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Executive Summary

The intent of the Long-Range Facilities Plan (LRFP) is to outline facilities management strategies in support of long-term accommodation of projected students in support of educational programs. The LRFP is a Board of Education-driven document that provides a framework for facilities planning and investment decisions to support the District’s annual review of its Five-Year Capital Plan and proposed capital projects. The LRFP establishes facility needs, space requirements, priorities, and strategies to inform and guide facilities projects, priorities, and decisions from both a Ministry requirement perspective and a local Vancouver perspective.

In alignment with those perspectives, the LRFP presents a wide-ranging vision for the use of the Board’s current and potential future inventory of capital assets to provide broad strategies for the most-effective delivery of education programs. The LRFP also considers alternative community use of space in open schools and closed schools, as well as the use of school property for educational purposes and community use.

This 2020 Long-Range Facilities Plan, and 2021 update, build on the recommendations from the 2019 Draft LRFP and is the District’s mechanism to demonstrate that facility planning is taking place in support of the District’s educational plans over a 10-year window, using 2021 as the base year.

As described in the Long-Range Facilities Plan guidelines, [Appendix O](#) in the Ministry of Education 2022-2023 Five-Year Capital Plan instructions, the fundamental purpose of the LRFP is to provide a mechanism for districts to demonstrate they are managing facilities in an effective, economic, and efficient way in support of educational goals. The LRFP places the need for capital projects in a district-wide context and becomes the basis for submission of capital project requests by the District and for investment decisions by the Ministry. Also, the LRFP is a comprehensive plan outlining how the District will manage its school facilities in order to deliver its educational programs within the educational vision adopted by the Board of Education.

Educational Programming and Facilities

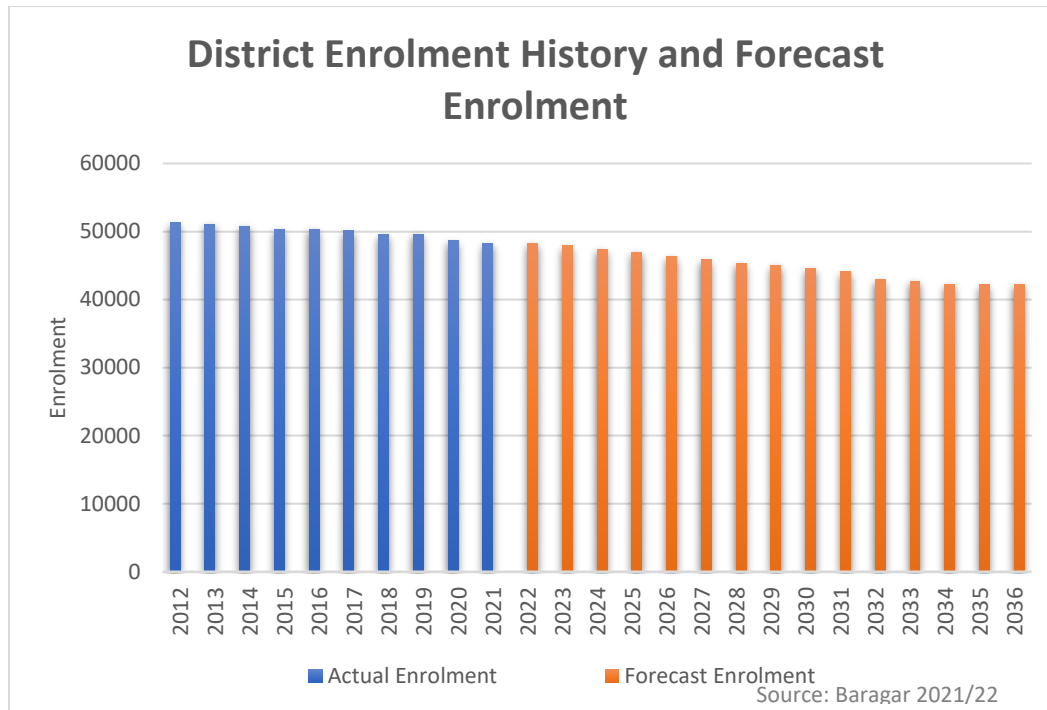
The District offers the following educational programs:

- K-12 Educational Programming
- Alternate and Alternative Education
- Elementary and Secondary Distributed Learning (VLN)
- Adult Education

VSU Students in the K-12 Educational program are accommodated at 12 annexes, 79 elementary schools, and 18 secondary schools.

The District has experienced declining enrolment for several years. There are about 4,000 fewer resident students in 2021 than enrolled in 2010. The declining enrolment trend is projected to continue with a

further decline of over 3000 students anticipated by 2031. Enrolment is forecast to stabilize beginning in 2034.



The VSB’s inventory of schools consists of many older buildings with significant seismic safety concerns and deferred maintenance requirements. The District’s focus, with respect to capital investment needs, has been on the Seismic Mitigation Program (SMP). The Provincially Funded SMP supports the least cost option for seismic upgrade projects and this has occasionally resulted in a replacement school rather than the upgrading of an existing school. The District has been able to commit financial support for several seismic projects with additional capital funds (Dr. George B. Weir Elementary, Eric Hamber Secondary and Henry Hudson Elementary) but needs to identify opportunities and put in place a plan to generate capital fund revenue to support those projects and future ones. The development of a Capital Asset Management Plan will position the District to develop that plan. This strategy was also one of the themes of the year-long consultation that took place with the VSB community in 2020. The District should endeavor to continue to advance the SMP to ensure that all Vancouver students can be accommodated in seismically safe schools (*mutatis mutandis*) in the future and the District will be able to address facility end-of-life realities with capital requests for new schools (e.g., Olympic Village) over the longer term.

STATUS OF 2019 DRAFT LONG-RANGE FACILITIES PLAN RECOMMENDATIONS

Planning and Implementation of the Long-Range Facilities Plan is an ongoing process. The 16 recommendations associated with the 2019 Draft Long-Range Facilities Plan remain in force for future iterations of the Plan.

