



**School District No. 35 (Langley)**

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*Langley Secondary School*

*Closure Information*

*Package*

Prepared by J. David Green

Secretary-Treasurer, School District No. 35

February 2, 2015

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## **EXECUTIVE SUMMARY**

The Board of Education is undertaking a school closure consideration for Langley Secondary School pursuant to Board Policy No. 5029 – School Closure. The process currently underway will culminate in a decision on February 17, 2015 at the scheduled Special Board Meeting. In accordance with Policy No. 5029 this document is being provided to the public in advance of a public meeting scheduled for February 10, 2015, to be held at Langley Secondary School to explain the rationale for the closure consideration and to provide pertinent information related to the school so the school community fully understands the issues that have led to the closure consideration. The main reasons for the closure consideration relate to the following factors;

- The school needs significant seismic upgrading;
- The school requires other costly capital upgrading;
- The school has been experiencing declining enrolment;
- The school is the subject of a broader public consultation process around secondary school options; and,
- The school's enrolment can be accommodated at other district schools.

## **General Background**

At the December 16, 2014 Regular Meeting of the board of Education, the Board served notice that it intends to consider a motion at a future Regular meeting to consider permanently closing Langley Secondary School. The motion, which passed unanimously, is as follows:

***That the Board of Education serves notice at its December 16, 2014 Regular open meeting that it intends to consider a motion at a future Regular open meeting of the Board for the permanent closure of Langley Secondary School.***

The process relating to the possible closure of a school is governed by a Ministry of Education policy titled “School Building Closure and Disposal Policy” (attached as Appendix A) which in turn is guided by two Ministerial Orders: the School Opening and Closure Order (attached as Appendix B) and the Disposal of Land or Improvement Order (not attached). The School Opening and Closure Order defines the permanent closing of a school as “...closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.” The Order goes on to require a Board to develop and implement a policy that includes a public consultation Process with respect to a permanent closure and make that policy available to the public. Finally the Order also requires a Board to apply that policy when considering a permanent school closure.

The District had adopted Policy No. 5029 - School Closure in March of 2003. However the School Building Closure and Disposal Policy and its related Ministerial Orders came into effect on September 2, 2008 and the previous version of Policy No. 5029 needed to be revised, which was done and adopted by the Board in March 2014 (attached as Appendix C). It is this Policy that is governing the consideration of the permanent closure of Langley Secondary School. Under Policy No. 5029, the Board has the authority to permanently close a school for reasons which include:

- declining student enrolment such that the school is no longer economically or operationally viable
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the district’s educational needs
- the school is being replaced with a newly constructed school.

## **Rationale for the Closure Consideration**

As explained at the December 16, 2014 Regular Meeting of the Board of Education, the reasoning around the closure consideration of Langley Secondary School was driven by the public consultation process on secondary school options which commenced in October 2014 and is currently ongoing. That broader public consultation process includes the development of business cases related to consideration of the seismic upgrading of Langley Secondary and the need for school space on the Willoughby Slope. Because some of the business cases involve the re-direction of the seismic upgrading funding for Langley Secondary to other projects, which essentially results in the closure of the school, it became necessary to move into the school closure consultation process contained in Policy No. 5029.

The first two reasons, as stated above, giving the Board authority to close a school would apply in the case of Langley Secondary. The school has declining enrolment and the considerations in the various business cases presented in the broader public consultation process to consolidate operations and move students to other schools, if followed, would result in the school being deemed surplus to the District's educational needs.

## **History of the School**

Langley Secondary School was originally constructed in the 1940's and served the District for a significant period of time as the only secondary school in Langley. Attached to this report as Appendix D is a historical synopsis of the school compiled by the Langley Retired Teachers' Association, which provides context as to how the school grew from its beginnings to what it was in 2004.

## **Enrolments (Historical and Projected)**

### **Historical**

Langley Secondary School has an operating capacity of 1,125 students and was operating below that capacity for the years prior to 2008 when HD Stafford was converted to a middle school and Langley Secondary became a Grade 9-12 school, as shown in the following table:

<b>A History of Total Enrollment: ALL Programs</b>										
<b>Grade</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>8</b>	147	150	119	0	0	0	0	0	0	0
<b>9</b>	136	154	160	279	216	196	157	184	152	172
<b>10</b>	190	144	180	299	251	235	208	185	209	179
<b>11</b>	171	178	186	314	322	283	251	249	185	248
<b>12</b>	150	142	180	282	318	325	308	255	270	210
<b>Total</b>	<b>794</b>	<b>768</b>	<b>825</b>	<b>1174</b>	<b>1107</b>	<b>1039</b>	<b>924</b>	<b>873</b>	<b>816</b>	<b>809</b>

As illustrated, the school did operate at or near its capacity from 2008 until 2010, but has experienced declining enrolment since then to the point where in September 2014 there were 809 students for four grades, comparable to the enrolments for five grades prior to the HD Stafford conversion in 2008. The larger grade cohort sizes in the 9-12 grade configuration compared to the 8-12 grade configuration provides for greater flexibility in course offerings.

