

Memorandum

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



DATE: April 17, 2019

ITEM 2.1

TO: Facilities Planning Committee

FROM: S. Hoffman, Superintendent
D. Green, Secretary Treasurer
J. Dawson, Director Educational Planning and Student Information

RE: Long Range Facilities Plan (LRFP)

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:

On Friday, April 12, 2019, all Board Chairs received a letter from Minister Rob Fleming regarding revised Long Range Facilities Plan guidelines.

While staff have been updating the LRFP, these announced changes may impact this work and decision timelines.

The new guidelines will be assessed by staff in relation to the draft LRFP. A preliminary analysis of the potential impact of the new guidelines will be provided at the Facilities Planning Committee on April 17, 2019.

Staff will also bring forward potential timeline changes for consideration.

Attachments:

- LRFP Letter to Board Chair
- Revised Guidelines



April 12, 2019

Ref: 209332

All Boards of Education

All:

I am pleased to bring your attention to the Ministry of Education's new approach to long-term capital planning for boards of education. The Ministry's guidelines for the development of Long-Range Facilities Plans (LRFP) for school districts have undergone a significant revision from the initial version that was produced in March 2017 under the previous administration.

Government is focused on building and expanding schools, with record levels of operating and capital funding. In contrast, the previous government used the LRFP to overemphasize "capacity utilization" as a means to force mass school closures. We are changing the guidelines for drafting LRFPs to speed up the planning process, so we can focus on investing in students and schools. We have already removed the old government's 95% utilization requirement, and now I'm pleased to announce we are making even more changes to give school boards more flexibility and autonomy.

Going forward, the Ministry will no longer need to approve a school district's LRFP. We will no longer expect LRFPs to be evidentiary documents that are needed to justify individual project funding requests. The new guidelines no longer use terms like "requirements" or "mandatory". Instead, we encourage you to use the LRFP as a broad visioning document, much like a Local Area Plan or Official Community Plan (OCP). The purpose of an LRFP is to help guide local decisions and I encourage you to have a much broader focus than a typical capital submission. I appreciate there are several districts with draft LRFPs well underway. While I certainly don't expect those districts to begin the process anew, I would encourage those districts to consider the guidelines for future LRFP drafts.

The changes to the LRFP guidelines are meant to give boards the flexibility and space to lay out a wide-ranging vision for their districts, rather than a rigid and prescriptive process. To help you manage your existing facilities and allow school facilities to play a larger role in the community, LRFPs should have a much broader focus than just enrolment and capacity utilization. LRFPs should emphasize potential changes to programming to support the natural movement of students, analyzing changing demographics to neighbourhoods, and account for other important facility uses such as childcare, before-and-after school care, and community uses of school buildings. Local boards can create their own LRFPs and use those plans to guide their submissions to the Ministry

Like an OCP, LRFPs are developed by local officials to guide medium and long-term planning. Locally elected boards of education are in the best position to consider needs of the current population, and how their communities may grow and change in the years ahead. Like an OCP, an LRFP should serve as a

guide to outline how a board of education intends to manage existing schools while planning new facilities that will meet the anticipated needs of their communities.

Robust community consultation is vital to a successful LRFP. Consultation with the community, especially local Indigenous communities, is a key requirement and will help boards develop plans that reflect the needs and aspirations of their communities.

The revised Long-Range Facilities Plan Guidelines are included as an appendix to the Capital Plan Instructions for 2020/21, which were recently published by the Ministry in March 2019. Superintendents will be notified in the Deputy Minister's Bulletin published on April 12, 2019 about the issuance of the latest LRFP Guidelines. This document may be accessed on the Ministry's Capital Planning webpage at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning>

I hope you will find these changes to the planning process helpful as you continue to deliver on positive outcomes for students. With an improved LRFP, I believe we will be able to deliver even more of our record capital investments; building, expanding, upgrading, and keeping schools open for students and communities throughout B.C.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rob Fleming".

Rob Fleming
Minister

APPENDIX C: LONG-RANGE FACILITIES PLAN GUIDELINES

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PART I: INTRODUCTION

The *School Act* provides that the Minister of Education may require a board of education to prepare and submit a capital plan for its school district to the Ministry. The Ministry also requires additional supporting information when it considers whether to provide funding support for any proposed Minor Capital Program project or Major Capital Program project included in a Five-Year Capital Plan submission. Detailed project information is currently provided through the submission of templated forms and documents. The Ministry also depends on other longer-term capital planning information upon which a board of education may make decisions for its school district.

Each board of education is expected to have a Long-Range Facilities Plan (LRFP) in place for its school district that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals. Although a current LRFP is not required to be included as part of a Five-Year Capital Plan submission, the Ministry may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.

PART II: LONG-RANGE FACILITIES PLANS FOR SCHOOL DISTRICTS

A Long-Range Facilities Plan (LRFP) should not just serve to identify capital projects needed in a school district in the same manner that the Five-Year Capital Plan Summary provides a prioritized list of all capital projects requested for funding consideration. The LRFP should instead present a wide-ranging vision for the use of a board's current and potential future inventory of capital assets, providing broad strategies for the most-effective delivery of education programs. Another critical consideration for the LRFP should be the alternative community use of space in open schools and closed schools, as well as the use of school property.

As a comprehensive planning tool, a LRFP is expected to cover a 10-year timeframe, at a minimum, and outline how a board of education intends to manage an inventory of existing facilities and planned new facilities during that time. An LRFP should be realistic in terms of expectations for the Ministry's allocation of capital funding for the replacement of existing schools and the creation of new space through the construction of new schools and additions to existing schools.

Focusing on schools, a board of education has the flexibility to develop a LRFP that compares the current situation in a school district to a number of possible future scenarios. Close consideration should be given to a variety of known variables along with possible future influences.

For the current situation in a school district, the LRFP should examine how best to utilize immediately available space to accommodate existing student enrolment, while ensuring a prudent application of available operating funds and maintenance funds for those open schools with students in attendance.

