



A4LE LRFP

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This is not a Presentation...
It is a **Conversation**

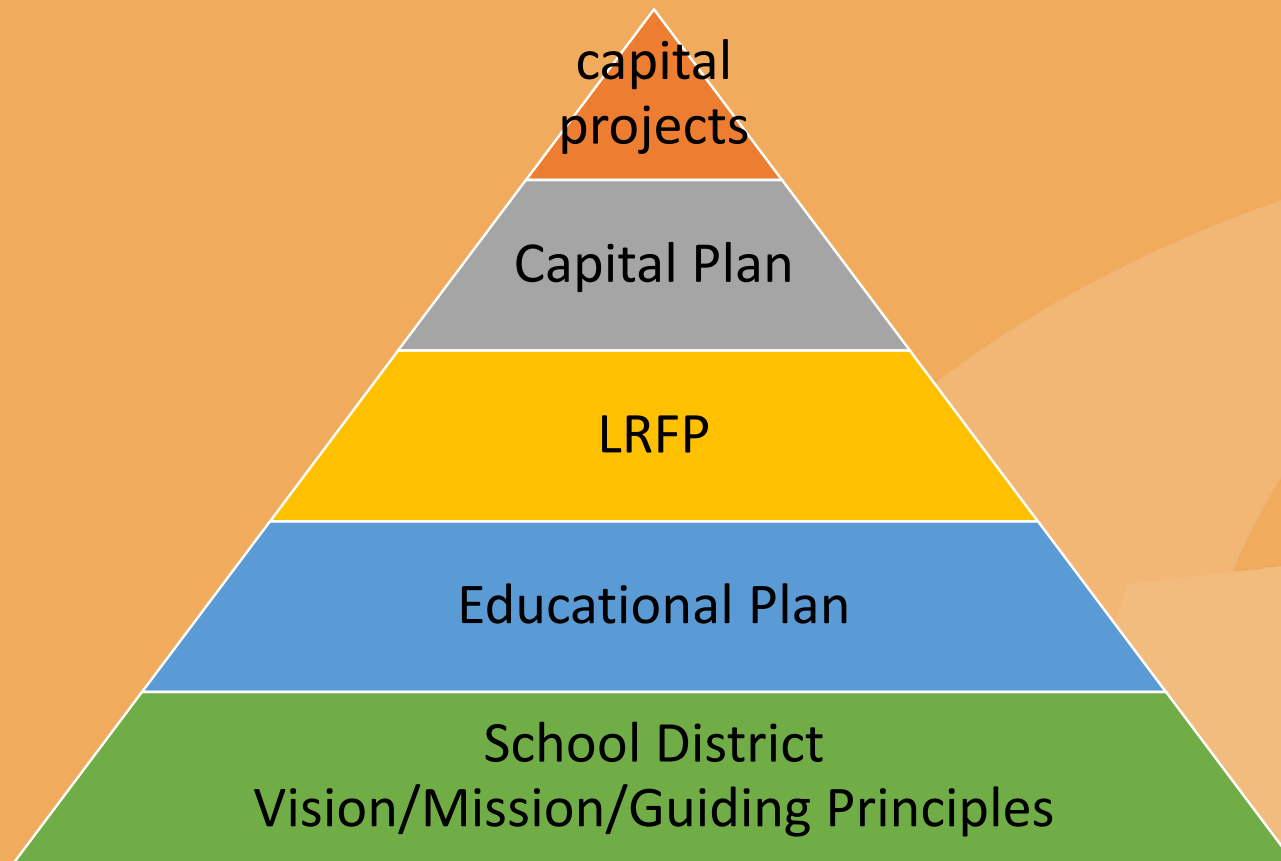
Exercise



What is a Long Range Facilities Plan?