The school has struggled over the past ten years to maintain or increase enrolment. Of the 809 students, 694 are district students enrolled in a regular course of study. The enrolment in the regular program follows the same enrolment history as the overall enrolment, as illustrated below:

<b>A History of Total Enrollment: Regular Program</b>										
Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>8</b>	120	113	111	0	0	0	0	0	0	0
<b>9</b>	105	121	132	273	216	194	149	181	149	163
<b>10</b>	159	111	152	267	230	220	195	156	193	161
<b>11</b>	137	144	149	275	264	238	217	217	156	195
<b>12</b>	132	122	156	251	265	294	268	228	232	175
<b>Total</b>	653	611	700	1066	975	946	829	782	730	694

Of the 809 students in the school in September 2014, 42 are enrolled in the Focus alternate program. The school's French Immersion program ended in 2009. The history of these two programs is illustrated in the following two tables:

<b>A History of Total Enrollment: Alternate</b>										
Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>9</b>	0	0	0	0	0	0	1	0	0	0
<b>10</b>	0	0	0	0	13	4	2	11	2	3
<b>11</b>	0	0	0	0	22	19	15	10	14	23
<b>12</b>	0	0	0	0	25	22	26	18	16	16
<b>Total</b>	0	0	0	0	60	45	44	39	32	42

<b>A History of Total Enrollment: French Immersion - Early</b>										
Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>8</b>	23	28	0	0	0	0	0	0	0	0
<b>9</b>	26	23	22	0	0	0	0	0	0	0
<b>10</b>	15	19	20	21	0	0	0	0	0	0
<b>11</b>	15	16	15	19	17	0	0	0	0	0
<b>12</b>	10	13	16	13	15	0	0	0	0	0
<b>Total</b>	89	99	73	53	32	0	0	0	0	0

Of the 809 students in the school in September 2014, 73 are international students living in Langley. The enrolment of international students has increased over the last ten years, as illustrated in the following table:

<b>A History of Total Enrollment: International</b>										
Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
8	4	9	8	0	0	0	0	0	0	0
9	5	10	6	6	0	2	7	3	3	9
10	16	14	8	11	8	11	11	18	14	15
11	19	18	22	20	19	26	19	22	15	30
12	8	7	8	18	13	9	14	9	22	19
<b>Total</b>	<b>52</b>	<b>58</b>	<b>52</b>	<b>55</b>	<b>40</b>	<b>48</b>	<b>51</b>	<b>52</b>	<b>54</b>	<b>73</b>

## Projected

The District uses Baragar’s Demographic Dynamic program to project school enrolments. An updated version of the program is received every year late in the fall based on historical data and that year’s September enrolment. District staff revises these projections based on local knowledge. As illustrated below the projected enrolment of Langley Secondary is not expected to vary significantly over the next eight years.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Regular & Focus	736	740	711	712	708	721	733	739	752
International	73	75	75	75	75	75	75	75	75
<b>Total</b>	<b>809</b>	<b>815</b>	<b>786</b>	<b>787</b>	<b>783</b>	<b>796</b>	<b>808</b>	<b>814</b>	<b>827</b>

## Catchment Information

The District is able to know where the students in a particular catchment go to school by using Baragar’s GeoSchool module. This module uses a student’s address and personal identification number to determine where a student goes to school. This information is updated yearly based on information supplied by districts from BCeSIS. In addition to district students, the program also tracks students who attend District schools who live outside the District, as well as international students who live in homestay arrangements in the District.

There are currently (September 2014) 1,275 students who are of secondary (grade 9-12) age and who live in the Langley Secondary School catchment. Of these students, only 619 or 48.5% attend Langley Secondary. A significant number of catchment students attend

Brookwood Secondary and Langley Fundamental Middle Secondary and others attend other District secondary schools, as illustrated below:

Langley Secondary	<u>619</u>	48.5%
Brookwood Secondary	262	
Langley Fundamental Middle Secondary	168	
R.E. Mountain Secondary	48	
D.W. Poppy Secondary	46	
Apex/James Anderson	42	
Langley Fine Arts	31	
LEC Choices Alternate	28	
Walnut Grove Secondary	15	
Aldergrove Community Secondary	13	
Lochiel U-Connect	<u>3</u>	
	<u>656</u>	51.5%
	<u>1,275</u>	

While 51.5% of the catchment students attend school elsewhere, Langley Secondary does attract students from other catchments and also from other districts, as illustrated below:

Langley Secondary	<u>619</u>	76.5%
R.E. Mountain Secondary	64	
Brookwood Secondary	37	
Out of District - Surrey	33	
Walnut Grove Secondary	21	
D.W. Poppy Secondary	18	
Aldergrove Community Secondary	9	
Our of District - Other	<u>8</u>	
	<u>190</u>	23.5%
	<u>809</u>	

It should be noted that these numbers include 73 international students who may have homestay arrangements outside the catchment. These two charts illustrate a net out-migration of secondary students of 466 students.

## **Criteria for Considering the School Closure**

Policy No. 5029 lists a number of factors that need to be taken into account when considering the permanent closure of a school. The primary consideration is whether there would be sufficient space to accommodate the students in neighbouring schools. Some of the business cases that are part of the broader public consultation process call for the re-establishment of HD Stafford as a secondary school and the conversion of Simonds Elementary to a middle school. If this were to happen, the Langley Secondary students, including those who attend the Langley Education Centre, could be accommodated at HD Stafford as that school has an operating capacity of 850 students and based on the projected enrolments presented previously, that capacity could accommodate the Langley Secondary students for the foreseeable future. While the current capacity of HD Stafford is 850, recent discussions with Ministry of Education officials indicate support for a small expansion of the school to possibly 1,000 student spaces if that is the business case preferred by the Board of Education. The other factors identified in the Policy that need to be considered are discussed elsewhere in this report.

## **Financial Considerations**

There are financial implications that need to be considered when looking at closing a school. The operating cost per student, based on the allocation of resources to the school and not considering central resources, is illustrated in the following table, compared to the District's other comprehensive secondary schools:

	<b>12/13</b>	<b>13/14</b>	<b>14/15</b>
ACSS	7,539	7,866	7,612
BSS	6,037	6,316	6,439
DWP	6,368	6,845	7,144
LSS	6,626	7,150	7,213
REMSS	5,773	6,067	6,403
WGSS	5,496	5,712	5,626

As indicated, the operating cost per student at Langley Secondary is second only to Aldergove Community Secondary and has been increasing over the last three years. Compared to schools with higher enrolments the higher cost for Langley Secondary reflects the declining enrolment trend the school is experiencing. Declining enrolment increases the pressure on a school to try to continue to provide the same level of services to students. This requires the allocation of additional resources to support the lower numbers of students, which is not an efficient practice when compared to other schools not experiencing declining enrolment. The continued additional support required creates inequities over time. Whether the movement of the students to the HD Stafford site would result in a lower operating cost per student is unknown at this time, but because the HD Stafford building has a smaller capacity it is reasonable to assume there will be savings on utilities and maintenance.