2020 LONG-RANGE FACILITIES PLAN & UPDATE

The 2020 Long-Range Facilities Plan, and 2021 update, adopted a Families of Schools Regions approach to programming and planning needs, using secondary schools and their associated elementary schools as overall families of schools. The six zones examined are:

- [Central Region](#) (Hamber, Tupper, John Oliver, and Churchill)
- [Southwest Region](#) (Magee, Prince of Wales, and Point Grey - stəywə:ɪ)
- [UBC and Vancouver West Region](#) (University Hill, and Byng)
- [Kitsilano and Downtown Region](#) (Kitsilano, and King George)
- [Downtown East Region](#) (Britannia, Templeton, and Vancouver Technical)
- [Southeast Region](#) (Gladstone, Windermere, Killarney, and David Thompson)

The 2020 plan, and 2021 update, was also developed in alignment with the Board Vision, Regulatory Requirements, Guiding Principles, and Assumptions in Chapter 2. Chapter 2 includes a broad educational vision for the District and key educational programming priorities, addresses learning environments through an equity lens and identifies foundational support and actions necessary for planning success. The plan not only recognizes a local VSB perspective on how facilities and space in schools should be used but also acknowledges the process and Ministry of Education requirements for submission of project requests in the annual Five-Year Capital Plan.

Instead of specific recommendations as the 2019 plan has, the 2020 plan, and 2021 update, contains considerations for the Board of Education and staff to further examine. The following considerations from the zonal analysis work are presented:

CENTRAL REGION

- Conduct a local planning study to assess future enrolment demand in the North Hamber area, and nearby schools in the Kitsilano FOS, and Vancouver Technical FOS
- Review capital plan priorities in the North Hamber Area and nearby schools in the context of the commitment by the provincial government to build a new school at Olympic Village
- Conduct a local planning study to determine catchment and enrolment options for the new school at Olympic Village
- Continue to monitor and assess the impact of development on forecast enrolment

SOUTHWEST REGION

- Consider a community-based public engagement strategy to envision seismic mitigation options for schools in the southwest region
- Continue to monitor and assess the impact of development on forecast enrolment

UBC AND VANCOUVER WEST REGION

- Continue to monitor and assess the impact of development on forecast enrolment

KITSILANO AND DOWNTOWN REGION

- As more detailed information becomes available, monitor, and assess the impact of the Señákw development on forecast enrolment in the Kitsilano FOS
- Continue to work in partnership with the City of Vancouver on the King George and West End Community Centre master planning process
- Conduct a local planning study to determine catchment and enrolment options for the Downtown FOS in the context of the scheduled occupancy of the new school at Coal Harbour in 2024, and the availability of additional capacity at the Roberts annex site in the future
- Continue to monitor and assess the impact of development on forecast enrolment

DOWNTOWN EAST REGION

- Continue to work in partnership with the City of Vancouver on the Britannia Master planning process
- Continue to monitor and assess the impact of development on forecast enrolment

SOUTHEAST REGION

- Consider finding an alternate educational or public use for Carleton elementary school and/or site and then consider initiating a school closure process.
- Continue to monitor and assess the impact of development on forecast enrolment

Chapter 1 - Background, Purpose and Scope

1.1 BACKGROUND

1.1.1 DISTRICT OVERVIEW

School District No. 39 (Vancouver) (SD39) encompasses the City of Vancouver, UBC and the University Endowment Lands. The District provides K-12 educational programming to over 47,000 BC residents, and over 1,200 International fee paying students.

Educational Programming

The District offers the following educational programs:

- K-12 Educational Programming
- Alternate and Alternative Education
- Elementary and Secondary Distributed Learning (VLN)
- Adult Education

