NOTICE OF MEETING

Committee II:
Allan Wong
Judy Zaichkowsky
Ken Clement
Lisa Dominato
Janet Fraser
Suzanne Hoffman, Superintendent of Schools
J. David Green, Secretary-Treasurer

Notice of Meeting

A Meeting of the Planning and Facilities Committee (Committee II) will be held in Room #180 of the Education Centre, 1580 West Broadway, Vancouver, British Columbia, on

Wednesday, February 21, 2018 at 5:00 pm

Trustees: Joy Alexander Carrie Bercic
Fraser Ballantyne Estrellita Gonzalez
Student Trustee: Eugene Jeoung
Special Advisor: Dianne Turner
District Management
Staff: Aaron Davis Lisa Landry
Mette Hamaguchi Jody Langlois
Chris Hudson Jim Meschino
Magdalena Kassis David Nelson
Michele Kelly Rob Schindel
Adrian Keough Richard Zerbe
Brian Kuhn

Reps: Rory Brown, VSTA Brett Gabelman, VSTA
Jill Barclay, VESTA Allison Jambor, VESTA
Phoebe MacMillan, VASSA Celeste Pante, VASSA
Cathy Thomas, VEPVPA Selma Smith, VEPVPA
Tim Chester, IUOE Tim De Vivo, IUOE
Melissa Werfl, PASA Peter Powell, PASA
Amanda Leung, CUPE 15 Cynthia Schadt, CUPE 15
Anne Montgomery, DPAC Stephen Filbey or Shaun Kalley, DPAC
Stephen Kelly, Trades Raymond Szczecinski, Trades
Brent Boyd, CUPE 407
Michelle Cao, VDSC

Others: Secretary-Treasurer’s Office Doug McClary
District Parents Ron Macdonald
Communications Jim de Hoop
Chris Allen Lois Schack
Lynda Bonvillain Ed. Centre Engineers
Kathie Currie, CUPE 15 Rentals
Michelle Cao, VDSC Gail Johnson, CUPE 15
AGENDA

The meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

Delegation(s)                                Presenters

1. David Lloyd George Elementary PAC          Mimi Chen

2. Spare Time Fun Centre at D.L. George       Debbie Umemura
                                            Barbara Undurraga
                                            Peter Robins

Items Requiring Board Actions / Motions       Presenters

3. Tennyson Elementary – Offer to Lease 3rd Floor for Childcare Facility
   Jim Meschino

Reports for Trustees’ Information

4. David Lloyd George Seismic Project Information Session – Update
   Jim Meschino

5. Five Year Capital Plan Process             J. David Green

6. Modular Housing – Update                   J. David Green

Information Item Requests

Date and Time of Next Meeting

Wednesday, March 14, 2018 at 5:00 pm in Room 180
Thank you to the Vancouver School Board for giving the David Lloyd George Parents’ Advisory Council an opportunity to be part of the process in the development and design of the new school building. We are an engaged community and are grateful to share our on-the-ground knowledge of the neighborhood to help make the new school a success. We want to provide as much information about our community as possible so that you can make informed decisions about the design of the school.

1. **Full complement of classrooms for the projected 440 student population:** With district class size averages for primary schools at 21.7 per class, this equates to 20.28 classrooms. There is a lot of development in the neighborhood with greater densification happening and we anticipate our catchment will reach 440 students. We want each student to be able to stay in their neighborhood for school in a class that is compliant with the Supreme Court of Canada decision.

2. **Adequate before and after school care for all students – 100 spaces for Spare Time Fun Society:** This neighborhood attracts a lot of working families and we want to support them in having safe and responsible care to allow parents the flexibility to work. Not only does this add to our local economy by creating jobs in the neighborhood, it allows parents the choice to work without putting stress on family members or having to find child care away from the school.

3. **Maintaining facilities for the hot lunch program:** Spare Time Fun Society provides an excellent hot lunch program that currently serves 135 children. This provides healthy meals, and is an opportunity to educate the children on eating real, balanced meals with reduced packaging. The program also offers students a chance to interact with Spare Time staff as they are served food, as well as hot lunch monitors. This also tailors portions to individual students for less food wastage and ensures children have enough to eat. We hope that Spare Time will be able to continue to provide the same level of service in the new school.

4. **A library that serves as a place for social learning:** We have Books for Breakfast every Tuesday morning, where parents, grandparents and caregivers can spend time with children encouraging them to read and learn. This reinforces a positive image of reading for students and provides time for adults and children to connect. The library is also a space for a Reading/Math buddies program where high school students mentor younger students on a weekly basis.

5. **Classrooms promoting positive learning for students:** Children will spend most of their day in their classrooms, and we want them to enjoy being there. We believe these elements will help our children have a positive learning environment.
   
   a. **Good ventilation:** With our rainy Vancouver weather, it can be difficult sometimes for children to get outside, but with lots of natural light and fresh air, we hope that classrooms will still be full of nature. Our request is for rooms with
windows that open with plenty of ventilation. This is also a safety concern for parents, to ensure that in the event of a lockdown at the school for a lengthy period of time, the children will have adequate air circulation in the room.

b. Hot and cold running water in the classrooms: Having sinks with both hot and cold water in the classroom promotes hygiene, and allows for a wider variety of activities in science and art programs.

6. Learning spaces for children: While the classroom is the main space for children, we hope to provide a wide variety of spaces for children to learn different skills, as well as ensuring that their education is well-rounded.

a. A media room for children to develop key computer skills: As success in the job market increasingly relies on working in a team with complex IT challenges and projects, we want to provide our children with the facilities to build these skills for their future. There is also a community-sponsored computer programming after school program in that room which we would like to continue in the new school.

b. A music room to maintain the current music program: We are fortunate enough to have a teacher who can provide a strings program, which enriches the education of children and helps them explore the arts. We hope to have a dedicated space where we can maintain this program without disturbing neighbors.

c. Dedicated space for independent learning: Every now and then a student will need some time away from a noisy classroom or to get some individual help. There is currently a desk outside every classroom so that students can step out and re-focus when needed, and we ask that the new school also provide this.

d. Moving the primary playground closer to the school: The location of the new school will be farther away from the primary playground, which could lead to safety hazards. It also means that teachers will need to spend more time taking children to the playground and children will have less time to play. We ask that the primary playground be relocated so that the youngest children can have the same opportunity to play as the oldest.

7. Community needs: The David Lloyd George community is not only made up of parents, children and caregivers. Many people in the community who do not have students at the school enjoy the use of the school premises and support the school as a result.

a. A gym with changing rooms: Changing rooms in the gym would make the gym space more attractive for rentals. We have an adult hockey league that comes in to play hockey and they use the change rooms on a weekly basis. In addition, the
students currently bring their gym clothes to change for physical education class and change rooms would support them at a sensitive time in their development.

b. A space for our Winter Performance: The Winter Performance is a chance for students to give back to their community by performing for them and to bring parents in to connect them with the school. This tradition would be missed if we did not have the space for it to continue.

c. Space provided for extra-curricular and community activities: We hold karate and chess classes on-site for the community, which anyone can join. We also have seniors who come here to use the green space for tai chi. Marpole Oakridge Community Centre also runs a MoreSports program at the school. We would like to continue supporting the community in these activities.

d. Undercover space for children playing outdoors: While we know this cuts into the available indoor space for the school, we feel that it is important that the kids playing on the playgrounds on the weekends and evenings have some cover on rainy days. We want the area to continue to be attractive to the neighborhood as a communal playing space.

e. Basketball courts: During construction, the basketball courts will not be available, and we hope to have an alternative on-site for neighborhood kids and teens so that they have a safe space to play.

f. Parking space for Spare Time vehicles: Spare Time has a van and a 24 person bus that they allow us to use for field trips, which is a great benefit for the students. We would like to request dedicated parking spots for security reasons. It is also a hazard for children crossing at crosswalks as the bus can block the view of cars from seeing children crossing.

