

Memorandum

vancouver school board



Date: November 25, 2020

ITEM 2.1

To: Facilities Planning Committee

From: J. David Green, Secretary-Treasurer

RE: **Long Range Facilities Plan Development Process Update**

REFERENCE TO STRATEGIC PLAN:

Goal 4: Provide effective leadership, governance and stewardship.

Objective:

- Effectively utilize school district resources and facilities
- Implement the recommendations of the Long Range Facilities Plan
- Support effective communication, engagement, and community partnerships

INTRODUCTION:

This report is for information.

BACKGROUND:

At the October 26, 2020 Public Board Meeting the Board adopted the following motion:

That the Board of Education approve the Long-Range Facilities Planning Strategy 2020-2030 document presented at the October 21, 2020 meeting of the Facilities Planning Committee, now revised, but that the final Long-Range Facilities Planning Strategy 2020-2030 be subject to changes made by Trustees prior to the adoption of the Long Range Facilities Plan in January 2021.

DISCUSSION:

After the October Board meeting, Trustees met at two separate workshops:

- November 9, 2020 – to further examine the Long Range Facilities Planning Strategy 2020-2030 document,
- November 16, 2020 – to (a) provide any final feedback on the Long Range Facilities Planning Strategy 2020-2030, (b) review the Long Range Facilities Plan assumptions, (c) review the Ministry Long Range Facilities Plan Guidelines and (d) review the status of the 17 recommendations included in the 2019 Draft Long Range Facilities Plan.

To provide transparency, the Board committed to report out from the workshops to Facilities Planning Committee stakeholders.

At the November 9, 2020 workshop the Board developed a revised timeline to the Long Range Facilities Plan development process which included the establishment of this meeting in response to requests from stakeholders to have more meetings. The Board also made several changes to the Long Range Facilities Planning Strategy 2020-2030 document, particularly in the education vision, program priorities and planning priorities sections. The revised timeline and strategy document were distributed to stakeholders on November 13, 2020 as a combined document and is attached as Appendix A. Trustees were asked to do a final review of the revised Long Range Facilities Planning Strategy 2020-2030 document to provide feedback to the November 16, 2020 workshop. At that workshop, no further changes to the document were made.

At the November 9, 2020 workshop the Board made one change to the Process section of the Long Range Facilities Planning Strategy 2020-2030, replacing the term “Detailed Feasibility Study” with “Detailed Planning Study”.

At the November 16, 2020 workshop the Board reviewed the budget assumptions that were presented by staff and agreed to some and modified others. The Board also reviewed the 2019 Ministry Long Range Facilities Plan Guidelines to ensure an understanding of how they either changed from the 2017 guidelines or stayed the same. The Board also received an update from staff on the status of the 17 recommendations in the 2019 Draft Long Range Facilities Plan as well as a presentation on examples of study areas that could be included in the Long Range Facilities Plan. The reporting out document from this workshop was distributed to stakeholders on November 18, 2020 and is attached as Appendix B.

Also attached to this report, as Appendix C, is the status update on the 17 recommendations in the Draft 2019 Long Range Facilities Plan.

Because of the changes to the Long Range Facilities Planning Strategy 2020-2030 document, a complete version of it is attached as Appendix D.

At the meeting on November 25, 2020, committee members will engage in discussion of the strategy document, the Long Range Facilities Plan recommendations, and assumptions prior to delegations presenting to the committee.

RECOMMENDATION(S):

There report is for information only.

Attachments:

Appendix A – Revised timeline and strategy distributed to stakeholders on Nov. 13, 2020

Appendix B – Reporting out document distributed to stakeholders on Nov. 18, 2020

Appendix C – Status update on the 17 recommendations in the Draft 2019 LRFP

Appendix D – Complete version of LRFP Strategy 2020-2030 document, Nov. 20, 2020

I n t e r

o f f i c e

Memorandum

v a n c o u v e r s c h o o l b o a r d



Date: November 13, 2020
TO: Facilities Planning Committee Stakeholders
FROM: Board of Education
RE: **Trustee Workshop (November 9, 2020)**

Appendix A

It is important to the Board of Education to provide further information about the discussions at the recent trustee LRFP workshop.

On Monday, November 9, 2020, trustees held a virtual workshop and discussed:

- The upcoming LRFP timeline
- The Board's educational vision

Upcoming Timeline

Date	Event
November 13 th	Trustee Meeting with the Squamish Nation
November 16 th	Trustee Workshop
November 17/18 th	Share out from November 16 Trustee Workshop
November 23 rd	Finance Committee Meeting (moved from November 25 th)
November 25 th	Facilities Planning Committee Meeting (5p – 7p)

December dates to be determined.

Educational Vision

With respect to the educational vision trustees reviewed a draft, provided by staff as a starting point (approved, subject to change, at the October Board meeting) and discussed, added and deleted content. Trustees also discussed feedback received to date from the stakeholders.

The attached document reflects the conversation that took place at the meeting. The Board welcomes feedback from stakeholders on or before the Facilities Committee on November 25th.

Please provide feedback to Trustee Wong at Allan.Wong@vsb.bc.ca.

The educational vision for the Long Range Facilities Plan is to support student learning and well-being through:

Neighbourhood schools
Safe schools
Vibrant learning spaces
Community partnerships

The Long Range Facilities Plan (LRFP) is intended to support this vision by providing the processes and facilities necessary to improve student outcomes.

The VSB is embarking on a new Five-Year Strategic Plan, which will inform future iterations of the LRFP.

The Board is committed to ongoing relationship building and consultation with the three local First Nations, the Musqueam, Squamish and Tsleil-Waututh Nations, which is foundational to the VSB's plans.

This document has four key sections:

- 1.0 A Broad Educational Vision
- 2.0 Educational Programming Priorities
- 3.0 Learning Environments through an Equity Lens
- 4.0 Foundational Supports and Actions

1.0 A Broad Educational Vision

The Vancouver School Board's vision is:

We inspire student success by providing an innovative, caring and responsive learning environment.

