



FACILITIES AND LEARNING FOR TODAY AND TOMORROW

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42
APRIL - JUNE 2015

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FACILITIES AND LEARNING FOR TODAY AND TOMORROW
PUBLIC ENGAGEMENT TIMELINE:
April 2015 - June 2015
<http://facilitiesreview.sd42.ca>

SCHOOL DISTRICT NO.42 ENGAGEMENT FRAMEWORK

Maple Ridge - Pitt Meadows: *Facilities and Learning for Today and Tomorrow*



SD42 VALUES

RESPONSIBILITY TO ALL LEARNERS

We value learning opportunities for all learners associated with the school district. Although students are our primary focus, we believe that all those associated with the district have the capacity and commitment to learn.

UNIQUENESS OF EACH INDIVIDUAL

We value the uniqueness of each learner and respect all learning styles and diverse needs. We foster a variety of instructional methods to ensure these styles and needs are being met and to build individual capacity so all learners can realize their potential.

DIVERSE LEARNING OPPORTUNITIES

We value a wide range of diverse learning opportunities to support each learner and the development of well-rounded individuals. We value choices for learners, equity of access to all programs and a holistic approach in order to integrate learning. We encourage learning opportunities beyond the classroom.

CULTURE AND COMMUNITY

We celebrate our many cultures and seek ways to appreciate and respect this diversity. We value our community partnerships and encourage the interdependence that sharing fosters.

PERSONAL AND SOCIAL RESPONSIBILITY

We value a place where everyone has a sense of belonging. From this sense of belonging comes consideration for self and others. Through personal engagement, all take responsibility for themselves, others and their environment. We support opportunities that develop leadership and citizenship capacity.

HIGH EXPECTATIONS FOR SUCCESS

We value the individual's ability to set high expectations and to describe personal success. Expectations are based on honest information and self-assessment. Personal success follows goal setting and a clear sense of priorities. We are accountable to the individual and the community for achieving success for all learners.

BOARD *of* EDUCATION

SCHOOL DISTRICT NO.42



MIKE MURRAY
BOARD CHAIR



ELEANOR PALIS
VICE-CHAIR



LISA BEARE
TRUSTEE



SUSAN CARR
TRUSTEE



KORLEEN CARRERAS
TRUSTEE



KEN CLARKSON
TRUSTEE



DR. DAVE REMPEL
TRUSTEE



KEY ENGAGEMENT PRINCIPLES

The following principles will guide the Board of Education (Trustees) in our decision-making regarding facilities planning and management, land management, school boundary management, and educational program placement:

Future Orientated: We are committed to working collaboratively and innovatively with our stakeholders and the public to identify opportunities that will support learners into the future.

Inclusiveness: We will make a fair and reasonable effort to include stakeholders and the public affected by a pending Board of Education decision in the engagement process.

Integrity: We value public and stakeholder relationships and will openly and actively seek all input in an open, honest and forthright way.

Commitment: We are committed to an engagement process that supports informed input and continues to ensure success for learners.

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

Authenticity: We will consider all input in the context of financial, educational, geographic, legislative, policies and program constraints to support sustainable Board of Education decisions.



ENGAGEMENT GOALS

Our goals for facilities planning and management, land management, school boundary management, and educational program placement alternatives, opportunities and/or solutions are to:

1. Provide the public and our stakeholders with balanced and objective information to assist them in understanding the future of education, the issues facing the Board of Education, and the constraints facing school district planning and decision makers.
2. Consult with the public and our stakeholders, listening to and acknowledging their concerns and aspirations, while building our understanding of the issues.
3. Provide feedback through press releases, school district website, parent portal, social media, school newsletters, and public board meetings on how public input is being used and how it influenced Board of Education decisions.



ENGAGEMENT OBJECTIVES

Building on the phase one completion of the Facilities Plan that identified a need for new schools, phase two focuses on current resources and geographic catchment areas. The objectives are to:

- Work with the City of Maple Ridge to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward.
- Work with the City of Pitt Meadows to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward.
- Work with Board of Education Advisory Committees and Education Partner Groups to understand constraints and opportunities created by current educational programming, facilities, enrolment projections, and catchment areas issues, in order to define the survey questions that will be used to gather public input related to facilities and educational programming.
- Consult with the public using a variety of tools to inform Board of Education decisions and understanding about catchment area changes, program demand, willingness to travel outside of the catchment to attend programs of choice, and preferred alternatives for current and future programs in schools.

Moving Forward – Focus on Future Resources (not part of spring 2015 process)

The April 2014 Facilities Review identified that in order to accommodate all estimated student enrolment at build-out in the Albion and Silver Valley areas of Maple Ridge, the school district will have to acquire and develop additional school sites. The Board's long term capital plan will include the need for new schools in these areas within our community.

When the building of new schools is approved by the Ministry of Education, the Board will consult with stakeholders on school design so as to ensure facilities decisions today do not limit future educational innovation.