Thank you for allowing us to provide feedback on the design of the school. We hope to be a resource for the Vancouver School Board and the design team as plans for the new school progress, so that we can brainstorm solutions when roadblocks come up and build community support for the ultimate design.
1. **Full complement of classrooms for the projected 440 student population**

- The anticipated population growth for the Marpole area is: from 24,000 in 2011 to 36,500 in 2041 (52% change)

  - Marpole Community Plan (2014)

- With district class size averages for primary schools at 21.7 per class, a projected 440 student population equates to 20.28 classrooms.

- Anecdotally, we have heard of families transferring to other schools or consider transferring to other schools due to the current building being seismically unsafe. Once the school has been seismically upgraded, we anticipate the additional safety of the school will attract families who will want to return to this area.

- We want there to be enough classrooms for students to be able to stay in their neighborhood for school in a classroom that is compliant with the Supreme Court of Canada decision.
2. **Adequate before and after school care for all students – 100 spaces for Spare Time Fun Society:**

- Marpole is home to many young families – in 2011, 68% of families in Marpole had children living at home, compared to 58% citywide, and 38% of all households in Marpole had children, compared to 30% citywide.
  - Marpole Community Plan (2014)

- Most jobs will not accommodate a 9:00 am drop off and a 3:00 pm pick up at school. Many families do not have the option of having relatives provide care and many choose not to do so to avoid putting stress on elderly family members. Having Spare Time offer before and after school care from 7:00 am to 6:00 pm allows parents and caregivers a choice to work, keeping people employed and supporting the local economy.

- Spare Time also provides emergency care for stay-at-home parents who need to be away, for example for out-of-town emergencies or medical care.

- Having childcare on-site means that children are not walking without supervision to other sites. It also means that parents do not have to break up their work day to bring their kids to another site for child care.

- Currently Spare Time takes care of 30 kids in the morning and 65 kids after school. To reduce down to 45 spaces would mean some kids would have to leave Spare Time and their families would have to find alternate care. It would also mean that Spare Time would have to cut approximately 3 staff.

- Spare Time enrolment at 65 children is approximately 19% of the DLG school enrolment. If the Vancouver School Board projects a total enrolment of 440 students in the future, 19% is equivalent to 84 children.

- Spare Time is a valued part of our community and we hope that you will allow them to offer 100 spaces for children.

- A personal testimonial from Hizuru, a parent of two DLG students, grades 2 and 4:

  *Although I am a full-time mother, Spare Time is my "insurance" for childcare. Because my husband has very demanding job which requires many hours of work every day and we have no close friends/family/relatives nearby, I have times when I have to rely on the daycare program. For example, I recently had a couple of minor surgeries. It was very early morning appointment and I wasn’t able to change it. It*
was out of question to ask my husband to drop off kids at school for me that morning, but all thank to Spare Time, who provides before school daycare on school site, I was able to make the appointment. Without the daycare, I wouldn't have been able to even go and get medical treatment I needed.

Spare Time is not only greatly needed for working families, it is also needed for someone like myself.

Ray attended Spare Time preschool for 2 years, and both Kai and Ray have joined the summer program for several times. They have great staff members who truly care the children. The new school will definitely need enough space for the daycare, and the DLG parents will certainly need a safe daycare available for their children in need/when they need.

- Another testimonial from Theresa, a former student at DLG and now a parent:

Spare Time Fun Centre (STFC) has been a part of DLG since the 1970’s. As a former DLG student who had friends in the program I used to wish I could be a part of the program. As a parent, we (Mom & Dad) have always had the kids in full time daycare followed by full time out of school care. We absolutely rely on the STFC services to care for our children so that we can get to work. Double income needed to live in this city.

The programs offered at STFC are well thought out as can be seen on their website. The first time I entered the premises I could see the pride in their operation. Each station is perfectly set. From the paint designs on the walls to the various rooms for each activity there is always something engaging for the children to do. They even have a good collection of outdoor sports equipment to keep the kids active. I especially liked the homework/computer room, they even have staff available to help with the children on homework, if needed. This is an invaluable benefit for busy working parents who still need to get home to make dinner and get the kids in bed at a decent time.

- From Mimi, a parent of one current student and one future student:

When my older son was entering kindergarten, I worried whether he would be ok DLG. He was going to be at a much bigger school, with many more kids than his preschool. We decided to enrol him in the Spare Time summer program so that he would get used to being in the DLG environment. At the summer program, he met a good friend he played with all through kindergarten and helped him to have a great experience at school. Now his only complaint is when we pick him up from Spare Time too early!
3. **Maintaining facilities for the hot lunch program:**

- Spare Time Fun Society provides an excellent hot lunch program that currently serves 135 children.

- The program provides a variety of healthy, balanced meals that are freshly cooked by staff on a daily basis. This allows students to see real, not packaged, food.

- The program offers students a chance to interact with Spare Time staff as they are served food. Spare Time staff take the time to encourage children to try new things, and check their trays to see if they have made good nutritional choices.

- A hot lunch program with meals served directly to children also tailors portions to individual students for less food wastage and ensures children have enough to eat.

- Older students serve as hot lunch monitors, giving them the opportunity to learn responsibility, community service and best practices for food handling/food safety.

- If Spare Time was not able to have the 6 burner commercial kitchen, they would likely have to change their menu and reduce the variety of meals served to children.

- A testimonial from Theresa, formerly a student at DLG and now a parent of students at the school:

  Hot Lunch program - my children attended the schools downtown and participated in the daily hot lunch program. When they switched to DLG and had the hot lunch program here, they said the food was much better. As a parent I liked the fact that the food was prepared fresh, daily. I have also heard from other parents that their picky child(ren) were more likely to eat better when having the same lunch as their friends. Some children even discovered new foods they like to eat.

  My children have also been volunteers for the hot lunch program here helping to serve lunch and clean trays. This is a wonderful opportunity to learn to work within a set time frame in a team environment. Being a part of the hot lunch program has given them more confidence in their own abilities.
4. A library that serves as a place for social learning:

- We have Books for Breakfast every Tuesday morning, where parents, grandparents and caregivers can spend time with children encouraging them to read and learn. This reinforces a positive image of reading for students and provides time for adults and children to connect.

- The library is also a space for a Reading/Math buddies program where high school students mentor younger students on a weekly basis.