Future scenarios that are developed for a school district should endeavour to identify feasible responses to foreseeable changing needs, including:

- Anticipated enrolment growth, involving redistribution of students among existing schools; grade re-configurations of schools; amended catchment areas; reorganization of feeder schools; increased use of temporary accommodations, such as portable classrooms or leased space; expansion of existing schools; and building new space.
- Building condition and future maintenance requirements for existing schools, and whether to upgrade existing schools, to wholly replace existing schools, or to partially replace existing schools.
- Potential changes in educational programming and instructional methodologies that may directly impact student attendance at schools and the way schools continue to function.
- Anticipated enrolment decline, involving the closure of schools; the redistribution of students among remaining open schools; grade re-configurations of schools; amended catchment areas; reorganization of feeder schools; and the disposal of school properties.

It is important that an LRFP does not simply reiterate a school district's current organization, including grade configurations, catchment areas, and educational programming locations. The development of a valuable LRFP should involve an exploration of a variety of alternative solutions that could address evolving school district needs, even if such alternatives are a direct challenge to the *status quo*.

Demographic analysis of the communities being served by the school district is important in identifying trends of: birth rates for different segments of the population; family in-migration and out-migration for various neighbourhoods; changes in local economies; emerging employment opportunities that may attract families; and family housing affordability. It is inadequate to simply rely on population projections based on past census data without understanding the underlying forces that are driving overall population changes.

Boards should also consult with each of its local governments regarding their regarding consistent planning for continued residential development and future school facilities. The *Local Government Act* does require that a local government to consult with a board of education when it is adopting or amending its Official Community Plan. The local government should be seeking the input of the board specifically on matters of the actual and anticipated needs for schools; the size, number and location of anticipated school sites; the types of anticipated schools; and the timeframe for the anticipated schools; and how they relate to existing or proposed community facilities.

Moreover, local government is also required to consult with a board at least once in each calendar year, appreciating that the approval of new subdivisions, increased densification of existing residential areas, or changes in land use for established residential areas all could ultimately impact student enrolment in various areas of a school district.

In a complementary manner, the *School Act* encourages cooperative planning between these parties by requiring that boards of education must review and consider any area community plans in place within its school district and consult with local government when preparing its Five-

Year Capital Plan. The goal is to ensure that the capital plan being developed for a school district is consistent with those community plans.

Public consultation is a key element in the development of a new LRFP or when updating an existing LRFP, especially with respect to the desired provision of childcare and other alternative community uses of space in open schools and closed schools, and to increased public access to school grounds. This consultation must include students, parents, community agencies, local government, First Nations, business interests, and all other engaged members within the educational community. Input from local bands regarding indigenous student attendance trends and indigenous study programming will be an important consideration in any meaningful LRFP.

The results of these external consultations will ultimately assist a board of education when determining the capital needs of its school district, including a strategy for the acquisition of sites for new schools; the retention and upgrading of existing schools; the closure of existing schools, and the disposal of surplus school properties.

Any costs related to the preparation of a LRFP are the responsibility of the board of education.

PART III: LONG-RANGE FACILITIES PLAN FUNDAMENTALS

The following major subjects are typically covered in a Long-Range Facilities Plan (LRFP) created for a school district.

a. School District Organization

If a board of education currently makes a distinction between different geographic locations or designated zones within the school district, then the LRFP should separately address current and anticipated situations that may uniquely impact each of those distinct areas or zones.

b. Educational Programming

The LRFP should provide an outline of the educational programs for which student accommodation – using either permanent, temporary, or leased space – is currently required in a school district. Educational programming may be conceptualized in terms of regular student attendance in neighbourhood schools or student attendance being drawn from a greater geographic area to a magnet school(s) providing specialized curriculum in the school district.

In school districts with varying rates of student enrolment growth or with student enrolment decline, consideration may be given to the relocation of specialized educational programs, to ensure an improved utilization of available space.

A board of education must contemplate potential changes in educational programming that may be offered for its students. These changes can be reflective of a continuous evolution in instructional methods, such as student use of rapidly advancing technology and online

resources, or a response to new programming directions being introduced by the board solely for its own school district or by the Ministry for all K-12 students across the province.

c. Student Enrolment

Effective capital planning requires a long-term overview of student enrolment trends to properly predict the future demand for school space. The goal of the LRFP is to ensure that any permanent space proposed to be created in a school district will continue to be required for the accommodation of students for the entire physical life of that space.

School districts should include the current student enrolment figures in the first year of the LRFP with projected enrolment provided for ten years hence. Student enrolment may be presented either on a district-wide basis, by geographical location, or by zone, as may be applicable for the school district. For the purposes of developing a Five-Year Capital Plan submission, the Ministry provides a ten-year projection of total student enrolment in each year for each school district. A school district may refine these projections or develop its own ten-year projections to support the LRFP, based on knowledge of future residential development and student yield rates, shifts in demographics, and population increases or decreases, especially in response to expectations for the local economy.

The current and forecasted enrolment figures for individual schools in a school district are produced annually, as part supporting documentation for a board's Five-Year Capital Plan submission. [See School District Summary of Capacity and Projected Enrolment Form (CP-3)]

d. Existing Schools

i. Building Condition

Building condition information for existing schools is available through the building assessment work performed by VFA Canada Inc. The Facility Condition Index (FCI) for each existing facility in a board's inventory can be determined for first year of the LRFP, as well as for subsequent years by using the building requirements that are identified to come due in each of those subsequent years.

While the value of the FCI does not reasonably qualify the condition of an individual school (such as, "good", "fair", "poor" or even "critical"), it does provide a reliable indication as to the amount of capital investment that may be required to keep a facility in an acceptable operational condition. This information should assist a board of education in determining its long-term maintenance plan and deciding whether necessary building component upgrades or replacement – as well as changes in the BC Building Code and BC Energy Code requirement - can be managed using its AFG and local capital funds or that capital funding should be sought from the Ministry through an Minor Capital Program, such as the School Enhancement Program (SEP) or Carbon Neutral Capital Program (CNCP). Ultimately, it may be more fiscally prudent for a board to seek Ministry Replacement Program (REP) funding for a partial or full replacement, if the currently attending students cannot be accommodated at a neighbouring school(s).

ii. Seismic Mitigation

For school districts located in high risk seismic zones, the condition of a building should also include its vulnerability in the case of a major seismic event. The LRFP should highlight schools having high-risk blocks that require either seismic upgrading or replacement.