DECISION MAKING

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



FACILITIES AND LEARNING FOR TODAY AND TOMORROW

PUBLIC ENGAGEMENT TIMELINE:


April 2015 - June 2015

<http://facilitiesreview.sd42.ca>

FACILITIES AND LEARNING FOR TODAY AND TOMORROW

Facilities and Learning for Today and Tomorrow is the second step in the development of the Maple Ridge - Pitt Meadows School District Strategic Facilities Plan. This phase - consisting of a public consultation with stakeholders, educators, the community and the two municipalities - is informed by the data the school district gathered in the first step of the process. This data is captured in the *Strategic Facilities Review* document, available at <http://facilitiesreview.sd42.ca/>

WHERE ARE WE IN THE PROCESS?

- 
Facilities Review [Completed April 2014]
 - 
Work with the City of Maple Ridge to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward. [April 1, 2015]
 - 
Work with the City of Pitt Meadows to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward. [April 1, 2015]
 - 
Work with Board of Education Advisory Committees and Education Partner Groups to understand constraints and opportunities created by current educational programming, facilities, enrolment projections, and catchment areas issues, in order to define the survey questions that will be used to gather public input related to facilities and educational programming. [May 10, 2015]
 - 
Consult with the public using a variety of tools to inform Board of Education decisions and understanding about catchment area changes, program demand, willingness to travel outside of the catchment to attend programs of choice, and preferred alternatives for current and future programs in schools. [May 11-25, 2015: online survey; June 10, 2015: Open House]
 - 
Draft Strategic Facilities Plan [September 2015]
 - 
Board Adopts the Strategic Facilities Plan [October 2015]

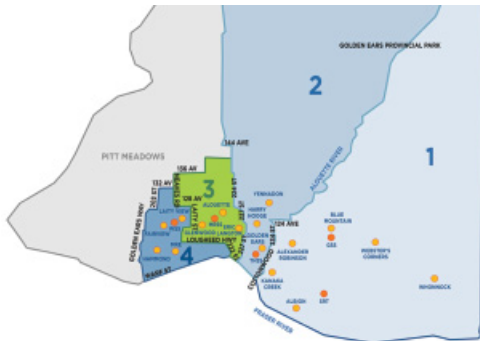
Photos from April 13, 2015 workshop with Board of Education Advisory Committees and Education Partner Groups.



SURVEY RESULT HIGHLIGHTS

Following meetings with the City of Maple Ridge and the City of Pitt Meadows on April 1, 2015 and a workshop with Board of Education Advisory Committees and Education Partner Groups on April 13, 2015, district staff developed a *Facilities and Learning for Today and Tomorrow* online survey. This survey was open from May 11, 2015 to May 25, 2015 and **received 861 responses**. The survey result highlights are presented below.

In which zone do you currently live?



- MAPLE RIDGE - ZONE 1: 26%**
- MAPLE RIDGE - ZONE 2: 18%**
- MAPLE RIDGE - ZONE 3: 12%**
- MAPLE RIDGE - ZONE 4: 14%**
- PITT MEADOWS: 19%**

How important do you feel the considerations below should be when the school district reviews and/or changes school boundaries?

<i>Importance</i> ↑	4.60	Impact on students currently attending the schools
	4.35	Impact on school population size
	4.31	Impact on choice educational programming
	4.25	Public transportation infrastructure in the area (roads, sidewalks, public transit)
	4.10	Student population projections
	4.02	School is central to the catchment area
	3.90	Housing development in the area
	3.89	Impact on families that will move into the area in future years

What programs of choice do you think the school district should consider offering in the future:

<i>Importance</i> ↑	213	Fine Arts Academy
	127	International Baccalaureate (IB) Middle Years Program for students aged 11-16
	106	Secondary Environmental Education
	105	Film Academy
	104	Dance Academy
	102	International Baccalaureate (IB) Primary Years Program for students aged 5-12
	57	Horticultural trades
	45	Late Montessori (grade 6-7)
	40	Mandarin Immersion
	37	Reggio influenced program
	26	Millwright
16	Painter	



FRENCH IMMERSION

28% of survey respondents who planned to enrol their child(ren) in our school district within the next 5 years expressed an interest in the Early French Immersion Program option.

If the school district offered an early French Immersion program in East Maple Ridge and/or an existing, under-utilized West Maple Ridge elementary school (e.g. Fairview Elementary, Maple Ridge Elementary), would you enrol your kindergarten or grade 1 child in this school?

WEST MAPLE RIDGE

114 Yes

251 No

EAST MAPLE RIDGE

140 Yes

228 No

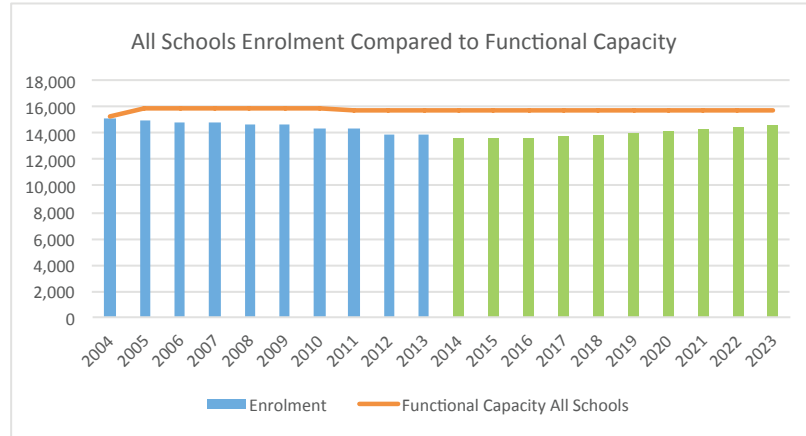
Why did you choose the French Immersion program for your child(ren)?