Our District's responsibility is to welcome every student into our schools and develop their individual potential through learning experiences that provide them with the knowledge, skills and attitudes to contribute to a healthy and just society. Students learn about their rights and responsibilities during their K-12 journey in preparation for life beyond school.

British Columbia's Educated Citizen

In British Columbia's education system there is the collective purpose to support:

- **Intellectual Development** – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
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- **Career Development** – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Source: Statement of Education Policy Order

British Columbia's Policy for Student Success

The following principles guide continuous improvement for student success:

- Student-centered learning
- Quality teaching and leadership
- Future orientation
- High and measurable standards, using appropriate metrics
- Healthy and effective learning environments free from discrimination

Improving outcomes for students is also at the heart of the District's work.

Strategic Work that Supports Improving Student Outcomes

Equity is emerging as a key theme in the development of the next Strategic Plan and this will be key to the VSB's commitment to transforming policies and procedures in order to equitably support student success in our diverse communities. This will mean, in particular, centering the voices of Indigenous, Black and other racialized people while also considering how intersections of class, gender identity and sexual orientation, ability, immigration status, location and others produce different experiences and unequal outcomes.

The VSB is committed to the three goals in the Aboriginal Education Enhancement Agreement, Belonging, Mastery and Culture & Community, that support Indigenous student success. The District is committed to implementing the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and building relationships with local First Nations and Urban Indigenous leadership to collaborate on the necessary implementation and assessment work.

The current Strategic Plan includes the following goal and objectives:

Goal 1

Engage our learners through innovative teaching and learning practices

- Provide increased opportunities to connect students to their learning
- Enhance support for students with specific needs
- Support the implementation of the curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Ensure Indigenous students achieve increased academic success

Implementation of the VSB's educational vision along with goal one is being actively supported through the District's Deeper Learning initiative that is focusing on *"The creation of a collaborative learning community through the lens of equity and excellence"*.

Sustainability Action Plan

Education is a key goal in the VSB Environmental Sustainability Action Plan – to connect to nature and each other to be better environmental citizens.

2.0 Educational Programming Priorities

With respect to the work of the Board, Indigenous education, supporting diverse learners, elementary and secondary programming, choice programs, and community programming have emerged as educational priorities in relation to the Long-Range Facilities Plan.

Indigenous Education

- *Ensure Indigenous students achieve increased academic success*

The VSB is implementing the re-designed BC K-12 curriculum that explicitly and implicitly reflects Indigenous knowledge and perspectives throughout.

The VSB works in partnership with Indigenous communities to improve educational experiences and outcomes for Indigenous students. The jointly developed Aboriginal Education Enhancement Agreement embodies the shared vision and commitment to success for all Indigenous students.

Diverse Learners

- *Enhance support for students with specific needs*

Diverse learners make valuable and unique contributions to school communities and enjoy a sense of belonging in a school community that accepts ownership and responsibility for their learning. As part of its inclusive service delivery model, the VSB is committed to inclusive education in which all students are fully participating members of a community of learners, and there is flexibility in the ways students access material, engage with it and show what they know.

The VSB is committed to responsible innovation in strengthening inclusive service delivery to meet students' and society's changing needs.

Elementary Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

Elementary aged learners thrive when they have the foundations of literacy and numeracy as they are fundamental requirements for participation in today's world. The VSB acknowledges these essential skills and looks to support all learners in their development of them.

Secondary Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

The VSB recognizes the connection between the availability of programming choice which provide diverse opportunities, and the quality of student learning experiences. Secondary students identify choice as a top priority for their learning.

Choice Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

The VSB has successful and established choice programs at both the elementary and secondary grades. The VSB is committed to equitable access to choice programs.

Community Programming

- *Support collaborative relationships with community partners that enhance student learning and well-being.*

As a learning organization the VSB looks for opportunities to engage in community learning beyond elementary and secondary schools. For Early Childhood Education we look to expand collaborations, for example with the provincial government's Strong Start Program and with local non-profit preschools. The District also strives to provide learning options for students in adult education programming.

3.0 Learning Environments: Through an Equity Lens

Neighbourhood schools

The VSB will:

- Focus on access to strong neighbourhood schools that promote student engagement, student inclusion, and the delivery of diverse high-quality programs.
- Work towards a future where all students have the opportunity to attend their catchment school, recognizing the role of neighbourhood schools as community hubs and in promoting community resilience.
- Recognize the importance of continuity and stability of school catchments for families and local communities.

Safe schools

The VSB will:

- Move towards having seismically safe, well-functioning schools for all students and staff that support and enhance well-being.

Spaces for learning

The VSB will:

- Focus on spaces that reflect the value placed on holistic education including physical education, music and arts programs, science and secondary elective programs.
- Ensure there are space requirements for students with unique learning needs, Indigenous students as well as vulnerable students.

Partnerships that support learning

The VSB will:

- Take a holistic approach to sustaining and growing collaborative community partnerships.
- Work closely with local governments, such as the Musqueam, Squamish and Tsleil-Waututh Nations, the City of Vancouver and Park Board, non-profit organizations, childcare providers, the Ministry of Education.

4.0 Foundational Supports and Actions

The following section reflects existing supporting documents and additional actions that are underway or planned to support the Long-Range Facilities Plan.

Supporting Documents:

Active transportation – VSB Environmental Sustainability Plan

Active travel, walking, biking and rolling, is an important benefit for students and staff. Consideration must be given to making active transportation easier, and in particular for neighbourhood schools, as well as supporting low carbon transportation.

Green Spaces, Resource Conservation & Climate Change – VSB Environmental Sustainability Plan

The Board will continue work to achieve the goals of supporting outdoor focused spaces and activities at school sites, reducing energy consumption and green house gases, and reduce consumption of resources and waste generation.