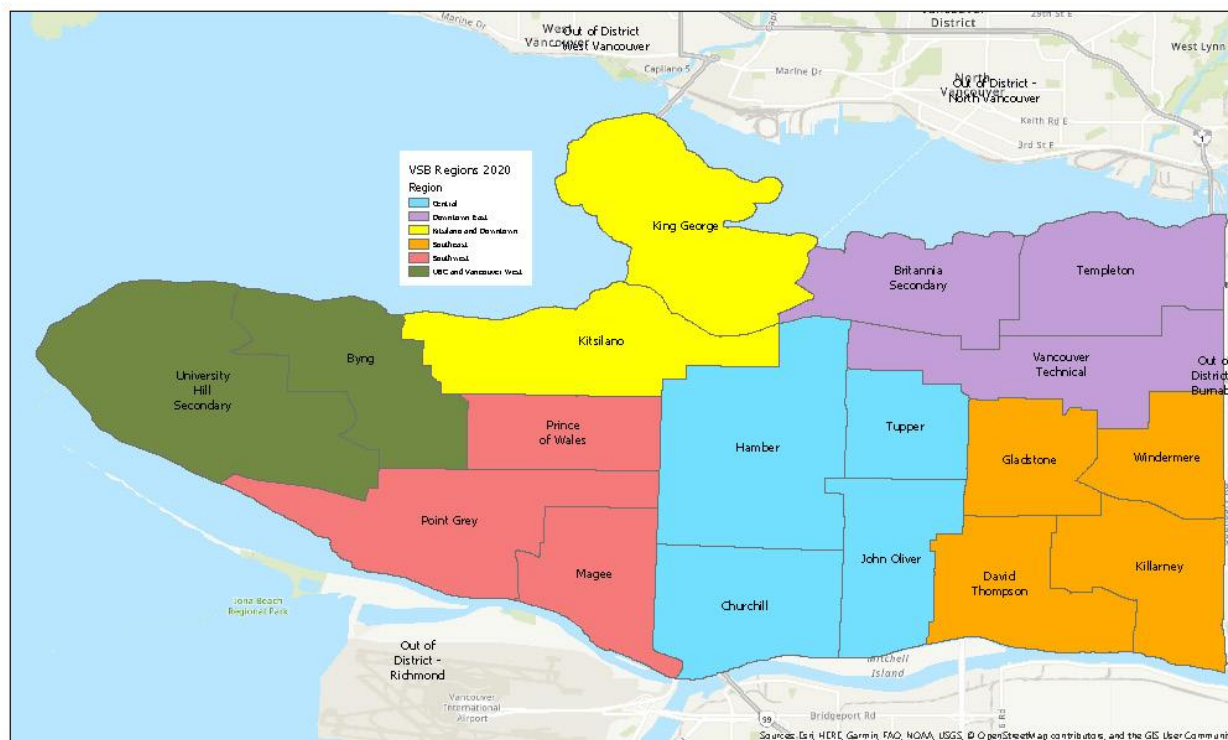
Educational Facilities

VSB Students in the K-12 Educational program are accommodated at 12 annexes, 77 elementary schools, and 18 secondary schools.

VSB Land Holdings

- The total District-owned land area is 242 hectares (600 acres) at 122 sites
- The assessed value of this land from the 2018 BC Assessments was \$7.6 billion
- A complete list of VSB facilities is available in [Appendix P](#)

1.1.2 DISTRICT MAP



1.2 PURPOSE

1.2.1 PURPOSES OF A LONG-RANGE FACILITIES PLAN

The [Long-Range Facilities Plan Guidelines](#) set out the purposes for a School District to have a Long-Range Facilities Plan. The current guidelines were updated by the Ministry of Education in April 2019. The current version revised the previous guidelines published in 2017. The guidelines establish the following purposes for having a LRFP:

- To provide the Ministry of Education with supporting information to assist in making capital funding decisions that support a district's educational goals
- To provide a school district with a tool to consolidate the various strategies it uses to manage its inventory of capital assets.
- To provide a school district with the ability to support changes in student enrolment and deliver educational programming in an effective manner
- To provide a mechanism for a school district to maintain a wide-ranging vision for use of its inventory of capital assets
- To provide a school district with opportunities to consider the alternative community use of space in open schools and closed schools, as well as the use of school property

- To provide a school district with the ability to compare its current situation to future potential changes, including enrolment changes, educational programming changes, building conditions and maintenance costs
- To provide a school district with guidance to identify capital projects for submission in the annual Five-Year Capital Plan process

A District-wide LRFP places the need for capital projects in a district-wide context and plays a key role in the submission of capital project requests by the District as it forms the basis of capital investment decisions by the Ministry. These factors may be considered in an LRFP:

- Educational program requirements and trends
- Current and 10 to 15-year projections in enrolments and community demographics
- Operating capacities, utilization, and condition of existing facilities, including temporary accommodation and/or rental facilities
- Current and anticipated changes in land use
- Future trends or anticipated new initiatives, including both those of the school district and the government
- Transportation of students

Under Ministry of Education guidelines, the LRFP is intended to provide rationale for capital investment priorities contained in the District's annual Five-Year Capital Plan submission and should assist in the determination of the Ministry's Annual Facility Grant allocations to the District.

The LRFP also provides a District-wide framework for key local decisions in optimizing facility assets such as catchment area configurations, locations for District programs, use of surplus District facilities and space in schools, addressing areas of the District with low enrolment, and maintenance priorities. The LRFP outlines concrete plans for a 10-year planning horizon with more general considerations for the longer term.

As indicated, a well-developed LRFP provides a school district with significant flexibility in how it manages its inventory of capital assets now and in the future. That flexibility places responsibility for managing its capital assets on the District's Board of Education. The responsibility for the Ministry of Education to efficiently allocate public funds in support of needed capital infrastructure in school districts provides a more specific perspective when it comes to how the information in a LRFP is utilized.

1.2.2 MINISTRY OF EDUCATION PERSPECTIVE

The Ministry's perspective on long-range facilities planning is based on their responsibility to allocate public funds for minor and major capital requests by school districts, as submitted in annual Five-Year Capital Plans, in the most effective manner, addressing priority needs across the province. The Ministry expects capital requests from school districts to be realistic and, while long term planning is encouraged, requests should reflect on a district's plan for managing its capital assets over a ten-year timeframe. While

the Ministry does not require a LRFP to be submitted for concurrence anymore, it may request a school district to reference relevant sections of the LRFP to help inform its capital plan review process.

1.2.3 VSB DISTRICT PERSPECTIVE

The VSB perspective on long-range facilities planning is based on the flexibility in the Ministry's LRFP guidelines. The main themes in the District's perspective are:

- Children should be able to travel to their neighbourhood catchment school in a safe manner, with active transport options
- Facility planning should be focused on where kids live and will live
- The planning horizon for facilities should be longer than ten years
- Local planning will focus on space use in schools
- When developing scope for planning studies a zonal approach should be used

While both the Ministry and the VSB's perspectives address an overall theme of effective management of assets and the associated capital and maintenance costs, the VSB perspective has more of a focus on space planning and alternate use of space, in support of educational programming. It is visionary and expresses a preferred future. Having said that, the Board and District staff understand the Ministry's perspective is more prescriptive, relying on practical data to inform its decision-making process to approve capital projects submitted in the annual Five-Year Capital Plan process.

1.3 SCOPE

1.3.1 SCOPE OF THE VSB LONG-RANGE FACILITIES PLAN

The scope of the VSB Long-Range Facilities Plan is focused on demonstrating that the District is managing its facilities in an efficient and effective way in support of educational goals and operational goals for facilities.

1.3.2 MINISTRY OF EDUCATION PERSPECTIVE

The LRFP is a strategic framework for planning that, from the Ministry of Education's perspective, provides a rationale for the inclusion of capital requests in the annual Five-Year Capital Plan submission. As explained in the Ministry's Capital Plan Instructions, the purpose of the Annual Five-Year Capital Plan is:

“Annual Five-Year Capital Plan submissions from boards of education are used by the Ministry to determine which priority capital projects may be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year priorities, which can be used in longer term government planning and the determination of potential future capital funding requirements for the public education system.”