<i>Importance</i> ↑	67 Development of fluency in French
	43 Program reputation
	27 Location of school
	15 Program was recommended
	13 Francophone heritage
	8 Location of school (on the way to work)
	5 Peer group

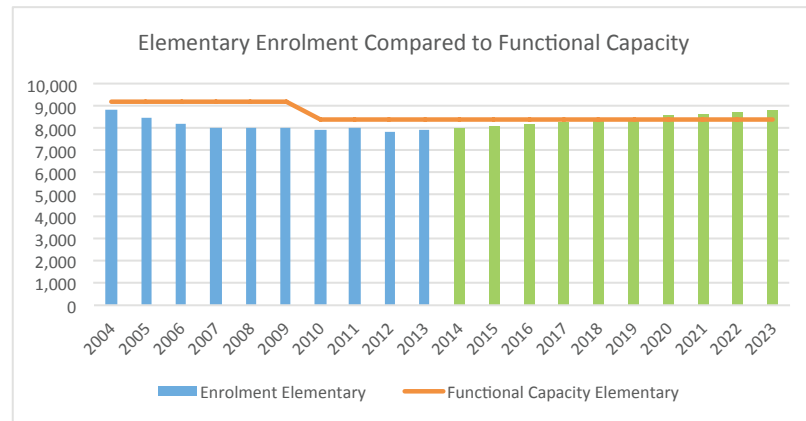


ENROLMENT PROJECTIONS

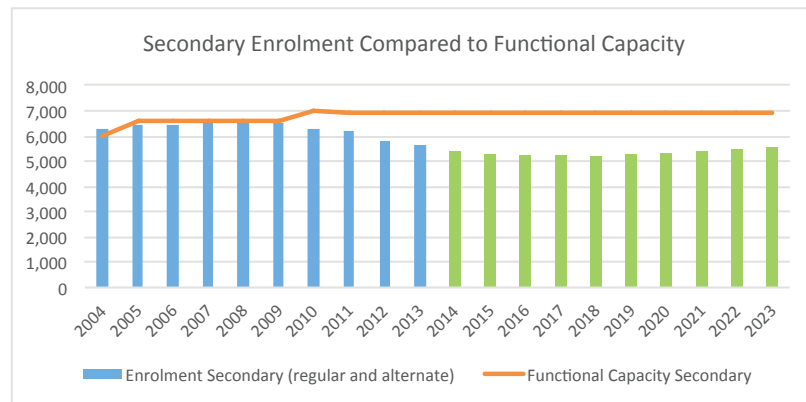
ALL SD42 SCHOOLS HEADCOUNT ENROLMENT



SD42 ELEMENTARY HEADCOUNT ENROLMENT



SD42 SECONDARY HEADCOUNT ENROLMENT

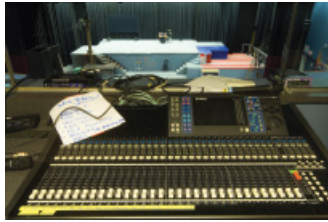


FINE ARTS

At the elementary level, fine arts programs are not offered in an academy format and all schools are encouraged to deliver fine arts programs.

At the secondary level, a number of specialized fine arts programs are offered in our secondary schools.

EXPANDING AN EXISTING PROGRAM



Garibaldi Secondary School's facilities are most suited to host a Fine Arts Academy. The school already has a fully functioning theatre, including a light booth, a sound board, and a state of the art screen. It also has a fully equipped dance studio and two art rooms - including a spray booth and pottery area - that can be used for all types of art.

The school currently hosts the Interdisciplinary Arts Academy, which gives students an opportunity to pursue an education in theatre and explore career opportunities in theatre, dance, voice, film and television

An expanded Fine Arts Academy at Garibaldi Secondary School should align with post-secondary fine arts models and should integrate curriculum and performance.

FINE ARTS PROGRAM AREAS MAY INCLUDE:

1. MUSIC
2. FILM
3. VISUAL ARTS
4. DRAMA
5. DANCE
6. DIGITAL ARTS



TRADES PROGRAMS CURRENTLY OFFERED:



AUTOMOTIVE SERVICE TECH.