- We hope that the design of the new library will have the same welcoming and open features that nurture a love of reading as the current library.
5. **Classrooms promoting positive learning for students:** Children will spend most of their day in their classrooms, and we want them to enjoy being there. We believe these elements will help our children have a positive learning environment.

   a. Good ventilation:

      i. With our rainy Vancouver weather, it can be difficult sometimes for children to get outside, but with lots of natural light and fresh air, we hope that classrooms will still be full of nature. Our request is for rooms with windows that open with plenty of ventilation.

      ii. This is also a safety concern for parents, to ensure that in the event of a lockdown at the school for a lengthy period of time, the children will have adequate air circulation in the room.

   b. Hot and cold running water in the classrooms:

      i. Having sinks with both hot and cold water in the classroom promotes hygiene. During cold and flu season, students need to wash hands frequently, and having the ability to do so in the classroom allows teachers to maintain supervision over students, as well as preserve classroom time since students can stay in the classroom instead of leaving the classroom.

      ii. Sinks allow for a wider variety of activities in science and art programs. Teachers would not have the opportunity to use painting materials and sand tables without sinks. Science classes on the life cycle of salmon would also not have the opportunity to use fish tanks as teaching objects without sinks in the classroom.
6. **Learning spaces for children**: While the classroom is the main space for children, we hope to provide a wide variety of spaces for children to learn different skills, as well as ensuring that their education is well-rounded.

   a. A media room for children to develop key computer skills:
      
      i. As success in the job market increasingly relies on working in a team with complex IT challenges and projects, we want to provide our children with the facilities to build these skills for their future.

      ii. There is also a community-sponsored computer programming after school program in that room which we would like to continue in the new school.

   b. A music room to maintain the current music program:
      
      i. We are fortunate enough to have a teacher who can provide a strings program, which enriches the education of children and helps them explore the arts. We hope to have a dedicated space where we can maintain this program without disturbing neighbors.

   c. Dedicated space for independent learning:
      
      i. Every now and then a student will need some time away from a noisy classroom or to get some individual help. There is currently a desk outside every classroom so that students can step out and re-focus when needed, and we ask that the new school also provide this.

   d. Moving the primary playground closer to the school:
      
      i. The location of the new school will be farther away from the primary playground, which could lead to safety hazards.

      ii. It also means that teachers will need to spend more time taking children to the playground and children will have less time to play. We ask that the primary playground be relocated so that the youngest children can have the same opportunity to play as the oldest.
7. **Community needs:** The David Lloyd George community is not only made up of parents, children and caregivers. Many people in the community who do not have students at the school enjoy the use of the school premises and support the school as a result.

   a. A gym with changing rooms:

      i. Changing rooms in the gym would make the gym space more attractive for rentals.

      ii. We have an adult hockey league that comes in to play hockey and they use the change rooms on a weekly basis.

      iii. In addition, the students currently bring their gym clothes to change for physical education class and change rooms would support them at a sensitive time in their development.

   b. A space for our Winter Performance:

      i. The Winter Performance is a chance for students to give back to their community by performing for them and to bring parents in to connect them with the school. This tradition would be missed if we did not have the space for it to continue.

      ii. The Winter Performance is attended by over 700 people across two performances. We ask that the design of the new school take this into consideration and maintain the ability to have this event.

   c. Space provided for extra-curricular and community activities:

      i. We hold karate and chess classes on-site for the community, which anyone can join.

      ii. We also have seniors who come here to use the green space for tai chi.

      iii. Marpole Oakridge Community Centre also runs a MoreSports program at the school. We would like to continue supporting the community in these activities.

      iv. We ask that the design of the school accommodate these activities and consider other possible ways to serve the community.

   d. Undercover space for children playing outdoors:

      i. While we know this cuts into the available indoor space for the school, we feel that it is important that the kids playing on the playgrounds on the weekends and evenings have some cover on rainy days. We want the
area to continue to be attractive to the neighborhood as a communal playing space.

e. Basketball courts:

i. During construction, the basketball courts will not be available, and we hope to have an alternative on-site for neighborhood kids and teens so that they have a safe space to play.

f. Parking space for Spare Time vehicles:

i. Spare Time has a van and a 24 person bus that they allow us to use for field trips, which is a great benefit for the students. They also provide a driver for the vehicles. We would like to request dedicated parking spots for security reasons. It is also a hazard for children crossing at crosswalks as the bus can block the view of cars from seeing children crossing.

ii. A testimonial from Theresa, a parent of current students and a former student at DLG:

*Spare Time Fun Centre has often lent out their services to the school to assist in school field trips. This helps to cut down costs from having to get a chartered bus. As a parent, I feel more reassured knowing exactly what kind of vehicle the children are riding. The children even recognize the STFC staff driving.*
Spare Time Fun Centre

We thank the Vancouver School Board for inviting us to the February 21, 2018 Committee II meeting.

Spare Time delegates
Debbie Umemura, board of director
Barbara Undurraga, board of director
Peter Robins, senior supervisor

Brief history
Spare Time Fun Centre is a non-profit, licensed charity that has provided preschool and school-age child care in Marpole since 1974. Our Before and After School programs and year-round non-school day programs were located inside David Lloyd George School until 1991. Due to the school needing more classroom space we added portables in 1991, 1997 and 2001. These portables sat against two DLG classroom portables. In 2007 we converted those two classroom portables into child care space as DLG classes were moved back into the school. We continued to use our DLG shared space in the lunchroom until 2016. The DLG strings program used one of our portables one day per week for several years. We operated a VSB StrongStart program in our portables from 2008 to 2014 when it was transferred to Douglas Elementary School. We have operated our preschool in the portables since 2004.

During construction we have been told we will have space inside DLG
- for preschool we will need our licensing officer to approve space for 20 children
- for school-age child care we expect to be grandfathered for 40 spaces in the lunchroom but we will need our licensing officer to confirm that and to approve space for a minimum of another 25 children
- we are wondering what office space and outdoor sports storage space we will have

School-age child care spaces
- our enrolment over 44 years has ranged from starting with 12 children to a peak of 120-plus children to 65 children now
- the peak enrolment included a pick-up at Dr. R.E. McKechnie school until we opened a centre at that school in 2009. It also included a large spike when universal child care was offered by the provincial NDP government with a decline when that funding ended
- since 2010 we enroll 16% to 19% of the DLG enrolment
- if you are building a school for 440 children and planning for the next 100 years we could reasonably expect up to 84 children...especially since universal child care is once again on the provincial government agenda
• what are the plans for school-age child care space beyond 65 children...meeting the needs of the community in the past meant adding portables
• is there space for active play for rainy days...up until the early 1990s we were able to use the gym almost every day but now DLG has many more sport teams and the gym is rarely available until 5 pm
• we will be losing one of our portables which we specifically designed as a dance floor / mini-gym so that we could have indoor active play as an option every day
• in shared space what cubbie space is there for jackets and backpacks
• where will the 45 shared spaces be in relation to stairs to the 3rd floor as over the years we have had many families with siblings that would have to go to 2 different areas to pick up children
• we have millwork that sits against three walls in the DLG lunchroom which we have used for school-age child care in conjunction with four DLG lunch tables...we plan to see what can be transferred into the new school and what might need to be replaced
• what other storage space would we have for ourselves
• we are now open 7 am to 6:30 pm but for many years, when the community needed it, we stayed open until 7 pm for parents who worked downtown and commuted by bus...that extra hour was not available before we had portables...are there time restrictions based on the school engineer’s hours
• will there be a separate entrance to the 3rd floor or will those parents be walking in school hallways throughout the day
• is there an opportunity to have different space for 9 to 12 year old children as quality child care depends on addressing the needs of children at different ages...when we used DLG space before our portables we had a room for kindergarten children, the shared space lunchroom for grades 1 to 4 and a room for grade 5 to 7 children