Capital Asset Management Plan

The Capital Asset Management Plan (*currently in development*) will provide options for capital funding to support the educational vision of the LRFPP.

Additional Actions:

Preferred School Size

The preferred school size stakeholder working group is reviewing educational programming and financial information in relation to the number of students attending a school. This work is still in progress and will be incorporated into planning as it becomes available.

Projections of Student Numbers

The District will continue to measure current and projected enrolment in schools as well as where students live and, in collaboration with City of Vancouver staff, projected changes in where families with children will live as the City evolves. The VSB will plan to build new schools, or expand existing schools, in neighbourhoods where catchment enrolment needs are beyond current capacity.

Seismic Mitigation Program

Whenever possible the District will leverage funding from this program to build new replacement schools as the preferred option. This will allow redesign for modern learning, improved seismic safety and reduce the deferred maintenance liabilities and ongoing upkeep costs.

Flexible Buildings and Sites

The VSB will plan school sites to be flexible and adaptive for a dynamic urban environment, including the ability to accommodate future expansion. The VSB will build and upgrade schools for innovation and diverse learning needs using an equity lens.

Maximize funding for programs and services

The VSB will maximize funding directed to student services and supports through efficient and effective use of school and District facilities.

Balancing Enrolment with Capacity

The VSB will explore options to better match capacity with utilization. The VSB will request capital funding to increase capacity in zones of the District where the number of students exceeds available school spaces. The VSB will explore options such as community partnerships to decrease surplus capacity in zones of the District with lower capacity utilization.

Capacity Utilization

The VSB will develop a way to assess capacity utilization in VSB schools that takes into account consideration of students with unique learning needs, Reconciliation and adequate spaces for physical education, music and arts programs.

Collaboration with City of Vancouver (CoV) and University of British Columbia (UBC)/ University Endowment Lands (UEL)

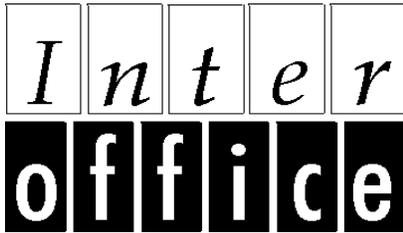
The Board and the District will engage in ongoing collaboration with the CoV and UBC/UEL through established communication channels and committees. The VSB will share and use the best available data to inform its planning process and successfully coordinate the educational the programming goals of the VSB with future changes to the City.

The Board and the District will collaborate with Musqueam, Squamish and Tsleil-Waututh Nations to inform its future capital investment decisions and educational programming goals while respecting First Nations input and VSB's commitment to Reconciliation.

Planning Horizon

The VSB's educational vision extends far into the future, well beyond the rolling 10 year planning horizon for projected student enrolment. This educational vision intersects with the evolution of the City of Vancouver (currently being considered in the Vancouver Plan) the UEL and the Musqueam, Squamish and Tsleil-Waututh Nations. The VSB planning processes will consider the need to advocate to other levels of government as well as to be responsive and adaptive to changes in the City.

DRAFT



Date: November 18, 2020
TO: Facilities Planning Committee Stakeholders
FROM: Board of Education
RE: **Trustee Workshop (November 16, 2020)**

Appendix B

It continues to be important to the Board of Education to provide information emerging from the LRFP Trustee Workshops. At the most recent workshop trustees discussed:

- Feedback on the vision document to date
- Board Assumptions/Considerations, Educational Vision to Plan
- The Ministry's LRFP Guidelines
- Study Areas
- Draft LRFP: 17 Recommendations

Feedback on the Vision Document

Trustees were invited to provide changes to the vision document (shared with stakeholders last week), none were made at this workshop as the Board is waiting to hear further feedback from stakeholders. Stakeholders will have the opportunity to provide their thoughts on the vision document at the November 25th Facilities Planning Committee meeting or in advance by emailing allan.wong@vsb.bc.ca.

Considerations in creating a Plan from the Educational Vision

The Educational Vision is foundational to creating the plan and factors taken into consideration include:

1. The District will continue to use enrolment procedures (for example [AP 300](#)), with enrolment priority for a student's catchment school and the option of cross-boundary enrolment in schools that have space for out of catchment students.
2. The District will continue to collaborate with the City of Vancouver to understand demographic changes predicted for Vancouver. The District will use this information to refine the assessment of projected enrolment in schools, including the assessment of catchment students for full schools.
3. The Board has directed that capacity utilization will be determined by the VSB and this work is not complete. Operating capacity will be calculated by adjusting the nominal capacity (as per LRFP 2019 guidelines) to reflect class size, based on class size limits in the local teachers' collective agreements.

Memo to Facilities Planning Committee

November 18, 2020

4. The District's goal is to have all students and staff in seismically safe schools as quickly as possible. The preference is for seismic projects to be new replacement schools to reduce deferred maintenance and provide modern learning spaces.
5. Any capital revenue generated through the Capital Asset Management Plan will be used to support the Educational Vision of the LRFP.
6. The Plan will reflect the District's Strategic Plan.
7. The Plan is a dynamic document that will be revised as needed but updated at least annually. It will inform and support the annual five-year capital plan that is submitted to the Ministry of Education.
8. The Board will advocate in support of the Educational Vision – Neighbourhood Schools, Safe Schools, Vibrant Learning Spaces, Community Partnerships – and its implementation through the LRFP.

An additional factor relates to the Ministry of Education:

9. The funding and timing of capital projects is determined by the Ministry of Education. The targeted seismic project completion date of 2030 may not be achieved as many schools are not yet in the seismic program, including the District's secondary schools.

Ministry of Education LRFP Guidelines

In April 2019, the Ministry updated the LRFP Guidelines. The Facilities Planning Committee has received two staff reports comparing and contrasting the previous LRFP guidelines with the current LRFP guidelines. The chart below summarizes information provided to the FPC.