Part II of the Capital Plan Instructions: Five-Year Capital Plan Submission provides a section on Seismic Mitigation Program (SMP) projects, which gives details on the different approaches that may be considered by a board in addressing any seismic risks facing its schools.

iii. Heritage Conservation

Heritage conservation legislation in British Columbia enables most public institutional buildings to be conserved as heritage property. This may include government buildings, hospitals, educational facilities, and places of worship. Particularly, the *Local Government Act* gives local government the authority to determine whether a board-owned property has sufficient heritage value or heritage character to justify its conservation.

Where the conservation of heritage resources is well-integrated into local government planning and other community activities, a school may already be listed on a community heritage register or alternatively have heritage designation.

Given the integral role that schools can play in the life of a community, the level of local government and public involvement in the conservation of heritage resources will ultimately determine how a LRFP must consider the heritage value of individual existing schools, whether open or closed.

To balance the interests of a board of education and local government, it is necessary for school district to regularly consult with local government regarding the community's interest, needs and issues, as a whole, around public institutional building conservation. These two government entities can be expected to work together to achieve common heritage conservation objectives for schools that can be expressed in the LRFP.

iv. Post-Disaster Shelters

Building codes for high risk seismic zones pointedly distinguish between post-disaster buildings and buildings that will be used as post-disaster shelters.

Post-disaster buildings are essential to the provision of services in the event of a disaster. These include hospitals; emergency treatment facilities and blood banks; telephone exchanges; power generating stations and electrical substations; control centres for air, land and marine transportation; public water treatment and storage facilities; water pumping stations; and sewage treatment facilities. Since a post-disaster building must be designed to be completely operational immediately following a significant seismic event, the design criteria for a post-disaster building would be 1.5 times the seismic loads compare to an identical ordinary building.

Buildings that are likely to be used as post-disaster shelters include elementary schools, middle schools, secondary schools, and community centres. However, the design of these ordinary buildings is meant to minimize the hazard to life for its occupants, with no requirement for increased seismic loads.

Part II of the Capital Plan Instructions: Five-Year Capital Plan Submission provides a section on Seismic Mitigation Program (SMP) projects, which gives details on the different approaches that may be considered by a board in addressing any seismic risks facing its schools.

e. School Capacity

i. Nominal Capacity

In the planning of new school space or replacement space for an existing school, the Ministry uses a designated nominal capacity (i.e., design capacity) for a new school, an expanded school or a replacement school only to determine the space allocation for that school. This amount is then used with the current unit rate (\$ amount per m², as set separately by the Ministry for elementary, middle and secondary school projects) to calculate the Capital Project Budget. The nominal capacity is based on a notional number of students for hypothetical classes for Kindergarten (20 students); Grades 1 – 7 (25 students); or Grades 8-12 (25 students). The nominal capacity may therefore only approximate the number of students in an instructional setting for which teachers may be contractually responsible.

ii. Operating Capacity

By contrast, the operating capacity of an existing school reflects the number of students that it may accommodate, based on the maximum number of students for which teachers may be responsible in an instructional setting. Previously, class sizes for Kindergarten, Grades 1-7, and Grades 8-12 were set in legislation, and were mandatorily applied to all school districts across the province. Currently, class sizes are negotiated as a working condition for teachers in their local contract with a board of education. As such, operating capacities vary between school districts. Individual school districts must determine the operating capacities of existing schools in order to calculate their capacity utilization. This measure will help identify surplus space that may be available to accommodate students and perhaps specialized educational programming or other uses such as childcare.

f. Transportation of Students

The LRFPP should identify when the transportation of students is currently a requirement, based on where students reside relative to existing schools. It will be important for the LRFPP to outline how ongoing operational and maintenance costs for such a service are warranted, considering the impact on those schools receiving transported students.

Any anticipated changes in zones of a school district where transportation services have typically been provided, resulting in the growth or decline in ridership numbers, should be discussed in the LRFP.

g. Community Use

It is recognized that many schools provide space for various community functions, whether using designated Neighbourhood Learning Centre (NLC) space or surplus classroom space. This alternative use of educational space, for activities such as early learning programs, childcare, health clinics, family resource centres, senior centres, community kitchens, office or meeting rooms for non-profit organizations, recreational sports programs, adult training program, or libraries needs to be identified in the LRFP. The continuity of such alternative community uses should be carefully considered, in the context of increased or decreased demand for student instructional space that may be anticipated in future years.

The LRFP should also address the current and ongoing community access to school grounds, which may include the use of playground equipment, playfields, running tracks, tennis courts, skateboard parks, or the on-site location of childcare facilities and StrongStart centres. Any operational or management arrangements with an external use, whether annual or long-term, should be identified.

h. Public Consultation

A board of education must decide on how public consultation will be undertaken in the development of the LRFP for its school district. When a consultation process is completed, it is advisable that the public input be summarized and how that information was used by the board in the drafting of the LRFP.

PART IV: SUGGESTED SCHEDULES

Several schedules may be included as part of a Long-Range Facilities Plan, offering more detailed information in support of the current and future scenarios presented in a Long-Range Facilities Plan (LRFP). Prospective schedules include:

- A. School District Maps – e.g., maps showing the location of all board-owned facilities, whether operational or vacant, to include schools; catchment areas for open schools; education centres; administrative offices; maintenance yards, and bus garages; geographic locations; designated zones. Local government boundaries should also be indicated.
- B. Inventory of Schools – e.g., spreadsheets showing design capacities; operating capacities (based on local teacher contract class sizes and compositions); current student enrolment; projected Year Ten student enrolment; current capacity utilization; projected Year Ten capacity utilization.

- C. Facility Condition Assessment Reports – VFA Canada Inc. Building Condition Assessment reports indicating current and future Facility Condition Indices (FCI) for board-owned facilities.
- D. Base Case Summary – summary that captures the current facility inventory situation but also explains the impact of continuing without new capital investment.
- E. Public Consultation Summary –summary that includes a description of the public consultation process undertaken; the type of public input received; and how the input was used during the development of the LRFP.