While not providing a detailed analysis of the staffing implications of the movement of the Langley Secondary students to HD Stafford and the movement of HD Stafford to a converted Simonds Middle school, it is reasonable to expect operational savings in the area of \$250,000 to \$300,000 given that the operation of an elementary school will be eliminated from the District budget. These savings would come from staffing reductions in administration, clerical, educational assistants and custodial.

**Accommodation of Students at Neighbouring Schools**

If the Board of Education chooses to close Langley Secondary, the business case that would have to be pursued is the re-establishment of HD Stafford as a secondary school and the conversion of Simonds Elementary to a middle school. It has already been discussed that the Langley Secondary students could be accommodated at an expanded HD Stafford. Recent discussions with Ministry of Education officials would see the cascading impacts of moving the secondary students to HD Stafford which are: (1) what capacity would a Simonds middle school need to be; and (2) is there space in neighbouring elementary schools to accommodate the displaced K-5 students.

The following enrollment projections HD Stafford have already been provided to the broader public consultation process:

	2014	2015	2016	2017	2018	2019	2020	2021	2022
HD Stafford	507	505	506	521	512	531	546	570	572

They clearly indicate the need for a Simonds middle school to have an operating capacity in excess of 500. The school currently has a nominal capacity of 415 students and the plan that has been presented as part of the business cases in the broader public consultation process includes the addition of classroom space to accommodate the anticipated enrolment.

The conversion of Simonds to a middle school would not be considered a school closure. The District has obtained legal advice on this issue and determined that it would be considered a grade configuration and not a closure as the grade five class that is there in the year the school becomes a middle school would simply go to grade six. Therefore one grade of the student body could actually attend the school from Kindergarten until grade eight.

With respect to where the Simonds students would go if it was converted to a middle school, there will need to be discussion of catchment changes and also the possible displacement of day care and Strong Start operations. For the purposes of this report there will only be discussion of whether space exists in neighbouring schools without displacing any of those operations. The following table illustrates which catchments the current 132 students come from:

	K	1	2	3	4	5	K-5
Simonds Elementary	21	25	15	12	12	13	98
Nicomekl Elementary	1	2	0	1	3	1	8
Douglas Park Community	0	3	1	1	0	2	7
Blacklock Fine Arts Elementary	0	0	0	3	1	2	6
Willoughby Elementary	1	0	0	0	2	1	4
Alice Brown Elementary	1	0	1	0	0	1	3
Wix-Brown Elementary	0	1	0	0	1	0	2
Gordon Greenwood Elementary	0	0	0	0	1	0	1
James Hill Elementary	0	0	0	1	0	0	1
North Otter Elementary	0	0	0	0	1	0	1
Uplands Elementary	0	0	0	1	0	0	1
<b>Total by Grade</b>	<b>24</b>	<b>31</b>	<b>17</b>	<b>19</b>	<b>21</b>	<b>20</b>	<b>132</b>

As indicated only 98 students or 74.2% of the student body actually lives in the school's catchment. It would be reasonable to assume that a similar trend will continue in the future. The following table is the enrolment projection for the school for the next nine years. A slight increase is expected in the next four years prior to a decline to today's level after that. If the school opened as a middle school in say 2017, approximately 148 students would need to be accommodated at other elementary schools (the 148 being the 2016 enrolment less the grade fives plus the 2017 K students coming in).

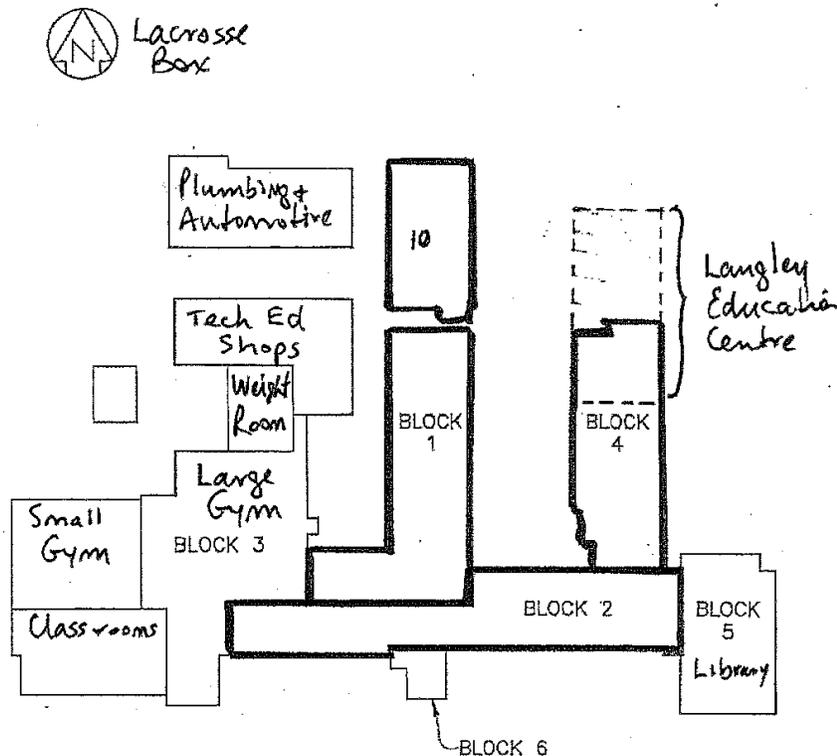
Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>K</b>	24	29	23	26	17	21	22	23	24	24
<b>1</b>	31	24	29	23	26	17	21	22	23	24
<b>2</b>	17	30	22	27	22	25	17	20	21	22
<b>3</b>	19	18	31	23	28	22	25	17	20	21
<b>4</b>	21	18	17	31	23	27	22	25	16	20
<b>5</b>	20	21	20	19	34	25	30	24	28	18
<b>Total</b>	132	140	142	149	150	137	137	131	132	129