The Five-Year Capital Plan, submitted annually by the VSB to the Ministry, contains a list of major capital projects proposed to be implemented over a five-year period starting in the next Provincial fiscal year:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)

The VSB submission is focused on the SMP and the EXP programs.

As well as minor capital projects proposed to be implemented in the next Provincial fiscal year:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)

The VSB submission is focused on the SEP, CNCP and PEP programs.

Each Board of Education is expected to have an LRFP in place for its school district that outlines management strategies for its inventory of capital assets in support of educational programming goals. The LRFP does not need to be submitted as part of a Five-Year Capital Plan, although the Ministry may request pertinent sections to inform its capital plan review process.

1.3.3 VSB DISTRICT PERSPECTIVE

The LRFP is also a strategic framework for key local decisions - these local considerations are embedded in the Board's Vision, Regulatory Requirements, Guiding Principles, and Assumptions, set out in Chapter 2 of this document. The content of Chapter 2 represents a long-term vision that will slowly evolve over time. As a planning process, the three separate components of the LRFP provide a structure connected to a predictable annual cycle that aligns with established business and operational cycles. The annual cycle, as illustrated in the table below, will lead to effective capital planning and the identification of project requests in the District's annual Five-Year Capital Plan submission.

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

Because the LRFP serves two distinct purposes (Ministry requirement and local decision making) it is important to communicate to District stakeholders the process for how planning studies will be undertaken. The table below illustrates the implementation process for these planning studies:

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

While a planning study could focus on any aspect of District operations as it relates to facilities and how they are used, it is anticipated that planning studies will be undertaken for the following reasons:

- To support the implementation of a Long-Range Facilities Planning strategy
- To support the work of the Vancouver Project Office
- To address emergent issues and priorities

Chapter 2 – Vision, Regulatory Requirements, Guiding Principles and Assumptions

2.1 DISTRICT POLICY 1: FOUNDATIONAL STATEMENTS

In 2021 the Board undertook an extensive engagement process with school communities, the public, and the Three Host Nations in the development of the Education Plan which builds on the work of the VSB 2021 Strategic Plan. [Board Policy 1](#) contains the Foundational Statements of the new Education Plan.

2.2 REGULATORY REQUIREMENTS

The development of the VSB’s Long-Range Facilities Plan has been guided by Ministry of Education legislative requirements as well as VSB Board policies, work being undertaken on the recommendations in the 2019 Draft Long Range Facilities Plan, program reviews that have taken place and direction provided by public engagement processes. The LRFP is a planning document and has no authority to amend the intent or direction of any of the legislative documents or Board policy that guide the development. The LRFP planning process is also supported by various District information documents and procedures. While the LRFP may identify a potential school closure or property disposition, the implementation of those processes is guided by other regulations and policies. The Ministry’s School Opening and Closure Order [M194/08](#) the Disposal of Land or Improvements Order [M193/08](#) guide those processes. The requirements of those orders have been included in the Board of Education’s Board Policy Handbook in [Policy 14](#) and [Policy 20](#).

The information and analysis provided in the LRFP was developed with a view to consistency and alignment with Ministry of Education legislative requirements and agreements between the Ministry of Education and the VSB.

Legislative requirements and agreements.

Document Source	Detailed Reference	Link to Document
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	Long-Range Facilities Plan Guidelines (2019)	Capital Plan Instructions
Memorandum of Understanding	Memorandum of Understanding Regarding VBE Seismic Mitigation Project Office	MOU

Board Policy, the VSB Strategic Plan, program reviews, and public engagement processes that govern and guide Long-Range planning processes.

Document Source	Detailed Reference	Link to Document
Board Policy Manual	Policy 8 – Board Committees – Facilities Planning Committee Powers and Duties	Policy 8 Board Committees
	Policy 14 – School Closure	Policy 14 School Closure
	Policy 20 – Disposal of Land and Improvements	Policy 20 - Disposal of Land and Improvements
VSB Education Plan	Board Policy 1	Education Plan 2026
Building for Modern Learning	Interim Report – Phase 1	Interim Report - Phase 1
Building for Modern Learning	Final Report – Phase 2	Final Report – Phase 2
Program Reviews	Committee III – June 6, 2018	French Immersion Program Review
	Committee III – May 9, 2018	Special Education Programs Review
	Student Learning and Well-Being Committee – June 10, 2020	Elementary Music Program Review
Environmental Sustainability Plan	Board Meeting – May 28, 2018	Environmental Sustainability Plan
Capital Plan	Board Meeting – June 27, 2022	2023-24 Five-Year Capital Plan

District information and procedures that support Long-Range planning processes and the 2019 Draft LRF update process.

Document Source	Detailed Reference	Link to Document
District Administrative Procedures Manuel	AP 300 Admission to School	AP 300
	AP 305 School Catchment Boundaries	AP 305
	AP 313 Incompatible Land Uses Near Schools	AP 313
Planning and Facilities	LRFP and Appendices	Long-Range Facilities Plan
	Preferred School Size Working Group	Preferred School Size Working Group
	Seismic Mitigation Program	Seismic Mitigation Program
Board Workplan	Board Workplan – Long-Range Facilities Plan and Capital Considerations (Strategic Plan Goal 4)	Board Workplan pg. 24
Environmental Sustainability Plan	VSB Environmental Sustainability Plan – Action 4, Action 6, Action 8, Action 10	VSB Environmental Sustainability Plan

2.3 A BROAD EDUCATIONAL VISION

The educational vision for the Long-Range Facilities Plan is to support student learning and well-being through:

Neighbourhood schools

Safe schools

Vibrant learning spaces

Community partnerships

The Long-Range Facilities Plan (LRFP) is intended to support this vision by providing the processes and facilities necessary to improve student outcomes.