Trustees reviewed the Ministry's new Long-Range Facilities Plan Guidelines and added to the table that had been previously provided by staff:

Ministry Expectations and Purpose	2017 Requirements	2019 Requirements	Notes	Trustee Comments November 16
Requirement for LRFP	Board expected to develop and maintain an LRFP	Board Expected to have an LRFP in place	Requirement for MoE 'concurrence' removed	None
Purpose	Use resources effectively	Use resources effectively	Addition of emphasis on broader educational vision	None

Planning	2017 Requirements	2019 Requirements	Notes	Trustee Comments November 16
Enrolment Forecast	10 year	10 year	District model aligns with 2019 guidelines	“Ten year minimum” Could add ‘notional’ Consider the life span of a school
Planning for Future Options	Base and Future Case analysis	Base and Future Case analysis	No change	None
Cooperative Planning with Local Government	Expected	Expected	District work aligns with expectations	We should state that the Board and staff will work cooperatively with First Nations and local governments. Cooperative endeavors are instrumental and valued.
Public Consultation	Optional	Required – Board to determine process. Summary to be included in the LRFP	Guidelines identify stakeholders and community partners that must be included	Desire to reference the mandatory consultation with First Nations

Facility Condition and Capacity	2017 Requirements	2019 Requirements	Notes	Trustee Comments November 16
Facility Condition and Seismic Status	Facility condition and seismic risk ratings	Facility condition and seismic risk ratings	2019 Guidelines distinguish between FCI and building condition	None

Facility Condition and Capacity	2017 Requirements	2019 Requirements	Notes	Trustee Comments November 16
Operating Capacity (OC) - Existing schools	OC defined in area standards	OC defined in relation to local class size language	School districts to determine OC	District to add local class size language. VSB to define capacity utilization.
Nominal Capacity (NC) - new and replacement schools	NC defined in area standards K = 20 1-12 = 25	NC defined in area standards K = 20 1-12 = 25	No change	The MoE determines the NC

Study Areas

Staff shared examples of elementary enrolment patterns with the following summary:

- Most cross-boundary (inflow and outflow) enrolment is from adjacent catchments
- While there is a range of inflow and outflow, for many schools they are quite balanced
- Enrolment at full schools is very localized
- Outflow exceeds inflow at full schools

17 Recommendations

Staff shared updates and answered questions on the 17 recommendations from the 2019 Draft LRFP. The updates will be provided at the November 25 Facilities Planning Committee meeting.

2019 Draft Long Range Facilities Plan Recommendations
Status Update to Facilities Planning Committee
November 25, 2020

Recommendation 1:

That the District establish guidelines on preferred student population size with the goal of determining appropriate ranges of school size to inform planning decisions.

STATUS – November 2020 (ongoing)

- Working group formed and has held meetings
- Last meeting November 16, 2020
- Report to Facilities Planning Committee in 2021

Recommendation 2:

That the District should continue the investigation of options to co-locate Alternate Programs in facilities which support comprehensive educational program delivery (gym space, applied design and technology labs, science labs, etc.) and the centralization of key services, resources and supports.

STATUS – November 2020 (pending)

- Four Alternative Programs became part of VASS in 2019-20 school year

Recommendation 3:

That the District should continue to explore options that enable it to implement the Board approved recommendations of the French Program Review. That in exploring options to enable the Board to implement the approved recommendations of the French Program Review, consideration be given to including a geographical equity lens in how the District delivers French Immersion, identifying a minimum number of Kindergarten spaces to be maintained and possible ways to expand the program.

STATUS – November 2020 (ongoing)

- Hudson FI Program being phased out
- Suspension of EFI elementary catchment boundaries
- Gordon LFI Program Relocation Underway

Recommendation 4:

That the District build on the initial work done on a Capital Asset Management Plan to develop a comprehensive strategic plan to guide the District in effectively managing the asset inventory in the future.

STATUS – November 2020 (ongoing)

- Land Asset Strategy presented to Facilities Planning Committee but not approved yet by Board of Education
- Development of protocol agreements with First Nations is underway
- Staff exploring opportunities with Urban Systems

Recommendation 5:

That the District updates the addition and expansion project requests in the 2020-2021 Five-Year Capital Plan for Board of Education approval, including determining the need for elementary schools at Olympic Village, East Fraser Lands and Wesbrook at UBC, secondary school space at King George Secondary and the need for additional capacity in the North Hamber study area.

STATUS – November 2020 (complete)

- The 2021-22 Capital Plan submission was made on time
- Work completed by Planning Department
- Used a zonal methodology to prioritize requests for funding for major capital projects.
- Also included requests for projects under the SEP, CNCP and PEP

Recommendation 6:

That the District continue to maximize opportunities for the provision of childcare space within VBE facilities, while recognizing that its primary obligation is to provide K-12, including Adult Education, educational programs.

STATUS – November 2020 (ongoing – process is continuous)

- Several SMP projects include purpose built 0-4 childcare spaces funded by the COV (Tennyson, Fleming, Nelson are complete and David Lloyd George, Hamber, Coal Harbour, Henry Hudson planned)
- Agreements in place with MCFD to provide out of school spaces at four schools (Coal Harbour, Weir, Grandview and Fleming)
- Ongoing relationships with childcare providers across the District
- Attendance at Joint Childcare Council

Recommendation 7:

That the District undertake an Enrolment Data Validation process for all facility and education planning purposes. This process would consist of a validation study of short, medium, and long-range enrolment projections as well as updating student yield metrics for areas of the District with significant development and redevelopment proposed or underway.

