

NOTICE OF MEETING

Vancouver School Board
Secretary-Treasurer's Office
October 21, 2020

Facilities Planning Committee

Allan Wong
Oliver Hanson
Jennifer Reddy
Carmen Cho

Suzanne Hoffman, Superintendent of Schools
J. David Green, Secretary-Treasurer

Notice of Meeting

A Meeting of the **Facilities Planning Committee** will be held on Teams Live Broadcast on **Wednesday, October 21, 2020 at 5:00 pm.**

Trustees:	Fraser Ballantyne Lois Chan-Pedley Janet Fraser	Estrellita Gonzalez Barb Parrott
Student Trustee:	Ricky Huang	
Senior Management Staff:	Carmen Batista Pedro da Silva Jody Langlois	David Nelson Rob Schindel
Reps:	Terry Stanway, VSTA Allison Jambor, VESTA Kelly Egilsson, VASSA Karen Noel-Bentley, VEPVPA Tim Chester, IUOE Ajaz Hassan, PASA Shirley Ann Harris, CUPE 15 Amanda Hillis, DPAC Neil Munro, Trades Brent Boyd, CUPE 407 Tommy Chung, VDSC	Alt: Treena Goolieff, VSTA (Alt.) Rick Lopez, VASSA (Alt) Rose Mackenzie, VEPVPA (Alt) Tim De Vivo, IUOE Tammy Yazdanyar, CUPE 15 (Alt) Vik Khana, DPAC (Alt. 1) Alan Patola Moosmann, DPAC (Alt. 2)
Other Staff:	John Dawson	

COMMITTEE MEETING

FACILITIES PLANNING COMMITTEE

Wednesday, October 21, 2020 at 5:00 pm

Teams Live Broadcast and Room 114

REVISED AGENDA

The meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

- | | |
|--|---|
| 1. <u>Delegations</u> | <u>Estimated Time</u> |
| 1.1 Strong Schools Strong Communities – Robin Prest re: LRF
Strategy Document | 5:10 – 5:20 PM |
| 2. <u>Information Items</u> | |
| 3. <u>Discussion Items</u> | |
| 4. <u>Items for Approval</u> | <u>Presenters</u> |
| 4.1 Long Range Facilities Planning Strategy 2020-2030 | J. David Green, Secretary Treasurer
John Dawson, Director of Educational
Planning and Student Information |
| 5. <u>Information Item Requests</u> | |

Date and Time of Next Meeting

Wednesday, January 13, 2021 at 5:00 pm

Facilities Planning Committee

2.1 Purpose/Function:

2.1.1 To review and provide recommendations to the Board in regard to assigned facilities planning matters.

2.2 Powers and Duties:

2.2.1 School Closures:

2.2.1.1 Review the materials provided by senior staff to the Board regarding a possible school closure and provide a recommendation to the Board as to whether the committee supports the possible closure advancing to the school closure public consultation process phase.

2.2.2 Naming and Renaming Schools:

2.2.2.1 Within the constraints of Board direction provided at the outset of any potential school naming or renaming process provide recommendations to the Board.

2.2.3 Student Enrolment:

2.2.3.1 Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

2.2.4 Capital Planning:

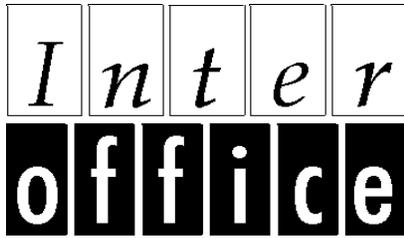
2.2.4.1 Annually review and make recommendations regarding the draft five year capital plan for submission to the BC Ministry of Education.

2.2.5 Long Range Facilities Plan:

2.2.5.1 Annually review and make recommendations regarding the draft long range facilities plan for submission to the BC Ministry of Education.

2.2.6 Facilities Planning Matters Referred to the Committee by the Board:

2.2.6.1 Review matters referred and make recommendations as requested.



Memorandum

vancouver school board



October 21, 2020

ITEM 4.1

To: Facilities Planning Committee

From: David Green, Secretary Treasurer
John Dawson, Director of Educational Planning

RE: Long Range Facilities Planning Strategy 2020-2030

Reference to Strategic Plan:

Goal 4: Provide effective leadership, governance and stewardship.

Objectives:

- Effectively utilize school District resources and facilities.
- Implement the recommendations of the Long Range Facilities Plan.

