives

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

4 | Continued Support & Implementation

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