

NOTICE OF MEETING

Vancouver School Board
Secretary-Treasurer's Office
January 23, 2019

Facilities Planning Committee

Allan Wong
Oliver Hanson
Carmen Cho
Jennifer Reddy

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

Notice of Meeting

A Meeting of the **Facilities Planning Committee** will be held in Room #180 of the Education Centre, 1580 West Broadway, Vancouver, British Columbia, on **Wednesday, January 23, 2019 at 5:00 PM**

Trustees: Fraser Ballantyne
Lois Chan-Pedley
Janet Fraser

Estrellita Gonzalez
Barb Parrott

Student Trustee: Hazel Pangilinan

District Management
Staff:

Carmen Batista
Aaron Davis
Pedro da Silva
John Dawson
Rosie Finch
Mette Hamaguchi
Joann Horsley-Holwill
Magdalena Kassis
Michele Kelly
Adrian Keough

Brian Kuhn
Lisa Landry
Jody Langlois
Patricia MacNeil
Jim Meschino
David Nelson
Lorelei Russell
Rob Schindel
Shehzad Somji
Richard Zerbe

Reps: Terry Stanway, VSTA
Jill Barclay, VESTA
Angela Haveman, VASSA
Harjinder Sandhu, VEPVPA
Tim Chester, IUOE
Melissa Werfl, PASA
Thomas Leung, CUPE 15
Anne Montgomery, DPAC
Stephen Kelly, Trades
Brent Boyd, CUPE 407
Fiona Chang, VDSC

Alt: Karin Bernauer, VESTA

Doug Roch/David Murphy, VEPVPA
Tim De Vivo, IUOE
Peter Powell, PASA

Allison Tredwell/Amanda Hillis, DPAC
Raymond Szczecinski, Trades

Others: Secretary-Treasurer's Office
District Parents
Communications
Chris Allen
Lynda Bonvillain
Kathie Currie, CUPE 15
Debbie Mohabir, CUPE 15

Doug McClary
Ron Macdonald
Jim de Hoop
Kerry Chuah
Ed. Centre Engineers
Rentals

COMMITTEE MEETING

FACILITIES PLANNING COMMITTEE
Wednesday, January 23, 2019 at 5:00 pm
Room 180, VSB Education Centre

AGENDA

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

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. Delegations

- 1.1 Eric Hamber Secondary School Seismic Project

Presenters

Stephanie Yada (Eric Hamber PAC)

2. Information Items

- 2.1 Project Update – General Wolfe Elementary
- 2.2 French Immersion Program Review – Henry Hudson Focus
- 2.3 Updated Kindergarten Enrolment Priorities when Existing Catchment Boundaries are Changed

J. De Hoop, Manager of Planning

J. Dawson, Director of Educational Planning

J. Dawson, Director of Educational Planning

3. Items for Approval

- 3.1 Fleming Elementary BC Hydro Statutory Right of Way
- 3.2 CAYA Lease Bylaw

J. Meschino, Director of Facilities

J. Meschino, Director of Facilities

Date and Time of Next Meeting

Wednesday, February 13, 2019 at 7:00 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.

Help us ensure Eric Hamber Secondary is built to accommodate current and future programs.

The Eric Hamber Alumni Organization and the Eric Hamber PAC, as well as past, present, and future students, staff and parents need your help. Eric Hamber has been slated to be rebuilt as the current school is seismically unsafe. While safety of students and staff is a very serious concern, it is also necessary for the province to build a new school that **fully meets the needs of students and the community, today and in the future.**

Unfortunately, with current Area Standards (the set of rules for new builds mandated by the province), schools are being built as quickly as possible, with a focus on making the building smaller. This means that classroom spaces are smaller, storage space is nearly non-existent, gymnasiums and performing arts spaces are drastically reduced, and the things that the province has determined to be unnecessary, like an auditorium, are being eliminated. **It is short-sighted thinking to save money, rather than long-term planning for decades of future students.**

Can you imagine a secondary school without adequate gym space, playing fields, an auditorium and stage, art rooms, or music spaces? With a price tag of over \$79 million dollars - the largest seismic project in Vancouver's history. We need to make sure we get this right. Future students deserve all of the same opportunities as students at other secondary schools in the city. Not to mention the same fantastic opportunities that thousands of students have been proud to be part of at Eric Hamber for over 50 years.

We are asking both the Minister of Education and the Vancouver School Board for the following:

1. Meaningful consultation and collaboration with Eric Hamber Alumni, PAC, staff, students, and the community to have a say in what is most important to the Eric Hamber community in this new build. Many beloved programs will be negatively impacted or lost under the Area Standards guidelines (sports programs, the fashion program, and the theatre program, for example). While we believe the province should be prioritizing these programs by providing space in new builds, we would also like to explore other available funding sources and opportunities for spaces that the province may still choose not to fund.

2. We are asking the Vancouver School Board and trustees to advocate, on behalf of the Eric Hamber community, directly to the provincial government. The VSB needs to show leadership and be a voice for us in this matter. We want to work together with them to see that this build is done correctly. A good education is about more than just classrooms and textbooks. The importance of sports, music, and fine arts is well-documented. It is deeply unfair and unacceptable to build a school that cannot offer these things in an adequate way. A replacement school should not be a downgrade. If we lose the programs that make Eric Hamber the special school it is, we are effectively getting a safer school, but are doing so at the expense of our children's education.

Eric Hamber has notable and award-winning team sports and athletics, performing arts, including music, theatre and dance, and fashion design programs. The existing school has facilities to support these outstanding programs, but the new school does not. An auditorium, gym space, play fields, an outdoor track, and fashion program space will be of significant benefit to future students and the community-at-large. **Without these facilities, it will mean a cut to programs and services offered at Eric Hamber.**

We the undersigned, parents, students, taxpayers, alumni, and supporters of Eric Hamber Secondary School, petition the Provincial Government, The Honourable Rob Fleming, Minister of Education, The Honourable George Heyman, Minister of Environment and Climate Change Strategy and MLA for Vancouver-Fairview, and the Vancouver School Board and trustees to include an auditorium, increased gymnasium and outdoor space, and adequate fashion design program and arts spaces in the design and construction of the new Eric Hamber School.

Please make the signing of this petition step one. After you have signed, please visit either the Eric Hamber PAC website <http://hamberpac.ca/> or the Alumni Facebook page (@EricHamberReunion) for information regarding writing a personal letter so there is even more impact.

January 7, 2019

The Honourable Rob Fleming
Minister of Education
PO Box 9045 Stn. Provincial Government
Victoria, B.C. V8W 9E2

Dear Minister Fleming,

The Eric Hamber Secondary School Parent Advisory Council, would like to thank you for your extraordinary vision and commitment in providing a seismically safe, LEED Gold certified, state-of-the-art facility designed for optimizing 21st century learning for our children and generations of children to come. We are thrilled to be part of this mega-project!

I would like to bring to your attention three very serious deficiencies in the new school design that you may not be aware of that need to be included as they are of utmost importance to parents, teachers, students, as well as our extensive alumni community.

The first deficiency is the lack of usable gymnasium and outdoor recreational space in the new school. In the existing school, three gymnasiums, three additional smaller spaces not designed for physical activity, and three outdoor fields are fully utilized everyday with six physical education classes running concurrently every period, five days a week. The demand on these existing spaces is extremely high with countless extra-curricular internal and external teams and clubs all vying for space. Jules Verne Secondary also utilizes the adjacent field at Oak Meadows.

Eric Hamber has an outstanding athletic department. We house the only remaining public school football team (Provincial champions last year), the world champion junior dragonboat team, the largest Ultimate Program in the Province, as well as soccer, basketball, volleyball, badminton, field hockey, softball, tennis, track & field, cross-country, golf, and more. Over 700 students participate in extracurricular school athletics and over 1,200 in physical education classes. This is thanks in large part to our dedicated teachers and staff, but it is also made possible by the current gym space and outdoor facilities allowing for healthy, physical activities being accessible to all students. We also host city-wide sporting events on an annual basis.

In the proposed design for the new school there will be a 19% reduction in gym space as well as a drastic reduction in outdoor space. We will lose the running track used for track and field and cross-country, and two large fields used for football, ultimate, and soccer. During the 10-year period that the old school will be used as seismic mitigation swing space before being demolished, we will be sharing the one remaining smaller turf field with the swing school. This results in a substantial reduction of meaningful physical education opportunities for Hamber students, including access to scheduled classes and extra-curricular physical and challenging team-based experiences. As parents, we struggle to keep our teens active and school-based activities are often the only means to achieving this. It is unthinkable that the largest build of this kind in the city will not meet the needs of future generations of young people.

The second serious deficiency is the elimination of an auditorium or large gathering, performance, and multi-purpose space. To the parents, students, and community-at-large, this is a huge oversight and must be included in the design and build of the new school. The allocated 800 SM general use space in the new school does not meet the necessary requirements.

Currently Hamber houses exceptional Music, including several Bands, String orchestras, and Choirs, Drama and Performing Arts, Dance, and Fashion Departments involving hundreds of students. It is imperative that these Departments have a large performance space. Without an auditorium, over time, these departments will cease to exist. What is the point of producing a play or musical, having a band or orchestra, or a fashion show if you can't rehearse and perform together in front of a large audience in your own school environment?

The auditorium is a formal, dedicated classroom that unites the entire Hamber community and brings in the community-at-large. For example, every year there are Winter and Spring Band, Strings, and Choral concerts, Dance shows, a large-scale musical production ("My Fair Lady" in 2019), and a renowned fashion show put on by our award-winning Fashion Design Program. Hamber also hosts the District Band Festival, the VSB's International Choir Festival, Indigenous Awareness assemblies, the Poetry in Voice Provincial Competition, and various graduation events. These are all highly anticipated, well-attended community events that require an auditorium.

The third deficiency is the lack of space for Hamber's award-winning Fashion Design Program. It is one of the largest and most successful programs of its kind in the province with graduates going on to post-secondary and future careers in fashion and textile design. According to the THESA (Teachers of Home Economics Specialist Association), the current BC Area Standards provided by the Ministry of Education does not adequately address the space required for the calibre of program currently available at Eric Hamber.

Parents were shocked and angered to learn that these essential spaces were not included in the new school design. It is our understanding that adequate gym, auditorium, and outdoor spaces were included in recently seismically-upgraded high schools like Kitsilano, Oak Bay, and New Westminster Secondary. We are concerned about the loss of potential rental income of tens of thousands of dollars each year without these spaces. In addition, the new Eric Hamber does not include NLC (Neighbourhood Learning Centre) space; a surprising development considering Kitsilano was allocated a 15% NLC. If you take into account our location along the Cambie corridor, proximity to Children's Hospital, and the massive future developments at Heather Lands, Oakridge Transit Centre site, and Oakridge Centre, one would anticipate a significant demand on our school and facilities, resulting in an expected substantial NLC.

In the past 16+ years there have been drastic cuts to programs and services to our public schools due to a lack of Provincial Government funding. Without including the proper facilities in the new school, it will mean a further cut to programs and services at Eric Hamber. There is now a chance to right the wrongs of the past and we can start by making the investment in infrastructure by building outstanding futuristic schools that cater to the changing needs and interests of our youth. Your government is making positive moves in this direction; however, this mega-project requires your immediate attention and foresight to "get it right" so future generations of young people can flourish in the 21st century.