INTRODUCTION:

School District are expected to have a Long-Range Facilities Plan (“LRFP”) in place that outlines various management strategies for its inventory of capital assets to support changes in student enrolment and the achievement of educational programming goals.

One purpose of an LRFP is to provide the Ministry of Education with required supporting information for consideration when deciding whether to provide funding support for any proposed Major Capital Program project included in a Five-Year Capital Plan Submission.

This report has a recommendation.

BACKGROUND:

On September 28, 2020, the Board approved the 2019 Draft LRFP Update Process and Timeline presented to this committee as agenda item 4.2 on September 23, 2020. The attached Long-Range Facilities Planning Strategy 2020-2030 document addresses the second milestone of the LRFP update process. The Long-Range Facilities Planning Strategy 2020-2030 sets out high level goals and actions that will underpin the Long-Range Facilities planning process for the District.

GOVERNANCE

Long range planning is a dynamic process that is governed by existing legislation and guidelines from the Ministry of Education. The following information tables 1, 2 and 3 provide details of the specific directives and established processes that will guide the Long-range facilities planning processes.

Table 1 has links to relevant legislation and the capital plan instructions. The Memorandum of Understanding (“MOU”) regarding the Seismic Mitigation Program (“VPO”) managed by the Vancouver Project Office is jointly signed by the Minister of Education and the Vancouver School Board. The terms of the current MOU, signed in August 2017 for a three-year period, have been extended to June 2021 while negotiations take place between the District and the Ministry on specific terms.

Table 1 - Ministry of Education Legislation and Guidelines

Document Source	Detailed Reference	Link to Document
School Act	Statement of Education Policy Order	Order in Council 1280/89
	School Opening and Closure Order	Ministerial Order 194/08
	Disposal of Land Improvements Order	Ministerial Order 193/08
Ministry of Education Capital Plan Instructions	Appendix C: Long Range Facilities Plan Guidelines	Capital Plan Instructions
Memorandum of Understanding	Memorandum of Understanding Regarding VBE Seismic Mitigation Project Office	MOU

Table 2, has links to Board Policy, the VSB Strategic Plan, program reviews, and public engagement processes that govern and guide Long range planning processes.

Table 2 - Vancouver School Board

Document Source	Detailed Reference	Link to Document
Board Policy Manual	Policy 8 – Board Committees – Facilities Planning Committee Powers and Duties	Policy 8 Board Committees
	Policy 14 – School Closure	Policy 14 School Closure
	Policy 20 – Disposal of Land and Improvements	Policy 20 - Disposal of Land and Improvements
VSB 2021	VSB 2021 Strategic Plan Goal 1 and Goal 4	Strategic Plan 2021
Building for Modern Learning	Interim Report – Phase 1	Interim Report - Phase 1
Program Reviews	Committee III – June 6, 2018	French Immersion Program Review
	Committee III – May 9, 2018	Special Education Programs Review
Environmental Sustainability Plan	Board Meeting – May 28, 2018	Environmental Sustainability Plan
Capital Plan	Board Meeting – June 22, 2020	2021-22 Five-Year Capital Plan

Table 3 has links to District information and procedures that support Long range planning processes and the 2019 Draft LRFP update process.

Table 3 – Vancouver School District

Document Source	Detailed Reference	Link to Document
Administrative Procedures	AP 300 Admission to School	Administrative Procedures - 300 Students
	AP 305 School Catchment Boundaries	
	AP 313 Incompatible Land Uses Near Schools	
Planning and Facilities	Draft LRFP and Appendices	Long Range Facilities Plan
	Preferred School Size Working Group	Preferred School Size Working Group
	Seismic Mitigation Program	Seismic Mitigation Program

LONG RANGE FACILITIES PLAN STRUCTURE

As stated in the 2019 Draft LRFP Update Process and Timeline report presented at the Facilities Planning Committee on the September 23, 2020, the objectives for the 2019 Draft LRFP Update Process are as follows:

- Clearly communicate the relationship between educational programming goals and operational goals for facilities
- Provide opportunities for stakeholder engagement
- Design and implement a transparent and accountable process
- Align the 2020 LRFP with the 2019 LRFP guidelines
- Communicate progress towards completion of the 17 approved recommendations from the draft 2019 LRFP
- Utilize 2019 enrolment data to update charts and graphics
- Establish a predictable planning cycle to facilitate future LRFP updates

The 2020 LRFP will consist of three components:

1. Long Range Facilities Planning Strategy 2020-2030 – high level goals and actions that underpin long range facilities planning processes for the District.
 - The main purposes of the Long-Range Facilities Planning Strategy 2020-2030, are:
 - to address communication of educational programming goals in relation to operational goals for facilities,
 - to provide details about the establishment of a predictable planning cycle to facilitate future LRFP updates.