Office space
• we use a 12 foot by 20 foot portable for 2 desks with computers, a photocopier, filing cabinets, 2 book shelves and a safe
• we would plan a 3rd floor to include office space, washer/dryer, small kitchen but if we did not get the contract to operate the 3rd floor child care what space would we have in the school for an office

Outdoor equipment space / basketball pavement
• our first choice daily is outside active play
• our current sport shed is 15.5 feet long; 7.5 feet deep; 9 feet high; the DLG emergency container is 8 feet long, 9.8 feet deep, 8.4 feet tall
• we need an outdoor shed or walk-in “container” to hold: 2 ball hockey nets, 12 helmets, goalie gear and sticks, a bin of balls: soccer, basketball, football, volleyball, tetherball; a small selection of roller blades, skateboards, scooters, plasma cars, pogo sticks, bouncey balls, boxes with
skipping ropes, badminton equipment, bocce, parachute…We do not consider these to be “luxury” items as they are essential equipment that keeps children active throughout various seasons.

- basketball is as popular as soccer with children at recess. Lunch, in our After School program, on weekends…children have developed many skills while playing on the paved areas
- we use both the upper basketball court and the lower court paved area for lots of active play from ball hockey and handball team sports to children learning to balance
- “on wheels” of all sorts for various ages…we would like a full basketball court to be included in the new school plans and a temporary paved area during construction

Preschool / proposed birth to 4 years old on level 3
- our preschool has 20 children who are 3 to 5 years old
- we used to operate the DLG StrongStart program for birth to 5 year olds
- we have staff who is licensed to work with infant / toddlers
- we will be applying for the contract to operate the 3rd floor child care services
- StrongStart days with 25 children sometimes overwhelmed our facility in trying to park
- 12 strollers…we are wondering about stroller space, access to the 3rd floor and the security of people moving through the school
- when would the 3rd floor operator be involved with interior design

Hot Lunch kitchen
- we have prepared on-site and served Hot Lunch since 1992
- we served about 400 children every day for many years when DLG was funded as an inner-city school with a government subsidized Hot Lunch
- we have served about 135 children every day since the government subsidy was stopped and the program became parent-funded only
- see attached for equipment we now use and dimensions
- we use a 6-burner gas stove…our cook says some menu items like pasta which require boiling water and ground beef which requires large pots on a large stove-top surface area will take up to an hour longer to prepare
- if our fridge and freezer space is reduced we would have to shop more than the twice a week that we do now
- we would expect to use the kitchen during non-school days

DLG parking lot space for 24-seat bus / 7 seat mini van
- we would like both vehicles to be allotted space in the DLG parking lot
- we provide a class 4 driver and use of the both vehicles for DLG field trips
- we park both vehicles on 67th Ave, school-side north-east corner
- it would be difficult to find street parking especially for the bus
### SPARE TIME FUN CENTRE (at David Lloyd George)

#### Hot Lunch Dimensions

<table>
<thead>
<tr>
<th>Area</th>
<th>Item measurements in inches</th>
<th>W</th>
<th>H</th>
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<tbody>
<tr>
<td><strong>Kitchen</strong></td>
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<tr>
<td><strong>Equipment</strong></td>
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<td>convection oven</td>
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<tr>
<td>gas stove</td>
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<tr>
<td>fridge - 2 door</td>
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<td>47 1/2</td>
<td>83</td>
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<td>- 1 door</td>
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<td>24</td>
<td>83</td>
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<tr>
<td>dishwasher</td>
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<tr>
<td>freezer - 2 door</td>
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<td>47 1/2</td>
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<td><strong>kitchen size 20 feet x 12 feet</strong></td>
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<td>cupboards</td>
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<td>sink runoff l x w 45 x 26</td>
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<td>space area of both cupboards and counters</td>
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<td>drawers &amp; cupboards</td>
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<td>34</td>
</tr>
<tr>
<td>island</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pot rack shape of table</td>
<td></td>
<td>39 1/2</td>
<td>72</td>
<td>30</td>
</tr>
<tr>
<td>working table with shelf</td>
<td></td>
<td>35</td>
<td>72</td>
<td>30</td>
</tr>
<tr>
<td><strong>dry storage</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>room size</td>
<td></td>
<td>72</td>
<td>80</td>
<td>93</td>
</tr>
<tr>
<td>shelving</td>
<td></td>
<td>82</td>
<td>74</td>
<td>24</td>
</tr>
<tr>
<td>bread cupboard</td>
<td></td>
<td>43</td>
<td>74</td>
<td>13</td>
</tr>
</tbody>
</table>
Date: February 16, 2018

To: Committee II - Planning and Facilities

From: Jim Meschino, Director of Facilities

Re: Lord Tennyson Elementary - Offer to Lease the 3rd floor for Childcare Facility

REFERENCE TO STRATEGIC PLAN:

Goal 3: Create a culture of care and shared social responsibility

Objectives:
• Support collaborative relationships with community partners that enhance student learning and well-being

INTRODUCTION:

This report contains a recommendation.

BACKGROUND:

On October 26, 2015 the Board approved a bylaw, subject to Ministry approval, of an offer to lease the third floor of the Nelson Elementary replacement school for the purpose of operating a childcare funded by the City. On December 14, 2015, a second bylaw was approved for an offer to lease the new third floor of Fleming Elementary replacement school for operating a childcare funded by the City. Nelson Elementary is currently in construction and Fleming Elementary is soon to be in construction.

The purpose of this report is to seek Board approval to create a similar partnership with the City of Vancouver to allow construction of a new purpose-built 69 seat 0 to 4 childcare on the third floor of the proposed Tennyson Elementary replacement school. In order to do so, the Board would need to request Ministry of Education approval to enter into a lease agreement with the City for the childcare, with a term of 60 years, subject to a right to renew for a further 15 years. Pursuant to Board policy FM: Disposal of Land, the lease would also require bylaw approval (Attachment A).
All costs for the 0 to 4 childcare are to be borne by the City of Vancouver. Funding for the Tennyson childcare project was approved by City of Vancouver Council on November 1, 2016 and includes $500k provincial grant from the Ministry of Children and Family Development. The 69 seat 0 to 4 childcare will be able to accommodate an additional 20 before and after school childcare spaces by sharing space.

The Ministry of Education has been advised of a possible request from the Vancouver Board of Education (VBE) for a lease approval exceeding ten years.

The school principal has advised the PAC of the possibility of a childcare on the third floor of the school.