Long Range Facilities Plan

Item 2.1: Long Range Facilities Plan Update



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Agenda

- General Overview
- Draft Potential Timeline
 - Short-term
 - Long-term
- LRFP Updates
- Updated LRFP Guidelines – Preliminary Analysis
- LRFP Recommendation Additions
- Communications Update
- Next Steps



[Enter Date]

VS
2021

General Overview

- LRFP is a high-level guiding document
- LRFP iterative process
 - Updated every year with new information
- Memorandum of Understanding with Ministry of Education - Requirement



[Enter Date]

VSBC
2021

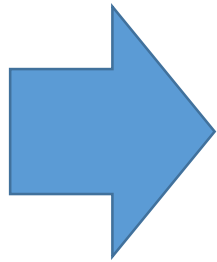
DRAFT Potential Timeline – Short-Term

Date	Item	Actions
Apr 17	Facilities Planning Committee	Feedback for Board Meeting on April 29: Updated Information, Revised Recommendations, Revised Timeline
Apr 19	Survey	Survey Closes April 19. Results Tabulated for April 29 Board Meeting
Apr 29	Board Meeting	Board Provides Direction to Staff for Changes to LRFP
TBD*	Updated LRFP	Posted on VSB website
May 10	Package Published	Facilities Planning Committee Agenda and Reports Posted with Updated LRFP
May 15	Facilities Planning Committee	Review Updated LRFP Based on Feedback
May 27	Board Meeting	Potential Approval of Revised LRFP

DRAFT Potential Timeline – Long-Term

17 recommendations in the current LRFP

Potential timeline of those recommendations, for consideration



Rec #	LRFP Recommendation	01-Apr-19	01-May-19	01-Jun-19	01-Jul-19	01-Aug-19	01-Sep-19	01-Oct-19	01-Nov-19	01-Dec-19	01-Jan-20	01-Feb-20	01-Mar-20	01-Apr-20	01-May-20	01-Jun-20
1	Develop AP for SMP: Guiding principles for project governance and stakeholder															
2	Establish guidelines for preferred school size															
3	Investigate consolidation of Alternate Programs and related services in a central location						Process Planning					Public Input				

LRFP Updates

Facilities Planning Committee April 17, 2019



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LRFP Guiding Documents Section 1.2

Document	Detailed Reference	Source
School Act	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 G Long Range Facilities Plan Guidelines	Capital Plan Instructions
Memorandum of Understanding	Memorandum of Understanding Regarding VBE Seismic Mitigation Project Office	MOU
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
Board Workplan	Board Workplan – Long Range Facilities Plan and Capital Considerations (Strategic Plan Goal 4)	Board Workplan pg. 24
District Administrative Procedures Manual	AP 300 – Admission to School	AP 300
	AP 305 – School Catchment Boundaries	AP 305
VSBS 2021	VSBS 2021 Strategic Plan Goal 1 and Goal 4	Strategic Plan 2021
Environmental Sustainability Plan	VSBS Environmental Sustainability Plan – Action 4, Action 6, Action 8, Action 10	VSBS Environmental Sustainability Plan