Offered at: Westview Secondary
Partnership: BCIT
Enrolment: 18 Students
Grade Level(s): Grade 10 to 11



CARPENTRY

Offered at: Samuel Robertson Technical
Partnership: KPU
Enrolment: 18 Students
Grade Level(s): Grade 12



ELECTRICAL

Offered at: Garibaldi Secondary
Partnership: BCIT
Enrolment: 16 Students



MASONRY

Offered at: Thomas Haney Secondary
Partnership: KPU
Enrolment: 16 Students



CARPENTRY

Offered at: Garibaldi Secondary
Partnership: KPU
Enrolment: 18 Students
Grade Level(s): Grade 10 to 11



CULINARY ARTS

Offered at: Samuel Robertson Technical
Partnership: VCC
Enrolment: 16 Students



HAIR DESIGN

Offered at: Samuel Robertson Technical
Partnership: VCC
Enrolment: 20 Students



METAL FABRICATION

Offered at: Samuel Robertson Technical
Partnership: BCIT
Enrolment: 18 Students



PLUMBING

Offered at: Garibaldi Secondary
Partnership: KPU
Enrolment: 18 Students

POTENTIAL OFFERINGS:



HORTICULTURE

Offered at: TBD
Partnership: KPU
Enrolment: 18 Students



AUTO COLLISION REPAIR

Offered at: TBD
Partnership: BCIT
Enrolment: 16 Students



DAIRY PRODUCTION TECHNICIAN

Offered at: Greenbelt Veterinary Services
Partnership: Greenbelt Veterinary Services
Enrolment: 16 Students

PREDICTED IMPACT ON ENROLMENT IN HOST SCHOOLS:

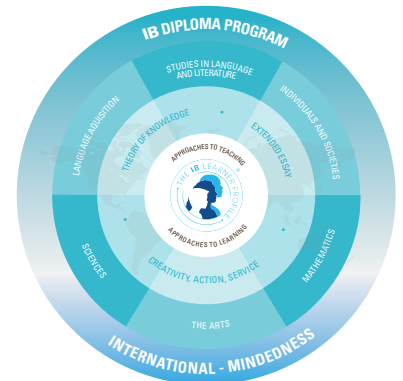
The school district anticipates that the addition of these programs would boost enrolment at host schools by the number of students enrolled in the new program(s) (between 16-18 students per program).



CURRENT PROGRAM OFFERINGS

The International Baccalaureate (IB) Program hosted at Garibaldi Secondary offers coordinated curriculum from grade 9 through grade 12 for talented and highly motivated students. IB is recognized throughout North America as providing equivalent to first year university courses. Students who do well in IB subjects will generally receive university credit for their effort.

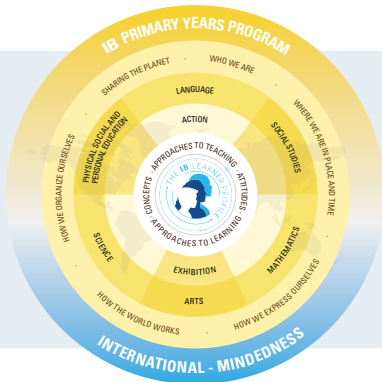
Emphasis is placed on higher level skills, including analysis, research, writing, problem-solving and working in cooperative groups.



POTENTIAL PROGRAM EXPANSION

The International Baccalaureate Program can potentially be expanded to include a Primary Years Program and a Middle Years Program. Given that the IB Diploma Program is currently hosted at Garibaldi Secondary School, it is proposed that the expansion of the program be hosted at Garibaldi Secondary School and the neighbouring Blue Mountain Elementary School.

IB PRIMARY YEARS PROGRAM

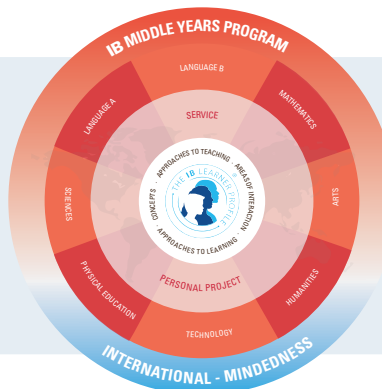


The International Baccalaureate (IB) Primary Years Program is a curriculum framework designed for students aged 5 to 12.

The program incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'who we are', 'where we are in place and time' and 'how the world works'.

The Primary Years Program gives students a foundation for the IB's other programs.

IB MIDDLE YEARS PROGRAM



The International Baccalaureate (IB) Middle Years Program is a curriculum framework designed for students aged 11 to 16.

The Middle Years Program emphasizes intellectual challenge and encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life.

International Baccalaureate (IB) Program Fees for Students

Currently parents of students enrolled in the IB Diploma program at Garibaldi Secondary School pay a fee of \$800 for the two year diploma program or \$200 per IB course. Fees may be established for the Primary Years Program and the Middle Years Program to ensure cost recovery of IB fees.