Assuming the opening of the middle school would be 2017 there would be instructional space available at Blacklock, Nicomekl and Douglas Park to accommodate students, as illustrated below:

	Instructional Capacity	Projected K-5 Enrolment	Available Space
Blacklock	354	253	101
Nicomekl	309	231	78
Douglas Park	313	244	69

## Condition of the School

Langley Secondary School requires significant seismic upgrading. The seismic upgrading of Langley Secondary is a complex project, as evidenced by the estimated cost of \$20.0 million which includes portable classrooms to serve as swing space for the students while the upgrading was done. The diagram below indicates the areas of the school that require seismic upgrading, namely blocks 1, 2, 4 and 10. Blocks 1, 4 and 10 have been assessed as “High 3” blocks and Block 2 has been assessed as “High 2”. Please refer to Appendix E for information on seismic condition.



Even if the seismic upgrading of Langley Secondary goes ahead, the school is still in need of significant upgrading in terms of the condition of the facility. The school currently has a Facility Condition Index of 0.55. Indices between 0.5 and 1.0 indicate that the school is in poor condition. This means it does not meet requirements and that immediate attention is required to some significant building systems, such as the mechanical system or the HVAC system. It also means some of these systems are at the end of their life-cycle. Replacement parts may no longer be available. As a result there is the possibility of a high risk of failure of some systems. The cost to remediate these shortfalls is estimated to exceed \$18.0 million according to the Ministry's CAMS Facility List Report. Even if the seismic upgrading resulted in an improved Facility Condition Index, there would still be significant upgrading costs facing the District in the future. Much of the funding to support such upgrading would have to come from the District's Annual Facilities Grant or from the Ministry's mechanical upgrading capital program. (Refer to Appendix F for detailed information on Facility Condition).

## **Capital Expenditures Required**

Because of the poor condition of the building, there are several costly capital projects required to improve the facility. The following is a listing of the major ones:

Perimeter Drainage Project	1,000,000
HVAC replacement	2,500,000
Electrical overhaul	1,000,000
Roof sections replacements	1,000,000
Asbestos Abatement	500,000
Sanitary replacment	800,000
Domestic water Distribution	410,000
Fire Protection Wet Sprinkler	515,000
Fire Protection Dry Sprinkler	437,000
Glazing replacement	418,000
Natural Gas service	377,000
Security System	211,000
Transformer Replacments	690,000
	<hr/>
	9,858,000
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## **Educational Considerations**

Policy No. 5029 requires that information on any limitations the school building might have with respect to providing an educational program be disclosed. Discussions with senior education staff at the District office indicate there are not really any such limitations. In fact, the physical plant of Langley Secondary affords a multiplicity of educational options given the wide variety of classroom spaces. The Fine Arts wing, the large library, the shops, Science wing, cafeteria and the proximity to athletic facilities, for example, would be difficult to fully replace.

# **APPENDIX A**

## **School Building Closure and Disposal Policy**

### School Building Closure and Disposal Policy

<b>TITLE</b>	<b>School Building Closure and Disposal Policy</b>
<b>STATUS</b>	Effective Sept 3, 2008
<b>POLICY STATEMENT</b>	<p>If a Board of Education no longer requires property for educational purposes, the Board must seek the approval of the Minister prior to disposing of the property by sale and transfer or by a lease of 10 years or more, unless the Board is selling or leasing land or buildings to another board (including the Conseil scolaire francophone) or independent school for educational purposes.</p> <p>Boards of education must engage in broad consultation and in enhanced planning regarding underutilized school buildings and other property owned by boards prior to property disposition.</p>
<b>RATIONALE</b>	<p>The Ministry of Education and boards of education have an expanded mandate for early learning. Government made a 2008 throne speech commitment to study the possible implementation of all-day kindergarten for five year old children and optional all-day programs for three and four year old children. Future school space requirements related to these new initiatives must be considered prior to disposing of currently underutilized or surplus property.</p> <p>School buildings and property are also valuable public assets that can become centres for delivering education and community services that meet the vital needs of the community. Available school space should be available for alternative community use; for example, early learning, child care services, adult and industry training education programs, family resource centres, seniors' centres, public libraries, health care and therapy services, local social services, community recreation programs.</p>
<b>LEGISLATION/REGULATIONS</b>	School closures and disposal of school board property are guided by two Ministerial Orders: The School Opening and Closure Order and the Disposal of Land or Improvements Order. These Orders are made under the authority of the <i>School Act</i> , sections 73, 168(2) (p)(t), and 96(3).
<b>ADDITIONAL DEFINITIONS</b>	<p>"Educational purposes" means a use for delivering the k-12 educational program as well as any new educational initiatives such early learning.</p> <p>"Alternative community use" means a use by a community agency or organization for land or improvements, owned by a board, other than for the educational purposes of the board.</p> <p>"A lease of 10 years or more" means a lease of 10 years or more, including the cumulative total of all options and rights to extend or renew the lease.</p>