Sincerely,



Stephanie Yada

Co-Chair, Eric Hamber Secondary PAC

cc: The Honourable George Heyman, Minister of the Environment and Climate Change Strategy and MLA for Vancouver-Fairview

My name is Stephanie Yada and I am the PAC Co-chair at Eric Hamber. I am here representing the families, the parents and their children who attend Eric Hamber.

Hamber families are thrilled to finally be getting a seismically safe school. A state-of-the-art facility designed for 21st century learning. Who wouldn't be excited about getting a brand new \$80 million dollar school?

Parents want to move forward with a revised plan for a larger school that will house the existing programs at Eric Hamber.

In order to achieve this we need your help. We need you, as elected trustees, to represent us, to advocate for students and their families - it's why we voted for you! It's what you were elected to do!

We know you want to provide our children with the best possible education.....You wouldn't have run for office if you didn't want this.

Right now, you are in the position to actually make a difference in the lives of tens of thousands of children for generations to come.

Right now we fortunately have a Provincial Gov't that is committed to keeping our children safe by investing millions of dollars in seismically-safe schools.

We need you, our elected trustees, to make sure that these millions of taxpayer dollars are being used to build better schools, not inferior ones. Better schools where our children will thrive for the next 50+ years.

We need you to ensure there will be spaces for more positive, enriched educational experiences, not fewer opportunities for our children.

Parents don't want to take away space from a new school library that's already being reduced by 45%, or pit academic classrooms against spaces for the arts, or reduce the number of student "huddle spaces." We don't want to lose programs that have benefited young people for over 50 years due to a lack of space.

What we want is more area added to the current design so essentials like an auditorium, gymnasiums, a track and fields, spaces for the arts, for music, drama, art, fashion design, dance, photography, to be included. Build it so our children will be able to flourish in the 21st century.

We KNOW it can be done.

It seems unfair to us that the new Kitsilano Secondary was build to accommodate 13% fewer students than our school, but is 20% larger than the proposed new Eric Hamber.

Why does New West Secondary, which is currently under construction, have a 35% bigger budget (at \$107M) and 33% more space (20,000SM) to accommodate only 11% more students than Hamber?

It's so unfair, that these new builds have auditoriums, ample gym and outdoor spaces, and lots of spaces for the arts and we do not.

We know that you agree with us that the Area Standards, set by the previous gov't in the early 2000's, needs to be revised. We know that the Ministry of Education agrees and has committed to do this, so why is Hamber being built using these short-sighted and out-dated guidelines?

Parents want the same things as you do. We want to do what's best for our kids. As our petition states, we want to work in collaboration with the Trustees and the Vancouver School Board to ensure the new Eric Hamber is built to accommodate future generations and we've come up with a possible solution:

Using the existing Eric Hamber as the future swing site is saving the Province millions of dollars. Without this space the expedited, aggressive seismic timetable can not be achieved.

According to the CBCNews, "The province says keeping students in the school, rather than moving them to portables, will save about \$16 million dollars. It says other options would require a phased approach, which would mean a longer construction time and a higher price tag." If you multiply this by the number of schools that will use Hamber as their swing space, the Province will be saving tens of millions of dollars. We would like to propose that some of that money be put back into the Eric Hamber build to get seismic right!

What we need is an emergency intervention. We need you, as trustees, to make a motion to advocate on our behalf to get Hamber built right!!!

Date: January 23, 2019

ITEM 2.1

To: Facilities Planning Committee

From: J. Meschino, Director of Facilities

Re: **Project Update – General Wolfe Elementary**

REFERENCE TO STRATEGIC PLAN:

Goal 4: Provide effective leadership, governance and stewardship

Objectives:

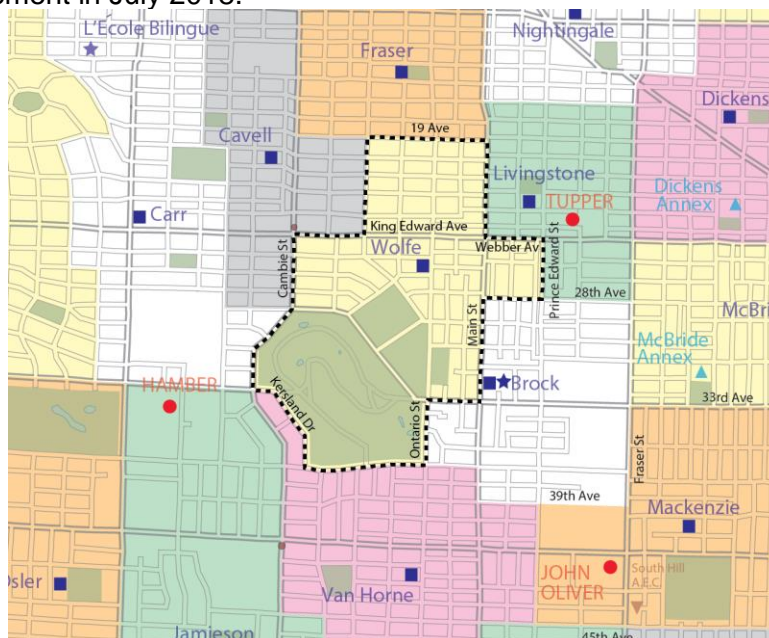
- Implement the recommendations of the Long-Range Facility Plan.
- Effectively utilize school district resources and facilities.

INTRODUCTION:

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

BACKGROUND:

General Wolfe Elementary school is in the Riley Park district of Vancouver. The school contains High Risk blocks (H1 and H3) as identified in the Seismic Mitigation Program. The Ministry of Education supported this project to proceed to the next phase, Project Definition Report (PDR) and Project Agreement in July 2018.



On December 13, 2018, VSB held an Information Session at General Wolfe Elementary school. Possible options for the Seismic Mitigation for the school were introduced to the public on display boards. The message was that the preferred option would: accommodate the students and staff at South Hill Education Centre during the Seismic Upgrade construction, preserve the heritage building façade and the existing out of school care space, and be the most cost-effective choice for seismic mitigation.

The purpose of this report is to summarize comments received from the Information Session and to define the next steps.

DISCUSSION:

The enrolment projection in the approved Project Definition Report (PDR) shows enrolment being kept consistent at 410 students over 10 years. No change in operating capacity is proposed.

The PDR has been endorsed by the Vancouver Project Office Steering Committee. The report recommended an upgrade option for the school, it being the most cost-effective choice. The 2018 cost with reserves to seismically upgrade the school is \$20.18M while a full replacement school cost is \$27.65M.

The Facility Condition Index (FCI) for the school is 0.54 as of the completion of the PDR. Following completion of the upgrade, the FCI rating will be reduced to 0.36.

Temporary accommodation is required for the seismic upgrade option and South Hill is identified as the swing space. South Hill has enough capacity to accommodate all students and out of school care. Four shuttle buses will transport students during the construction phase.

INFORMATION SESSION

On December 13, 2018 an information session/open house was held at the school. A sign-up sheet was provided as well as comment sheets for stakeholders to provide their input on the proposed replacement school. 18 people signed up; 2 residents, 15 parents, and 1 grandparent. 5 comment forms were submitted in total. Comments included:

- Prefer the option of full replacement over the upgrade;
- Acknowledgement that the temporary swing space at South Hill is seismically safe;
- Concern about drop-off location;
- Increase the number of school buses to accommodate at least 90% of the capacity;
- Ensure upgrades where possible including fixtures, lighting, etc.;
- Retain the current school stairs;

During October 2018, VSB parents & staff met with VPO and VSB staff. In addition, another education session was held for the school advisory group prior to the December 13, 2018 official Information Session. Information on potential options for the seismic project were presented and opportunities for a discussion and questions were given.

NEXT STEPS

This project will be continue moving forward to design & procurement phases.



Memorandum

vancouver school board



Date: January 23, 2019

ITEM 2.2

To: Facilities Planning Committee

From: J. Dawson, Director of Educational Planning,
A. Keough, Director of Instruction Educational Programs,
M. Rossi, District Principal School Services

Re: **French Immersion Program Review – Henry Hudson Focus**

REFERENCE TO STRATEGIC PLAN:

Goal 4: Provide effective leadership, governance and stewardship

Objectives:

- Effectively utilize school District resources and facilities

INTRODUCTION:

This report is for information.

BACKGROUND:

The Vancouver School District has a strong 40 year history of French Immersion (FI) as a Program of Choice. The French Immersion program has seen continued growth and interest over this time and the District continued to add new sites to increase capacity in the program. However, during the last few years the District has been unable to meet demand for French Immersion and has continued to add spaces where possible. Since the 2016 Supreme Court decision and 2017 Memorandum of Agreement (MOA), the District decreased the number of Kindergarten French immersion (KFI) spaces primarily due to a shortage of qualified teachers. The District conducted a French Immersion program review in 2018.

On June 25, 2018, the Board of Education approved the following motions related to the Elementary School Attendance Boundary Review

1. That the current catchment review process timeline be extended to allow staff time to adjust and amend catchments.
2. That staff conduct a detailed review of current policies governing catchment adjustments and registration/enrolment to identify possible revisions to current policies taking into consideration feedback received through the catchment review consultation.
3. That staff revisit and revise catchment adjustment proposals for Board consideration.

And, the following motion related to the French Immersion Program Review.

4. That the VSB endeavor to enroll two Kindergarten French Immersion divisions in each of the Early French Immersion (EFI) sites which could involve a combination of consolidating, relocating or adding programs.

The 2017/18 Elementary School Attendance Boundary Review Process the district explored adjusting catchment boundaries to work towards resolving enrolment pressure at Hudson. The French Immersion Program Review process was concurrent with the Boundary Review process. The Board approved the above motion stemming from the French Immersion Review process which is reflected in the proposal and information contained in this report.

Henry Hudson Elementary is a dual track school that currently offers both an English program to catchment students and an Early French Immersion program that is open to students who reside in the District.

Hudson's current (2018) capacity utilization is 118% and combined dual track enrolment is 402 students.

In 2018, boundary adjustments were considered for the Hudson catchment in order to relieve enrolment pressure; however the timeline for the process was extended in order to provide the District with time to consider the outcome of the French Program Review.

Reference Documents:

- [Elementary School Attendance Boundary Review - June 20, 2018](#)
- [French Immersion Program Review - June 6, 2018](#)
- [AP300 Admission to School](#)
- Draft AP 305 School Catchment Boundary Changes - Attachment

PROPOSAL:

The District is proposing that the Early French Immersion Program currently located at Henry Hudson Elementary School be relocated to Strathcona Elementary School. This report contains further details regarding the relocation options and enrolment choices that will be presented for stakeholder feedback.

RATIONALE:

The District is considering relocating the Early French Immersion Program at Hudson for the following reasons:

- Re-locating the Hudson program to Strathcona would facilitate the intake of two Kindergarten cohorts (40 students) at that site. An intake of two Kindergarten cohorts supports the recommendation of the French Immersion Program Review which was approved by the Board.
- Operating capacity at Hudson has been maximized through renovations and the addition of a portable classroom on site. The school is currently enrolling 402 students which is 61 above its official operating capacity. Hudson does not have sufficient classroom space to adequately accommodate enrolment forecasts.
- The majority of students currently attending EFI at Hudson reside in the Downtown area. Strathcona is the nearest school with an EFI program that has sufficient space to increase its Kindergarten intake to two cohorts annually.