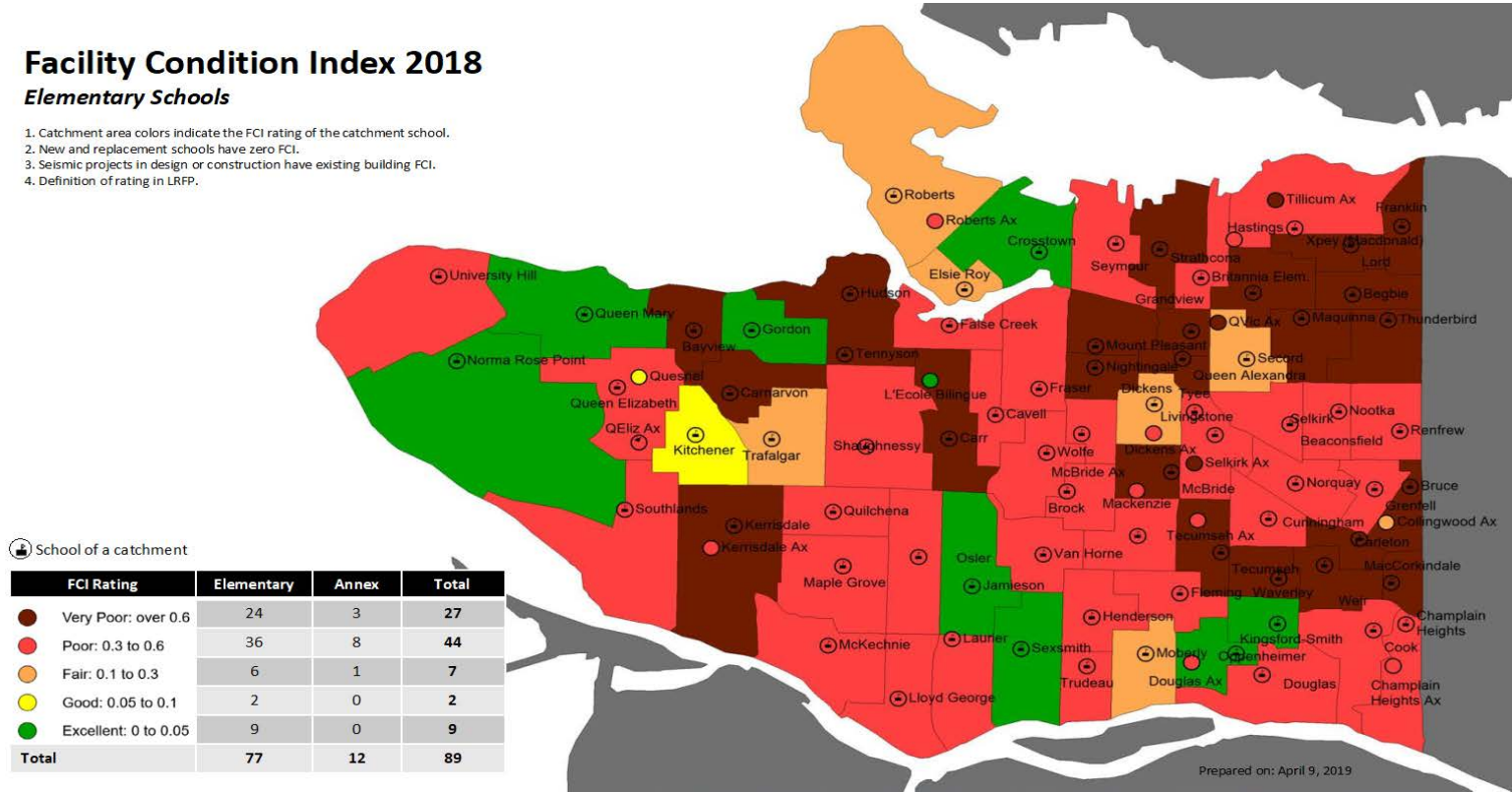
Public Engagement Section 1.7

- February 13, 2019 - Workshop for the Facilities Planning Committee (first time all Committee members received the draft LRFP)
- February 22, 2019 – Draft LRFP posted on line (in advance of the February 27th meeting). Draft LRFP also sent to the Ministry.
- February 27, 2019 - Facilities Planning Committee (for Stakeholder Feedback)
- March 7, 2019 – DPAC LRFP District staff presentation and Question and Answer session
- March 13, 2019 - Facilities Planning Committee (for Stakeholder Feedback)
- April 11, 2019 – Public Information Session – Kitsilano Secondary School
- April 11, 2019 – Survey available; information boards also posted
- April 16, 2019 – Public Information Session – Vancouver Technical Secondary School
- April 29, 2019 - LRFP to Public Board Meeting for approval. Board approval will be necessary prior to the development of the 2020-2021 Five-Year Capital Plan.

FCI for Elementary Schools – Sec 3.2

Facility Condition Index 2018 Elementary Schools

1. Catchment area colors indicate the FCI rating of the catchment school.
2. New and replacement schools have zero FCI.
3. Seismic projects in design or construction have existing building FCI.
4. Definition of rating in LRFP.



School of a catchment

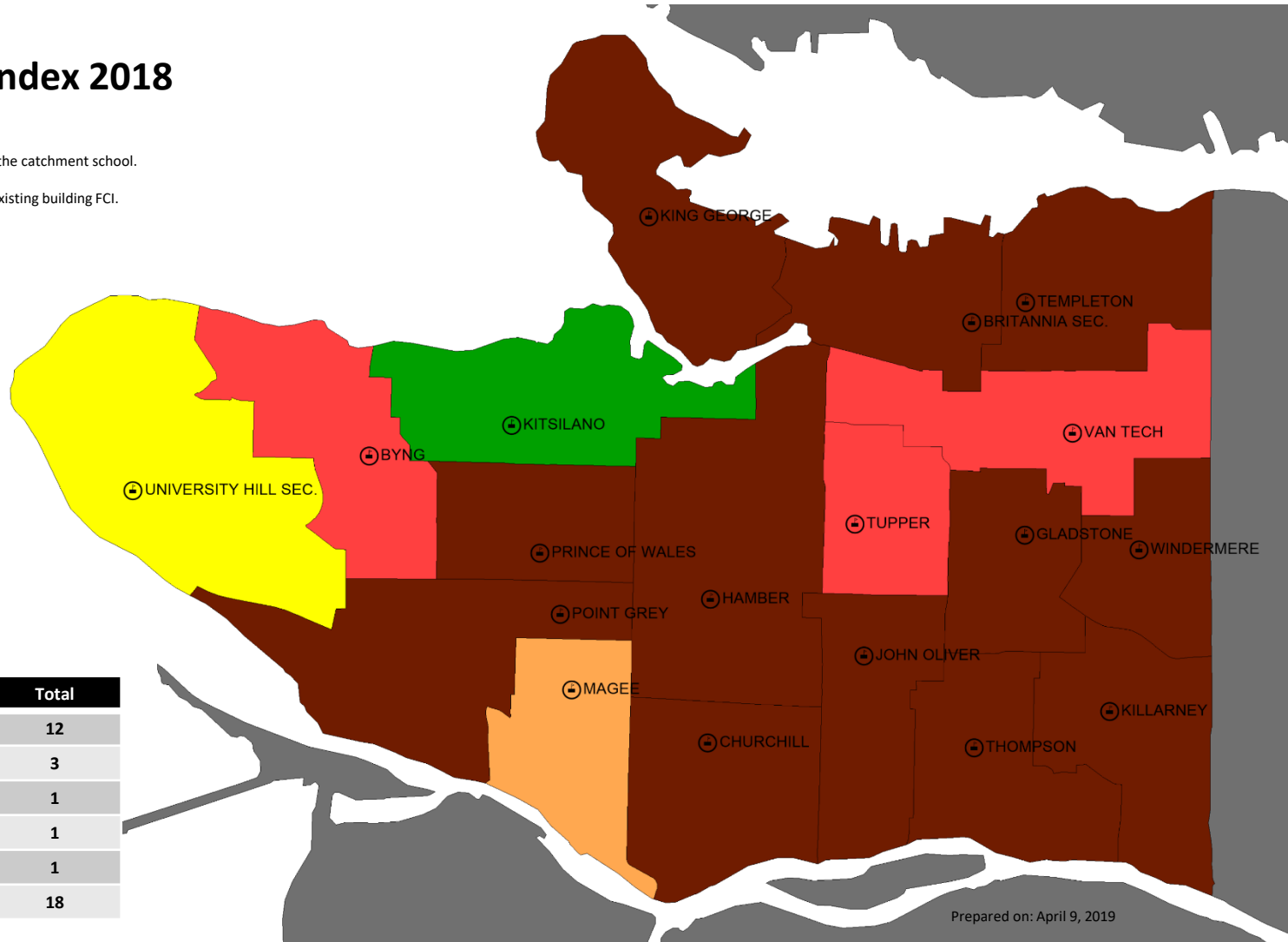
FCI Rating	Elementary	Annex	Total
Very Poor: over 0.6	24	3	27
Poor: 0.3 to 0.6	36	8	44
Fair: 0.1 to 0.3	6	1	7
Good: 0.05 to 0.1	2	0	2
Excellent: 0 to 0.05	9	0	9
Total	77	12	89

Prepared on: April 9, 2019

Facility Condition Index 2018

Secondary Schools

1. Catchment area colors indicate the FCI rating of the catchment school.
2. New and replacement schools have zero FCI.
3. Seismic projects in design or construction have existing building FCI.
4. Definition of rating in LRFP.