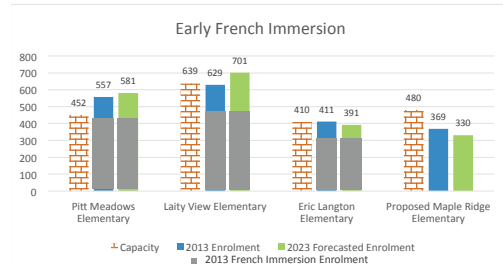


EARLY FRENCH IMMERSION

Early French Immersion is offered in three sites in Maple Ridge- Pitt Meadows. Currently we have approximately 10% of our population choosing French Immersion. By 2023 it is projected that enrolment will exceed the capacity of Laity View and Pitt Meadows elementary.

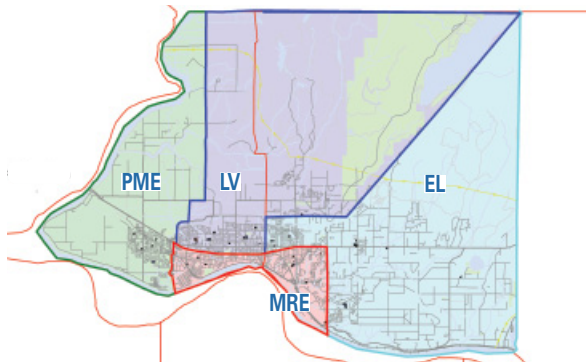
There is expressed interest in the community to expand the French Immersion program to new sites. Within existing facilities a new Early French Immersion program can be hosted at Maple Ridge Elementary starting September 2016.

It is anticipated that students completing the French Immersion program at Maple Ridge Elementary will enrol in the secondary French Immersion program at Pitt Meadows Secondary.

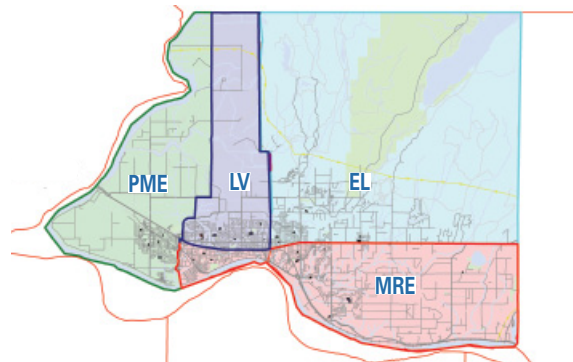


PROPOSED EARLY FRENCH IMMERSION SCHOOL BOUNDARIES

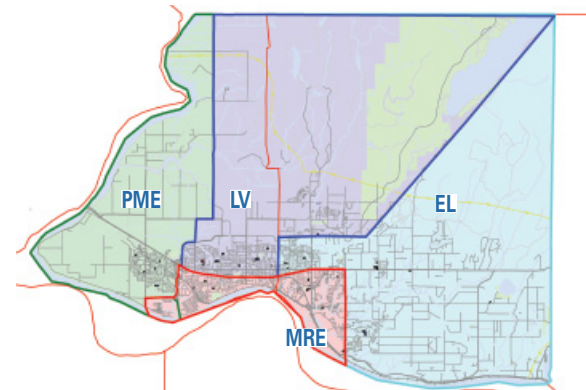
MAP A



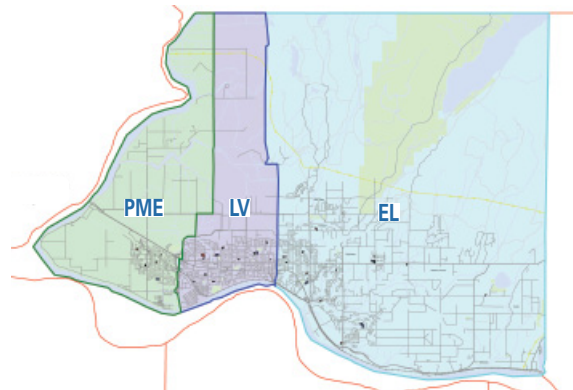
MAP B



MAP C



CURRENT BOUNDARIES

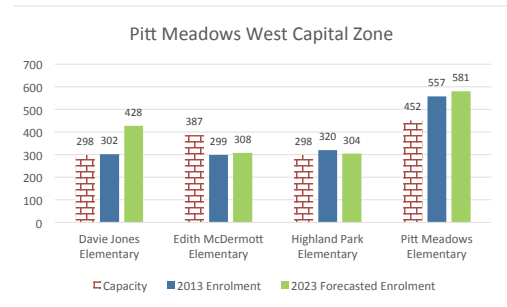


ENROLMENT PROJECTIONS

The school district projects that enrolment in Pitt Meadows schools will be unevenly distributed, with some schools operating over capacity by 2023.

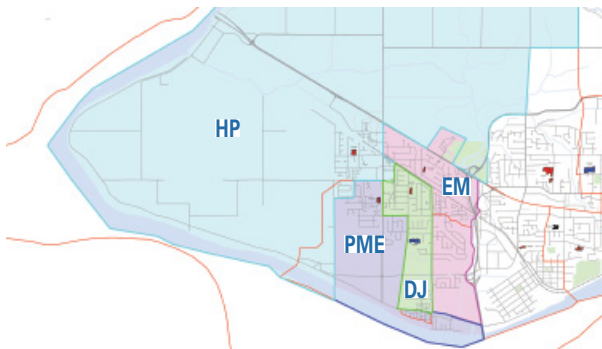
In order to accommodate future students in existing facilities, the catchment area for the Pitt Meadows elementary schools must be reviewed and redrawn.