**DISCUSSION:**

The major terms to be included in the Offer to Lease Agreement with the City of Vancouver are as follows:

- 60 year lease, subject to approval of the Minister;
- Nominal base rent;
- Use of premises limited to childcare centre operations only;
- Net lease; the City is responsible for all costs related to the premises;
- The International Union of Operating Engineers (IUOE) Local No. 963 staff will provide custodial services for the childcare centre;
- That if it is determined that the Lease is in conflict with any of the landlord’s collective agreements, then as the term of the Lease, the tenant agrees to pay any applicable expenses resulting therefrom;
- Option to extend the term for an additional 15 years on the same terms and conditions;
- Signage may be displayed provided approved in writing by the VBE;
- The VBE has an early termination right upon 3 year’s written notice with payment of a capital compensation amount according to an agreed capital depreciation schedule attached to the Lease;
- The City shall not assign the Lease without the VBE’s prior written consent;
- The VBE consents to the City subleasing the premises to a duly licensed childcare provider;
- The City may register the Lease against title to the lands at its sole cost and expense;
- The City shall have the right to offer to subdivide the lands at its sole cost and expense and by deposit of an air space subdivision plan, and purchase the air space parcel from the VBE for the childcare centre. This offer shall be subject to the VBE and the Minister’s acceptance; and
- Settlement and execution of a Development Management Agreement (DMA), which will outline the responsibility of the City and Vancouver School Board in the delivery of the childcare, will be a condition of the offer to lease.
An Open House was held at Lord Tennyson Elementary on June 8, 2016 to share the plans regarding the replacement school and the partnership with the City to construct a 0-4 childcare facility as part of the new school. The community supported inclusion of a childcare facility as part of the new school.

**RECOMMENDATION(S):**

**IT IS RECOMMENDED** that the Board of Trustees approve by bylaw, subject to Ministry approval, the proposed lease of the 3rd floor of Lord Tennyson Elementary School by the City of Vancouver for the purpose of operating a childcare centre, on the terms set out above and such other terms as the Secretary Treasurer may consider advisable (the "Lease"); and

**IT IS RECOMMENDED** that the Board direct staff to seek Ministry approval of the Lease.

Attachment A – Lord Tennyson Elementary Childcare Lease Bylaw 2018
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER)

LORD TENNYSON ELEMENTARY CHILDCARE LEASE BYLAW 2018

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the “Minister”);

AND WHEREAS the Minister issued Order M193/08 effective September !3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS Section 65(5) of the School Act requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

(i) The Board of Education of School District No. 39 (Vancouver) (the “Board”) has determined and hereby confirms that the Board will not require a portion (the “Premises”) of the land and improvements known as Lord Tennyson Elementary (the “Property”) for future educational purposes;

(ii) the Property is facility number 03939066;

(iii) the address of the Property is 1936 10th Avenue, Vancouver, British Columbia, V6J 2B2 and the legal description of the Property is:

Parcel Identifier: 014-182-866; Block 366 (Explanatory Plan 5596) District Lot 526 Plan 1949; and

(iv) the Board expects to receive an Offer to Lease from the City of Vancouver (the “Tenant”) to lease the Premises for a term of 60 years with an option to renew for a further 15 years (“Offer to Lease”);

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board lease the Premises to the Tenant on the terms and subject to the conditions set out in the Offer to Lease, subject to the approval of the Minister.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Offer to Lease and all related documents required to complete the lease of the Premises to the Tenant pursuant to the terms of the Offer to Lease.

This Bylaw may be cited as “School District No. 39 (Vancouver) Lord Tennyson Elementary Childcare Lease Bylaw 2018”.

Read a first time this 26th day of February 2018.

Read a second time this 26th day of February 2018.
Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on February 26, 2018, and finally passed and adopted this 26th day of February 2018.

______________________________
Chairperson of the Board

Corporate Seal

______________________________
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 39 (Vancouver) Lord Tennyson Elementary Childcare Lease Bylaw 2018, adopted by the Board the 26th day of February 2018.

______________________________
Secretary-Treasurer
Date: February 16, 2018
To: Committee II - Planning and Facilities
From: Jim Meschino, Director of Planning and Facilities
Re: David Lloyd George Seismic Project Information Session - Update

REFERENCE TO STRATEGIC PLAN:

Goal 4: Provide effective leadership, governance and stewardship

Objectives:
- Implement the recommendations of the Long Range Facility Plan.
- Effectively utilize school district resources and facilities.

INTRODUCTION

David Lloyd George Elementary School is located in Marpole neighbourhood in southwest Vancouver.

On February 8, 2018, an Information Session was held at David Lloyd George Elementary school. Display boards were presented with the options explored for the Seismic Mitigation of the school. It was noted that the funded option approved by the Ministry of Education was to build a replacement school and use the existing facility as a swing space for future projects after the completion of the new school.

The purpose of this report is to summarize comments received at the Information Session as well as to identify next steps.

This report is for information only. No action is required of the Board at this time.

BACKGROUND

- The Vancouver Board of Education (VBE) submitted an Interim Long Range Facilities Plan (LRFP) to the Ministry in January 2016 and the final Plan in May 2016. David Lloyd George Elementary is listed in Section 5.1 as a seismic mitigation project for immediate priority

- On March 17, 2017, a Ministry Capital Response Letter was provided to the VBE Five Year Capital plan noting Bayview Elementary, Begbie Elementary, David Lloyd George Elementary and Eric Hamber Secondary were to be developed for approval in the 2017/18 fiscal year.
- In June 2017 the Board submitted a capital plan that identified David Lloyd George as number 3 priority in the first year of the Capital Plan.
- On November 15, 2017, the Vancouver Project Office Steering committee endorsed the Project Definition Report (PDR) for a replacement school as the least cost option.
- On January 15, 2018, the Minister of Education announced funding for a replacement school at David Lloyd George Elementary school.
- On January 25, 2018, a Project Agreement was finalized for the funding of the replacement school at David Lloyd George Elementary.

David Lloyd George Elementary school consists of the original school built in 1921 and completion of a major addition in 1954. David Lloyd George Elementary school has been identified by the VBE as a candidate for seismic mitigation as it is identified as H1 high risk.

The capacity at David Lloyd George Elementary is 40 full day kindergarten and 400 Grade 1 to 7 student spaces, for a total capacity of 440 students. The 2017/2018 enrolment at the school is 364 students.

There are no district programs currently offered in the school.

As of 2017, the Facility Condition Index (FCI) for significant deficiencies requiring remediation is 0.42 which is slightly above the provincial average for schools in British Columbia. The Facility Condition is a ratio of deferred maintenance to building replacement value.

David Lloyd George Elementary is identified on the City’s Heritage Registry as a Heritage A school.

**DEVELOPMENT OF OPTIONS**

In order to secure a Project Agreement for capital funding, the Ministry of Education typically requires that a minimum of three concept options (full seismic upgrade, partial upgrade/new addition, and replacement school) be developed, including cost estimates.
Acton Ostry Architects was engaged by the VBE to deliver a feasibility study to explore school seismic renewal options for the Project Definition Report (PDR) phase. The Seismic Project Identification Report (SPIR), which assesses the structural integrity of the existing high-risk building blocks, was used as the basis of the PDR. The PDR planning process explores seismic mitigation concept options, implementation logistics, project risks and cost estimates. The outcome of the planning process led to a preferred concept for the seismic renewal of David Lloyd George Elementary as a replacement school.