The connection between educational planning goals and facilities operational goals must be clearly communicated to the school community to ensure a common understanding of the District's vision for student success exists. The establishment of a predictable planning cycle will address the objective of implementing transparent and accountable process.

2. LRFP Base Case Document - an up to date snapshot of the District with respect to demographics, enrolment, facilities, SMP progress and student programs.
 - The LRFP Base Case Document will use the existing Draft 2019 LRFP as its foundation. This document will be updated with 2019 District data including enrolment and facilities data. School operating capacities, and capacity utilization data contained within this document will be based on District average class size data to align with the 2019 LRFP guidelines. In the future the LRFP base case document will be updated on an annual basis.
3. LRFP Studies – detailed planning and feasibility studies of options to work towards Educational Programming Goals and Operational Goals for Facilities
 - As described in the LRFP 2020-2030 Strategy, the District undertakes various types of planning studies for a number of operational and strategic purposes.

These studies are illustrative of the dynamic, adaptive and responsive nature of planning in the VSB. Planning work is most often communicated through reports to the Facilities Planning Committee. To increase the level of engagement in VSB planning processes it is the intention of staff to enhance access to planning studies and reports by providing direct access to these documents from VSB Planning and Facilities web pages.

LONG RANGE FACILITIES PLANNING PROCESS – ANNUAL CYCLE

The LRFP 2020-2030 Strategy sets out an annual planning calendar, as shown in Table 4. Through implementing a predictable planning process that aligns with established business and operational cycles, the District will be embedding future LRFP updates within our operational routines and the Board calendar.

Table 4 - Annual LRFP Review and Update Process – Annual 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 Trustees	Fall/Early Winter
Update Long Range Facilities Plan	District Staff	Winter/Spring
Ministry Capital Submission Response Letter Received	Board	April
LRFP – FPC Review/Board Approval	Trustees	April/May
Develop Capital Plan Submission	District Staff	Spring
Capital Plan – FPC Review/Board Approval	Trustees	Prior to June 30

Table 5 - Implementation Process for LRFP Studies

Stage	Process
Policy and Procedure Review	Conduct Studies in accordance with appropriate Policy and Procedure
Detailed Feasibility 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

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. 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>

RECOMMENDATION

It is recommended that the Board approve the Long-Range Facilities Planning Strategy 2020-2030 attached to this report.

Attachment – Draft Long-Range Facilities Planning Strategy 2020-2030

Long-Range Facilities Planning Strategy 2020-2030

Educational Vision

The Educated Citizen

The VSB enables learners to develop their individual potential through learning experiences that promote/enhance the following:

- Intellectual Development
- Human and Social Development
- Career Development

Student Success

Improving outcomes for students is at the heart of the District's work. In aligning our work with BC's Policy for Student Success we are guided by the following principles:

- Quality teaching and leadership
- Student-centered learning
- Future orientation
- High and measurable standards
- Healthy and effective learning environments

VSB Strategic Plan - District Vision Statement

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

VSB Strategic Plan – Goal 1 and Objectives

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 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."*

Educational Programming Priorities

With respect to the work of the Board, the following four areas 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 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 with a focus on embedding Universal Design for Learning practices in local neighbourhood schools.

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

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. Declining secondary enrolment presents a serious and ongoing challenge to the delivery of a full and robust array of secondary programming opportunities that promote full student engagement.

French Immersion Programs

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

The VSB has a successful and established French Immersion Program. French is one of Canada's two official languages. Developing proficiency in French is a valuable academic skill that contributes to creative and critical thinking, English language skill development and understanding and respect for other cultures. The VSB is committed to equitable access to French Immersion Programs

Operational Goals for Facilities - Guiding principles for Planning

Equity of Access

Access to neighbourhood schools

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 wishing to attend their catchment school have the option to do so.