<p><b>POLICY</b></p>	<p>The policy outlines the terms and conditions that the Minister will consider in the approval of a board of education’s request to dispose of real property. The disposal of real property includes the sale, exchange or lease of 10 years or more of land or improvements or both.</p> <p>Boards of education must consider potential space needs for early learning programs in the future. Available school space will be needed to accommodate these and other programs.</p> <p>School buildings are a valuable asset where communities may find new uses, now and in the future. Boards of education must consider potential needs for alternative community use.</p> <p>With respect to surplus or underutilized school space, the board must consult with local government, community organizations and the public on alternative community uses. This consultation process must include:</p> <ul style="list-style-type: none"> <li>• Consideration of future enrolment growth in the district, including Kindergarten to Grade 12, adult programs, and early learning;</li> <li>• Consideration of alternative community use of surplus space in school buildings and other facilities; and</li> <li>• A fair consideration of the community’s input and adequate opportunity for the community to respond to the board’s plans for the school.</li> </ul> <p>Only in exceptional circumstances should a board consider permanently disposing of school property. Without the approval of the Minister, a board may only sell land or buildings to another board (including the Conseil scolaire francophone) or independent school for educational purposes. A board may lease property for under 10 years according to its own policies and procedures to an entity for an alternative community use.</p> <p>The Minister may approve a sale or lease of 10 years or more to an entity for use other than alternative community use. When such exceptional circumstances occur, a board must confirm that the board will not require the land or improvements for future educational or community purposes.</p> <p>School property disposed of to an entity for use other than an educational or alternate community use must be sold through public tender or other competitive bidding process to ensure fair public access and market value is obtained.</p> <p>School property disposed of to: another board (including the Conseil scolaire francophone) or independent school for educational purposes; or local government or community organization for alternative community use, may be sold at less than market value.</p>
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<b>PROCEDURES</b>	Details of required procedures, including bylaw requirements and notification to the minister, are set out in the two Ministerial Orders listed above.
<b>REFERENCES/ RESOURCES</b>	M320/02, the School Opening and Closure Order; the Disposal of Land or Improvements Order; <i>School Act</i> , sections 73, 168(2) (p)(t), and 96(3).
<b>CONTACT</b>	If you have questions relating to the school building closure and disposal of school property, contact the Director, Capital Management. Ph. 250-356-7814

# **APPENDIX B**

## **School Opening and Closure Order**

## SCHOOL OPENING AND CLOSURE ORDER

Authority: *School Act*, section 73 and 168 (2)(p)

{ Ministerial Order 194/08 (M194/08).....Effective September 3, 2008  
{ Repeals 320/02

### Interpretation

**1** “alternative community use” means alternative community use as defined in Ministerial Order 193/2008, the Disposal of Land or Improvements Order.

### Opening of Schools

**2** If a board decides to open a new school or to reopen a previously closed school under section 73 of the *School Act*, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

- (a) the school's name,
- (b) the school's facility number,
- (c) the school's address, and
- (d) the date on which the school will open or reopen.

### Closure of Schools

**3** (1) In this Ministerial Order, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.

(2) Despite subsection (1), the closing of a school for the purposes of effecting repairs, renovations or additions to a school building shall not be deemed to be a permanent closure of the school if the board intends to reopen the building upon completion of the repairs, renovations or additions.

**4** (1) The board must develop and implement a policy that includes a public consultation process with respect to permanent school closures and this policy must be made available to the public.

(2) When considering closing a school permanently, the board must apply the policy referred to in subsection (1).

**5** (1) The public consultation process must include:

- (a) a fair consideration of the community's input and adequate opportunity for the community to respond to a board's proposal to close the school permanently;
- (b) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- (c) consideration of possible alternative community use for all or part of the school.

### SCHOOL OPENING AND CLOSURE ORDER

6 The power of a board to permanently, close a school under section 73 of the *School Act* must be exercised only by bylaw.

7 If a board decides to permanently close a school under section 73 of the *School Act*, the board must, without delay, provide the Minister with written notification of the decision containing the following information:

- (a) the school's name,
- (b) the school's facility number,
- (c) the school's address, and
- (d) the date on which the school will close.

8 This Order comes into effect on September 3, 2008.

# **APPENDIX C**

## **Board Policy No. 5029 – School Closure**

# BOARD OF EDUCATION

SCHOOL DISTRICT NO. 35 (LANGLEY)

POLICY MANUAL

Policy No. 5029

SUBJECT: SCHOOL CLOSURE

Date 03 03 25 14 03 11

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The Board is responsible under the School Act for the effective and efficient operation of schools in the school district.

The Board has the authority to permanently close a school (permanently meaning for a period exceeding 12 months) for reasons which include:

- declining student enrolment such that the school is no longer economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the school district which results in the school being deemed surplus to the districts educational needs;
- the school is being replaced with a newly constructed school.

The permanent closure of schools is a significant issue of public concern and therefore the Board will follow a process that provides adequate time and opportunity to consult with those who will be affected prior to any decision being made.

**Procedures:****A. Public Board Meeting**

In the event that the Board intends to consider a motion which proposes the permanent closure of any school, pursuant to the School Building Closure and Disposal Policy and Ministerial Order M194/08 (School Opening and Closure Order), it shall first serve notice of such intent at a Regular open meeting of the Board.

**B. Criteria for considering school closure:**

A school may be considered for closure when there is sufficient space to accommodate the students in neighbouring schools. In addition the following factors need to be considered:

- a. the present and three to five year enrolment projection;
- b. the number of the children in the catchment area that do not attend the school;
- c. the number of the children attending the school from outside the catchment area;
- d. the operating cost per student;
- e. the condition of the facility and the need for capital expenditures to keep the building operational;
- f. the limitations of the facility that restrict appropriate education programming;
- g. the overall excess capacity of a geographically defined District sub-region;
- h. the District's Five-Year Capital Plan and capital funding requirements.

**C. Public Consultation:**

In the event the Board has served notice of the proposed permanent closure of any school, it shall undertake a comprehensive public consultation process.