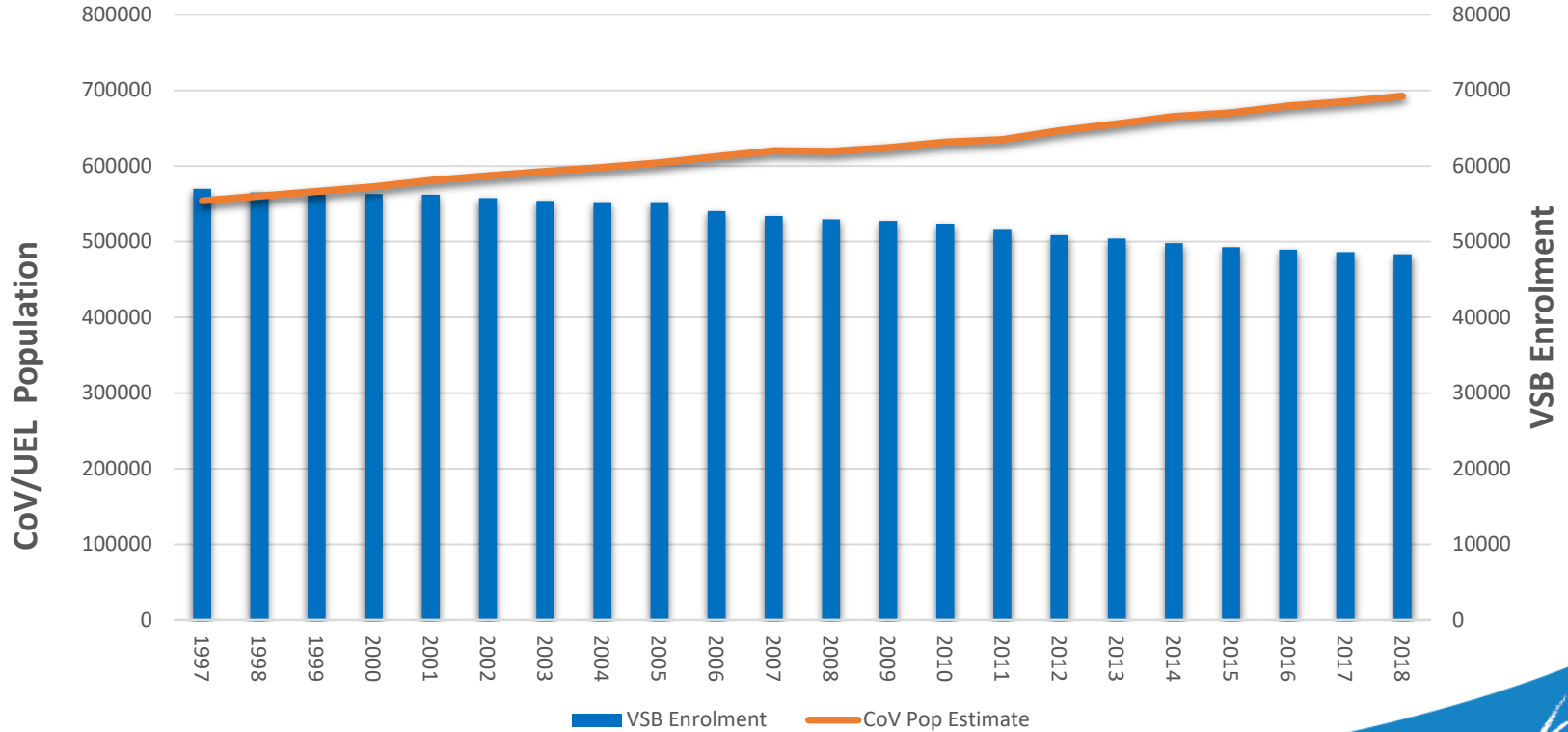
School of a catchment

FCI Rating	Secondary	Total
Very Poor: over 0.6	12	12
Poor: 0.3 to 0.6	3	3
Fair: 0.1 to 0.3	1	1
Good: 0.05 to 0.1	1	1
Excellent: 0 to 0.05	1	1
Total	18	18

Prepared on: April 9, 2019

CoV/UEL Population vs Enrolment – Sec 4.3

VSB Enrolment** Compared to City of Vancouver/UEL Population*



Operating Capacity and Class Size – Sec 5.1

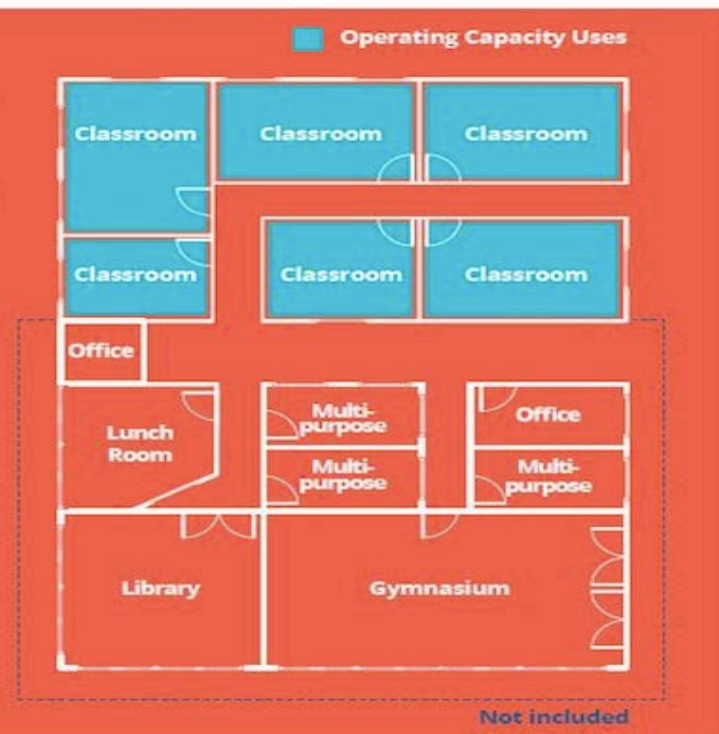
Classroom Type	Classroom Capacity	*VSB Class Size Average 2018
Kindergarten	19	18.48
Grade 1-7	23.29	23.03
Grade 8-12	25	23.33

Sec 5.1

CAPACITY UTILIZATION

Operating capacity...

- is based on the number of general instruction classrooms a school was designed to hold
- does not include multipurpose rooms, offices, gyms, libraries, resource spaces, lunchrooms, etc.