French Immersion Program Review

The District strongly supports the FI program and wants to meet the demands. The program review considered:

- options that would ensure a strong and sustainable French Immersion program,
- various models / configurations that could address the demand and
- criteria that should be used to consider distribution of FI programs.

Ultimately, the French Immersion Program Review Committee supported the idea of sustaining the program with the goal of meeting the demand and to endeavour to have more than one K FI division at each site offering the EFI program.

ENROLMENT HISTORY AND FORECAST:

The English program enrolment at Hudson has been increasing for several years. Enrolment in the Early French Immersion program is limited to 7 divisions due to the shortage of enrolling classroom space at Hudson.

Chart 1: Hudson Enrolment History in Early French Immersion and English Programs

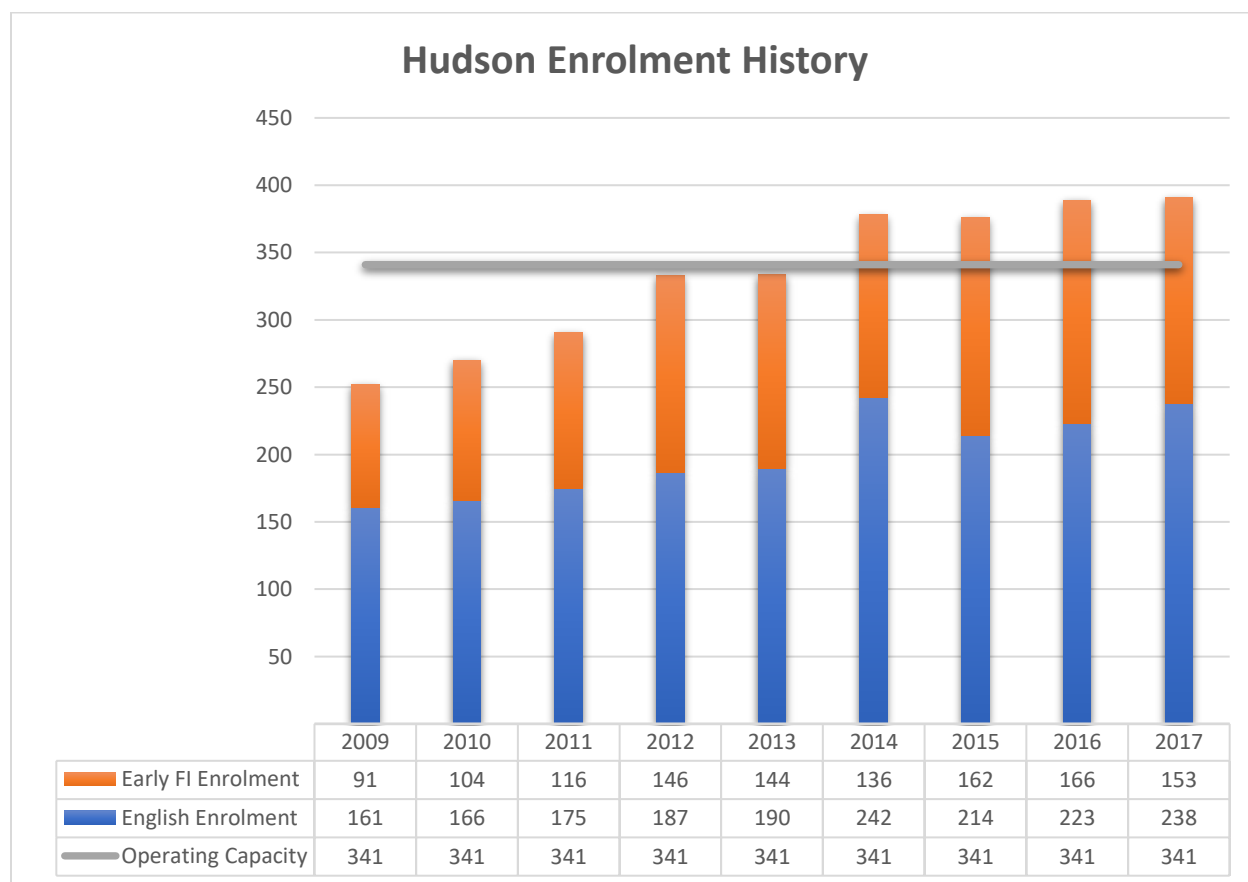


Chart 2: Hudson Enrolment Forecast with Early French Immersion and English Programs

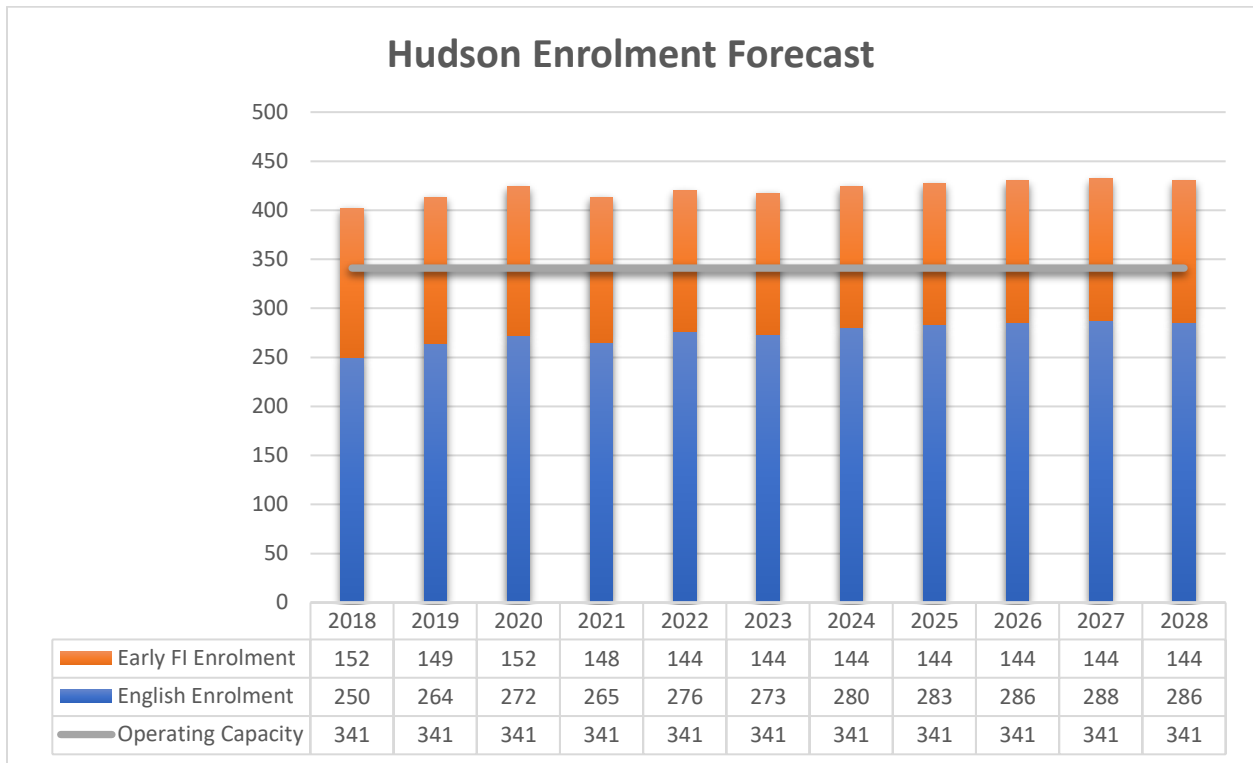


Figure 1: French Immersion Enrolment at Hudson (2018)

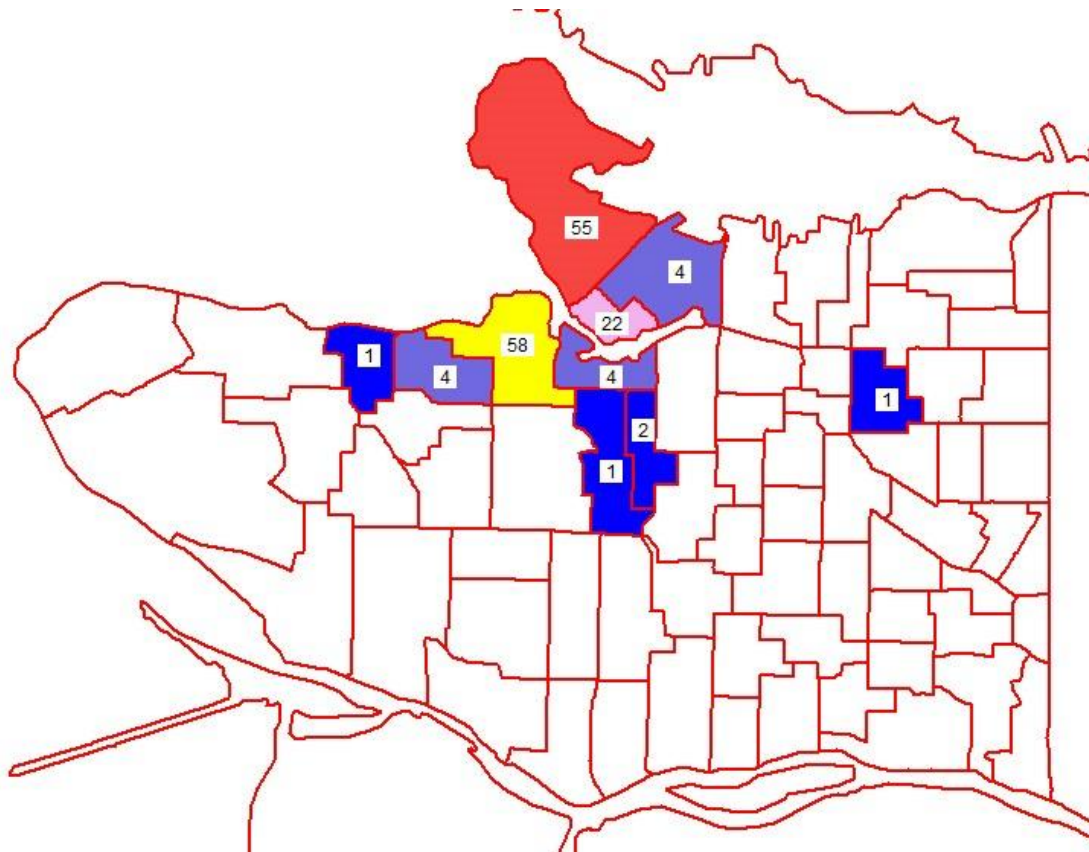


Table 1: Hudson EFI Enrolment by catchment of residence

Catchment of Residence	Number	Percentage
Hudson	58	38%
Roberts	55	36%
Elsie Roy	22	14%
Crosstown	4	3%
Gordon	4	3%
False Creek	4	3%
Cavell	2	1%
Carr	1	1%
Bayview	1	1%
Secord	1	1%
Total	152	100%

In total, 53% of students attending EFI at Hudson reside in the Downtown Peninsula or Yaletown, a further 42% reside in Kitsilano.