Access to safe schools

Through the SMP continue to move towards access to seismically safe schools to accommodate all students

Preferred School Size

The preferred school size stakeholder working group (PSSWG) is reviewing educational programming and financial information in relation to school enrolment. Draft guidelines for preferred school enrolment will be provided to the Facilities Planning Committee. The work of the PSSWG is still in progress.

Stable catchments

Recognize the importance of continuity and stability for families. (AP 305)

Sustainability/active transportation

Planning to support active, safe, and sustainable transportation to and from school with consideration to (AP 300? with 4 km walk distance)

Partnerships

Sustain and grow collaborative community partnerships for the provision of childcare and out of school care

Building for Modern Learning

New and replacement schools

Build new schools, or expand existing schools, in neighbourhoods where catchment enrolment needs are beyond current capacity. Whenever possible leverage funding from the SMP to build new replacement schools as the preferred option. Reduce district deferred maintenance liabilities.

Flexible buildings and sites

Plan school sites to be flexible and adaptive for a dynamic urban environment. Design sites that can accommodate future expansion. Build and upgrade schools for innovation and diverse learning needs using (VSB design principles).

Maximize funding for programs and services

Maximize funding directed to student services and supports through efficient and effective use of school and District facilities.

Balancing Enrolment with Capacity

Request capital funding to increase capacity in zones of the District with enrolment that exceeds capacity. Explore options to decrease surplus capacity in zones of the District with low capacity utilization.

District Context

Strategic Context for the LRFP

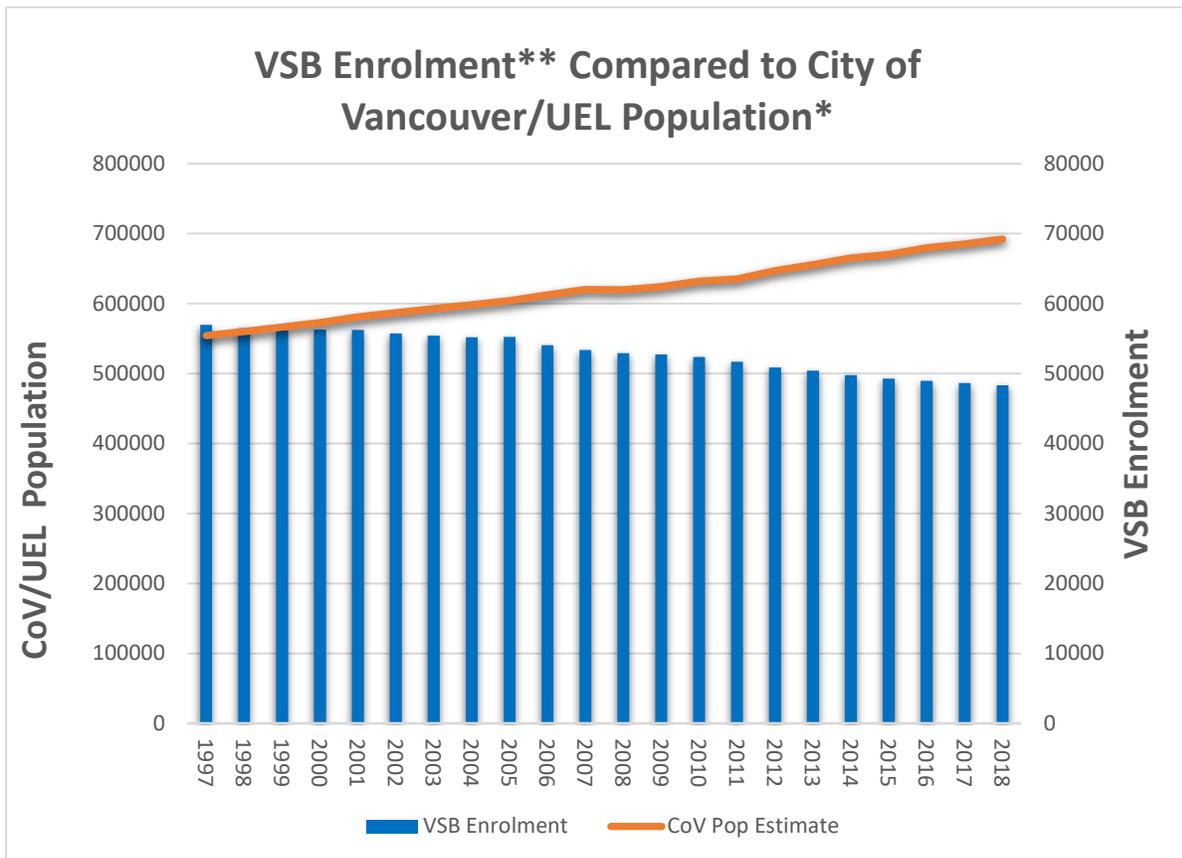
The Long-Range Facilities plan is developed in response to the District's strategic plan VSB 2021. Long-range planning processes and ensuing decisions support working towards the following strategic goals.