Three options for redrawing school boundaries are presented below.

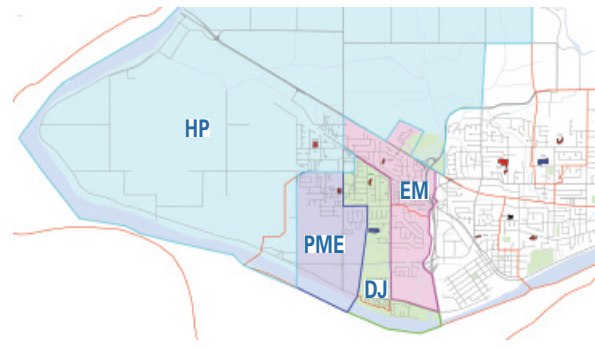


PROPOSED PITT MEADOWS SCHOOL BOUNDARIES

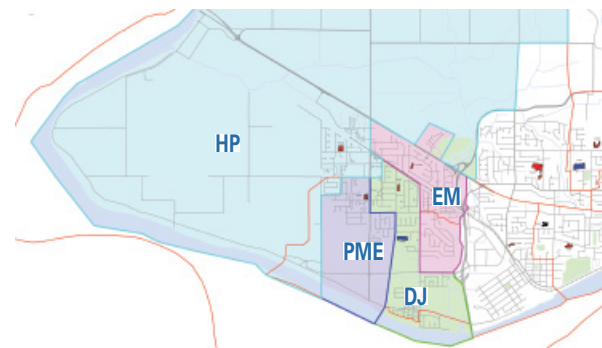
MAP A



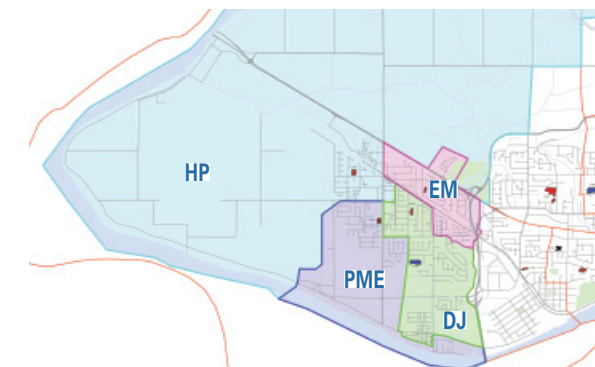
MAP B



MAP C



CURRENT BOUNDARIES



IMPACT ON CURRENT FAMILIES

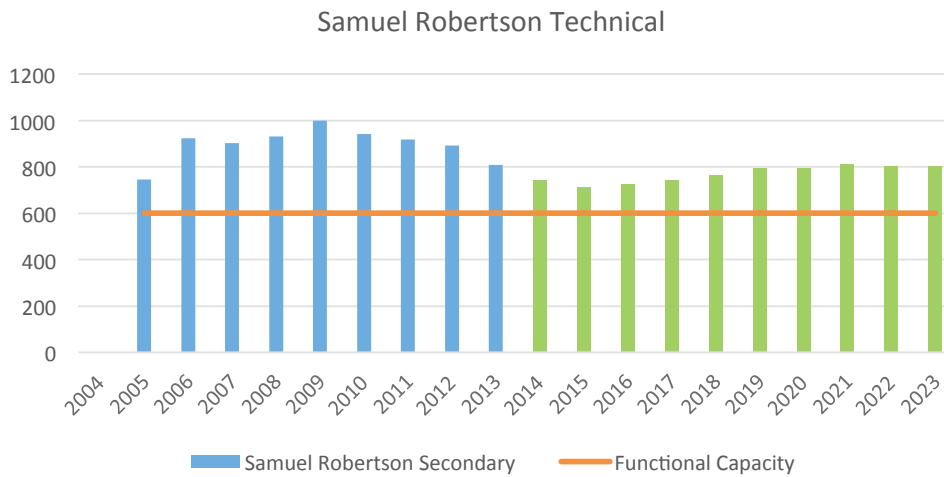
The proposed school boundary changes would be effective September 2016. Siblings of students enrolled in the school would be given priority to enrol in the same school as their sibling(s). For more information, see Board policy *9200 School Catchment Areas and Student Placement*