Instructional and Non-instructional Space – Sec 5.1

Instructional Space	Non-instructional Space
General Instruction Classrooms	Portables
Kindergarten Classrooms	Purpose-Built Neighbourhood Learning Center
Science Classrooms	StrongStart Program Classroom
Choral Music (Fine Arts Classroom)	Administration/Health
Art (Fine Arts Classroom)	Gym Activity
Drama & Theatre (Fine Arts Classroom)	Gym Ancillary
Music (Fine Arts Classroom)	Media/Technology Center
Drafting (Industrial Education)	Counselling
Technology (Industrial Education)	Offices
General Shop (Industrial Education)	Library
Metalwork (Industrial Education)	Cafeteria
Mechanics (Industrial Education)	Purpose-Built Staff Room
Construction Wood (Industrial Education)	Multi-Purpose Rooms
Clothing Room (Home Economics)	Special Education Classrooms
Foods Room (Home Economics)	Assisted Learning Classrooms
Teaching Kitchen (Home Economics)	Play Areas
Business Education	General Storage
Computers	Utility Rooms
Full-Day Kindergarten Modularity	Mechanical and Electrical Rooms
	Washrooms
	Design Space (e.g., hallways, staircases)

Updates to Content

- Recommendations added to the end of the relevant section of LRFP

Updates to Appendices

- Appendix A-3 Recommendations graphic organizer
- Appendix K – Public feedback to LRFP@vsb.bc.ca summary charts

Updated LRF Guidelines – Preliminary Analysis

Facilities Planning Committee April 17, 2019

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environment



PART 1-INTRODUCTION

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
Introduction	Ref to Regulations	Ref to Regulations	No change	
	Connection to Capital Planning	Connection to Capital Planning		

PART 2 - LONG-RANGE FACILITIES PLANS FOR SCHOOL DISTRICTS

	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
	Purpose of LRFP - Use resources effectively	Purpose of LRFP - Use resources effectively	Addition of emphasis on broader educational vision – LRFP as a tool to facilitate educational change and delivery of high quality programs	Aligns with recommendations 2, 3, and 4 in draft LRFP.
	Base Case and Future Scenarios	Base Case and Future scenarios	Considerations for future scenarios includes building condition	Building Condition analysis included in draft LRFP

PART 2 - LONG-RANGE FACILITIES PLANS FOR SCHOOL DISTRICTS

	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
	10 Year Enrolment Forecast	10 Year Enrolment Forecast	More detail regarding demographic model	Aligns with Demographic model used in draft LRFP
	Expectation to work with local jurisdictions	Expectation to work with local jurisdictions	More detail regarding expected interaction between local government and SD	Aligns with current practice and recommendation 5 in draft LRFP
	Required Ministry Concurrence	No requirement for concurrence from ministry	No requirement for concurrence from ministry	Change of process – no action necessary

PART 2 - LONG-RANGE FACILITIES PLANS FOR SCHOOL DISTRICTS

	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
	Consultation optional.	Requirement for consultation	Details of Requirements for consultation including Indigenous community	Change of process. New requirement. Guidelines describe Terms of Reference. Board is responsible for associated costs.

PART 3 – LRF FUNDAMENTALS

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
School Organization	Zonal analysis	Zonal analysis	No required change	Draft LRF contains a zonal analysis in sections 7,8 and 10
Educational Programming	Facilities to deliver high quality programming	Facilities to deliver high quality programming	Explicit mention of program relocation to better utilize capacity	Enrolment management strategies described in draft LRF section 6
Student Enrolment - LRF	10 year forecast	10 year forecast	No change	Draft LRF contains a 10 year forecast

PART 3 – LRF FUNDAMENTALS

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
Student Enrolment - LRF	10 year forecast	10 year forecast	No change	Draft LRF contains a 10 year forecast
Student Enrolment – Capital Plan	MOE provides 10 year forecast for entire District – District may refine or develop its own forecast	MOE provides 10 year forecast for entire District – District may refine or develop its own forecast	No change	

PART 3 – LRF FUNDAMENTALS

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
Existing Schools	FCI	FCI – Guidelines distinguish between FCI rating and condition of school	No Change	Draft LRFP contains a building condition analysis
		SMP – Seismic Risk Ratings	SMP – Seismic Risk Ratings	Draft LRFP contains a building condition analysis
		Heritage Conservation	Detail regarding necessity of working with local governments to develop common objectives	CoV Heritage ratings documented in draft LRFP.

PART 3 – LRF FUNDAMENTALS

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
School Capacity	Nominal Capacity	Nominal Capacity	No change to nominal capacity calculation – which is used to determine unit rate for new or replacement schools	Area standards have not changed
School Capacity	Operating capacity defined in area standards	Operating capacity determined by Districts in relation to local class size provisions	Districts to determine their own standard for determining operating capacity	Requires further discussion.

PART 3 – LRF P FUNDAMENTALS

Reference	Old Guidelines	New Guidelines	Changes	Analysis/ Implications
Community Use/NLC	Identifies community uses and use of NLC space	Identifies community uses and use of NLC space as well as surplus classroom space.	Reference to use of surplus classroom space and community access to school grounds	Requires further discussion. Draft LRF P references community use in section 3.6
Public Consultation	Consultation optional.	Required – Board to determine process. Summarize how community input informed the development of the LRF P	Public Consultation Required	Requirement Board to determine how public consultation will be undertaken

Summary of Changes

- Emphasis on LRFP as an implementation tool for educational change
- Requirement for public consultation
- No requirement for the ministry concurrence with LRFP
- District to determine operating capacity of schools

LRFP Recommendation Additions

Facilities Planning Committee April 17, 2019



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



LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District investigate the implications of the new LRFP guidelines, arrange for community information sessions, and report to Committee and Board.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District investigate a method to quantify and include in the LRFP an investment beyond current capacity utilization to reflect the needs of vulnerable, special needs, and Indigenous students.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District initiate up to three localized consultative conversations about possible future scenarios regarding school learning environments.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the Board requests a report outlining the financial costs of operating the District with current surplus capacity.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District define our own set of capacity calculations, for the purposes of our own decision-making and advocacy, knowing that the Ministry of Education may still only look at their definition when it comes to their decision-making.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District commits to participating in the city-wide plan of the City of Vancouver.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	That the District explores options to expedite seismically upgrading all schools by 2025 and weighs the sacrifices to educational benefits against the potential of loss of lives.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	In consideration of the new LRFP guidelines introduced by the Ministry of Education, the Board requests that the Chairperson contact the Ministry to determine how the new guidelines will affect funding for future capital requests (expansion and new builds) and funding for seismic projects.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	The Board of Education remains committed to providing as much child care space as possible at VSB sites.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	The Board of Education is mindful of its commitment to Reconciliation and that this is a lens in the development of Long Range Facilities Plans and decision-making.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
14	That in conjunction with the development of Carleton seismic project, the District decide if the seismically upgraded Sir Guy Carleton Elementary should be used as temporary accommodation for the Seismic Mitigation Project or as an enrolling school.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	The Board delay any consideration of closure until it is determined how the new LRFP guidelines will affect funding for future capital requests (expansion and new builds) and funding for seismic projects.