The VSB is embarking on a new Five-Year Strategic Plan, which will inform future iterations of the LRFP.

The Board is committed to ongoing relationship building and consultation with the three local First Nations, the Musqueam, Squamish and Tsleil-Waututh Nations, which is foundational to the VSB's plans.

2.3.1 STRATEGIC WORK THAT SUPPORTS IMPROVING STUDENT OUTCOMES

Equity is emerging as a key theme in the development of the Education Plan and this will be key to the VSB's commitment to transforming policies and procedures in order to equitably support student success in our diverse communities. This will mean, in particular, centering the voices of Indigenous, Black and other racialized people while also considering how intersections of class, gender identity and sexual orientation, ability, immigration status, location and others produce different experiences and unequal outcomes.

The VSB is committed to the three goals in the Aboriginal Education Enhancement Agreement, Belonging, Mastery and Culture & Community, that support Indigenous student success. The District is committed to implementing the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples and building relationships with local First Nations and Urban Indigenous leadership to collaborate on the necessary implementation and assessment work.

The current Strategic Plan includes the following goal and objectives:

Goal 1

Engage our learners through innovative teaching and learning practices

- Provide increased opportunities to connect students to their learning
- Enhance support for students with specific needs
- Support the implementation of the curriculum
- Enhance assessment and reporting strategies to support teaching and learning
- Ensure Indigenous students achieve increased academic success

Implementation of the VSB's educational vision along with goal one is being actively supported through the District's Deeper Learning initiative that is focusing on *"The creation of a collaborative learning community through the lens of equity and excellence"*.

2.3.2 SUSTAINABILITY ACTION PLAN

Education is a key goal in the VSB Environmental Sustainability Action Plan – to connect to nature and each other to be better environmental citizens. This also includes school gardens in all schools and food preparation and feeding programs.

2.4 EDUCATIONAL PROGRAMMING PRIORITIES

With respect to the work of the Board, Indigenous education, supporting diverse learners, elementary and secondary programming, choice programs, and community programming have emerged as educational priorities in relation to the Long-Range Facilities Plan.

2.4.1 INDIGENOUS EDUCATION

ENSURE INDIGENOUS STUDENTS ACHIEVE INCREASED ACADEMIC SUCCESS

- The VSB is implementing the re-designed BC K-12 curriculum that explicitly and implicitly reflects Indigenous knowledge and perspectives throughout.
- The VSB works in partnership with Indigenous communities to improve educational experiences and outcomes for Indigenous students. The jointly developed [Aboriginal Education Enhancement Agreement](#) embodies the shared vision and commitment to success for all Indigenous students.

2.4.2 DIVERSE LEARNERS

ENHANCE SUPPORT FOR STUDENTS WITH SPECIFIC NEEDS

- Diverse learners make valuable and unique contributions to school communities and enjoy a sense of belonging in a school community that accepts ownership and responsibility for their learning. As part of its inclusive service delivery model, the VSB is committed to inclusive education in which all students are fully participating members of a community of learners, and there is flexibility in the ways students access material, engage with it and show what they know.
- The VSB is committed to responsible innovation in strengthening inclusive service delivery to meet students' and society's changing needs.

2.4.3 ELEMENTARY PROGRAMMING

PROVIDE INCREASED OPPORTUNITIES TO CONNECT STUDENTS TO THEIR LEARNING AND SUPPORT THE IMPLEMENTATION OF THE CURRICULUM

- Elementary aged learners thrive when they have the foundations of literacy and numeracy as they are fundamental requirements for participation in today's world. The VSB acknowledges these essential skills and looks to support all learners in their development of them.

2.4.4 SECONDARY PROGRAMMING

PROVIDE INCREASED OPPORTUNITIES TO CONNECT STUDENTS TO THEIR LEARNING AND SUPPORT THE IMPLEMENTATION OF THE CURRICULUM

- The VSB recognizes the connection between the availability of programming choice which provide diverse opportunities, and the quality of student learning experiences. Secondary students identify choice as a top priority for their learning.

2.4.5 CHOICE PROGRAMMING

PROVIDE INCREASED OPPORTUNITIES TO CONNECT STUDENTS TO THEIR LEARNING AND SUPPORT THE IMPLEMENTATION OF THE CURRICULUM

- The VSB has successful and established choice programs at both the elementary and secondary grades. The VSB is committed to equitable access to Choice programs.

2.4.6 COMMUNITY PROGRAMMING

SUPPORT COLLABORATIVE RELATIONSHIPS WITH COMMUNITY PARTNERS THAT ENHANCE STUDENT LEARNING AND WELL-BEING

- As a learning organization the VSB looks for opportunities to engage in community learning beyond elementary and secondary schools. For Early Childhood Education we look to expand collaborations, for example with the provincial government's Strong Start Program and with local non-profit preschools. The District also strives to provide learning options for students in adult education programming.

2.5 LEARNING ENVIRONMENT: THROUGH AN EQUITY LENS

2.5.1 NEIGHBOURHOOD SCHOOLS

The VSB will:

- Focus on access to neighbourhood schools that promote student engagement, student inclusion, and the delivery of diverse high-quality programs.
- Work towards a future where all students have the opportunity to attend their neighbourhood school, recognizing the role of schools as community hubs and in promoting community resilience.
- Recognize the importance of continuity and stability of school catchments for families and local communities.

2.5.2 SAFE SCHOOLS

The VSB will:

- Move towards having seismically safe, well-functioning schools for all students and staff that support and enhance well-being.

2.5.3 SPACES FOR LEARNING

The VSB will:

- Focus on spaces that reflect the value placed on holistic education including physical education, music and arts programs, science, and secondary elective programs.
- The Vancouver Board of Education will work towards creating a process for calculating spaces above current area standards that takes into consideration the following needs: indigenous learning, food programs, vulnerable students, special needs, sensory rooms, music, and arts.
- The VBE is aware that this Vancouver model is an educational vision, developed with our stakeholders, versus the understanding that Districts must follow provincial guidelines when submitting capital plans.