STATUS – November 2020 (complete)

- Detailed enrolment validation study comparing 2011 forecast of 2018 with 2018 actuals presented at Facilities Planning Committee meeting.
- Similar analysis shared with DPAC in early 2019
- Staff has also completed a student yield factor study for internal use

Recommendation 8:

That the District continue to collaborate with the City of Vancouver, University Endowment Lands and local First Nations on development and community plans, for example and including specifically the City-Wide Plan, Broadway Corridor, the Squamish Nation's housing development and the Oakridge and Wesbrook developments.

STATUS – November 2020 (ongoing)

- Meetings with First Nations and in particular the Squamish First Nation have been taking place
- Discussions on protocol agreements have taken place
- Meetings with COV on the Broadway Corridor have taken place.
- Work with the COV Master Use Agreement is underway
- Data sharing agreement with COV is ready to sign
- District staff meeting with COV Staff on City-Wide Plan and VSB's Long Range Facilities Plan

Recommendation 9:

That the District continues to work with the City of Vancouver to construct Coal Harbour Elementary and develop a catchment and enrolment plan for the school.

STATUS – November 2020 (ongoing)

- Design Development process is well underway, and Capital Project Funding Agreement has been signed
- Planned occupancy is September 2024
- Development permit from City has been submitted
- Agreements are in draft form being reviewed by legal counsel
- Regularly updated at COV/VSB and VSB/BC Hydro Leadership Meetings
- Board of Education has received updates

Recommendation 10:

That the District should develop an Administrative Procedure setting out guiding principles and detailed procedures for governance and stakeholder consultation for SMP projects, including engagement with Indigenous communities as a key part of the District's commitment to reconciliation.

STATUS – November 2020 (complete)

- Work is largely complete – Administrative Procedure has been drafted and is awaiting approval.
- Roadmap has been developed at this link

https://www.vsb.bc.ca/District/Planning_and_Facilities/Capital_Projects/Pages/default.aspx

- Changes made by the MOE to the approval and design process may require changes to roadmap and AP

Recommendation 11:

That the District should conduct a detailed analysis on the impact of reducing school capacity through the SMP ('right sizing') in relation to the goals and priorities of the Long Range Facilities Plan.

STATUS – November 2020 (Beginning)

- Work on this is just getting underway with no completion date determined
- Would be considered in the development of the Five-Year Capital Plan for 2022-2023
- The District has an obligation to ensure that at the conclusion of the SMP all students have the option of attending a safe catchment or nearby school. Therefore, a zonal approach should be applied when considering downsizing elementary schools.

Recommendation 12:

That the District decide, in conjunction with the advancement and development of the Carleton Seismic Project Definition Report, if a seismically upgraded Sir Guy Carleton Elementary should be used as temporary accommodation for the SMP or as an enrolling school.

STATUS – November 2020 (complete)

- Recommendation is considered complete
- Ministry staff informed the District that Carleton would not be advanced/supported by the Ministry due to the District not having a business case for either seismic upgrading or use as a swing space
- The Board of Education should decide on future opportunities for the site, including a sub-division to allow for capital funding to be generated.

Recommendation 13:

That the District investigate the implications of the new LRFP guidelines, arrange for community information sessions, and report to Committee and Board.

STATUS – November 2020 (ongoing)

- Identified in the 2019 draft Long Range Facilities Plan as a recommendation pertaining to the terms of reference and guiding principles for the development of future LRFPs.
- Reports have been presented at Facilities Planning Committee meetings and trustee workshops
- Current Spur consultation process includes comments on the guidelines

Recommendation 14:

That the District will undertake a year-long envisioning/consultation process with communities and neighbourhoods to envision and identify opportunities for enhanced and renewed teaching and learning environments to inform the 2020 Long Range Facilities Plan, and that as an early part of this process request a meeting with the Education Minister.

STATUS – November 2020 (ongoing)

- Identified in the 2019 draft Long Range Facilities Plan as a recommendation pertaining to the terms of reference and guiding principles for the development of future LRFPs.
- Building for Modern Learning Phase 1 complete. Interim report [Building for Modern Learning Interim Report](#)
- Phase 2 currently underway – report expected early December 2020

Recommendation 15:

That a working group comprised of stakeholders, community education partners and the VSB be formed to develop an action plan, and that the ultimate goal be Ministry capital plan funding guidelines that include: (a) Community and neighbourhood needs; (b) Student safety; (c) Special spaces in schools such as auditorium and gyms; (d) Innovative programs/learning spaces; (e) Predictions of school population growth and the Minister of Education be invited to take part in periodic discussions with the working group.

STATUS – November 2020 (pending)

- Identified in the 2019 draft Long Range Facilities Plan as a recommendation pertaining to the terms of reference and guiding principles for the development of future LRFPs.

Recommendation 16:

That the Board direct staff to develop a way to assess capacity utilization of VBE school facilities, with the intent to inform the 2020 LRFP that includes consideration of special needs, indigenous and vulnerable students and reflects the value we place on holistic education including physical education, music and arts programs. The intent of the work is to inform the 2020 Long Range Facilities Plan.

STATUS – November 2020 (pending)

- Identified in the 2019 draft Long Range Facilities Plan as a recommendation pertaining to the terms of reference and guiding principles for the development of future LRFPs.
- The 2019 LRFP Guidelines advise Districts to determine operating capacity in relation to local class size language by adjusting a school's nominal capacity
- Using enhance data collection processes and site visits staff have completed a detailed understanding of how space is used in schools
- Operating capacity in the 2020 Long Range Facilities Plan will be based on class size averages

Recommendation 17:

That the Board of Education requests a report outlining the financial costs and the risk to human lives in the event of a seismic event as a result of operating the District with current surplus capacity.

STATUS – November 2020 (pending)

- Identified in the 2019 draft Long Range Facilities Plan as a recommendation pertaining to the terms of reference and guiding principles for the development of future LRFPs.
- VSB staff lacks the technical expertise required to conduct the analysis required for this report. Staff research indicates that risk assessments of this nature are a specialized domain of engineering.