MANAGING ENROLMENT AND MAXIMIZING OPERATING CAPACITY:

In order to accommodate increased catchment enrolment at Hudson, the District has actively managed enrolment to minimize uncertainty for catchment families. The District has also made changes to the facility to maximize its operating capacity.

Enrolment Management at Hudson

Table 2: Strategies implemented to manage enrolment pressure at Hudson

Enrolment Management at Hudson	
Identify Hudson as a Full School	Hudson has been identified as a full school meaning that there are more Kindergarten applicants than Hudson has space to accommodate.
Restrict Out of Catchment Enrolment	Hudson does not admit students to the English program who reside outside of the Hudson catchment
Kindergarten Catchment Draw	Hudson is able to enroll 2 Kindergarten divisions (40 students). Hudson receives more catchment Kindergarten applicants than the school can accommodate, so a draw is held to determine who will be offered a placement at the school.
Waitlist Management	Hudson maintains an ordered waitlist of students who cannot be accommodated at the time of the draw.

Maximizing Operating Capacity at Hudson

Table 3: Facilities changes to maximize operating capacity at Hudson

Hudson Renovations to Accommodate Increased Enrolment	
Maximize Classroom Space	Converted Staffroom into enrolling classroom space
	Converted Basement Space into enrolling classroom space which is now a shared space with the Out of School Care Program
	Converted computer lab at Hudson into enrolling Classroom Space
Portables	Portable added on school grounds

Seismic Mitigation Program at Hudson

Hudson is in the feasibility stage of the Capital Project Procurement process established by the Ministry of Education. The Project Definition Report (PDR) that will identify and cost options for Hudson is nearing completion. The seismic mitigation options that will be investigated in the PDR will include:

- Upgrade the existing facility to current seismic safety standards
- Partial replacement of the existing facility
- Full replacement of the existing facility

The options being considered for Hudson will result in a school of the same or similar capacity to the existing school at the completion of the Seismic Mitigation Program. Subject to Ministry funding approval, the projected timeline for the completion of the seismic project is Fall 2022.

HUDSON EFI PROGRAM RELOCATION

Should Hudson EFI be relocated, the District has identified Strathcona as the relocation site for the following reasons:

- By re-locating the program to Strathcona the District would create a consolidated EFI program at Strathcona that enrolls two Kindergarten cohorts annually in alignment with the approved recommendations from the French Immersion Program Review.
- Strathcona is well situated to accommodate most students currently attending the EFI program at Hudson
- Strathcona has sufficient classroom space to accommodate students from the Hudson program and sustain an enrolment of 2 Kindergarten divisions annually.

There are five buildings located on the Strathcona site. Students attend class in buildings A and C that have a combined operating capacity of 476. Building B houses the auditorium. Building D is currently used as a storage facility. Building E has up to 8 classrooms available that would yield an additional operating capacity of about 190. This would bring the operating capacity of Strathcona to about 670. Building A, B and C have been seismically upgraded. Building E, which has not been upgraded has a seismic risk rating of High 3 (H 3). The seismic risk ratings for buildings describe the potential damage to the structure in a seismic event.

Chart 3: Strathcona Current Enrolment Projection with English and Early French Immersion

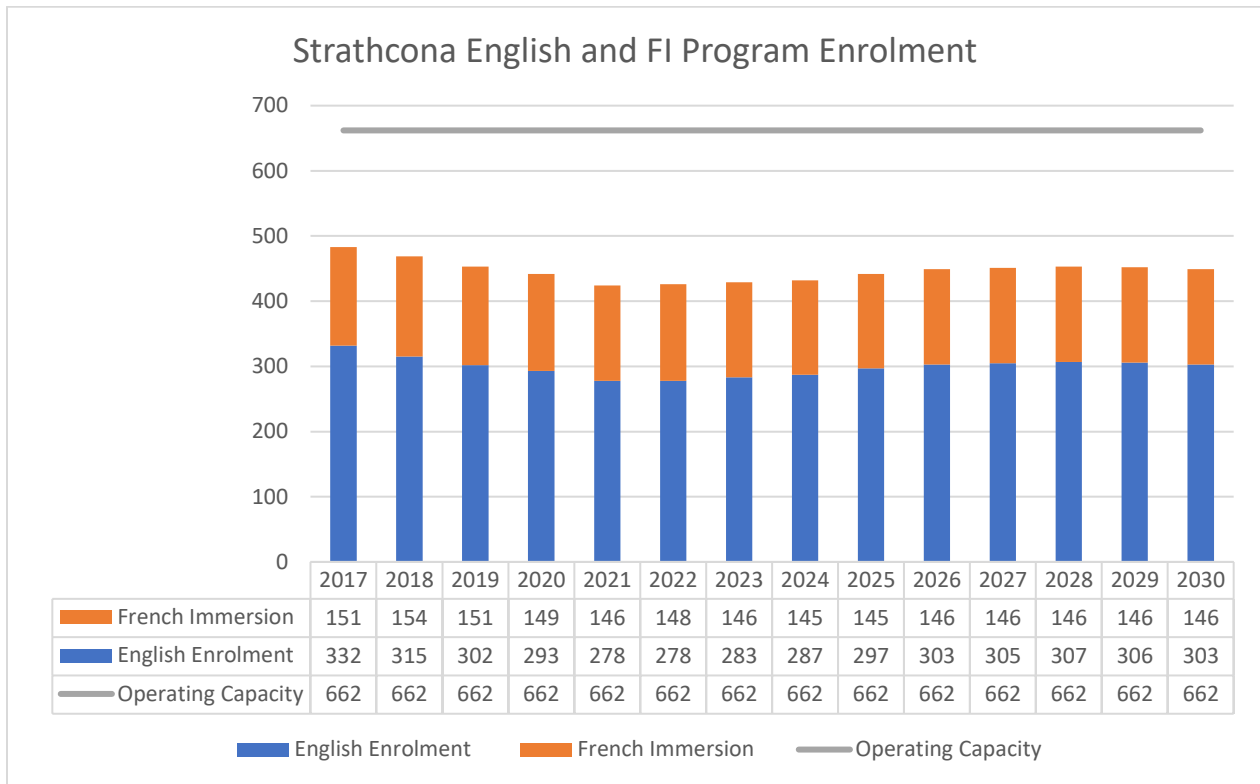
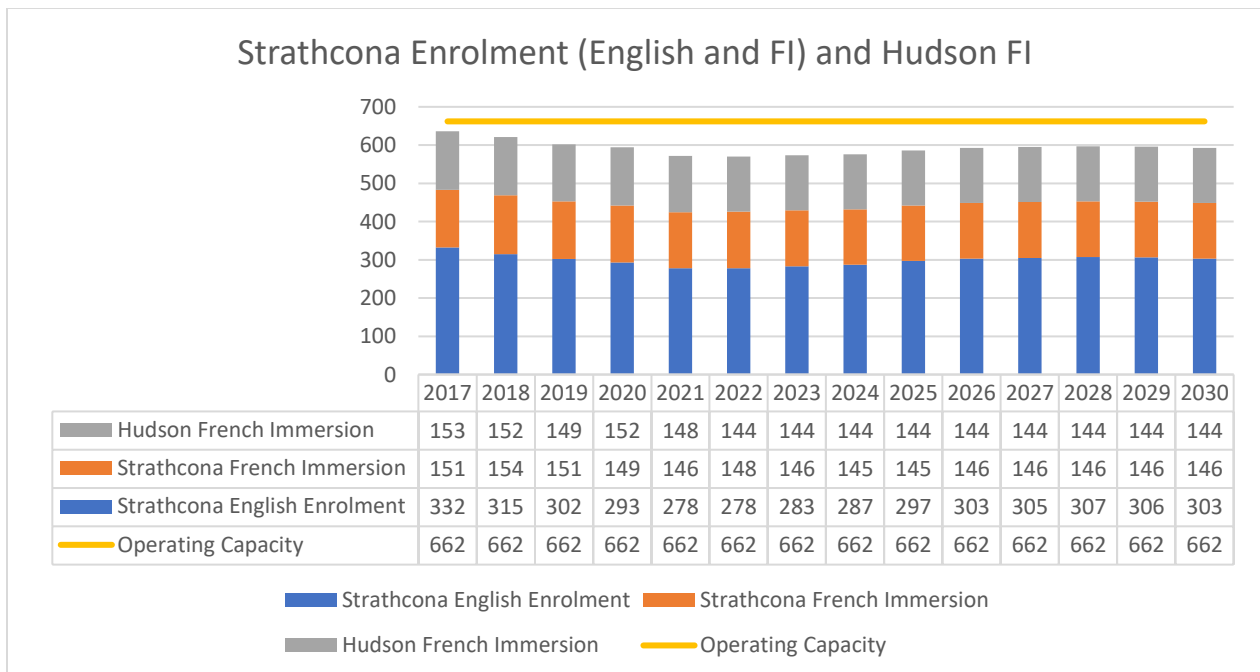


Chart 4: Strathcona Enrolment Projection with Hudson Early French Immersion



The District recognizes that it is likely that not all students currently attending the Hudson EFI program will choose to attend the EFI program at Strathcona. The District will provide additional enrolment options to families as detailed below in the proposals that will be brought forward to the Hudson community during the consultation process.

PROPOSED OPTIONS FOR COMMUNITY CONSULTATION

To address enrolment growth at Hudson, and to align with the French Immersion Program review, the District has identified the following options:

Option 1	Status Quo – Retain EFI and current organization at Hudson
Staff Analysis	Advantages <ul style="list-style-type: none"> • Stability and continuity for students enrolled in EFI at Hudson • Stability for staff
	Disadvantages <ul style="list-style-type: none"> • Uncertainty and potential disruption for catchment families in the K enrolment process • Increased enrolment pressure forecast • Continued requirement to use sub-optimal learning spaces • Does not align with recommendations of French Program Review
Option 2	Phase Out and relocate EFI over 7 years – discontinue Kindergarten enrolment in the EFI program at Hudson beginning in September 2020. Expand the EFI program at Strathcona with additional K cohort intake beginning in September 2020. Allow existing EFI cohorts to move through and complete program at Hudson.
Staff Analysis	Advantages <ul style="list-style-type: none"> • Stability and continuity for families currently enrolled in EFI • Aligns with recommendations of French Program Review • Enables gradual increase to enrolment in regular English program
	Disadvantages <ul style="list-style-type: none"> • Gradually reduces the size of the French Immersion community at Hudson. • Potentially weakens program over time as phase out proceeds. • Siblings may not be able to attend EFI in the same location. • Potential for attrition as families apply for other District EFI programs.

Option 3	Fully relocate entire Hudson EFI to Strathcona in September 2020 – all Hudson EFI students would have the option to begin attending Strathcona in September 2020. Provide families currently attending Hudson who do not wish to attend Strathcona with additional enrolment options subject to space availability.
Staff Analysis	Advantages <ul style="list-style-type: none"> • Avoids the potential negative educational impacts of gradually phasing out EFI at Hudson • Creates a stronger EFI program at Strathcona • Aligns with recommendations of French Program Review • Enable siblings in EFI to attend the same school • Faster process
	Disadvantages <ul style="list-style-type: none"> • Disruptive to EFI community at Hudson

Re-Enrolment Choices if Hudson EFI is Relocated to Strathcona

If relocation of the Hudson EFI program is approved by the Board (Option 2 or Option 3 above), The District proposes that to facilitate family preferences and minimize disruption the following re-enrolment options be available to Hudson EFI students.