1. The process of consultation for school closure shall require at least 60 days commencing from the time when the Board provides public notice as to which specific school(s) are being considered for closure.
2. The process of consultation should provide an opportunity for those who will be affected by a proposed closure to participate in the process. Such participation should include trustees, parents, students, community members, district staff, and school staff.

**C. Public Consultation (cont'd):**

3. The Board should take the following steps to ensure that an open and meaningful public consultation has taken place:
  - make available, in writing, a full disclosure of all facts and information considered by the board with respect to any proposed school closure, including:
    - i) detailed reasons for the proposed school closure;
    - ii) which specific school(s) are being considered for closure;
    - iii) how the proposed closure would affect the current catchment area for each school;
    - iv) the general effect on surrounding schools;
    - v) the number of students who would be affected at both the closed school(s) and surrounding schools;
    - vi) the future enrolment growth in the district of persons of school age, persons of less than school age, and adults;
    - vii) the effect of proposed closures on board-provided student transportation;
    - viii) educational program/course implications for the affected students;
    - ix) the proposed effective date of the closure(s);
    - x) financial considerations;
    - xi) impact on the Board's five year capital plan;
    - xii) consideration of alternative community use for all or part of the school;
    - xiii) proposed use of the closed school(s) including potential lease or sale.
  - provide an adequate opportunity for affected persons to submit a written response to any proposed school closure and information and directions on how to submit a written response to the Board. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in their written response that the correspondent wishes his or her name and address to remain confidential.
  - hold at least one public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options;
  - maintain records of all consultation, including agenda, minutes, dates of consultation working group and public community consultation meetings, copies of information provided at these meetings; names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, record of questions asked, and a record of transition plans/activities identified for parent/staff/students at both the school considered for closure and the school to which the students would be moved.

**D. Public Meeting**

The time and place of the public meeting should be appropriately advertised to ensure adequate advance notification to affected persons in the community. Generally, this will mean a letter to students and parents of students currently attending the school, and a clearly visible notice in a local newspaper.

The Board should also specifically notify, in writing, any potentially affected local governments, First Nations, business associations, or community associations of the time and place of the public meeting.

Discussions should include the following:

- a. implications of the closure;
- b. implementation plans, including timing of the closure;
- c. options that the Board considered as alternatives to closure;
- d. possible future community growth in the area of the school;
- e. contents of written submissions presented to the Board by members of the community.

The Board should keep minutes of the public meeting which include a record of concerns or options raised to the proposal.

**E. Final Consideration**

Following the public meeting, the Board should give fair consideration to all public input prior to making its final decision with respect to any proposed school closures.

The final decision to permanently close a school or make alternate use of it shall be exercised only by a bylaw passed at a Regular meeting of the Board.

**F. Notification to the Minister**

If the Board decides to permanently close a school under Section 73 of the School Act, the Board must, without delay, provide the Minister with written notification of the decision containing the following information:

- a. the school's name
- b. the school's facility number
- c. the school's address, and
- d. the date on which the school will close.

**G. Readjustment of the School Community**

The district recognizes that a school closure necessitates a significant amount of planning for the movement of students, staff, programs and materials. The district will make every reasonable effort to undertake the closure process in a manner that will allow for a timely readjustment of the individuals and property involved.

**H. Opportunities for Students Displaced by School Closure**

The district will ensure that all district students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district. The registration of displaced students will be subject to the guidelines contained in Student Registration Policy 7008 and the *School Act*.

Revised: March 11, 2014

# **APPENDIX D**

## **Historical Synopsis – 1948 to 2004**

**(Prepared by the Langley Retired Teachers' Association)**

## LANGLEY SECONDARY SCHOOL

### **1948 - 2004**

On January 15, 1945, a report from Provincial High School Inspector J. E. DeLong was read to the new School Board. (There had been no School Board from 1940 to 1945, as it had been dismissed in 1940 and replaced by an Official Trustee). The report said, in part, "...the Municipality should be ashamed of its high school...The school does not have an auditorium or gymnasium. There is no science laboratory...The industrial equipment is very primitive... No provision has been made for cooking...The school grounds are a disgrace, small and partly covered by water in the winter."

This report was no exaggeration, and it may have been the spark which led the School Board to present a referendum in May, 1946, for a new high school. Although the referendum for \$633,000 passed (half the cost to be shared by the provincial government), it was almost three years before the new school was advanced enough to relieve the old school of even half its students. It took almost two years after the referendum to draw plans and seek approvals.

The first thing was to secure a site. The School Board tried without success to obtain part of the airport. The government offered the whole field to the Langley Municipality for \$1, but the Municipality decided to keep the site for an airport. The Board finally purchased 30 acres, across from the airport, from the McLeod family, even though many thought the drainage would be a problem. The architect was Sharp, Thompson, Berwick & Pratt of Vancouver.

In January 1948, a contract to build the first wing of the school was let to R. A. Grimwood Construction of Vancouver. By this time the old school had been on double shift for the 1947/1948 school year and would be on shift for the 1948/1949 school year as well. The farm mechanics shop was in operation at the start of the 1948 school year, working four periods a day under the direction of Mr. W. A. Hanson to prepare the shop. The home economics and industrial education rooms opened in February 1949.

Finally, on Friday, March 11, 1949, fourteen grade 10, 11, and 12 classes moved from the old school to one wing of the new school. Meanwhile, construction continued on the other wings of the building. Work on the gymnasium commenced in May 1949. The whole school was reunited on Friday, May 27, 1949, when 20 classes picked up their books and walked in a long line from the old school to the new one, while the teachers drove over in their cars.

In 1949, there were 956 students, 42 staff, 23 classrooms, a library, 4 labs, 3 shops, a cafeteria/kitchen, a gym with seating capacity for 1000, a staff room, student council room, projects room, a band room, medical room and a school office.