Based on the Seismic Project Identification Report (SPIR) assessment the Project Definition Report (PDR) examined three options:

<table>
<thead>
<tr>
<th>Option 1: Seismic Upgrade</th>
<th>Including life safety and accessibility items as required by the City of Vancouver Building By-Law</th>
<th>$24,464,400 Total Project Cost w/o Reserves $8,194,900 Reserves $32,659,300 Total Project Cost with Reserves Resultant FCI: 0.28 40 year Life Cycle Cost: $44,783,600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary Accommodation required offsite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2: Partial Replacement with NLC</th>
<th>Upgrade of one structural block and replacement of the other block, with a nominal capacity of 440. Temporary Accommodation required offsite</th>
<th>$23,907,600 Total Project Cost w/o Reserves $7,678,700 Reserves $31,586,300 Total Project Cost with Reserves Resultant FCI: 0.20 40 year Life Cycle Cost: $39,667,100</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Option 3: Full Replacement with NLC</th>
<th>With a nominal capacity of 440 to match enrolment projections. No Temporary Accommodation required. Existing school to remain in operation as swing site for multiple future projects.</th>
<th>$20,273,000 Total Project Cost w/o Reserves $3,966,100 Reserves $24,239,100 Total Project Cost with Reserves Resultant FCI: 0.00 40 year Life Cycle Cost: $35,884,900</th>
</tr>
</thead>
</table>

A PDR has been completed and findings indicate that the Replacement Option 3 is the least cost option at $24,239,100 (including reserves). Options 1 & 2 require moving school population offsite into temporary accommodation. The Option 3 Full Replacement allows the school population to remain on site during construction and the existing facility can be used as a swing space after project completion.

The Life Cycle Cost (LCC) net present value for Option 1 - Seismic Upgrade is $44,783,600 vs. $39,667,100 for Option 2 - Partial Replacement and $35,884,900 for Option 3 - Full Replacement. This is an $8.9M variance over 40 years between the Option 1 - Seismic Upgrade and Option 3-Full Replacement option. The forty-year life cycle costing analysis demonstrates that Option 3-Full Replacement School is a lowest cost option over 40 years.

David Lloyd George Elementary School currently has limited on-site parking. Early discussion with the City of Vancouver indicates that the replacement school will require on-site parking. Typically, the number of spaces required by the Vancouver Parking Bylaw can be relaxed to some extent based on alternative modes of transportation and facilities such as bicycle stalls being provided at the replacement school.
David Lloyd George Elementary School hosts portable structures for before and after school childcare. Currently there are approximately 60 children enrolled plus 20 children in the preschool. The provider of the existing childcare is Spare Time Fun Centre Society. They are currently in an over hold grounds license agreement with the Vancouver School District. Early discussion with the provider is that they would move their program into the existing school for the duration of the construction of the new school. Once the new school is complete, space will be made available in the new school for a licensed before and after school program.

In addition to before and after school program, the City of Vancouver has expressed an interest in locating a 69 seat 0 to 4 childcare on the third floor of the school. Funding for the construction of the childcare would be provided by the City of Vancouver through Community Amenity Contributions (CAC). A similar partnership has been entered into with the City for 0 to 4 childcare at Nelson Elementary, Fleming Elementary and most recently Tennyson Elementary.

**SCHOOL CAPACITY, ENROLMENT AND UTILIZATION**

The existing capacity for David Lloyd George is 440 and no reduction is proposed. The September 2017 enrolment is 364. The 10-year enrolment projection (below) takes into account potential local area growth.

<table>
<thead>
<tr>
<th>Seismic Rating</th>
<th>Operating Capacity</th>
<th>Actual Enrollment</th>
<th>Projected Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Students Only</td>
<td></td>
<td></td>
<td>380</td>
</tr>
<tr>
<td>% Capacity Utilization (Domestic Students Only)</td>
<td></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td>International Students</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>% Capacity Utilization (Including International Students)</td>
<td></td>
<td></td>
<td>94%</td>
</tr>
</tbody>
</table>

*David Lloyd George Elementary – Enrolment Projection & Utilization (Baragar Systems - with local knowledge and including international education students)*

The design area for the David Lloyd George replacement school is governed by the Ministry of Education Area Standards that was updated in May 2012 as per the following link: [https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf)

New schools are eligible for an additional 15% Neighbourhood Learning Centre (NLC) space. NLC space is intended to create spaces for use by childcare programs, rentals, and general public programs. Typically, NLC space can be allocated to gain additional space for lobbies, gymnasiams, libraries, and multipurpose room space.

**DISCUSSION**

**PROJECT CONSULTATION**

During the development of the Project Definition Report, input was received from staff, the PAC, and City of Vancouver staff representatives from Planning, Development Services, Heritage, and Traffic Engineering departments. Ministry of Education officials and Heritage Vancouver were kept informed throughout the planning process.
A project website ([http://www.vsb.bc.ca/district-facilities/projects/lloyd-george-elementary](http://www.vsb.bc.ca/district-facilities/projects/lloyd-george-elementary)) was created to provide continuous project updates. The material available on the website includes current status, next steps, temporary accommodation and contact information, Information Session notification, copy of the Information Session display boards and feedback summary.

May 3, 2016: presentations made to the David Lloyd George PAC (approximately 25 PAC members attended)

November 8, 2016: presentation made to David Lloyd George PAC (approximately 20 PAC parents attended)

January 11, 2017: presentation made to Spare Time Fun Centre (2 Spare Time staff attended)

January 23, 2018: presentations made to the David Lloyd George PAC (approximately 25 - 30 parents attended)

February 5, 2018: presentations made to the administration and school staff (approximately 25 staff attended)

An Information Session was hosted on February 8, 2018 by Vancouver School Board and included representation by the Vancouver Project Office and City of Vancouver staff at David Lloyd George. Postcard notices were delivered to residents living within a seven block radius of the school. The school Principal broadcasted an invitation to the Information Session through the school’s parent call-out phone notification system and invitations were distributed to stakeholder groups. The Information Session was attended by 127 people and 128 comment forms were completed.

At the time of the Information Session, funding for a seismic upgrade option (Option 3 – Full Replacement) had been already announced by the Ministry of Education.

Key items noted for replacement school (Option 3) were:

- the safest option to most likely be usable following a seismic event versus a seismic upgrade;
- the most cost effective for the long term;
- flexible to accommodate new school designs;
- lowest long term operational costs; and
- FCI improvement from 0.42 to 0.00 once the replacement school is complete.