Re-Enrolment Choice 1	Enroll in EFI at Strathcona Any student in any grade attending EFI at Hudson in the 2019-20 school year will be guaranteed a spot at Strathcona for September 2020
Re-Enrolment Choice 2	Enroll in Regular English Program at Hudson Any student in grade K-6 attending EFI at Hudson in 2019-20 will be guaranteed a spot in the English Program at Hudson. Students who do not reside in the Hudson catchment would have continuing status at Hudson. Kindergarten aged siblings of non-catchment students formerly attending EFI will have sibling priority for enrolment at Hudson.
Re-Enrolment Choice 3	Apply to Enroll in EFI at another Early French Immersion School. Grade K-6 Early French Immersion Students at Hudson in 2019-20 will have the opportunity to request a transfer to other VSB Early French Immersion Program. Applicants from Hudson EFI will be given priority for placement over other EFI applicants. This process would be subject to availability of space in the requested programs.
Re-Enrolment Choice 4	Apply to Enroll at Regular English Program in Catchment School The District will facilitate re-enrollment at catchment schools for families who prefer this option. Where catchment waitlists exist, students returning from the Hudson EFI program would be placed behind catchment students who had already applied to attend the school.

PROCESS AND TIMELINE

District staff will engage with key stakeholders including the Hudson and Strathcona school administrations, school staff, PAC executives, DPAC and onsite external agency representatives such as childcare operators. Broader community input on the proposal options will be sought through District staff hosting an Open House at Hudson and Strathcona with a feedback survey. The survey will also be available online and notification will be posted on school and District websites. Other engagement opportunities will also be arranged in collaboration with the schools. District staff will compile and analyze input and prepare a Committee report for Spring 2019.

CONCLUSION

This report is for information.

French Immersion Program Review – Henry Hudson Focus

Facilities Planning Committee January 23, 2019



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



Proposal

- The District is proposing that the Early French Immersion Program currently located at Henry Hudson Elementary School be relocated to Strathcona Elementary School.



Rationale

- Program relocation to Strathcona would facilitate the intake of two Kindergarten cohorts (40 students) at that site which supports the Board approved recommendation from the French Immersion Program Review
- Current Enrolment at Hudson exceeds operating
- Enrolment is forecast to continue increasing
- Classroom space at Hudson has been maximized
- The majority of students currently attending EFI at Hudson reside in the Downtown area. Strathcona is the nearest school with an EFI program that has sufficient space to increase its Kindergarten intake to two cohorts annually.



Process Summary

- Proposal Developed by District Staff
- Stakeholder Consultation Process
- Staff consultation report with recommendation to Facilities Planning Committee
- Board Decision



Options

The Report describes three options for stakeholder feedback:

- **Option 1** – Status Quo – Retain FI Program at Hudson
- **Option 2** – Gradual Phase Out beginning in September 2020
- **Option 3** – Fully relocate entire Hudson FI program to Strathcona in September 2020.



Next Steps

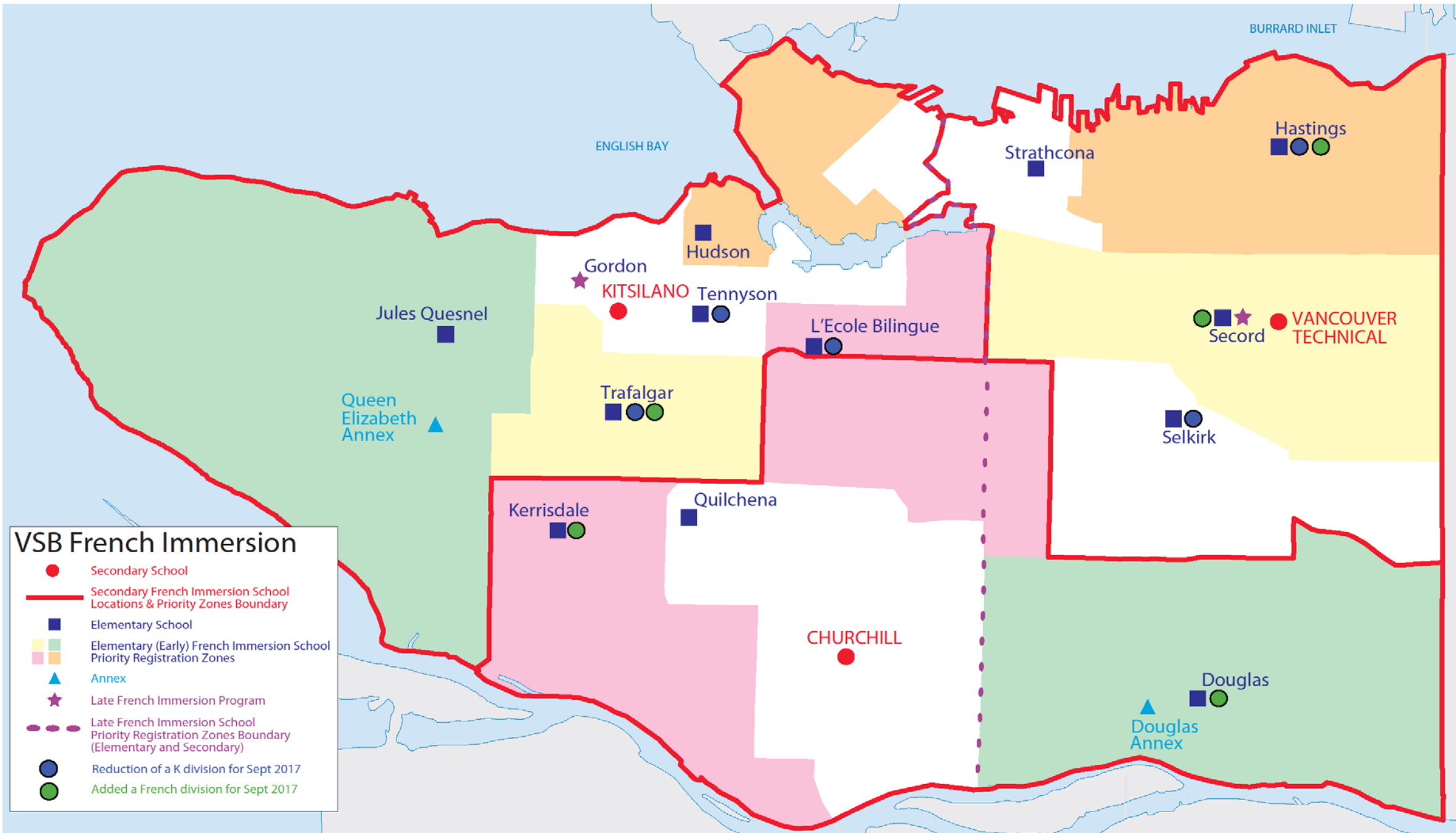
- District will continue to develop and refine the stakeholder consultation plan and timeline.
- District will seek feedback and input from stakeholders on the three options
- Consultation opportunities in March
 - In Person
 - Online Survey



Conclusion

- Once consultation process has concluded District staff will return to the Facilities Planning Committee with consultation report which will include feedback and input gathered during the consultation process
- The consultation report will contain a recommendation from District staff
- A motion may be forwarded to the Board

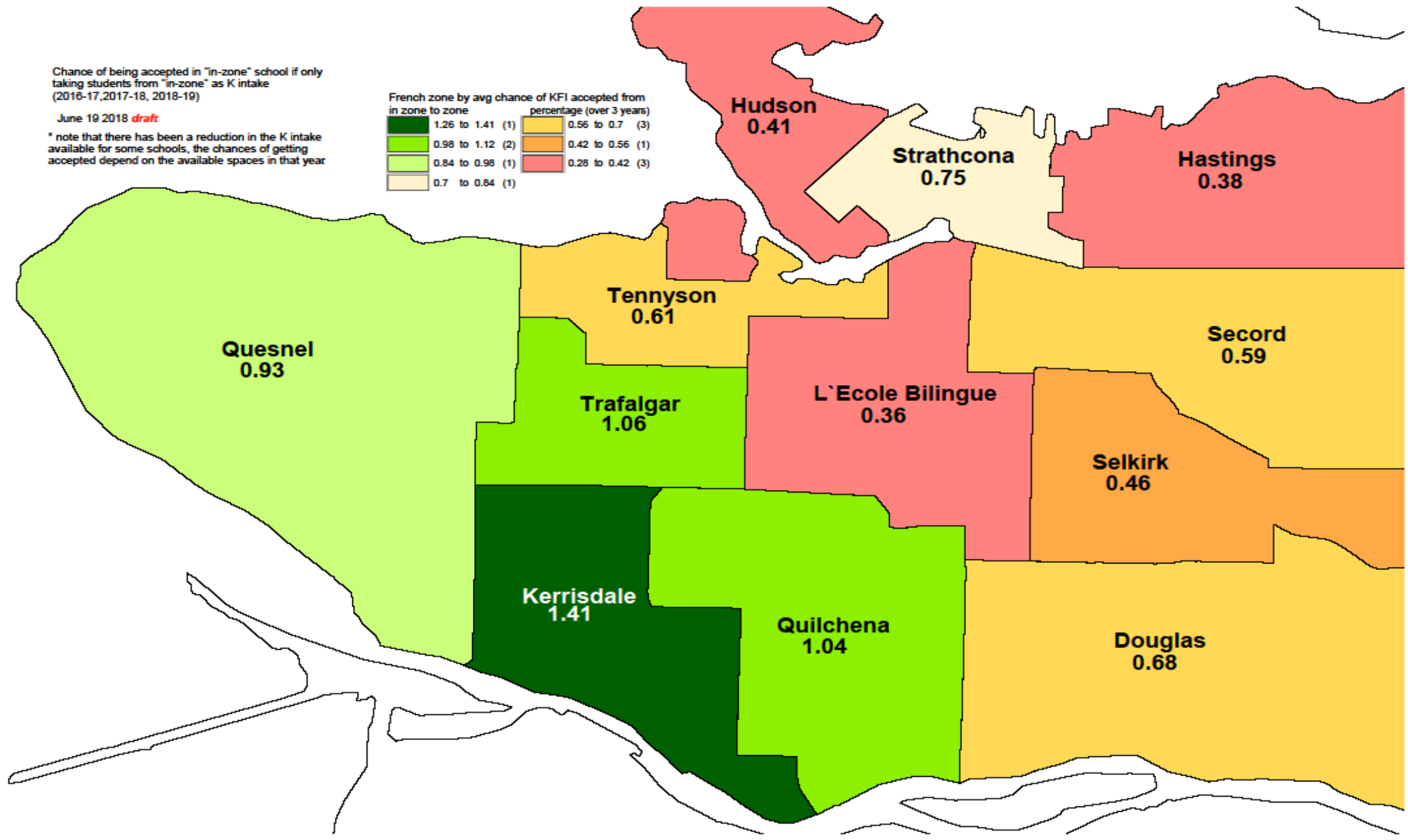
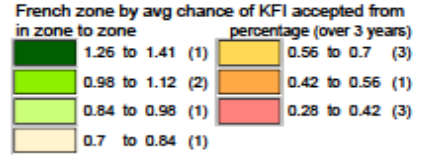




