

# COMMITTEE MEETING

## FACILITIES PLANNING COMMITTEE

Wednesday, October 21, 2020

### Committee Report to the Board, October 26<sup>th</sup>, 2020

The Chairperson called the meeting to order and acknowledged that the meeting is being held on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh Nations and reviewed meeting decorum. This meeting was live-streamed and the audio and visual recording is also available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

A PowerPoint presentation was provided throughout the meeting, a copy of which is on file with the meeting agenda.

#### 1. Delegations

Robin Prest presented on behalf of Strong Start Strong Communities regarding the Long Range Facilities Plan Strategy Document.

Trustees and stakeholder representatives provided feedback and staff provided clarification on various points.

This was provided for information.

#### 2. Long Range Facilities Planning Strategy 2020-2030

The Secretary Treasurer and the Director of Educational Planning and Student Information presented a report dated October 21, 2020, entitled *Long Range Facilities Planning Strategy 2020-2030* and gave a PowerPoint presentation.

The Secretary Treasurer emphasized that Long Range Facilities Planning is a dynamic process and he requested feedback from stakeholders.

The Committee members and stakeholder representatives provided feedback and staff answered questions and provided clarification on various points.

The committee, by consensus, recommends that this motion be forwarded to the Board for approval:

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

#### 3. Information Item Requests: None

**4. Date and Time of Next Meeting**

The next meeting of this Committee is currently scheduled for January 13, 2021, at 5:00 pm.

Meeting adjourned at 6:31 PM

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Allan Wong, Chairperson

Committee Members Present in the room: Allan Wong, Carmen Cho, Oliver Hanson,  
Committee Members Present in Teams: Jennifer Reddy  
Other Trustees Present in the Room: Barb Parrott  
Other Trustees Present in Teams: Janet Fraser, Estrellita Gonzalez  
Senior Management Present in the Room: David Green  
Senior Management Present in Teams: Suzanne Hoffman, Pedro Da Silva, David Nelson,  
Other Staff Present in the Room: John Dawson  
Union/Association Representatives Present in Teams: Brent Boyd, CUPE 407  
Tim Chester, IUOE  
Tommy Chung, VDSC  
Kelly Egilsson, VASSA  
Ajaz Hassan, PASA  
Allison Jambor, VASSA  
Rose Mackenzie, VEPVPA  
Vik Khana, DPAC  
Terry Stanway, VSTA  
Tammy Yazdanyar, CUPE 15

## 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 our 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 a variety of inclusive instructional practices including Universal Design for Learning 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.

### 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 LRF

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

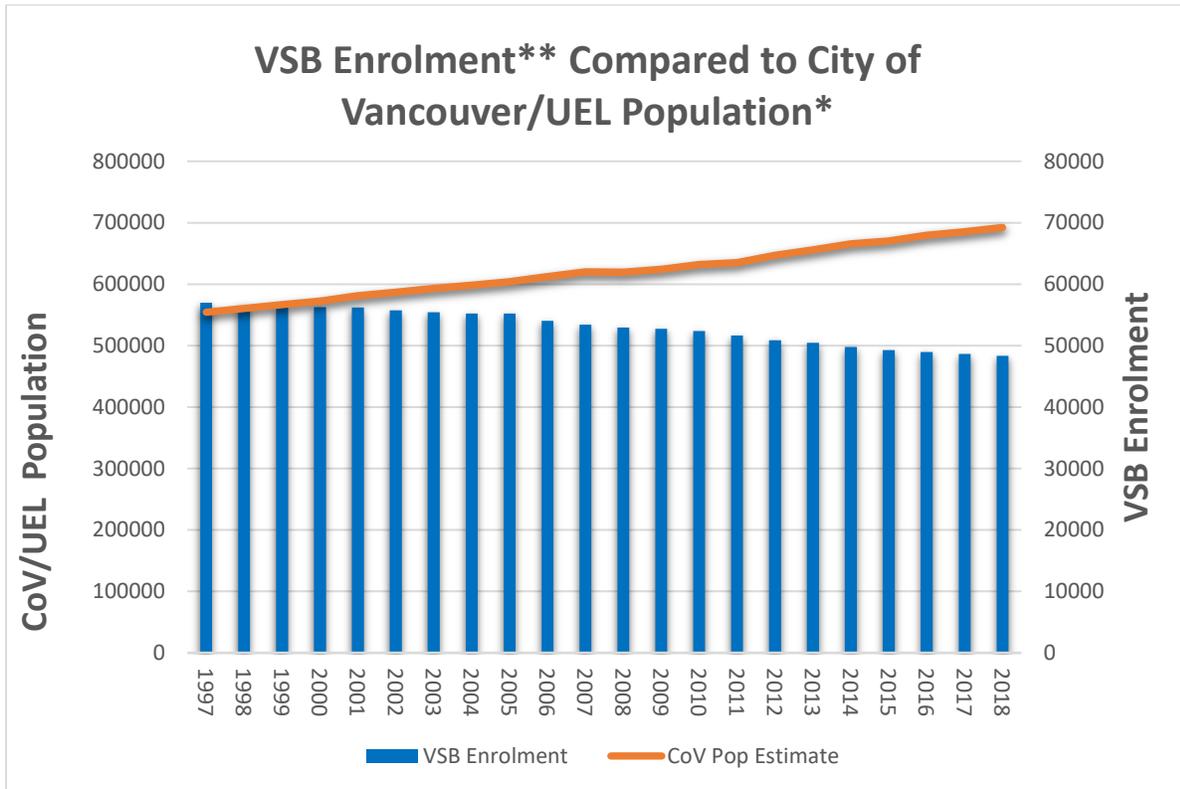
- Engaging our learners through innovative teaching and learning practice
- Provide leadership, governance, and stewardship

### Changing Demographics and Enrolment

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

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

Changing Demographics and Enrolment continued....



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

\*\*Ministry funded headcount

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

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

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

## Facilities Context

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

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

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

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

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

## Annual Long-Range Facilities Planning Process

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

### Annual LFRP Review and Update Process (cycle)

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

### Implementation Process for LRFP Studies

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

Planning studies are undertaken for the following reasons:

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

## Types of Studies

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

## Strategic Focus for Planning

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

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

## Public Engagement and Stakeholder Feedback

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

## Collaboration with CoV and UBC/UEL

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

## Planning Horizon

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

# LRFP Planning Process

Process to review and update

Process to implement the studies