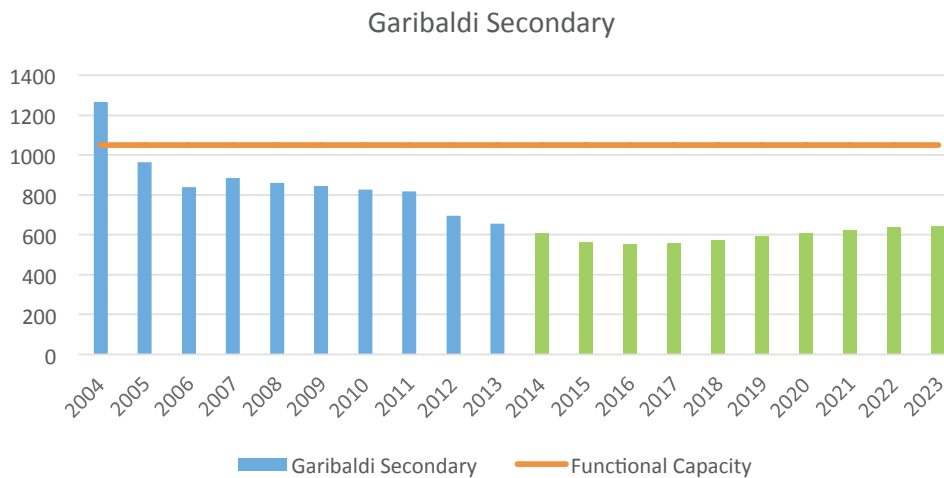
ENROLMENT PROJECTIONS:

The school district projects that enrolment in Samuel Robertson Technical will continue to exceed the school's capacity over the next decade. At the same time, significant space is available in the neighbouring secondary school, Garibaldi.

SAMUEL ROBERTSON TECHNICAL



GARIBALDI SECONDARY SCHOOL



REDRAWING SCHOOL BOUNDARIES:

In order to accommodate future students in existing facilities, the catchment area for two secondary schools, Samuel Robertson Technical and Garibaldi Secondary must be reviewed and redrawn.

Three options for redrawing the SRT and Garibaldi Secondary school boundaries are presented below.

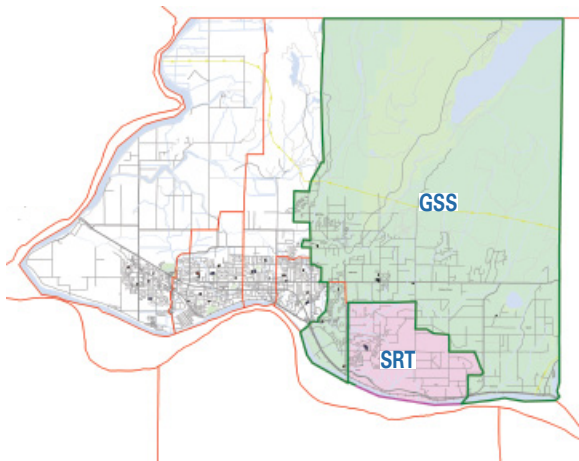
IMPACT ON CURRENT FAMILIES

The proposed school boundary changes would be effective September 2016.

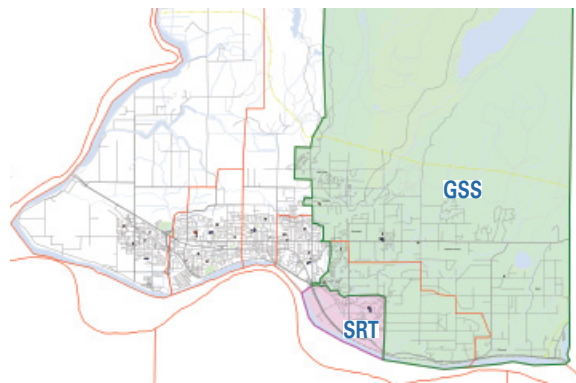
Siblings of in-catchment students enrolled in Garibaldi Secondary or Samuel Robertson Technical would be given priority to enrol in the same school as their sibling(s).

For more information, see Board policy **9200 School Catchment Areas and Student Placement**