The first class to graduate from the new school was the class of June 1949, even though they had only been in the school since March. Because the gym was not built yet, the graduates had to go the old Athletic Hall in Langley Prairie for their graduation ceremonies on May 27.

The official opening of the school was November 18, 1949. The first principal was R.R. Brunt, and the first vice principal was Roy E. Mountain.

The school offered the traditional courses, plus home economics and industrial education courses, as well as art, drama, and music. In 1949, nearly 300 students attended the night school program at LHS. In the 60s, the first automotive class in BC was started in place of farm mechanics. The grade 7 to 12 students came from all over the municipality, mainly on the large fleet of school buses which the School Board owned and operated.

A fire on April 30, 1951 destroyed the industrial education wing, which had to be replaced.

Adding Grade 13 (senior matriculation) was contemplated in 1937 and 1938, but because there was not enough room, students had to go to other municipalities to obtain Grade 13. In 1949/1950, Grade 13 was added to LHS (17 students are shown in the yearbook).

As the population grew, the school was enlarged but could not keep up with the numbers. In 1957/1958, the school was forced to go on shifts while a new school was constructed in Aldergrove. Langley High was on morning shift and Aldergrove on afternoons. When D.W. Poppy Secondary was built in 1973, Langley was again on morning shift until the Poppy students could move into their new school.

In 1958, a new high school was opened at Aldergrove, with the eastern half of the municipality as its catchment area. Junior high schools were opened in 1964 at Fort Langley, and in the 70s at H.D. Stafford, Brookwood and D. W. Poppy. Langley High School became the senior school for most District grade 11 and 12 pupils, except those at Aldergrove High.

The following additions were built over the years at Langley: in 1959 a band room; in the late 60s most of the windows on the south side of the school were covered to prevent excessive heat from the southern exposure and to prevent water leakage during wind/rain storms; in 1963 a graphics room; in 1969 a library and commerce wing; 1974 saw a music room and three shops; in 1978 automotive and wood shops and new offices; 1988 brought a new gym, change rooms, foyer, art and drama rooms; and in 1991, a new library replaced the free-standing building to the north of the school. After the old library was replaced, a "Saints' Haven" garden was constructed in the same area.

In the late 80s the old gym, the site of so many theatre productions and musicals over the years, was changed into a dramnasium. The parking lot was paved and new playing fields were added, in conjunction with the community, when Neil McLeod Park was developed east of the school in the former swamp. New lighting, air conditioning, painting, and heating have modernized the school during the past few years.

When the junior high schools were transformed into full high schools, Langley High was once again changed to a grade 8 to 12 secondary school. Grade 8 was added in 1983 and grade 9 in 1984. There were some problems associated with expanding the Langley Secondary configuration. Besides the difficulties that some teachers had in dealing with young pupils after so many years of senior classes, the facilities at the school were designed to meet the needs of senior grades, especially the large number of shops, business education areas, and home economics rooms.

Programs which have been added to Langley Secondary since 1983 include French immersion, computer aided drafting, computer programming, ESL, EMR and TMR classes, work experience, journalism, tourism, advanced placement, an International Students' Program, and additional career preparation programs. Instead of a catchment area including the entire municipality, the students at Langley Secondary come from the nearby feeder elementary schools, namely: Murrayville, Nicomekl, Douglas Park, James Hill, and some from Langley Fundamental.

Principals since R. Brunt have been Roy Mountain, Fred Turner, Gene McDonald, Graham Leask, Dan Peebles, Dave Michel and Dave Coutu.

In 2004, the school population is 764 plus 44 international students. The principal is Dave Coutu, and the two vice principals are Jeff McClellan and Grant Fahlman. The school site is 28.13 acres, with 6 tennis courts, 2 fields, 18 standard classrooms, 6 science rooms, 3 home economics rooms, 5 shops, 2 gyms, a library, a cafeteria and kitchen, 2 computer rooms, 2 art rooms, a band room 2 drama rooms, 3 business rooms, and a store.

# **APPENDIX E**

## **Information on Seismic Condition**

## Seismic Condition

In 2012 the Ministry of Education provided updated seismic condition assessments for schools in the province from the initial ones that were conducted in 2004. The updated assessments came with a revised rating code, reproduced below:

<b>Rating</b>	<b>Description</b>
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure; not repairable after event.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event.
High 3 (H3)	Isolated failure of building elements such as walls are expected; building likely not repairable after event.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure.
Low (L)	Least vulnerable; would experience isolated damage; probably repairable after event.

Many of the schools in the District have some degree of seismic upgrading that needs to be undertaken at some point in time but the Ministry's focus is on those ratings that fall in the "High" category. The District has two remaining projects which are identified in the High 2 category – Block 2 at Langley Secondary and the old two-story school at Glenwood. In addition to the approved funding for the seismic upgrading of Langley Secondary there are High 3 projects in the schools that are the subject of this report, as illustrated below: The seismic risk assessment shows that there is some work required at Langley Secondary, as follows:

<b>Block#</b>	<b>Block Name</b>	<b>Area (m2)</b>	<b>Risk</b>	<b>Status</b>
1	1947 Block 1	1,320	High 3	Upgrade Required
3	1987 Block 3	1,770	Medium	Non Structural Upgrade Required
4	1965 Block 4	1,210	High 3	Structural Upgrade Required
5	1989 Block 5	1,720	Low	Meets Structural Life Safety Requirements
6	1978 Block 6	140	Medium	Non Structural Upgrade Required
7	1974 Block 7	890	Medium	Non Structural Upgrade Required
8	1987 Block 8 Renovation	745	Low	Meets Structural Life Safety Requirements
9	1948/1965 Block 9	825	Medium	Non Structural Upgrade Required
10	1951 Block 10	785	High 3	Structural Upgrade Required
11	1975 Block 11	340	Medium	Non Structural Upgrade Required
12	1965 Block 12	870	Medium	Non Structural Upgrade Required
13	1965 Block 13	150	Medium	Non Structural Upgrade Required
2	1948 Block 2	3,300	High 2	Structural Upgrade Required

