This is not a Presentation…
It is a Conversation
What is a Long Range Facilities Plan?

and

Who is it for?
School District Vision/Mission/Guiding Principles

Educational Plan

LRFP

Capital Plan

capital projects
MoE
2019/2020 5-year Capital Plan submission instructions
“The LRFP is a mechanism for school districts to effectively demonstrate that proper facility planning is taking place in support of the district’s educational plan over a 10 year window”

It includes:
• Inventory
• Challenges
• Direction
How can we look at the LRFP in a more holistic way and make it a living document for use by the school district?
The LRFP is not only an inventory for the MoE, but:

combining the input from educators, staff, students, Facilities, to create a shared living advocacy document for the district, parents/students, and architects.
This document should be the reference manual for all decisions: anything from education to programming.
The LRFP is a document guiding the School District. It is not a Ministry of Education document.
How does this work in practice?

SD36 2018/2019 LRFP case study
How to look at the LRFP through the School District lens?
Overarching themes that districts are dealing with today:

we are looking at reconciliation
we are dealing with growth in some areas, and decline in others
we have a new curriculum
we are talking about inclusion

every district has its own challenges around these themes and
the solutions are all unique
This is everyone’s plan

Stakeholders
Listening
Discussions

There has been an evolution in the district, we have evolved and we have to acknowledge this
District Profile

Not just numbers/inventory

what makes this District unique?
what makes the Community unique?
what challenges does the Community face?

who is our Client?
Process
Reaching out to large group of stakeholders:

Facilities
Project office
assistant superintendents
sustainability/energy
transportation
special education
district programming
aboriginal education

students
Asking them:

what do YOU feel is the biggest challenge for the District over the next 10 years?

What have we done right?
Where can we do better?

Talking about: learning environments, facilities, portables, space for programs, safety, facility sizes, massing, partnerships, how to reflect cultures, sustainability goals, what makes a great school.
What we are hearing:

“We need Fundamental Universal Design”

“We are in the business of providing Healthy and Safe environments to our users”

“It’s the people and the relationships that matter most, not the facilities”

“We need early intervention”

“its not about the age of a facility but about the systems and their flexibility”
Process

1. Who is our Community/District/Client?
2. Listening and Information gathering
3. Investigate and Distill main themes
4. Describe themes and how they are related across the pyramid
5. Frequent touch in with stakeholders
6. Final report to not only be inventory and challenges, but also Aspirations and Advocacy
Themes, Challenges & Conclusions
Our conversations are:

How to best deal with exponential growth on the short, mid and long term? What could a mid-term solution look like?

When do we start discussing moving away from the traditional notion of a school?

How does the value of land factor into our decision making?

What happens if we can no longer change catchments because we are full everywhere? How big would or should our schools get?

How to safeguard space for district programs while under space pressure?

How to adapt our facilities to the new curriculum?
Challenges/Themes from previous plans

how many new schools do we need in this area
which addition to schools should we build
which seismic upgrades are left to be completed
where do we need boiler upgrades
Our conclusions should have impact holistically across the pyramid.
Exercise
Q & A