Chance of being accepted in "in-zone" school if only taking students from "in-zone" as K intake (2016-17, 2017-18, 2018-19)

June 19 2018 *draft*

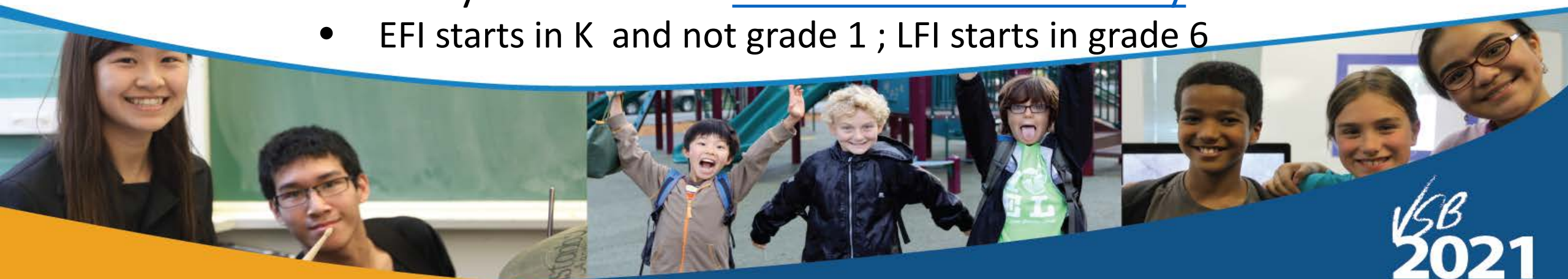
* note that there has been a reduction in the K intake available for some schools, the chances of getting accepted depend on the available spaces in that year



Terms of Reference for Review

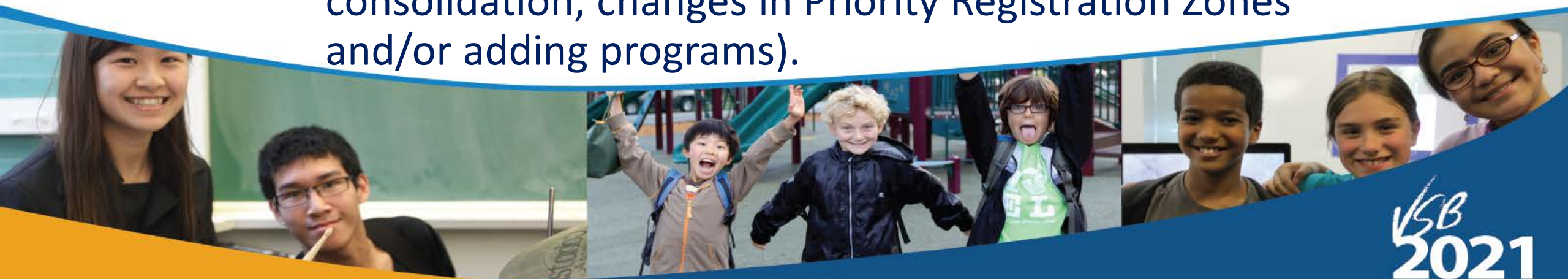
Key question: Thinking about the French Immersion program and the issues it faces today, *(the VSB cannot meet the demand of families who want to enroll their child in the program)* what options could ensure a strong and sustainable French Immersion program?

- An overview of [French Programs in BC](#)
 - Definitions, of FI, Core and Francophone programs
- Ministry of Education [French Immersion Policy](#)
 - EFL starts in K and not grade 1 ; LFI starts in grade 6



Long term recommended options

- Endeavor to provide at least two K cohorts at each EFI site (this will involve school information sessions and include the possibility of consolidating, relocating or adding programs).
- Explore more Late French Immersion locations.
- Keep priority registration zones suspended for one more year (while District staff look into consolidation, changes in Priority Registration Zones and/or adding programs).



Recommendation from Review

Passed by the Board on June 25th, 2018

IT IS RECOMMENDED THAT the VSB endeavor to enroll two Kindergarten French Immersion divisions in each of the Early French Immersion sites which could involve a combination of consolidating, relocating or adding programs.



Proposal

- The District is proposing that the Early French Immersion Program currently located at Henry Hudson Elementary School be relocated to Strathcona Elementary School.

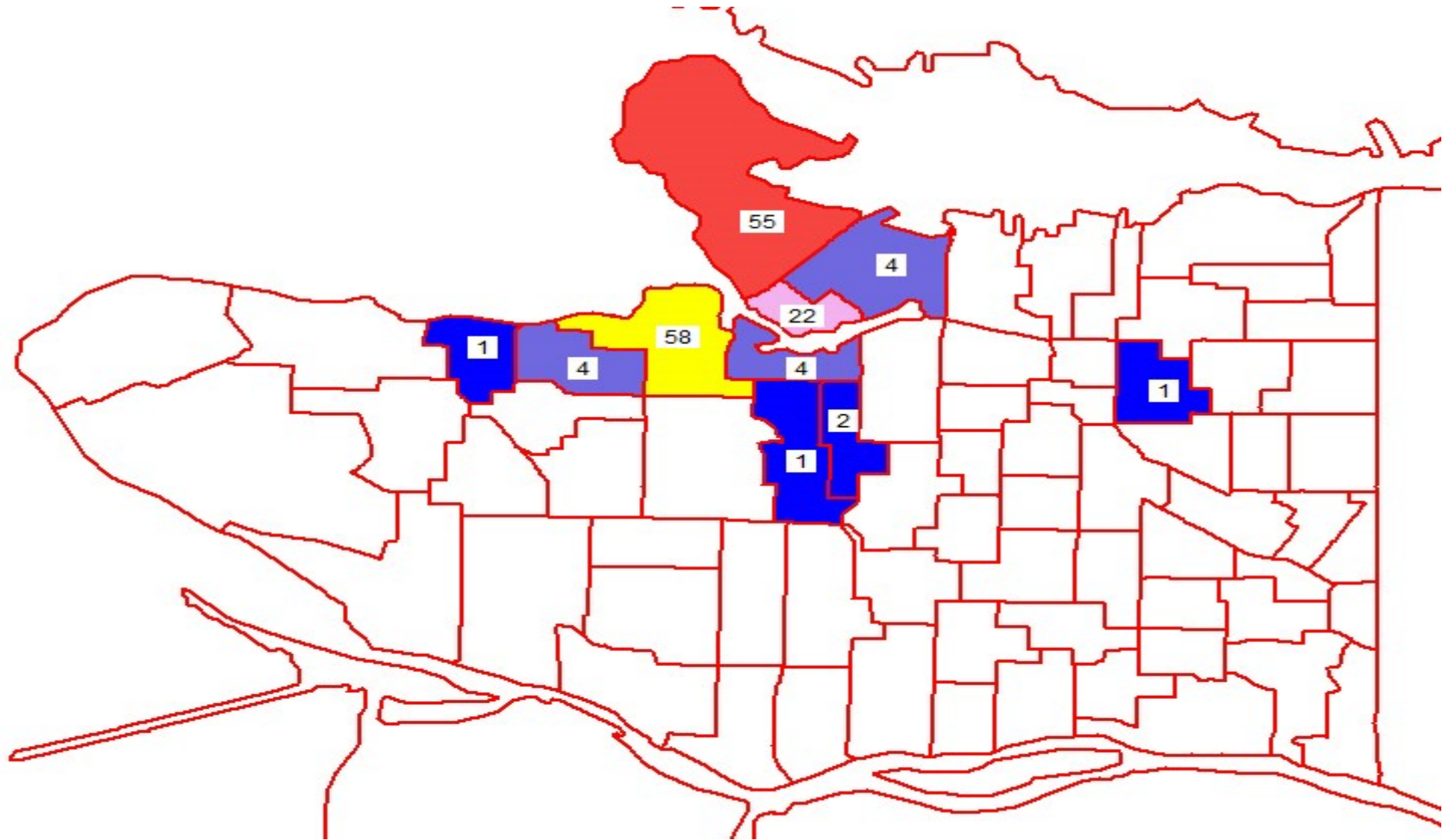


Rationale

- Program relocation to Strathcona would facilitate the intake of two Kindergarten cohorts (40 students) at that site which **supports the Board approved recommendation from the French Immersion Program Review**
- **Operating capacity at Hudson has been maximized** through renovations and the addition of a portable classroom on site. Hudson does not have sufficient classroom space to adequately accommodate enrolment forecasts.
- The majority of students currently attending EFI at Hudson reside in the Downtown area. **Strathcona is the nearest school with an EFI program that has sufficient space** to increase its Kindergarten intake to two cohorts annually.



Hudson EFl Enrolment Distribution by Catchment of Residence



Hudson FI Enrolment by Catchment of Residence

Catchment of Residence	Number	Percentage
Hudson	58	38%
Roberts	55	36%
Elsie Roy	22	14%
Crosstown	4	3%
Gordon	4	3%
False Creek	4	3%
Cavell	2	1%
Carr	1	1%
Bayview	1	1%
Secord	1	1%
Total	152	100%

Enrolment Management at Hudson

- Hudson is a 'Full School'
- Hudson does not admit out of catchment students to its English Program
- Hudson holds a Kindergarten catchment draw to determine who will be offered placement at the school and create an ordered waitlist



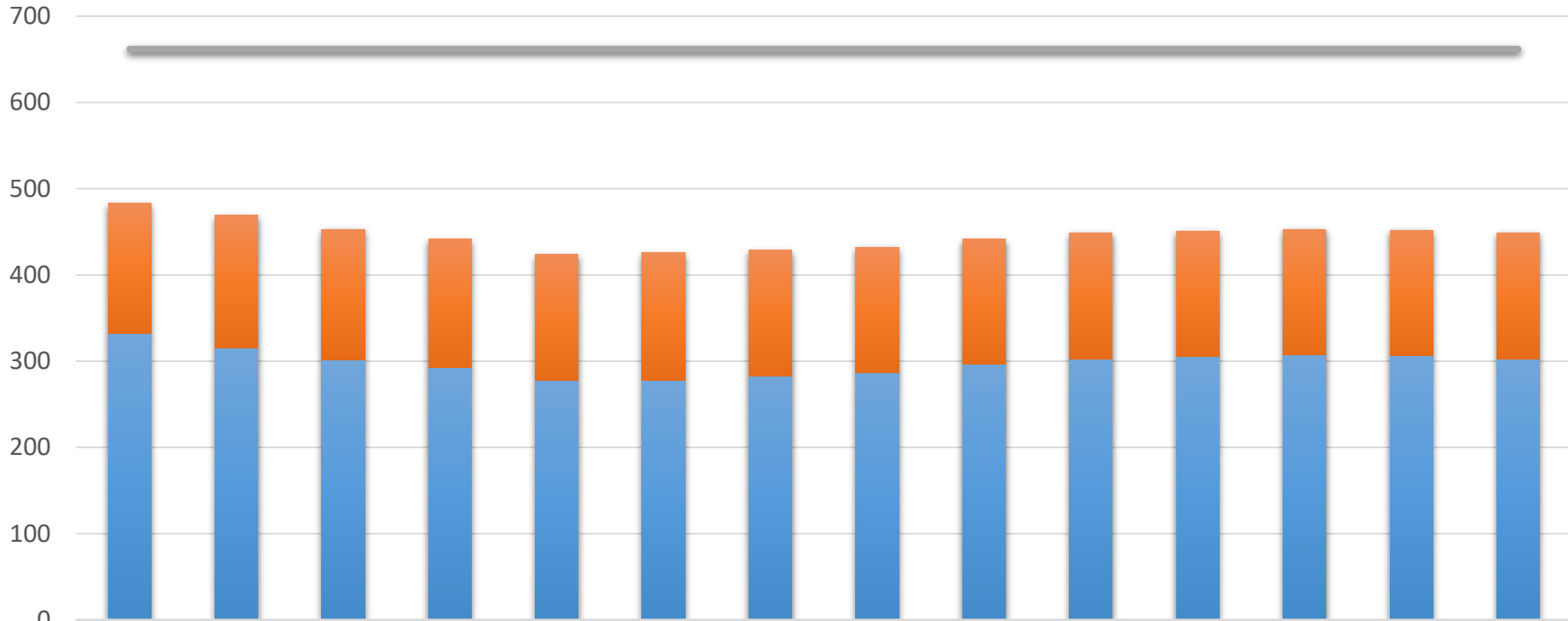
Maximizing Capacity at Hudson

Classroom space has been maximized by converting the following spaces into enrolling classroom spaces:

- Staffroom
- Basement Space
- Computer Lab



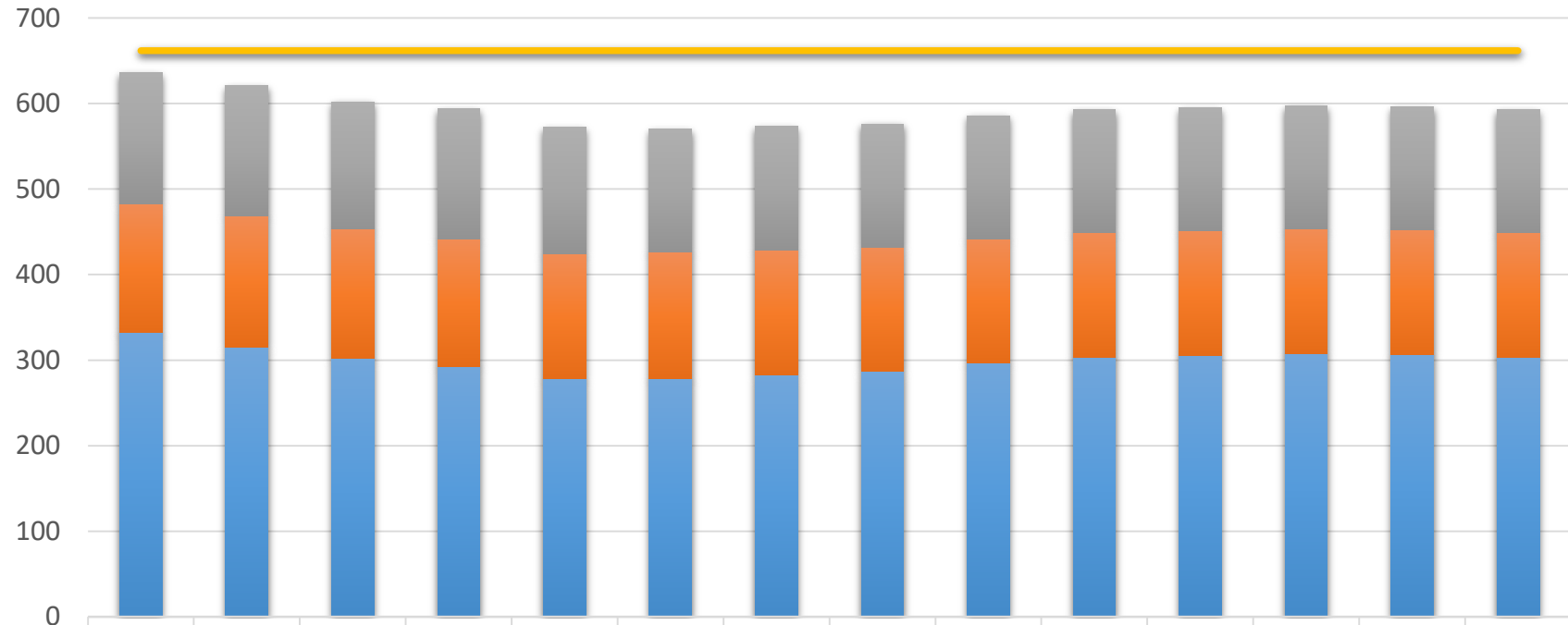
Strathcona English and FI Program Enrolment



	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
French Immersion	151	154	151	149	146	148	146	145	145	146	146	146	146	146
English Enrolment	332	315	302	293	278	278	283	287	297	303	305	307	306	303
Operating Capacity	662	662	662	662	662	662	662	662	662	662	662	662	662	662

■ English Enrolment
 ■ French Immersion
 — Operating Capacity

Strathcona Enrolment (English and FI) and Hudson FI



	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Hudson French Immersion	153	152	149	152	148	144	144	144	144	144	144	144	144	144
Strathcona French Immersion	151	154	151	149	146	148	146	145	145	146	146	146	146	146
Strathcona English Enrolment	332	315	302	293	278	278	283	287	297	303	305	307	306	303
Operating Capacity	662	662	662	662	662	662	662	662	662	662	662	662	662	662

■ Strathcona English Enrolment
 ■ Strathcona French Immersion
 ■ Hudson French Immersion
 — Operating Capacity

Proposed Options for Community Consultation

- **Option 1** – Status Quo – Retain FI Program at Hudson
- **Option 2** – Gradual Phase Out – Discontinue K FI enrolment at Hudson beginning in September 2020. Expand the K FI intake to two cohorts at Strathcona beginning in September 2020. Allow existing FI grade cohorts to complete FI program at Hudson
- **Option 3** – Fully relocate entire Hudson FI program to Strathcona in September 2020. Hudson FI students would have the option to transfer to Strathcona. Families would be provided with additional enrolment choices.



Enrolment Choices – Grade 1 – 7 Students

1. Guaranteed spot at Strathcona in FI
2. Guaranteed spot at Hudson in English Program
3. Apply to enroll in FI at another Early French Immersion School
4. Apply to enroll in English program at Catchment School



Process and Timeline

- A detailed stakeholder engagement and consultation plan is in development.
- An Open House at Hudson and Strathcona with survey to gather feedback is scheduled for early March
- Feedback survey will be accessible online
- District and school websites will be used for notifications



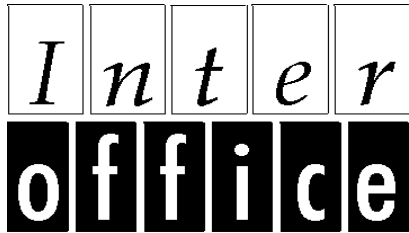
Conclusion

- This report is for information





VSBB
2021



Date: January 23, 2019

ITEM 2.3

TO: Facilities Planning Committee

FROM: J. Dawson, Director of Educational Planning

Re: **Updated Kindergarten Enrolment Priorities when Existing Catchment Boundaries are Changed**

REFERENCE TO STRATEGIC PLAN:

Goal 4:

Provide effective leadership, governance and stewardship

Objectives:

- Effectively utilize school District resources and facilities

INTRODUCTION:

This report is for information.

Reference Documents

- [Administrative Procedure 300 - Admission to School](#)
- Administrative Procedure 305 School Catchment Boundaries – Draft Attached
- [Elementary School Attendance Boundary Review - June 20, 2018](#)

BACKGROUND:

On June 25, 2018, the Board of Education approved the following motion:

- That staff conduct a detailed review of current policies governing catchment adjustments and registration/enrolment to identify possible revisions to current policies taking into consideration feedback received through the catchment review consultation.

This report provides background information and analysis considered by staff in the proposed revision to AP 305 (School Catchment Boundaries). The information in this report pertains to revised enrolment priorities for Kindergarten students when existing school catchment boundaries are adjusted.

Currently, Kindergarten siblings of continuing catchment students who register at their English catchment school by January 31st are given first priority for enrolment. Kindergarten applicants without siblings who reside in the catchment are the second priority for enrolment.

RESULTS OF CONSULTATION

The consultation process conducted during the 2018 boundary review process clearly indicated the need for the district to review enrolment priorities when existing catchment boundaries are changed.

In response to a question regarding mechanisms to mitigate the impact of boundary changes on families, 71% of over 300 respondents to the online survey indicated that 'grand-parenting provisions for Kindergarten siblings would be desirable. A comprehensive analysis of the feedback received during the consultation process is available in the [Elementary School Attendance Boundary Review - June 20, 2018](#).

SIBLING ANALYSIS

To understand the impact of potential boundary adjustments on families applying for Kindergarten, the District undertook an analysis of enrolment data to estimate the number of Kindergarten applicants with older siblings. The purpose of the analysis was to inform a review of enrolment procedures and priorities in the event of catchment boundary adjustments.

The District has a large dataset from the Kindergarten Choice Program online application database that provides a good indication of the number of Kindergarten applicants with older siblings attending VSB schools in Grade 1-6 at the time of application.

Table 1 - Percentage of Kindergarten Choice Program applicants with an older sibling attending a Choice Program

Table 1

Year	Older Sibling	No Older Sibling	Total
2014	21%	79%	100%
2015	21%	79%	100%
2016	22%	78%	100%
2017	24%	76%	100%
2018	20%	80%	100%
Average	22%	78%	100%

Not all Kindergarten students with an older sibling apply to attend the same program so these percentages likely represent the lower end of the estimate for the percentage of Kindergarten applicants with an older sibling.

This year, the District is providing an online application service for all new applicants to the District. To date, 29% of Kindergarten applicants have indicated that they have an older sibling who will be in attendance at their catchment school concurrently with their Kindergarten sibling. As sibling information has not yet been thoroughly verified at the school level, this number likely represents the upper end of the estimate for the percentage of Kindergarten applicants with an older sibling. For the purposes of understanding the scale of potential impact on enrolment options for families when boundaries are changed, the District estimates that 25% of Kindergarten applicants each year will have an older sibling enrolled in the same elementary school.

ENROLMENT PRIORITIES IN OTHER METRO DISTRICTS

The District gathered information from Metro Districts regarding applicable enrolment procedures when school catchment boundaries are adjusted.

Table 2 - Enrolment Procedures in Metro Districts for Kindergarten students with older siblings who have continuing status.

Table 2

School District	Grandparenting Provisions for Kindergarten
Burnaby	Yes
Coquitlam	Yes
Richmond	Yes
North Vancouver	Yes
Surrey	Yes

UPDATED ENROLMENT PRIORITIES AP 305

The District has analyzed data from separate sources:

- Feedback received during 2018 Boundary Review process
- Applications to Kindergarten Choice Programs
- Applications to Catchment Schools
- Enrolment procedures in other Metro Districts

Based on this analysis the District has updated Kindergarten enrolment priorities that will apply in the event existing school boundaries are adjusted as follows:

Updated Enrolment Priorities for Catchment Kindergarten Students

1. Kindergarten Siblings of continuing catchment students attending concurrently, who register at their English catchment school by January 31st.
2. Kindergarten Siblings of continuing students attending concurrently, who are now non-catchment as a result of the boundary change who register at their English catchment school by January 31st.
3. Kindergarten catchment students

Draft AP 305 (School Catchment Boundaries) – attached for information - will be reviewed at the Policy and Governance Committee in February.