# **APPENDIX F**

## **Information on Facility Condition**

## **Facility Condition Index**

The British Columbia Ministry of Education has engaged a consulting firm called VFA Canada Corporation to conduct facility condition assessments of all British Columbia school facilities over a three year period starting in 2011. The purpose of undertaking the facility condition assessments was to determine the age and condition of school facilities, and their building systems, and to determine what additional capital funding resources will be required to improve the condition of school facilities. The Ministry, in its Capital Plan Instructions for 2013-2014, states the following with respect to the facility condition assessments: *“Where facilities have reached the end of their functional or economic life, building renovation may be necessary to return a facility to an appropriate working condition. Alternatively, replacement of a facility may be warranted. In support of a requested renovation or replacement project, school districts must provide the summary pages from a school’s Facility Condition Assessment (FCA) report as completed by VFA Canada under the Ministry’s Capital Asset Management System. To qualify for capital funding, major renovation or replacement project requests must exceed \$1.5 million. Any renovation projects less than \$1.5 million are expected to be managed using Annual Facility Grant funding.”*

A Facility Condition Assessment (FCA) involves a team of one or more specialists inspecting each system in a building to understand its condition. Systems include all mechanical, electrical, plumbing and architectural elements in a building. The condition is based on any deficiencies and the remaining useful life of the system. Armed with this information, an organization can determine when system repairs and renewals will be required. Summing up the condition of each system will produce an overall facility condition, and allow the organization to target the proper level of investment based upon the function of the facility. There are three costs estimates identified in a facility condition assessment:

1. Replacement value of the systems examined;
2. Value of deferred maintenance dollars ;
3. The cost of repairing those building systems most at risk of failure.

From these cost estimates two indices are calculated: the Facility Condition Index or FCI and the Risk Index or RI. The FCI is the ratio of deferred maintenance dollars to replacement dollars and provides a straightforward comparison of an organization’s key estate assets. To calculate the FCI for a building, divide the total estimated cost to complete deferred maintenance projects for the building by its estimated replacement value. The lower the FCI is, the lower the need for remedial or renewal funding relative to the facility’s value. For example, an FCI of 0.1 signifies a 10 percent deficiency, which is generally considered low, and an FCI of 0.7 means that a building needs extensive repairs or replacement. The RI is calculated by taking the cost of project requirements, multiplying by the risk factor and then dividing by the estimated replacement value for that system or facility. The RI is calculated for each system as well as the whole facility. Three risk indices are calculated for current, five years out and 10 years out.

The following chart summarizes the estimated costs and indices calculated by VFA and published by the Ministry in September 2013 for both the Langley Secondary catchment schools and the RE Mountain Secondary catchment schools. Estimated numbers have been used for Lynn Fripps Elementary, Richard Bulpitt Elementary and Yorkson Creek Middle School as they were obviously not included in the 2013 report.

	VFA				
	Replacement				
	Value	FCI Cost	FCI	RI Cost	RI
Simonds	8,161,689	3,947,077	0.48	4,212,898	0.52
Uplands	5,392,885	2,466,346	0.46	2,906,851	0.54
Douglas Park	7,477,149	2,958,114	0.40	3,209,110	0.43
Nicomelk	6,994,430	1,861,360	0.27	2,090,775	0.30
Blacklock	6,830,928	3,073,362	0.45	3,698,480	0.54
James Hill	7,902,374	1,409,467	0.18	1,625,716	0.21
HD Stafford	22,213,190	7,143,167	0.32	7,541,146	0.34
Langley Secondary	32,706,878	18,012,326	0.55	18,392,335	0.56
Average	97,679,523	40,871,219 	0.42	43,677,311	0.45
Langley Meadows	8,023,345	2,397,386	0.30	2,901,447	0.36
Lynn Fripps	4,500,000	75,000	0.02	80,000	0.02
RC Garnett	5,264,315	158,249	0.03	200,230	0.04
Richard Bulpitt	4,500,000	50,000	0.01	65,000	0.01
Willoughby	9,108,680	3,019,856	0.33	3,310,234	0.36
Yorkson Creek	10,000,000	50,000	0.01	75,000	0.01
RE Mountain	24,332,150	7,183,306	0.30	8,098,267	0.33
Average	65,728,490	12,933,797 	0.20	14,730,178	0.22

The FCI is a relative indicator of condition, and should be tracked over time to maximize its benefit. It is advantageous to define condition ratings based on ranges of the FCI. A common set of ratings has been used: Excellent (under 0.05); Good (0.05 to 0.15), Average (0.15 to 0.30), Poor (0.30 to 0.60); and Very Poor (over 0.60).

These ratings are explained in more detail below

<b>Rating Range</b>	<b>Rating Title</b>	<b>Definition</b>
0.00 to 0.05	Excellent	Near new condition. Meets present and foreseeable future requirements.
0.05 to 0.15	Good	Good condition. Meets all present requirements.
0.15 to 0.30	Average	Has significant deficiencies, but meets minimum requirements. Some significant building system components nearing the end of their normal life-cycle.
0.30 to 0.60	Poor	Does not meet requirements. Immediate attention required to some significant building systems. Some significant building systems at end of their life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of some systems.
0.60 and higher	Very Poor	Does not meet requirements. Immediate attention required to most significant building systems. Most significant building systems at end of their life-cycle. Parts no longer in stock, or very difficult to obtain. High risk of failure of most systems.

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