2.5.4 PARTNERSHIPS THAT SUPPORT LEARNING

The VSB will:

- Take a holistic approach to sustaining and growing collaborative community partnerships.
- Work closely with local governments, the Musqueam, Squamish and Tsleil-Waututh Nations, the City of Vancouver and Park Board, non-profit organizations, childcare providers, the Ministry of Education.

2.5.5 ACCESSIBLE SCHOOLS

- The District recognizes the importance of accessibility of facilities across the District and that it is important to define and measure accessibility concerns in order to guide future seismic upgrades and new school builds

2.6 FOUNDATIONAL SUPPORTS AND ACTIONS

The following section reflects existing supporting documents and additional actions that are underway or planned to support the Long-Range Facilities Plan.

SUPPORTING DOCUMENTS:

2.6.1 ACTIVE TRANSPORTATION – VSB ENVIRONMENTAL SUSTAINABILITY PLAN

Active travel, walking, biking, and rolling, is an important benefit for students and staff. Consideration must be given to making active transportation easier, and in particular for neighbourhood schools, as well as supporting low carbon transportation.

2.6.2 GREEN SPACES, RESOURCE CONSERVATION & CLIMATE CHANGE – VSB ENVIRONMENTAL SUSTAINABILITY PLAN

The Board will continue work to achieve the goals of supporting outdoor focused spaces and activities at school sites, reducing energy consumption and green house gases, and reduce consumption of resources and waste generation.

2.6.3 CAPITAL ASSET MANAGEMENT PLAN

The Capital Asset Management Plan (*currently in development*) will provide options for capital funding to support the educational vision of the LRFP.

ADDITIONAL ACTIONS:

2.6.4 PREFERRED SCHOOL SIZE

The preferred school size stakeholder working group is reviewing educational programming and financial information in relation to the number of students attending a school. This work is still in progress and will be incorporated into planning as it becomes available.

2.6.5 PROJECTION OF STUDENT NUMBERS

The District will continue to measure current and projected enrolment in schools as well as where students live and, in collaboration with City of Vancouver staff, projected changes in where families with children will live as the City evolves. The VSB will plan to build new schools, or expand existing schools, in neighbourhoods where catchment enrolment needs are beyond current capacity.

2.6.6 SEISMIC MITIGATION PROGRAM

Whenever possible the District will leverage funding from this program to build new replacement schools as the preferred option. This will allow redesign for modern learning, improved seismic safety and reduce the deferred maintenance liabilities and ongoing upkeep costs.

2.6.7 FLEXIBLE BUILDINGS AND SITES

The VSB will plan school sites to be flexible and adaptive for a dynamic urban environment, including the ability to accommodate future expansion. The VSB will build and upgrade schools for innovation and diverse learning needs using an equity lens.

2.6.8 MAXIMIZE FUNDING PROGRAMS AND SERVICES

The VSB will maximize funding directed to student services and supports through efficient and effective use of school and District facilities.

2.6.9 BALANCING ENROLMENT WITH CAPACITY

The VSB will explore options to better match capacity with utilization. The VSB will request capital funding to increase capacity in zones of the District where the number of students exceeds available school spaces. The VSB will explore options such as community partnerships to decrease surplus capacity in zones of the District with lower capacity utilization.

2.6.10 CAPACITY UTILIZATION

The VSB will develop a way to assess capacity utilization in VSB schools that takes into account consideration of students with unique learning needs, Reconciliation and Indigenous learning, and adequate spaces for physical education, food, music and arts programs.

2.6.11 COLLABORATION WITH CITY OF VANCOUVER (COV) AND UNIVERSITY OF BRITISH COLUMBIA (UBC)/UNIVERSITY ENDOWMENT LANDS (UEL)

The Board and the District will engage in ongoing collaboration with the COV and UBC/UEL through established communication channels and committees. The VSB will share and use the best available data to inform its planning process and successfully coordinate the educational the programming goals of the VSB with future changes to the City.

The Vancouver Board of Education would like to foster a closer collaborative relationship with the City of Vancouver. As such, the Board will request to the COV the establishment of a joint VSB/COV committee to collaborate on advancing VBE capital projects (including LRFP). The committee will consist of 3 Trustees and 3 councillors. The Committee would meet bi-annually with a termination date at the end of November 2022.

The Board and the District will collaborate with Musqueam, Squamish and Tsleil-Waututh Nations to inform its future capital investment decisions and educational programming goals while respecting First Nations input and VSB's commitment to Reconciliation.

2.6.12 PLANNING HORIZON

The VSB's educational vision extends far into the future, well beyond the rolling 10-year planning horizon for projected student enrolment. This educational vision intersects with the evolution of the City of Vancouver (currently being considered in the Vancouver Plan) the UEL and the Musqueam, Squamish and Tsleil-Waututh Nations. The VSB planning processes will consider the need to advocate to other levels of government as well as to be responsive and adaptive to changes in the City.

