

LONG RANGE FACILITIES PLAN

Trustee Workshop

December 16, 2020

AGENDA

- **Goals and Reasons Why**
- **Guiding Principles**
- **Major Assumptions**
- **Perspectives**
- **Structure of Long-Range Facilities Plan**
- **Long Range Facilities Plan as a Strategic Document**
- **Examples of Planning Studies**
- **Example of a Family of Schools Analysis**

Three Major Goals

- Accommodate students at their catchment school
- Enable students to attend a seismically safe school
- Support Educational Programming

Why a Long-Range Facilities Plan

- **To Support the District's Educational Vision**
 - To identify strategies for the most effective delivery of programs
 - To identify how space can be used for alternative purposes
- **To Rejuvenate District's Capital Assets**
 - To support investment requests in the Five-Year Capital Plan
 - To ensure students are in seismically safe seats

The background is a vibrant green with various abstract patterns and shapes. There are large, irregular white and light green shapes. A circular area on the left contains a pattern of short, radiating lines. Another circular area on the right contains a pattern of small white dots. The bottom center features a grid of white plus signs. Wavy white lines are scattered across the right side, and small white squiggles are scattered throughout.

LONG RANGE FACILITIES PLAN GUIDING PRINCIPLES

Guiding Principles

- Improve the overall safety and quality of facilities so that schools are modern and healthy places for learning.
- Plan for innovative learning environments that promote student engagement, student inclusion, and the delivery of diverse high-quality programs.
- Effectively use school District resources and facilities in alignment with long-term financial and sustainability goals.
- Develop a plan to create and optimize capital revenue to reduce operating and deferred maintenance costs while respecting community use
- Work towards a future where all students wishing to attend their catchment school have the option to do so.
- Sustain and strengthen our relationships with the City of Vancouver, and community partners to facilitate the delivery of services to the broader community

The Guiding Principles are Designed to:

- Provide safe schools that best serve the needs of students in their communities
- Ensure that facilities planning is in alignment with our District Vision, Mission and Values.
- Support safe, accessible, appropriately resourced and energy efficient learning environments for all students in their communities and working environments for employees in all locations.
- Value input from local governments, from Indigenous communities from the overall community and from stakeholder groups.
- Increase efficiency in operational and capital costs, with financial decisions made that are sustainable over the long term
- Ensure the LRFP is robust, resilient and adaptable as the District faces future unforeseen challenges, new needs and updated information
- Advance recommendations and decisions that are made in the best interest of students.



LONG RANGE FACILITIES PLAN ASSUMPTIONS

Long Range Facilities Plan Assumptions

- The District will continue with its long-standing enrolment procedures
- The student enrolment data is from September 2019 to 2029 and the projections are from 2019 – 2034 and include students in the K-12 Regular Program and where applicable students in District Programs
- The enrolment projection methodology currently used will remain for planning purposes
- Baseline forecasts used in the Long-Range Facilities Plan will be refined with local knowledge and the impact of developments that have been approved by the COV
- The seismic mitigation program will likely have an end date after 2030.

Long Range Facilities Plan Assumptions

- A primary goal of the SMP is to have replacement schools either as the least cost option or by contributing capital funds for the replacement option
- The District will generate capital revenue through the Capital Asset Management Plan to support enhancements to projects in the SMP or to contribute to new schools or other capital assets
- For the purpose of determining capacity utilization to support capital plan submissions the operating capacity of a school is determined by *adjusting* its nominal capacity to reflect class size, based on class size limits in the local collective agreement
- The Plan is an operational document to support staff work to inform the annual Five-Year Capital Plan submission and will be revised as needed
- The Plan will reflect the directions outlined in the District's Strategic Plan and will comply with Ministry of Education requirements and guidelines



LONG RANGE FACILITIES PLAN PERSPECTIVES

District Perspective

- Children should be able to go to attend their neighbourhood school in a safe manner, with active transportation options
- Facility planning should be focused on where kids live and will live
- The planning horizon for facilities should be longer than ten years
- Local planning will focus on space use in schools
- When developing scope for planning studies a zonal approach should be used
- The Long-Range Facilities Plan is a strategic framework for local decision making, embedded in the Long-Range Facilities Planning 2020-2030 Strategy Document