Appendix D

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- **Intellectual Development** – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- **Human and Social Development** – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- **Career Development** – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Source: Statement of Education Policy Order

British Columbia's Policy for Student Success

The following principles guide continuous improvement for student success:

- Student-centered learning
- Quality teaching and leadership
- Future orientation
- High and measurable standards, using appropriate metrics
- Healthy and effective learning environments free from discrimination

Improving outcomes for students is also at the heart of the District's work.

Strategic Work that Supports Improving Student Outcomes

Equity is emerging as a key theme in the development of the next Strategic Plan and this will be key to the VSB's commitment to transforming policies and procedures in order to equitably support student success in our diverse communities. This will mean, in particular, centering the voices of Indigenous, Black and other racialized people while also considering how intersections of class, gender identity and sexual orientation, ability, immigration status, location and others produce different experiences and unequal outcomes.

The VSB is committed to the three goals in the Aboriginal Education Enhancement Agreement, Belonging, Mastery and Culture & Community, that support Indigenous student success. The District is committed to implementing the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and building relationships with local First Nations and Urban Indigenous leadership to collaborate on the necessary implementation and assessment work.

The current Strategic Plan includes the following goal and objectives:

Goal 1

Engage our learners through innovative teaching and learning practices

- Provide increased opportunities to connect students to their learning
- Enhance support for students with specific needs
- Support the implementation of the curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Ensure Indigenous students achieve increased academic success

Implementation of the VSB's educational vision along with goal one is being actively supported through the District's Deeper Learning initiative that is focusing on *"The creation of a collaborative learning community through the lens of equity and excellence"*.

Sustainability Action Plan

Education is a key goal in the VSB Environmental Sustainability Action Plan – to connect to nature and each other to be better environmental citizens.

2.0 Educational Programming Priorities

With respect to the work of the Board, Indigenous education, supporting diverse learners, elementary and secondary programming, choice programs, and community programming have emerged as educational priorities in relation to the Long-Range Facilities Plan.

Indigenous Education

- *Ensure Indigenous students achieve increased academic success*

The VSB is implementing the re-designed BC K-12 curriculum that explicitly and implicitly reflects Indigenous knowledge and perspectives throughout.

The VSB works in partnership with Indigenous communities to improve educational experiences and outcomes for Indigenous students. The jointly developed Aboriginal Education Enhancement Agreement embodies the shared vision and commitment to success for all Indigenous students.

Diverse Learners

- *Enhance support for students with specific needs*

Diverse learners make valuable and unique contributions to school communities and enjoy a sense of belonging in a school community that accepts ownership and responsibility for their learning. As part of its inclusive service delivery model, the VSB is committed to inclusive education in which all students are fully participating members of a community of learners, and there is flexibility in the ways students access material, engage with it and show what they know.

The VSB is committed to responsible innovation in strengthening inclusive service delivery to meet students' and society's changing needs.

Elementary Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

Elementary aged learners thrive when they have the foundations of literacy and numeracy as they are fundamental requirements for participation in today's world. The VSB acknowledges these essential skills and looks to support all learners in their development of them.

Secondary Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

The VSB recognizes the connection between the availability of programming choice which provide diverse opportunities, and the quality of student learning experiences. Secondary students identify choice as a top priority for their learning.

Choice Programming

- *Provide increased opportunities to connect students to their learning and support the implementation of the curriculum*

The VSB has successful and established choice programs at both the elementary and secondary grades. The VSB is committed to equitable access to choice programs.

Community Programming

- *Support collaborative relationships with community partners that enhance student learning and well-being.*

As a learning organization the VSB looks for opportunities to engage in community learning beyond elementary and secondary schools. For Early Childhood Education we look to expand collaborations, for example with the provincial government's Strong Start Program and with local non-profit preschools. The District also strives to provide learning options for students in adult education programming.

3.0 Learning Environments: Through an Equity Lens

Neighbourhood schools

The VSB will:

- Focus on access to strong neighbourhood schools that promote student engagement, student inclusion, and the delivery of diverse high-quality programs.
- Work towards a future where all students have the opportunity to attend their catchment school, recognizing the role of neighbourhood schools as community hubs and in promoting community resilience.
- Recognize the importance of continuity and stability of school catchments for families and local communities.

Safe schools

The VSB will:

- Move towards having seismically safe, well-functioning schools for all students and staff that support and enhance well-being.

Spaces for learning

The VSB will:

- Focus on spaces that reflect the value placed on holistic education including physical education, music and arts programs, science and secondary elective programs.
- Ensure there are space requirements for students with unique learning needs, Indigenous students as well as vulnerable students.

Partnerships that support learning

The VSB will:

- Take a holistic approach to sustaining and growing collaborative community partnerships.
- Work closely with local governments, such as the Musqueam, Squamish and Tsleil-Waututh Nations, the City of Vancouver and Park Board, non-profit organizations, childcare providers, the Ministry of Education.

4.0 Foundational Supports and Actions

The following section reflects existing supporting documents and additional actions that are underway or planned to support the Long-Range Facilities Plan.

Supporting Documents:

Active transportation – VSB Environmental Sustainability Plan

Active travel, walking, biking and rolling, is an important benefit for students and staff. Consideration must be given to making active transportation easier, and in particular for neighbourhood schools, as well as supporting low carbon transportation.

Green Spaces, Resource Conservation & Climate Change – VSB Environmental Sustainability Plan

The Board will continue work to achieve the goals of supporting outdoor focused spaces and activities at school sites, reducing energy consumption and green house gases, and reduce consumption of resources and waste generation.

Capital Asset Management Plan

The Capital Asset Management Plan (*currently in development*) will provide options for capital funding to support the educational vision of the LRFPP.