2.7 DISTRICT CONTEXT

2.7.1 STRATEGIC CONTEXT FOR THE LRF

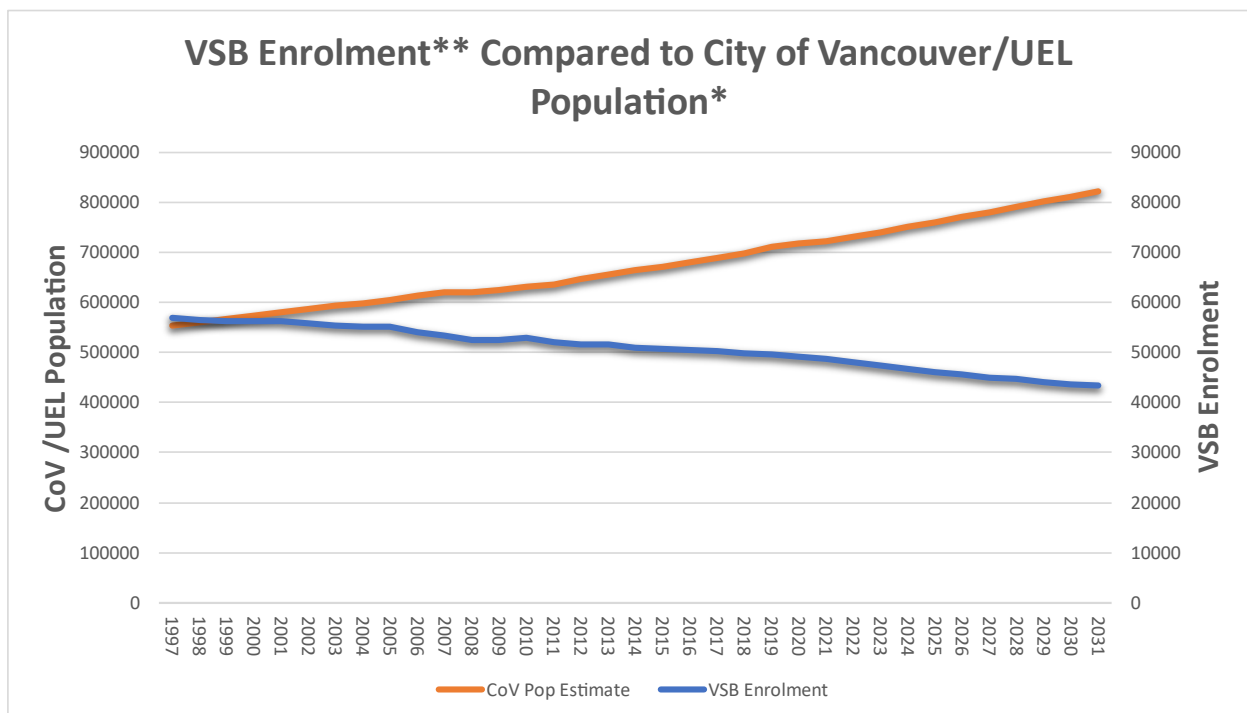
The Long-Range Facilities plan is developed in response to the District’s strategic plan VSB 2021 and aligns with the goals of the Education Plan. Long-range planning processes and ensuing decisions support working towards the following VSB strategic goals.

- Improve student achievement, physical and mental well-being, and belonging
- Increase equity
- Continue the reconciliation journey with First Nations, Metis, and Inuit

2.7.2 CHANGING DEMOGRAPHICS AND ENROLMENT

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

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



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

**Ministry funded headcount

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

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

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

2.7.3 FACILITIES CONTEXT

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

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

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

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

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

SMP projects to meet the goal of providing new, innovative, and flexible learning environments for VSB students.

2.8 ANNUAL LONG-RANGE FACILITIES PLANNING PROCESS

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

Annual LFRP Review and Update Process (cycle)

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

Implementation Process for LRFP Studies

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

Planning studies are undertaken for the following reasons:

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

2.8.1 TYPES OF STUDIES

Types of Studies	
Emerging Capital Priorities	Enrolment Management Studies
Temporary Accommodation Studies	Traffic Studies
Attendance Boundary Program Review (AP 305)	New Program Studies
Program Relocation Studies	School Closure Studies
Non-Operating School Site Studies	Program Priorities
Land Asset Management Studies	Grade Re-Alignment Studies
Other	

2.8.2 STRATEGIC FOCUS FOR PLANNING

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

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

2.8.3 PUBLIC ENGAGEMENT AND STAKEHOLDER FEEDBACK

The VSB is committed to transparent and accountable public engagement and stakeholder feedback processes to inform planning decisions. Public engagement and stakeholder feedback processes will be designed and developed in accordance with Board policy and District administrative procedures. To clarify the role of the public and the degree of influence of the community in planning and decision-making processes public engagement activities will be designed in accordance with [The IAP2 Spectrum of Public Participation](#).

2.8.4 COLLABORATION WITH CITY OF VANCOUVER (COV) AND UNIVERSITY OF BRITISH COLUMBIA (UBC)/UNIVERSITY ENDOWMENT LANDS (UEL)

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

2.8.5 PLANNING HORIZON

A rolling 10-year time frame is an appropriate planning horizon for the LRFP. The reliability and validity of the data that underlying the LRFP base case document and associated studies is established. Good

planning processes result in outcomes that consider the need for being adaptive and responsive to change.

2.9 MAJOR ASSUMPTIONS

The following major assumptions were used in this LRFP:

- The student enrolment data in this LRFP is from September 2021 and the enrolment projections are for a ten-year planning horizon to 2031. Some District projections are for a 15-year planning horizon to 2036. Unless otherwise indicated, the student enrolment data is for the K-12 Regular Program. Specific reference to enrolment data for District programs and the International Student Program will be made as necessary
- The District will continue with its long-standing enrolment procedures
- The enrolment projection methodology currently used by the District will remain for planning purposes. Baseline forecasts without local knowledge are used in the LRFP Base Case and Future Scenarios in this document.
- Local planning studies will incorporate relevant local knowledge that considers student yields from City of Vancouver developments that have been approved and where a timeline for completed construction and occupancy can be determined. City of Vancouver planned developments will not be included in this analysis work until they have been approved and are moving to the construction phase.
- The seismic mitigation program may have an end date after 2030. Every Vancouver student will have a safe seat at the end of the program
- A goal of the SMP is to have replacement schools either as the least cost option with the Ministry of Education providing funding or by the VSB contributing the additional capital funds for the replacement option when the least cost option is a seismic upgrade.
- The District will generate capital revenue through the Land Asset Management Plan to support enhancements to projects in the SMP or to contribute to new schools or other capital assets
- For determining capacity utilization to support capital plan submissions the operating capacity of a school is determined by *adjusting* its nominal capacity to reflect class size, based on class size limits in the local collective agreement.
- The District recognizes the importance of accessibility of facilities across the District and that it is important to define and measure accessibility concerns in order to guide future seismic upgrades and new school builds
- The LRFP will reflect the directions outlined in the District's Education Plan
- Local Planning Studies will be used to add detail to the base case and future scenarios presented in this document when required to inform a Board planning decision.
- The Plan is an operational document to support staff work to inform the annual Five-Year Capital Plan submission
- The Plan will comply with Ministry of Education requirements and guidelines