CONCLUSION

This report is provided for information.

Attachment:

- Administrative Procedure 305 School Catchment Boundaries – Draft

AP 305 School Catchment Boundaries

Background

Under the School Act the Board must establish a catchment area for each school in the district. The Board further has the duty, after considering the recommendations of the Superintendent, to assign students to various schools in the District and the power to divide the District into attendance areas for the purpose of assigning students to various schools. The attendance areas are defined by the Board and are subject to periodic review.

Guiding Principles

Establishing School Boundaries

- Boundaries are established to manage enrolment at schools
- Boundaries are established to optimize capacity utilization for schools
- Boundaries are established in the interests of student safety, using major (arterial) roads and natural boundaries to define catchment areas whenever possible
- Boundaries should be established prior to requesting funding for capital projects
- School communities impacted by boundary changes will have the opportunity to provide feedback and input on proposed catchments

Reviewing school boundaries and recommending boundary adjustments

- Boundary adjustments to manage enrolment at schools will be recommended only when all other enrolment management tools have been considered including but not limited to:
 - Restricting out of catchment registration
 - Withdrawing non-district students at the end of the school year
 - Review of district programs located at schools under boundary review

Enrolment Management - Sibling Priority

This enrolment procedure will apply when boundary adjustments are made to existing catchments.

The 'grandparent' provision would be in place as long as there is an older sibling attending the **regular program** at the former catchment school.

Adjusted Sibling Priorities for Kindergarten Applicants

1. Kindergarten Siblings of continuing catchment students attending concurrently who register at their English catchment school by January 31st

2. Kindergarten Siblings of continuing students attending concurrently, who are now non-catchment as a result of the boundary change who register at their English catchment school by January 31st.
3. Kindergarten catchment students

Procedures

Establishing and Changing Catchment Areas (Terms of Reference for Catchment Review)

Catchment areas may be reviewed whenever

- A school cannot currently or is forecast to not be able to accommodate catchment students who wish to attend
- A school is underutilized
- A school is identified for permanent closure
- A new school is opened
- Other extraordinary or unusual circumstances as identified by the Superintendent

The catchment review will consider the following

- Current enrolment status
- Forecast enrolment changes for 10 years
- School capacity and utilization
- Capital Plan Priorities

The following will participate in the review process

- Principals of schools whose catchment boundaries are being reviewed
- Director of Educational Planning
- Superintendent's office
- Secretary Treasurer's office

The review process will include the following

- District staff inform the Facilities Planning Committee of proposed catchment changes or options for catchment changes
- District staff will initiate a public consultation process
- At least one public consultation meeting will be held to discuss the proposed changes
- The Director of Educational Planning will consult with the City of Vancouver Planning and Traffic departments and Parks Board as necessary (or UBC/UEL staff).
- The Secretary Treasurer in conjunction with the Director of Educational Planning will prepare a report with recommended changes to the Facilities Planning Committee. The report will be comprised of the following components:
 - A description and graphical presentation of the recommended changes
 - A rationale for the recommended changes
 - Impact of the recommended changes
 - Community feedback regarding the option(s) presented to the communities impacted by recommended changes

- A recommendation with respect to the sequence and timing for implementation of the boundary change
- A recommendation with respect to a communications plan
- The Facilities Planning Committee will provide its recommendation(s) to the board
- The board will review the recommendations from the facilities planning committee and determine whether or not to approve the recommendations.

The secretary treasurer will oversee the communication and implementation of the boundary change.

The Director of Educational Planning will ensure that appropriate updates are made to catchment maps and the school locator are undertaken

The Director of Educational Planning will ensure that any necessary changes to enrolment procedures are implemented and tracked.

The school principal will be responsible for informing the school community when changes are made to the school catchment area.

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act

Policy: Policy 2 Role of the Board

Admin Procedures: AP 220 District Programs
AP 300 Admission to School

Updated K Enrolment Priorities – Boundary Adjustments

Facilities Planning Committee January 23, 2019



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



Background

On June 25, 2018, the Board of Education approved the following motion:

- That staff conduct a detailed review of current policies governing catchment adjustments and registration/enrolment to identify possible revisions to current policies taking into consideration feedback received through the catchment review consultation.



Proposal

- The District is proposing a revision to Administrative Procedure 305 –School Catchment Boundaries
- The draft revised AP 305 is attached to this report



Considerations

- The District considered the following factors in its analysis:
 - Feedback from consultation process conducted during 2018 Boundary Review
 - An analysis of the number of Kindergarten applicants with older siblings
 - Enrolment priorities in other Metro Districts



Feedback from Consultation

- 71% of respondents indicated that the 'grand-parenting' provisions for Kindergarten siblings would be desirable to mitigate impact of boundary changes



Sibling Analysis

- An average of 22% of Kindergarten Choice applicants has an older sibling attending the same program
- 29% of Kindergarten applicants for English Programs indicate that they have an older sibling
- The District estimates that 25% of Kindergarten applicants each year have an older sibling enrolled at the same school



Enrolment Priorities – Metro Districts

School District	Grandparenting Provisions for Kindergarten
Burnaby	Yes
Coquitlam	Yes
Richmond	Yes
North Vancouver	Yes
Surrey	Yes



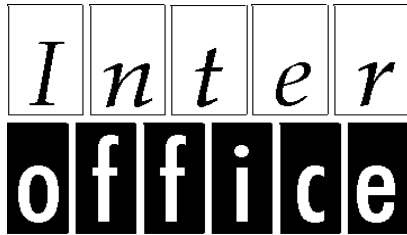
Updated Enrolment Priorities – AP 305

1. Kindergarten Siblings of continuing catchment students attending concurrently, who register at their English catchment school by January 31st.
2. Kindergarten Siblings of continuing students attending concurrently, who are now non-catchment as a result of the boundary change who register at their English catchment school by January 31st.
3. Kindergarten catchment students





VSBB
2021



Memorandum

vancouver school board



Date: January 23, 2019

ITEM 3.1

To: Facilities Planning Committee

From: J. Meschino – Director of Facilities

Re: **Fleming Elementary BC Hydro Statutory Right of Way**

INTRODUCTION:

This report contains a recommendation.

BACKGROUND:

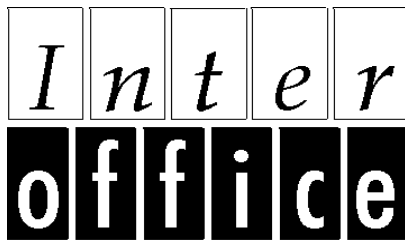
As part of the construction of the seismic replacement for Fleming Elementary a new electric service will need to be installed. As a standard requirement, BC Hydro requires a statutory Right-of-Way registered on title in order to provide electrical services to the property.

The Vancouver Project Office is proceeding with the construction of the replacement school which is anticipated to be completed in June 2019. BC Hydro has requested that prior to connection for electrical services as part of site redevelopment, that the District grant B.C. Hydro a Statutory Right of Way to the service for the replacement school.

RECOMMENDATION(S):

It is recommended that:

That the Board authorize the Secretary Treasurer to sign the Statutory Right of Way on their behalf.



Memorandum

vancouver school board



Date: January 23, 2019

To: Facilities Planning Committee

From: J. Meschino, Director of Facilities

Re: **CAYA Lease Bylaw**

ITEM 3.2

INTRODUCTION:

This report contains a recommendation.

BACKGROUND:

The Vancouver Board of Education (VBE) has hosted the Provincial Resource Programs (PRPs) on behalf of the Province for approximately 20 years. The programs consist of:

- Assistive Technology BC (AT-BC)
- Provincial Resource Centre for the Visually Impaired (PRCVI)
- Special Education Technology British Columbia (SET-BC)
- Communication Assistance for Youth and Adults (CAYA)

DISCUSSION

The CAYA lease has been extended at current market rates. Pursuant to Section 96 of the *School Act*, the attached ratification bylaw requires Board approval (Attachment).

RECOMMENDATION(S):

IT IS RECOMMENDED that *the Board of Education of School District No. 39 (Vancouver) CAYA Lease Acquisition Bylaw 2019* be:

- Read a first time the 28th day of January 2019;
- Read a second time the 28th day of January 2019;
- Read a third time the 28th day of January 2019;

and that the Chairperson and Secretary-Treasurer be authorized to sign, seal and register *the Board of Education of School District No. 39 (Vancouver) CAYA Lease Acquisition Bylaw 2019*;

and that the signed and sealed *the Board of Education of School District No. 39 (Vancouver) CAYA Lease Acquisition Bylaw 2019* be forwarded to the Ministry of Education, Funding Department, for registration and certification.

Attachment:

- CAYA Lease Acquisition Bylaw 2019

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 39 (VANCOUVER)

CAYA LEASE ACQUISITION BYLAW 2019

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

AND WHEREAS:

- (i) The Board of Education of School District No. 39 (Vancouver) (the “**Board**”) hosts the Provincial Resource Program known as Communication Assistance for Youth and Adults (“**CAYA**”) at the request of the Province of British Columbia (the “**Province**”) pursuant to written financing agreements between the Province and the Board;
- (ii) Investors Group Trust Co. Ltd. as Trustee for Investors Real Property Fund (the “**Landlord**”) owns 655 West Kent Avenue No. and 8755 and 8765 Ash Street, Vancouver, British Columbia, V5S 3T9 (the “**Property**”), legally described as:

Parcel Identifier: 016-909-496 Lot P, Blocks 4, 5, C, D, Y and Z, District Lots 311,319, 323 and 324 Plan VAP 23123;
- (iii) the Board previously leased portions of the Property from the Landlord for CAYA for the term expiring in 2018;
- (iv) the Board has requested and the Landlord has offered to lease Unit 700 in the Property (the “**Premises**”) to the Board for the operation of CAYA for a five year term commencing August 1, 2018, with one further option to renew for five years; and,
- (v) the Board and the Landlord have reached agreement on the form of the lease for the Premises (the “**Lease**”).

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board leases the Premises from the Landlord on the terms and subject to the conditions set out in the Lease, and that the execution and delivery of the Lease be and is hereby ratified and approved.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Lease and all related documents required to complete the lease of the Premises to the Board pursuant to the terms of the Lease, and that all past actions of the Secretary-Treasurer in this regard be and are hereby ratified and approved.

This Bylaw may be cited as “School District No. 39 (Vancouver) CAYA Lease Acquisition Bylaw 2019”.

Read a first time this 28th day of January 2019.

Read a second time this 28th day of January 2019.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on this 28th day of January 2019, and finally passed and adopted this 28th day of January 2019.

Corporate Seal

Chairperson of the Board

Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 39 (Vancouver) CAYA Lease Acquisition Bylaw 2019, adopted by the Board the 28th day of January 2019.

Secretary-Treasurer