Additional Actions:

Preferred School Size

The preferred school size stakeholder working group is reviewing educational programming and financial information in relation to the number of students attending a school. This work is still in progress and will be incorporated into planning as it becomes available.

Projections of Student Numbers

The District will continue to measure current and projected enrolment in schools as well as where students live and, in collaboration with City of Vancouver staff, projected changes in where families with children will live as the City evolves. The VSB will plan to build new schools, or expand existing schools, in neighbourhoods where catchment enrolment needs are beyond current capacity.

Seismic Mitigation Program

Whenever possible the District will leverage funding from this program to build new replacement schools as the preferred option. This will allow redesign for modern learning, improved seismic safety and reduce the deferred maintenance liabilities and ongoing upkeep costs.

Flexible Buildings and Sites

The VSB will plan school sites to be flexible and adaptive for a dynamic urban environment, including the ability to accommodate future expansion. The VSB will build and upgrade schools for innovation and diverse learning needs using an equity lens.

Maximize funding for programs and services

The VSB will maximize funding directed to student services and supports through efficient and effective use of school and District facilities.

Balancing Enrolment with Capacity

The VSB will explore options to better match capacity with utilization. The VSB will request capital funding to increase capacity in zones of the District where the number of students exceeds available school spaces. The VSB will explore options such as community partnerships to decrease surplus capacity in zones of the District with lower capacity utilization.

Capacity Utilization

The VSB will develop a way to assess capacity utilization in VSB schools that takes into account consideration of students with unique learning needs, Reconciliation and adequate spaces for physical education, music and arts programs.

Collaboration with City of Vancouver (CoV) and University of British Columbia (UBC)/ University Endowment Lands (UEL)

The Board and the District will engage in ongoing collaboration with the CoV and UBC/UEL through established communication channels and committees. The VSB will share and use the best available data to inform its planning process and successfully coordinate the educational the programming goals of the VSB with future changes to the City.

The Board and the District will collaborate with Musqueam, Squamish and Tsleil-Waututh Nations to inform its future capital investment decisions and educational programming goals while respecting First Nations input and VSB's commitment to Reconciliation.

Planning Horizon

The VSB's educational vision extends far into the future, well beyond the rolling 10 year planning horizon for projected student enrolment. This educational vision intersects with the evolution of the City of Vancouver (currently being considered in the Vancouver Plan) the UEL and the Musqueam, Squamish and Tsleil-Waututh Nations. The VSB planning processes will consider the need to advocate to other levels of government as well as to be responsive and adaptive to changes in the City.

District Context

Strategic Context for the LRFP

The Long Range Facilities plan is developed in response to the District's strategic plan VSB 2021. Long-range planning processes and ensuing decisions support working towards the following strategic goals.

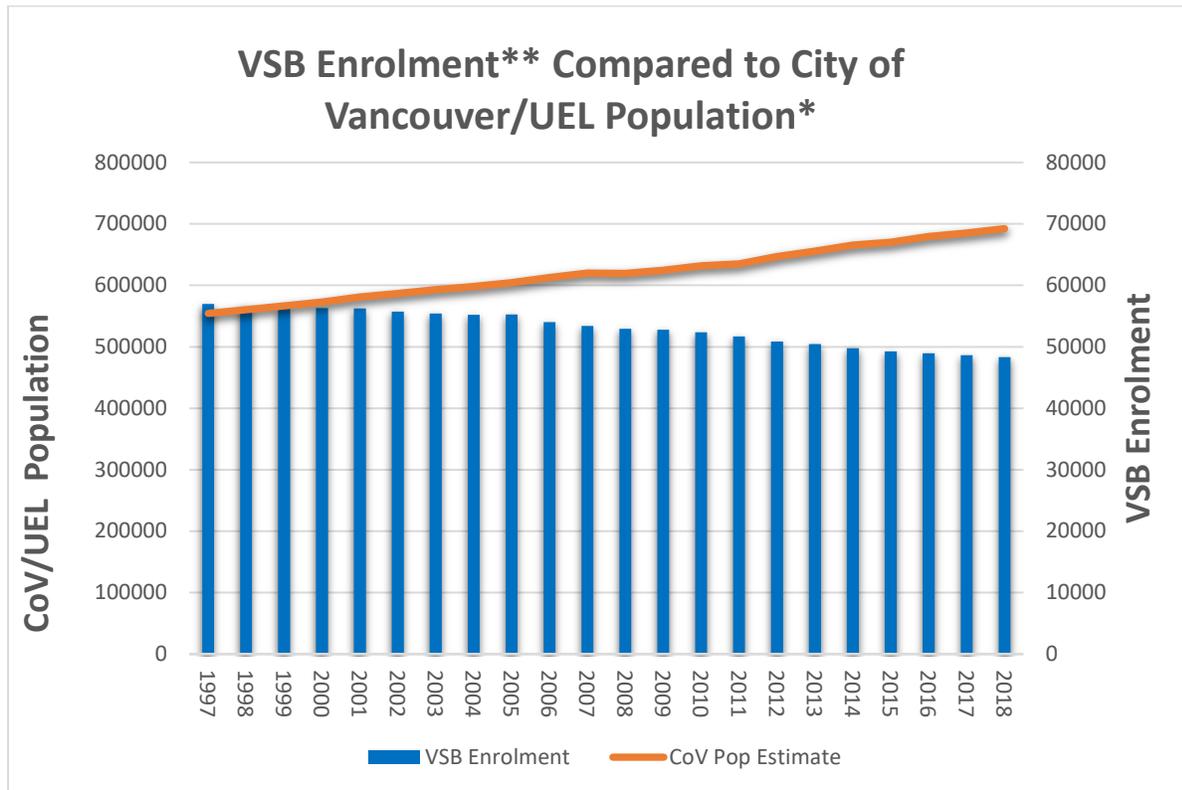
- Engaging our learners through innovative teaching and learning practice
- Provide leadership, governance, and stewardship

Changing Demographics and Enrolment

Declining enrolment is a challenge that the VSB shares with many other urban and rural jurisdictions in Canada and elsewhere. In Canada the domestic birthrate is lower than the rate necessary to maintain our current population. Population growth in Canada is sustained through immigration. Another challenge that Vancouver faces in common with other urban centres is housing affordability – the cost of housing is a driver of enrolment decline for the VSB in at least four ways:

- Annual net out-migration from the VSB to surrounding sub-urban school districts
- Reduction in the number of students registering through New Student Welcome Centre (NWC)
- Enrolment decline in neighbourhoods characterized by single family homes
- Low student yields from multi-residential housing

Changing Demographics and Enrolment continued....