Overall, the comments received were very positive. Comments received for the replacement school design (by more than one individual and expressed in order of frequency) were as follows:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Total From All Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain the hot lunch program with industrial kitchen</td>
<td>70</td>
</tr>
<tr>
<td>Provide a room dedicated for a music program</td>
<td>64</td>
</tr>
<tr>
<td>Expand before and after school care program (at least 100 spaces)</td>
<td>62</td>
</tr>
<tr>
<td>Design with a larger gym with change rooms</td>
<td>40</td>
</tr>
<tr>
<td>Design with traditional style classrooms with wider hallways and noise proof walls</td>
<td>40</td>
</tr>
<tr>
<td>Topic</td>
<td>Total From All Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Maintain / expand large library and the books for breakfast program</td>
<td>34</td>
</tr>
<tr>
<td>Provide wheelchair and stroller access to all levels</td>
<td>33</td>
</tr>
<tr>
<td>Provide a covered outdoor play space</td>
<td>26</td>
</tr>
<tr>
<td>Separate media room for computers etc.</td>
<td>26</td>
</tr>
<tr>
<td>Provide an auditorium / theatre</td>
<td>20</td>
</tr>
<tr>
<td>Build the playground closer to the school, expand the playground</td>
<td>17</td>
</tr>
<tr>
<td>Quiet room for special needs students, sensory room</td>
<td>17</td>
</tr>
<tr>
<td>Classroom capacity needs to be bigger, current plan is too small, bigger rooms, more rooms</td>
<td>16</td>
</tr>
<tr>
<td>Provide a safe space for busses to park</td>
<td>15</td>
</tr>
<tr>
<td>Open windows for fresh air in classrooms</td>
<td>15</td>
</tr>
<tr>
<td>Individual learning areas in hallways</td>
<td>15</td>
</tr>
<tr>
<td>Provide sinks in every room for health and hygiene</td>
<td>14</td>
</tr>
<tr>
<td>Childcare</td>
<td>13</td>
</tr>
<tr>
<td>Prefer pod classrooms</td>
<td>13</td>
</tr>
<tr>
<td>Provide space for full basketball court, tennis, baseball etc.</td>
<td>12</td>
</tr>
<tr>
<td>Provide a large lunchroom / multipurpose space, with sinks</td>
<td>12</td>
</tr>
<tr>
<td>Provide some room for spectators in the gym, larger gym area, higher ceiling for volleyball/badminton, divider in gym</td>
<td>12</td>
</tr>
<tr>
<td>Improve laneways and other traffic circulation / speed bumps, garbage collection, proximity to residential backyards, entrance to parking lot on 67th Ave.</td>
<td>10</td>
</tr>
<tr>
<td>large amount of natural light</td>
<td>10</td>
</tr>
<tr>
<td>Support a full replacement option</td>
<td>9</td>
</tr>
<tr>
<td>Resource office workspace for teachers</td>
<td>9</td>
</tr>
<tr>
<td>Educational garden area</td>
<td>8</td>
</tr>
<tr>
<td>Safe and limited access washrooms for primary located near their classrooms, washrooms accessible for use during recess, washrooms in Kindergarten rooms, better washrooms</td>
<td>8</td>
</tr>
<tr>
<td>Office space for SSW's to do prep</td>
<td>8</td>
</tr>
<tr>
<td>Don't use existing school for swing space</td>
<td>6</td>
</tr>
<tr>
<td>Provide private non gender washrooms for staff (+ students)</td>
<td>6</td>
</tr>
<tr>
<td>Use green roofing</td>
<td>5</td>
</tr>
<tr>
<td>Make prominent staff/adult washrooms so children's bathrooms aren't used</td>
<td>5</td>
</tr>
<tr>
<td>Upgrade to proper PA, phone, and Wi-Fi systems</td>
<td>5</td>
</tr>
<tr>
<td>Consider construction hazards, background checks for construction workers</td>
<td>4</td>
</tr>
<tr>
<td>Office area near main entrance with sufficient waiting area, consider materials choice with amount of glass, not in an open area, with high countertops, safe design</td>
<td>4</td>
</tr>
<tr>
<td>Design some built in chairs near the windows</td>
<td>4</td>
</tr>
<tr>
<td>Support retaining existing building, referendum on decision</td>
<td>3</td>
</tr>
<tr>
<td>Swimming or wave pool</td>
<td>3</td>
</tr>
<tr>
<td>provide dedicated space for an art room</td>
<td>3</td>
</tr>
<tr>
<td>Ability to stay in school during construction</td>
<td>2</td>
</tr>
<tr>
<td>Create a larger parking lot for teachers</td>
<td>2</td>
</tr>
<tr>
<td>Topic</td>
<td>Total From All Comments</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Prefer if childcare were built at grade level</td>
<td>2</td>
</tr>
<tr>
<td>All natural play areas, no cement or paved areas</td>
<td>2</td>
</tr>
<tr>
<td>Provide bike storage</td>
<td>2</td>
</tr>
<tr>
<td>Provide A/C, shades for windows</td>
<td>2</td>
</tr>
<tr>
<td>Provide dedicated space for community use</td>
<td>2</td>
</tr>
<tr>
<td>Provide medical room (with w/c)</td>
<td>2</td>
</tr>
<tr>
<td>Provide additional storage areas</td>
<td>2</td>
</tr>
<tr>
<td>Purchase new carpets for classrooms</td>
<td>2</td>
</tr>
<tr>
<td>Provide a recycling program</td>
<td>2</td>
</tr>
<tr>
<td>Use solar panels</td>
<td>2</td>
</tr>
<tr>
<td>Paint the walls with bright colours</td>
<td>2</td>
</tr>
</tbody>
</table>

(Summary of comments - updated Feb. 16, 2018 9:45am)

Of the 128 comment forms completed, only three comments were received in support of heritage retention. There were no comments against the proposed City of Vancouver 69-seat 0-4 childcare. The comments noted at the Information Session will be taken into consideration during the Design phase.

**NEXT STEPS**

The David Lloyd George Elementary School Project Agreement is now finalized. Schematic Design phase will commence in early 2018 in consultation with the school community to ensure that the facility design meets education program objectives and to secure civic permits. When permits are in place, the project can proceed to tender and construction.
Date: February 16, 2018  
To: Committee II – Planning and Facilities  
From: J. David Green, Secretary-Treasurer  
Re: Five-Year Capital Plan Process

REFERENCE TO STRATEGIC PLAN:

Goal 4: Provide effective leadership, governance and stewardship

Objectives:
- Develop and implement a long term financial planning model
- Implement the recommendations of the Long Range Facilities Plan
- Effectively utilize school district resources and facilities.

INTRODUCTION:

This item is provided for information

BACKGROUND:

In April 2017, the Ministry of Education (MoE) issued revised instructions to school districts in the Province regarding submissions for the annual submission of the Five-Year Capital Plan. The annual Five-Year Capital plan is now due at the Ministry no later than June 30th of each year. The annual submission each year will now be responded by the Ministry in the following spring for funding consideration for the Ministry’s next fiscal year which starts on April 1st.

Districts will receive approval for projects in the form of a Capital Plan Response Letter. A Board of Education previously had to pass capital bylaws for individual approved projects. Under the new process only a single capital bylaw is required for all approvals in the Capital Plan Response Letter.

On February 21, 2018 the Secretary-Treasurer will present a PowerPoint which details the new progress in order for the committee to prepare for the submission that will be presented in June.
Date: February 16, 2018
To: Committee II - Planning and Facilities
From: J. David Green, Secretary-Treasurer
Jim Meschino, Director of Facilities
Re: Modular Housing Update

REFERENCE TO STRATEGIC PLAN:

Goal 3: Create a culture of care and shared social responsibility.
Objectives:
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being.
- Support collaborative relationships with community partners that enhance student learning and well-being.

INTRODUCTION:

In September 2017, the B.C. Government committed $66 million towards the development of 600 new units of temporary modular housing in Vancouver which will allow the City and the Province to address the immediate and urgent needs of homeless residents in Vancouver while more permanent housing is being created. Temporary modular homes will be located on vacant and underused sites across the city. The first of these sites was announced in the fall of 2017 as the Pearson-Dogwood site in Marpole at W 59 TH Ave and Heather Street.