Ministry of Education Perspective

- Based on their responsibility to allocate public funds for minor and major capital requests from school districts, as submitted in annual Five-Year Capital Plans, in the most effective manner, addressing priority needs across the Province.
- The Ministry expects capital requests from school districts to be realistic and, while long term planning is encouraged, requests should reflect on a district's plan for managing its capital assets over a ten-year timeframe.
- While the Ministry does not require a LRFP to be submitted for concurrence anymore, it may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.
- The Long-Range Facilities Plan is a strategic framework that provides rationale for requests in the Five-Year Capital Plan submission

LONG RANGE FACILITIES PLAN STRUCTURE

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Sections of the Long-Range Facilities Plan

- Executive Summary
- Base Case & Methodology
 - Background, Purpose and Scope
 - Vision, Regulatory Requirements, Guiding Principles and Assumptions
 - Age and Condition of VSB Buildings
 - Enrolment Forecasts and Trends
 - Operating Capacity and Capacity Utilization
 - Approaches to Balancing Enrolment with Capacity
 - Capital Asset Management Plan
 - Families of Schools (FOS) Regions
- Families of Schools (FOS) Regions (six distinct regions)

Families of School (FOS) Regions

- Based on Secondary School Zones
- Chapter 1 – Central (Eric Hamber, Tupper, John Oliver, Churchill)
- Chapter 2 – Southwest (Magee, Prince of Wales, Point Grey)
- Chapter 3 – UBC and Vancouver West (University Hill, Lord Byng)
- Chapter 4 – Kitsilano and Downtown (Kitsilano, King George)
- Chapter 5 – Downtown East (Britannia, Templeton)
- Chapter 6 – Southeast (David Thompson, Killarney, Gladstone, Windermere)

Appendices

	Name
A	Long-Range Facilities Plan Strategy 2020-2030
B	Public Engagement Process
C	Status of 16 Recommendations from 2019 Draft LRFP
D	Elementary Programs and Locations
E	Secondary Programs and Locations
F	School Enrolment History 2005 - 2019
G	School Enrolment Forecasts 2020 - 2029
H	Closed Boundary Forecasts 2020 - 2029
I	Operating Capacity and Capacity Utilization 2019 and 2029 forecast CU
J	Seismic Status, FCI and Facility Condition Rating (Current)
K	2021-22 Five Year Capital Plan Summary
L	Space Use for Elementary Schools
M	Childcare Locations

Long Range Facilities Plan as a Strategic Framework Document

- The Long-Range Facilities Plan will serve as a Strategic Framework for future planning work
- Future work (major components – strategy, framework and planning studies)
 - Annual Review & Update Process (cycle)
 - Implementation Process for Planning Studies
- Does not contain specific recommendations
- Does contain areas where the Board may want to undertake planning studies

Local Planning Study Process

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

Annual Planning 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

Possible Planning Studies (examples)

- Consider a community based public engagement strategy to envision seismic mitigation options for schools in the southwest region
- Consult on deciding to commence a school closure process related to Sir Guy Carleton Elementary
- In collaboration with UBC and UEL, continue to monitor and assess the impact of development on forecast enrolment
- Conduct a local planning study to determine catchment and enrolment options for the Downtown FOS in the context of the scheduled occupancy of the new school at Coal Harbour in 2024, and the availability additional capacity at the Roberts annex site in the future
- Continue to work in partnership with the CoV on the Britannia Master planning process
- Review capital plan priorities in the North Hamber Area and nearby schools in the context of the commitment by the provincial government to build a new school at Olympic Village

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QUESTIONS?