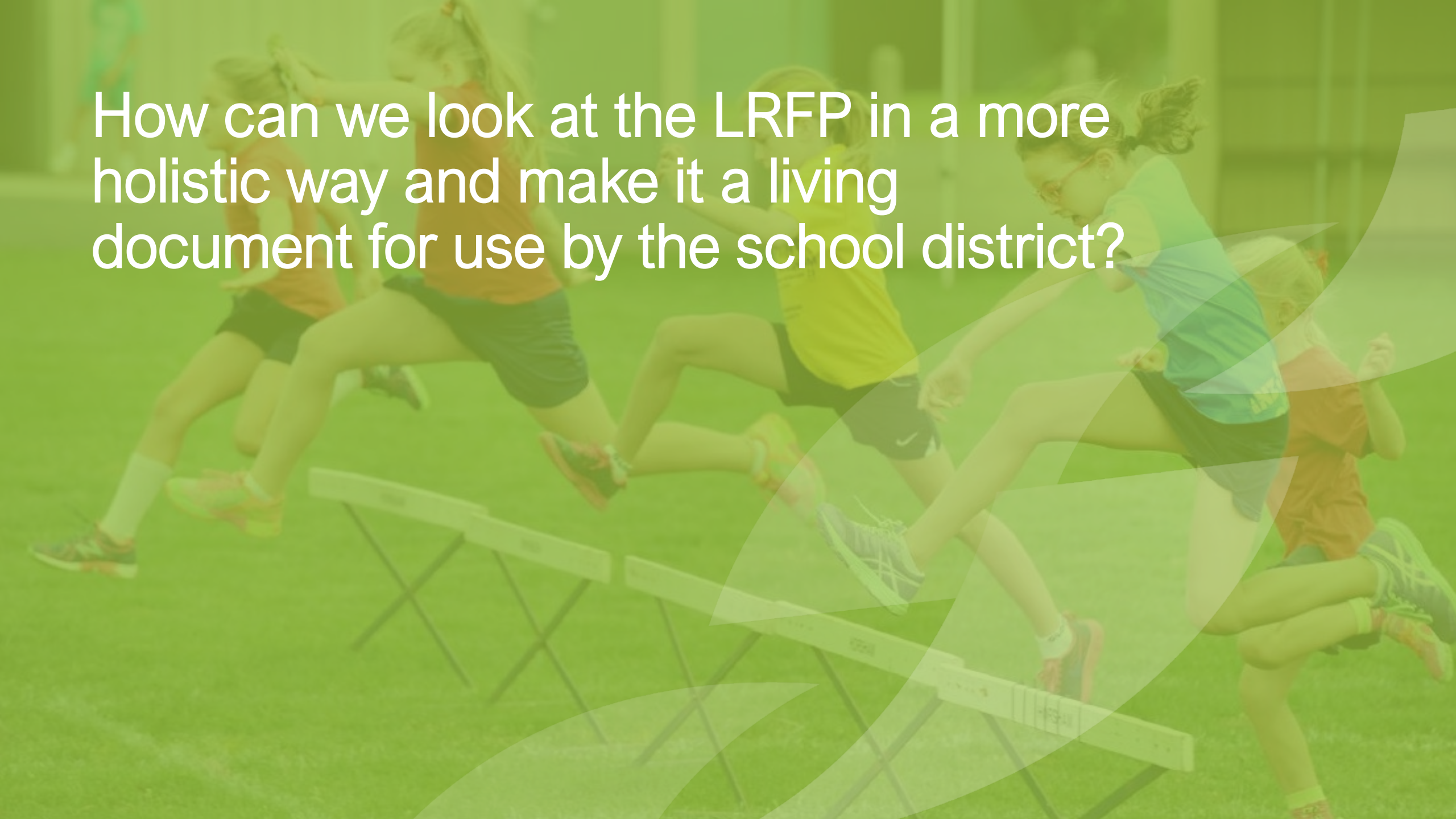
and

Who is it for?



A photograph of several young children sitting at a table in a classroom, focused on their work. They are using various colored pencils and markers. The image has a warm, orange-toned overlay. The text is overlaid on the left side of the image.

MoE
2019/2020 5-year Capital Plan
submission instructions

A group of young girls are running a race on a track. They are wearing various colored athletic wear (orange, yellow, blue, red) and are captured in mid-stride. The background is a green field. The image has a green overlay and a question about the LRFP.

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

What we are hearing:

*“We need
Fundamental
Universal
Design”*

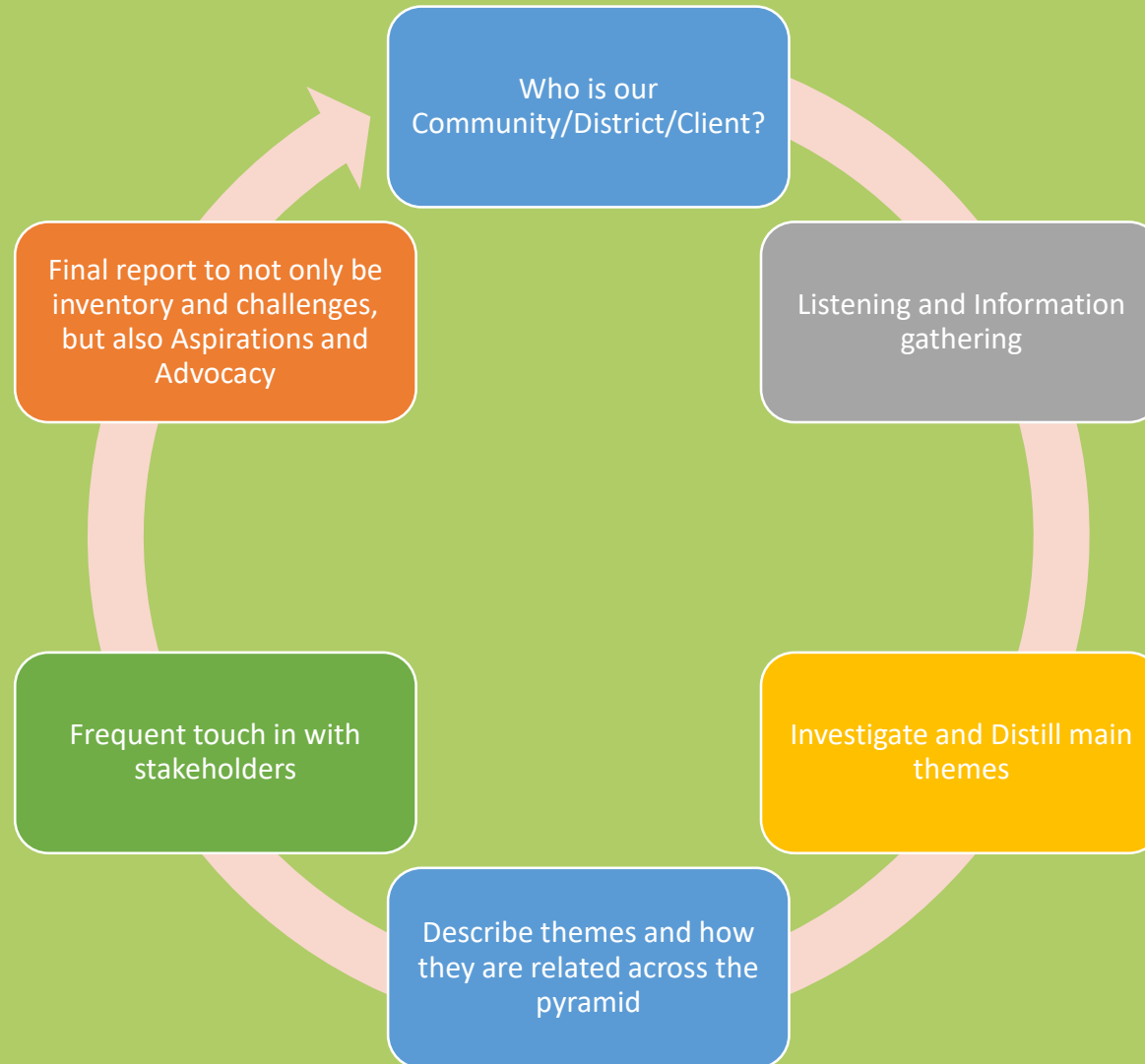
*“we are in the
business of
providing
Healthy and Safe
environments to
our users”*

*“We need
early
intervention”*

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

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

Process



Themes, Challenges & Conclusions

The image features a background of a crowd of people, likely at a concert or event, with many individuals having their arms raised in the air. The entire scene is filtered with a warm, orange-toned overlay. A large, semi-transparent orange arrow is superimposed on the right side of the image, pointing horizontally towards the right. The arrow's tail is near the center, and its head is on the right edge. The text 'Themes, Challenges & Conclusions' is positioned in the upper left quadrant of the image, rendered in a clean, white, sans-serif font.

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?

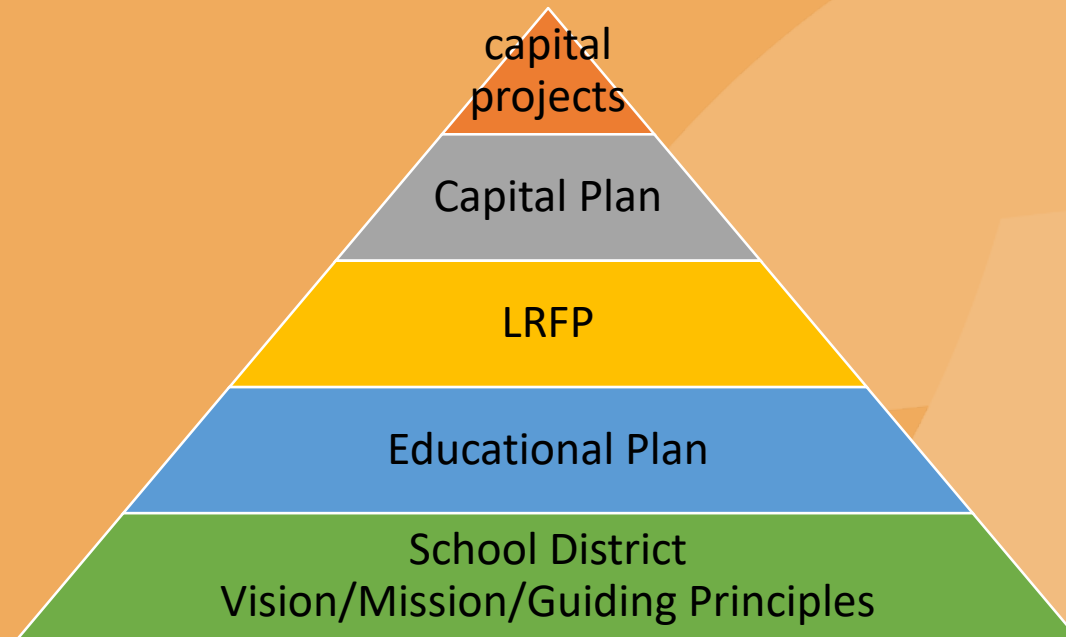
How to safeguard space for district programs while under space pressure?

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