*Source BC Stats Sub-provincial Population Estimates – Vancouver Aggregate

**Ministry funded headcount

In spite of the overall decline in enrolment, there are areas of the District experiencing enrolment growth due to one or more of the following development trends:

- New residential units where none existed previously
- Replacement of single family residences with multi-unit residential development
- Densification within existing housing stock

As a result of lack of affordable housing and changes to where families with children live due to development, redevelopment, and densification, there are many areas in the District where enrolment and school capacity are reasonably balanced, many areas where enrolment is well below available school capacity, and some areas where catchment enrolment demand exceeds available school capacity.

Facilities Context

The average age of VSB schools is 74 years with more than half of schools being more than 70 years old. Student safety is the top priority for the District and for the VSB facilities department. VSB schools are safe for our students; however, many schools are in use beyond their intended useful lives. Using buildings beyond their intended lives has two major operational drawbacks:

- On an annual and ongoing basis a disproportionate amount of the District budget is spent on operations and maintenance
- The overall building condition deteriorates resulting in escalating deferred maintenance costs.

There are also educational implications of maintaining and retaining old schools beyond their intended useful lives:

- Educational funding that could be spent on programs and services directed to students is re-directed for operational and maintenance purposes
- Modern school design principles focus on Learner Centered Schools where there are spaces designed for individualized support, collaborative groups, small learning communities, and social learning

Through the Seismic Mitigation Program (SMP) the government is providing a significant level of capital funding to the VSB, and as such represents a current and ongoing opportunity for the District. The mandate of the SMP is to replace or upgrade existing schools. New schools, and school expansions are not funded by the SMP. The Ministry of Education is committed to funding the 'lowest cost option' to meet its broader commitment of providing sufficient safe space in schools to accommodate all VSB students. When considering the long term needs of the District the 'lowest cost option' is not necessarily the preferred option as it perpetuates the operational and educational challenges described above. The Board has provided some additional funding to enhance current and past SMP projects. The future holds the opportunity to leverage funds generated through responsible Land Asset Management to enhance SMP projects to meet the goal of providing new, innovative and flexible learning environments for VSB students.

Annual Long-Range Facilities Planning Process

The District will implement a predictable planning process that aligns with established business and operational cycles.

Annual LFRP Review and Update Process (cycle)

Process	People	Schedule
Facilities Organization Scan	District Staff	Late Summer/Early Fall
Identify Study Concepts	District Staff	Fall
Review and prioritize study Concepts	District Staff and Board	Fall/Early Winter
Update Long Range Facilities Plan	District Staff	Winter/Spring
Ministry Capital Submission Response Letter	Board	April
LRFP – FPC Review/Board Approval	Board	April/May
Develop Capital Plan Submission	District Staff	Spring
Capital Plan FPC Review/Board Approval	Board	Prior to June 30

Implementation Process for LRFP Studies

Stage	Process
Policy and Procedure Review	Conduct Studies in accordance with appropriate Policy and Procedure
Detailed Planning Study	Develop options for review by SMT or FPC (when Board approval will be required)
Public and Stakeholder Engagement	Conduct Public and Stakeholder Engagement Events
Final Reporting – Board Approval Not Required	Inform trustees and publish engagement report on District website Report for information to FPC as requested
Final Reporting – Board Approval Required	Report to FPC with recommendation

Planning studies are undertaken for the following reasons:

- To work towards the completion of the 17 recommendations in the draft 2019 LRFP
- To support the implementation of a Long Range Facilities Planning strategy
- To support the work of the VPO
- To address emergent issues and priorities

Types of Studies

- Emerging Capital Priorities
- Enrolment Management Studies
- Temporary Accommodation Studies
- Traffic Studies
- Attendance Boundary Review (AP 305)
- New Program Studies
- Program Relocation Studies
- School Closure Studies
- Non-operating school site studies
- Program Priorities
- Land Asset Management Studies
- Grade re-alignment studies
- Other

Strategic Focus for Planning

In order to continue moving towards achieving its Educational Programming Goals and Operational Goals for Facilities it will be necessary for the Board to consider options for implementing the following strategies:

- *Land Asset Management opportunities*
- *Options that lead to a reduction of surplus school capacity in the District*

Public Engagement and Stakeholder Feedback

The VSB is committed to transparent and accountable public engagement and stakeholder feedback processes to inform planning decisions. Public engagement and stakeholder feedback processes will be designed and developed in accordance with Board policy and District administrative procedures. In order to clarify the role of the public and how much influence the community over planning and decision-making processes public engagement activities will be designed. The IAP2 Spectrum of Public Participation <https://www.iap2.org/mpage/Home>

Collaboration with CoV and UBC/UEL

The Board and the District engage in ongoing collaboration with the CoV and UBC/UEL through a variety of established communication channels and committees. A common goal is to share and use the best available data to inform planning process in order to successfully coordinate the educational programming goals of the VSB with future changes to the city.

Planning Horizon

A rolling 10 year time frame is an appropriate planning horizon for the LRFP. The reliability and validity of the data that underlying the LRFP base case document and associated studies is established. Good planning processes take into account the need for being adaptive and responsive to change.

DRAFT