This item is provided for information.

BACKGROUND:

Marpole Development

As previously reported at the December and January Committee II meetings, the District was informed on October 24, 2017 that the City and BC Housing were planning a development for housing near Laurier Elementary and Churchill Secondary schools.

On November 27, 2017, the Director of Planning at City of Vancouver announced the conditional approval of a development permit to build 78 new temporary modular homes...
at the Pearson-Dogwood site at Marpole. (http://vancouver.ca/news-calendar/temporary-modular-housing-approved-for-marpole.aspx)

The Marpole temporary housing development will consist of two temporary modular housing buildings each containing 39 units. Each new home will be approximately 250 square feet and contain a bathroom and kitchen. 17% (14 units) will be fully wheelchair accessible. The buildings will also include amenity space and laundry facilities for all tenants to use.

Based on feedback from the community, the City added conditions to the development permit to ensure ongoing dialogue for successful integration of the temporary modular housing into the community.

The following conditions have been added to the development permit:

- The City of Vancouver will work with the Vancouver School Board, BC Housing and Community Builders to convene a community conversation prior to the occupancy permit in order update the community on the progress of the project, enable strong lines of communication, hear any continuing concerns and suggestions, and foster a positive reception for new residents
- BC Housing will amend the Operations Management Plan (OMP), as needed, to reflect periodic reports out from BC Housing to the City of Vancouver
- The project shall have a Community Advisory Committee (CAC) that includes both community members and Parent Advisory Council members, as well as others representing community interest. The CAC shall be established and convene a first meeting prior to the occupancy permit issuance in order for BC Housing, Community Builders (as the operator) and the City of Vancouver to update CAC members on project progress and implementation of the Operations Management Plan (OMP)
- This site will be tenanted in accordance with affordable/supportive housing tenanting best practices, taking into consideration the surrounding neighbourhood including the adjacent schools and other uses

**Future Temporary Modular Housing**

It was also reported at previous committee meetings that the City of Vancouver is planning to build a number of temporary modular housing developments at the following sites:

- 1115, 1131 and 1141 Franklin St. (several blocks from Seymour Elementary)
- 501 Powell St. (several blocks from Strathcona Elementary)
- 4410 Kaslo St. (near Norquay Elementary and Windermere Secondary)
- 595 and 599 West 2nd Street (near False Creek Elementary)

The schools located near these developments were informed of these developments and community meetings have taken place.
**DISCUSSION:**

With respect to these and other future sites, District staff have requested that the City share information with the District regarding potential sites prior to informing members of the community. It is understood between the parties that the District will take on the responsibility of informing schools located near future sites and contacting school PACs. The following discussion is intended to inform the committee of the current status of the developments referred to above and others that have been announced since December. More information on each site such as operator management plan, notification cards and links to development permit applications is available on the City’s website here: [http://vancouver.ca/temporarymodularhousing](http://vancouver.ca/temporarymodularhousing).

**Marpole Development**

- The first building is nearing completion and tenants are expected to move in over the next few weeks.

- With respect to the Development Permit condition of a community conversation taking place between the City, BC Housing and the VSB, Associate Superintendent David Nelson, Planning Manager Anne Lee and Laurier principal Risha Golby were assigned to the committee, which had its first meeting on January 12, 2018. The purpose of the meetings are to determine the timing, format and contents of the broader community conversation. District staff maintained that their role would be as a community stakeholder with a neutral position at these meetings and would not provide logistical support. The broader community conversation took place on February 7, 2018. There were two sessions held – one in the afternoon and one in the evening. District staff attended the afternoon session.

- A judicial review of the project had been initiated by local residents on whether the City’s Planning Department had the authority to change provisions within the Zoning and Development By-law to allow for low cost housing. The judicial review was heard on January 9, 2018 and a decision denying the residents’ claim was reached on January 17, 2018. The residents have filed an appeal which is expected to be heard on February 28, 2018.

- With respect to the establishment of a Community Advisory Committee (CAC) for Marpole, the District assigned Planning Manager James de Hoop to represent the District on the committee. To represent schools there are three PAC seats from each of the local schools, Risha Golby the principal of Laurier Elementary and one seat for a local student. A student representative will be confirmed after a few CAC meetings, as recommended by District staff. The first meeting of the CAC took place on February 8, 2017.

The community meetings for the following proposed TMH sites changed from a two part format that had an open house and a presentation with Q&A to a longer open house with staff to answer questions from the public directly.
Update on Franklin Street Development

The development at 1115, 1131 and 1141 Franklin will consist of one temporary modular building which will be three storeys and have 39 single studios. At least 10% of the homes would be wheelchair accessible and all units would be self-contained dwellings with private bathrooms and kitchens. An amendment to the Regional Context Statement Official Development Plan (RCS ODP) By-law to change the designation of this site from Industrial to General Urban to allow the sites to be used for residential was required. The City approved that change at a Public Hearing on December 6, 2017.

An application for a development permit was submitted in early December, and a community meeting also took place on December 7, 2017. The operator for this site is PHS and it will be co-ed for the local homeless population. On February 2, 2018, the Director of Planning approved the development permit. Construction on this site has begun. BC Housing and City of Vancouver have worked closely to find alternate accommodations for the people who were living at the encampment on site.

Update on Powell Street Development

The Powell Street development is located at 501 Powell Street. The site would have one temporary modular building with three storeys with 39 single studios. At least 10% of the homes would be wheelchair accessible and all units would be self-contained dwellings with private bathrooms and kitchens. The operator for this site is Atira and it will be for women only.

An application for a development permit was submitted in late November, and a community meeting took place on December 7, 2017. A decision by the Director of Planning on the Development Permit application is expected soon.

Update on Kaslo Street Development

The development at 4410 Kaslo Street is expected to have one temporary modular housing building which would be three storeys and contain 52 single studio homes. All units would be self-contained dwellings with a private bathroom and kitchen and at least 10% of the homes would be wheelchair accessible. The operator for this site will be Atira and it will be co-ed for the local homeless population.

Before a development permit application was submitted to the City two community meetings were held on December 13 and 14, 2017. An application for a development permit was submitted in January 2018 and another community meeting was held on February 6, 2018. A decision on the development permit is expected soon.

West 2nd Street Development

This development is located at 595 and 599 West 2nd Avenue and is expected to have one temporary modular housing building which would be three storeys and contain 52 single studio homes. All units would be self-contained dwellings with a private...
bathroom and kitchen and at least 10% of the homes would be wheelchair accessible. BC Housing has selected PHS as the operator for this building and it will be co-ed for the local homeless population.

The District was informed of this development on the weekly conference call with the City on January 4, 2018. This development is near False Creek Elementary. It is in the early stages but fact sheets have been distributed to the community within a ten-block radius of the project. The City has also engaged with a TMH working group from the False Creek South Neighbourhood Association. Fact sheets have also been provided to the school for distribution to the school community. The first community information session was held on January 30, 2018 between 4pm and 7pm. An application for a development permit was submitted in February 2018, and another community meeting will be scheduled for March.

District messaging regarding proposed modular housing projects has focused on sharing information with school communities about how they can learn more and to provide feedback to the City.