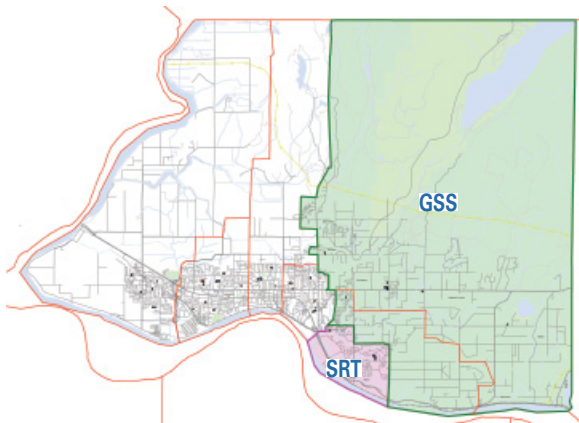
MAP A



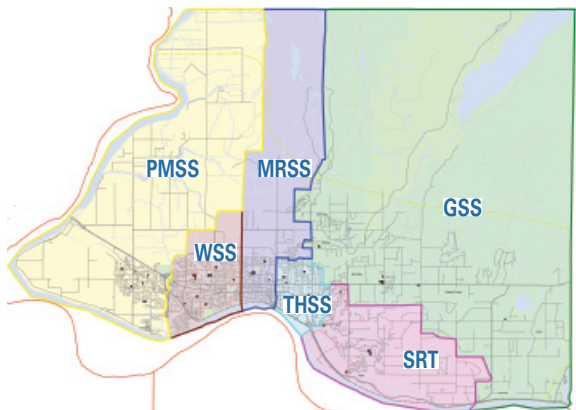
MAP B



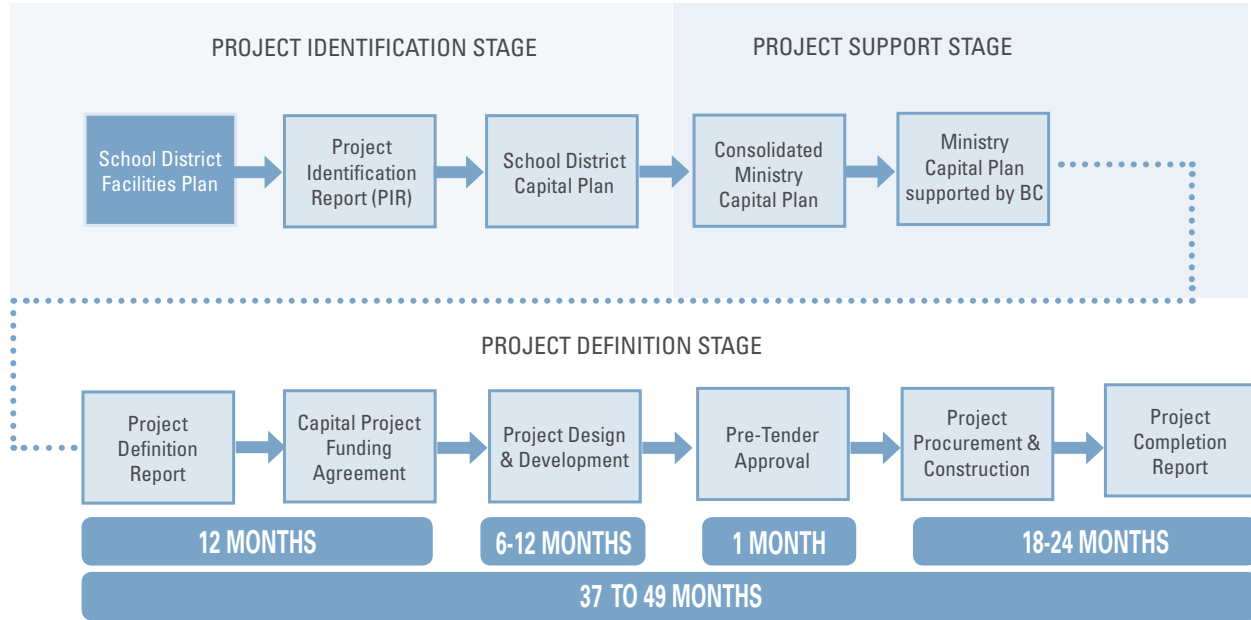
MAP C



CURRENT BOUNDARIES

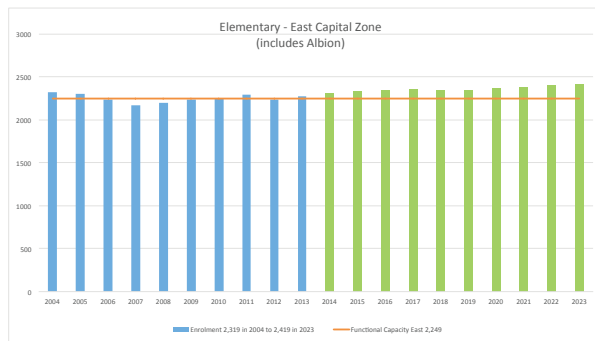


CAPITAL PLANNING PROCESS TIMELINE

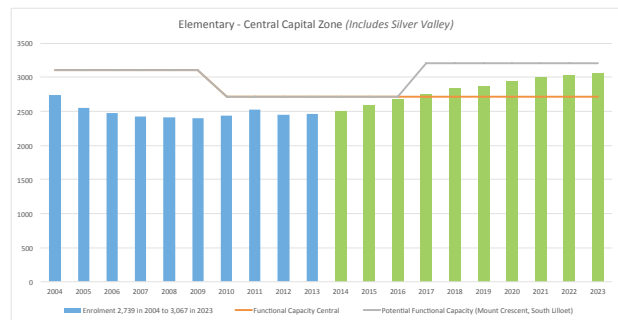


The Ministry of Education provides capital funding for new schools. The estimated ongoing operating facility based costs of \$370,000 for an elementary school must be funded within the existing operating budget.

ELEMENTARY: EAST CAPITAL ZONE (includes Albion)



ELEMENTARY: CENTRAL CAPITAL ZONE (includes Silver Valley)



The timing for building new schools is highly dependent on student population yields and pace of development in Silver Valley and Albion. It is projected that in the next decade a new school will be required in the Albion area (104th site) and that one additional school site in this area will also need to be acquired. In Silver Valley, at full built out, one new school will be required and the school site will need to be acquired in the next decade.