Downtown and Kitsilano Region

Planning Strategies

Families of Schools (FOS)

King George FOS	Kitsilano FOS
Crosstown	Bayview
Elsie Roy	False Creek
Roberts	Gordon
Roberts Ax	Hudson
	Tennyson

Student Accommodation Considerations

- These sections contain information for secondary and each elementary FOS that is relevant to enrolment planning and management
 - Current and forecast enrolment and capacity utilization
 - Program participation
 - Describing any current challenges
 - Identifying potential future challenges

Student Accommodation Strategy

Future oriented plan to describing specific actions

- Enable all students who wish to do so to attend their catchment schools
- Manage out of catchment enrolment
- Ensure effective use of staffing

Catchment Boundary Considerations

Future oriented

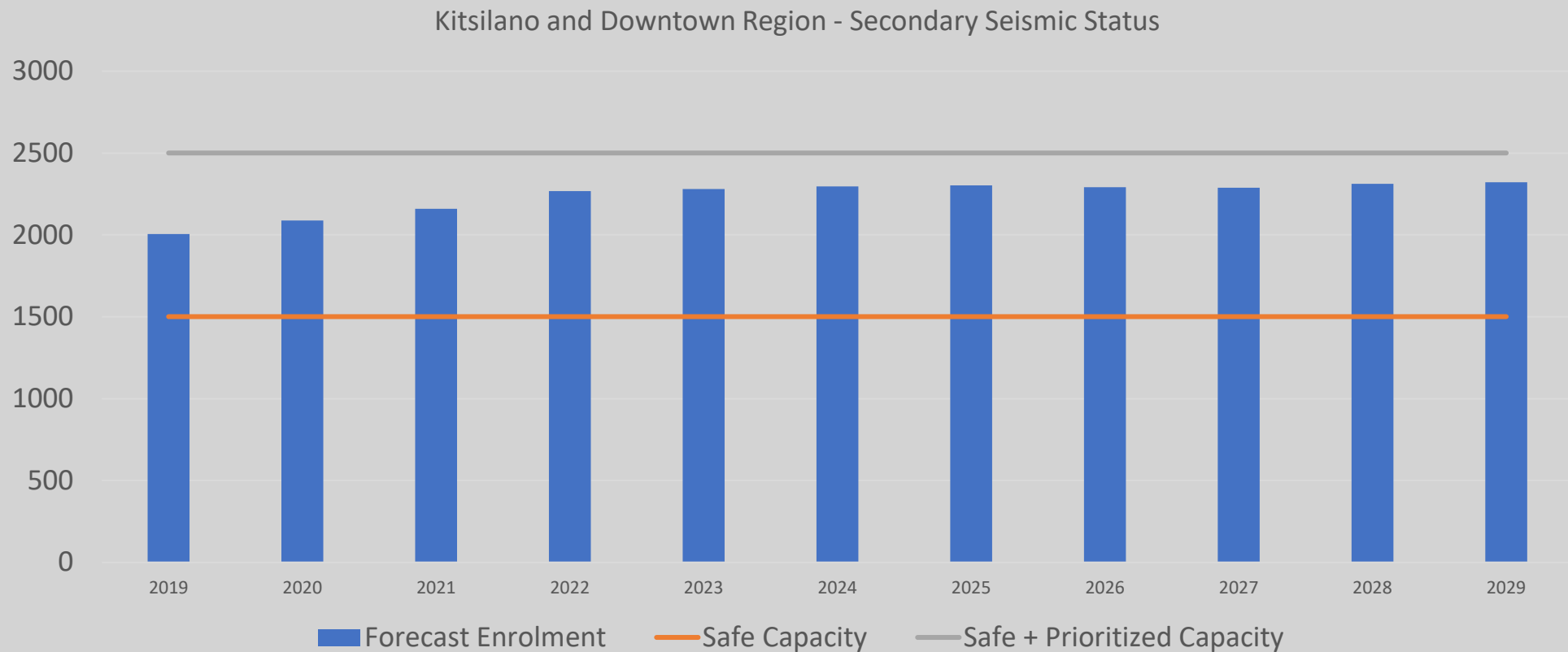
- Planning for new schools
- Aligning elementary FOS boundaries with secondary boundaries
- Balancing enrolment with capacity

Example – A local planning study will be required to determine catchment and enrolment options for the Downtown FOS in the context of the scheduled occupancy of the new school at Coal Harbour in 2024, and the availability additional capacity at the Roberts annex site in the future

Facilities and Seismic Upgrade Considerations

- Future oriented
- Scenarios based on work in progress and capital plan requests
- Analysis
 - Region for secondary schools
 - Each FOS for elementary

Kitsilano and Downtown – Secondary Seismic Status



King George FOS