LRFP Recommendation Additions

REC #	DRAFT Recommendation Text
NEW	item

Communications Update

- Facilities Planning Committee Delegations
- District Parent Advisory Council General Meeting
- Workshop with Vancouver District Students' Council
- Comments/Feedback through dedicated email address
- Two public information sessions & trustee dialogue discussions
- Survey – open until Friday, April 19

Feedback from Committee





Vancouver Elementary School Teachers' Association

April, 2019

LONG RANGE FACILITIES PLAN – VESTA RESPONSE

VESTA recognizes the immediate need for seismically safe schools across the city. We also see the need for functional and well-maintained working and learning environments for staff and students. This is a priority for our members.

We value and support neighbourhood schools, where families can walk to school and develop a sense of community within the school and neighbourhood. Schools are often the heart of a community and families connect on school grounds, and at school events. School communities can attract families to neighbourhoods. Relationships developed at school are an important part of a student's life, no matter the age. We believe that facilities should provide access to education for learners of all ages, from pre-school to Adult.

We believe that the operating capacity formula, as defined by the Ministry of Education, is flawed. It does not recognize or place value on the way school space is actually utilized today. The value of art rooms, music rooms, multi-purpose areas for breakout space and sensory rooms is not considered in the Ministry capacity formula model. The way we teach has changed significantly in order to support a variety of students learning needs, and the formula does not reflect changes in the delivery of the curriculum. The space in new schools is not sufficient as defined in the Ministry area standards either. Teachers and students need space outside of classrooms to deliver a rich program as intended in the revised curriculum.

There is also no consideration of the Collective Agreement language around class size and composition in the Ministry capacity formula. The lack of available space in a school can and does affect the ability of the board to meet the Collective Agreement requirements. It is imperative that this be considered when determining what the optimal capacity utilization for the district will be so that schools can be organized in compliance with the class size and composition language.

We have schools in Vancouver that are over or near 100 percent capacity. Those schools are severely restricted in space, both inside the school and, in cases where portables are in place, in outside play areas as well. We encourage the board to continue to review school catchment boundaries as well as the placement of choice programs throughout the district to alleviate the overcrowding as you continue to advocate for new schools.



It is important to receive input from and hear the stories from stakeholders throughout this process. Every school is special to the families and students that attend. Teachers feel a sense of community and belonging as well as students and families. The process of identifying schools for possible closure should be done with care and thought for the unique communities that the school is the heart of. Trustees should look at this process through the lens of the Truth and Reconciliation Calls to Action as well as through the VSB Aboriginal Enhancement Agreement. Breaking up some school communities can result in a loss of vital services to some families. These are factors that should be given the same consideration as the Strategic Plan or goal for increased utilization capacity in the LRFP.

We encourage Trustees to continue to advocate for adequate, sustainable and predictable funding to provide improvements to facilities, so that every child in Vancouver has access to safe and well-maintained schools.

Feedback on Recommendations of the LRFP:

1. We support this recommendation so that going forward stakeholders know what to expect. Stakeholder and community consultation are important and for the board to have a policy that is transparent and proactive would be beneficial in the SMP process.
2. We would be interested in contributing to this discussion going forward. We would be interested in looking into the current research and participating in the district discussion.
3. No comment as this program falls under VSTA.
4. Feedback during the working group from teachers was in support of having two Kindergarten classes, wherever possible.
5. Validation of the data is an important part of the plan as is it looking ahead for the next ten years. Annual review of the data is important to make sure that the predictions are still relevant.
6. Although we were not in support this original decision to sell the underground space for a sub-station space, now that the board has made that decision, we need to see that the Coal Harbour School as well as the replacement for Roberts Annex is built. VESTA supports neighbourhood schools.
7. We support this recommendation so that the issues of over enrollment in the downtown schools are mediated. We believe that all students should have the opportunity to attend their neighbourhood school.
8. Effective management of assets must consider the future needs for neighbourhood schools, and should not involve selling or leasing assets that would make it difficult for the district to use the building in the future should it be needed. We also believe that public school lands/facilities should not be leased to private/independent schools.

9. We don't want to see the operating budget impacted or see reduced services to schools, as a result of this recommendation.
10. VESTA recognizes the needs for new schools in the areas where current schools crowded and over-enrolled. We have heard from our members in these schools and the overcrowding situation does have affects on the school community. The need for a school in the Olympic Village is a priority.
11. We agree with using enrollment management and changing boundaries to deal with overcrowding in schools where space is available in surrounding schools.
12. This is the Policy and should be followed to allow for adequate open and transparent consultation from stakeholders and community members. Many of the schools named in this report are concerned and the affect on the school community is significant.
13. We support this recommendation. This takes care of a number of issues regarding deferred maintenance as well as provides for the most seismically safe buildings. We continue to ask the board and trustees to advocate for changes to the Ministry Area Standards, so that right sizing would include flexible learning spaces.
14. We support the re-opening of Carleton for the current community, and for a seismically safe swing space should it be needed in the future. We support neighbourhood schools.
15. No comment.
16. We support prioritizing seismic upgrades. This process should be transparent and be open to community and stakeholder consultation.
17. We support this recommendation. The Temporary Accommodation plan is directly linked to the prioritizing of seismic upgrades. Having a plan will help to reduce the uncertainty and anxiety for the school communities and should minimize the disruption to the school community.

Thank you for the opportunity to respond and provide feedback.

Respectfully,

Jill Barclay
VESTA Facilities and Planning Committee Representative