- 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



*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
- Older building design does not easily support innovation and collaboration

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
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Review and prioritize study Concepts	District Staff and Trustees	Fall/Early Winter
Update Long Range Facilities Plan	District Staff	Winter/Spring
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Implementation Process for LRFP Studies

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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)

Types of Studies continued....

- 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

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. 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 Co. 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 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.

Trustee Parrott's Questions on the Long Range Facilities Plan Strategy Document

Student Success - what is the "future orientation" principle?

Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions. (https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/understanding_the_bc_policy_for_student_success.pdf)

DISTRICT Vision Statement - what does an innovative, caring, and responsive learning environment? Where did this statement come from?

This is the Vision Statement in the VSB 2021 Strategic Plan
https://www.vsb.bc.ca/District/Initiatives_Plans_Reports/Strategic_Plan_2021/Pages/Default.aspx

Educational Programming Priorities - how were these determined?

These priorities seem to be representative of the recent work of the Board and District. There has been a French Immersion Program Review and a Special Education Programs Review in recent years - the Board approved motions related to both reviews. There is also a Board motion related to the implementation of the French Program Review. The impact of declining enrolment on secondary program choice and school organization is well established, there will be additional information coming forward from the preferred school size working group process, which was undertaken in response to a Board approved recommendation. Indigenous education is one of the focuses of Goal 1 and 3 in the VSB 2021 Strategic Plan.

Diverse Learners - what is the Universal Design for Learning?

UDL was a focus of the Special Education Programs Review.
https://www.vsb.bc.ca/District/Board-of-Education/Meeting_Minutes/Documents/agendas-files/18_05May09_op_commlII_agenda.pdf

UDL is a systematic framework or learning model that considers the diversity of all learners. Implementation of UDL is based on three principles:

- Provide multiple means of engagement
- Provide multiple means of representation
- Provide multiple means of Action and Expression

Secondary Programming - I'm not sure it's appropriate for us to say that we're not promoting full student engagement.

Here is the complete sentence....

Declining secondary enrolment presents a serious and ongoing challenge to the delivery of a full and robust array of secondary programming opportunities that promote full student engagement.

Fewer learning opportunities and lack of diversity of learning experiences may impact student engagement.

The sentence could be changed to read: Declining secondary enrolment presents a serious and ongoing challenge to the delivery of a full and robust array of secondary programming opportunities.

Building for Modern Learning -

Balancing Enrolment with Capacity - would it be possible to give examples that decrease surplus capacity?

To significantly decrease surplus capacity school consolidation would be necessary. Other ways to do this are, from a Ministry approval sense: (1) to remove a portion of a building that is no longer needed for educational purposes, and (2) only build replacement schools to accommodate projected student enrolment and, in a district sense to repurpose space for community needs.

Changing Demographics - low student yields from multi-residential housing - please provide data that substantiates this claim. As a matter of fact, next paragraph seems to contradict this statement.

District staff have validated our student yield assumptions with a recent internal study. The enrolment validation study presented at FPC in Oct 2019 also demonstrated the predictive value of our forecasting methodology. The yield from single family home in the VSB is about double the yield for townhouses, and 5 times the yield from low/midrise apartments. If one single family home is replaced by 4 townhouses there would be a net increase in the expected student yield.

“VSB schools are safe for our students” - are they?

On a day to day operational basis VSB schools are safe – we could acknowledge in this section of the document that a number of VSB schools are at risk of structural failure as a result of a seismic event.

“Older building design does not easily support innovation and collaboration” is not my experience. Please provide data.

Perhaps that sentence could be replaced with ‘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’.

In a general sense, it is fair to say that building design does have an impact on the way buildings function on a human level.

What is absent from document is concerning: no message of Indigenous participation and no message of vision being created by SPUR process.

Please recommend some additional content that you would like to add to the document from the SPUR process.