2.10 PUBLIC ENGAGEMENT PROCESS

The Board of Education engaged the VSB community in a broad consultation during 2020 in response to Recommendation #14 of the Draft 2019 LRFP. As per the recommendation, this engagement was intended to identify opportunities for enhanced and renewed teaching and learning environments to inform the 2021 LRFP. The engagement, Building for Modern Learning, was conducted by a consulting firm, Spur Communications. The structure for the engagement was co-developed by Trustees and staff and in consultation with stakeholders. It was conducted in two phases – one in the spring of 2020 through a district-wide survey and one in the fall through a series of online workshops (due to the pandemic), in which trustees were active participants. The final [Phase II](#) report and [Phase I](#) from the engagement have been completed.

Overall, the engagement revealed the following key findings:

1. Participants encourage the VSB to invest in building materials that reduce costs and environmental impacts
2. Student comfort is integral to support learning and if seismic upgrades and replacement schools do not address student comfort then additional investments would be required
3. Modern learning should be in contemporary schools and include the entire spectrum of learning features such as adaptable and integrated technology, flexible spaces and culturally responsive design, to opportunities to learn through the arts and in hands-on ways
4. Most participants do not support selling portions of VSB properties. They favour short-term leases of full properties, and long-term leases of portions of properties, to generate revenue to fulfil the expectations above.

In addition, there have been several opportunities this year for stakeholders and the public to provide input at meetings of the Facilities Planning Committee on various matters related to long-range facilities planning matters. Also, to provide every opportunity for input, Trustees welcomed input from stakeholders outside of formal structures which was shared with staff and incorporated into the Long-Range Facilities Vision, Regulatory Requirements, Guiding Principles, and Assumptions found in Chapter 2 of this document.

Chapter 3 – Age & Condition of Facilities

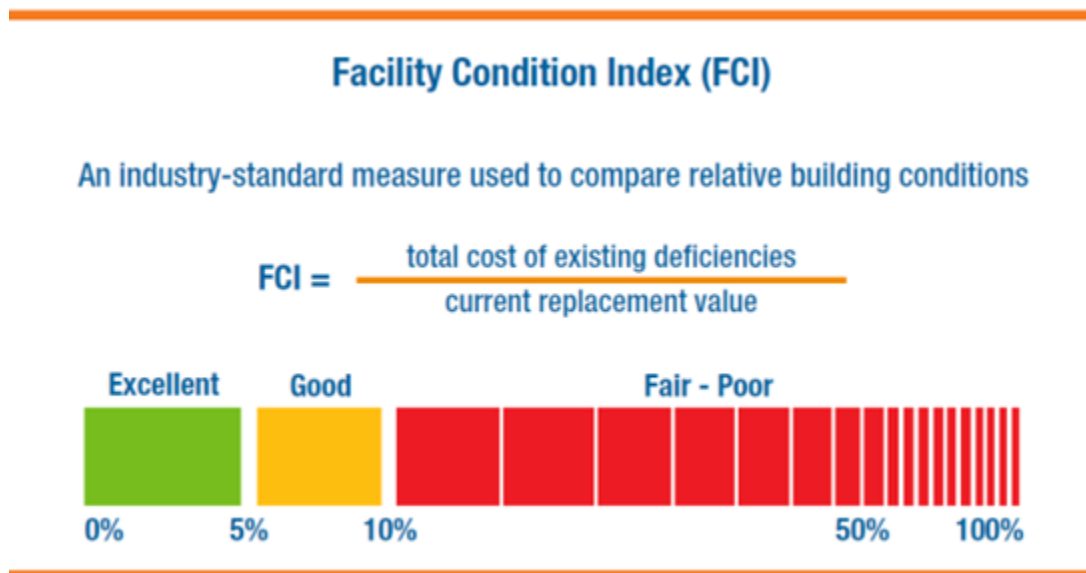
3.1 AGE OF VSB SCHOOLS

The average age of VSB schools is 74 years, with 50 per cent of the schools being more than 70 years old. Only 15 schools (12 elementary and three secondary) have been built new or built as replacement schools in the Seismic Mitigation Program (SMP) since 2000. As such, many of the schools are beyond their originally intended useful life.

3.2 FACILITY CONDITION INDEX OF VSB SCHOOLS

3.2.1 FACILITY CONDITION INDEX

Because of their age, the operating systems (electrical, structural, mechanical, life safety, plumbing etc.) in many schools are also beyond their useful lives and are in poor or very poor condition. This situation has led to a serious deferred maintenance liability as measured by an index called the Facility Condition Index (FCI). The (FCI) of a building is the ratio of deferred maintenance dollars (existing deficiencies) to replacement dollars, as illustrated below:



The lower the FCI is, the lower the need for remedial or renewal funding relative to the facility's value. For example, an FCI of 0.1 signifies a 10 percent deficiency, which is considered low, and an FCI of 0.7 means that a building needs extensive repairs or replacement. The FCI is a relative indicator of condition and tracking the FCI over time maximizes the District's understanding of the condition of facilities in relation to each other. It is advantageous to define condition ratings based on ranges of the FCI. A common set of ratings has been used: Excellent (under 0.05); Good (0.05 to 0.10), Fair (0.10 to 0.30), Poor (0.30 to 0.60); and Very Poor (over 0.60).

The Ministry of Education engages a company to conduct assessments on school district buildings every five years. When the last FCI ratings were updated in 2021, the estimated FCI Requirement for the District was approximately \$927 million. These most recent FCI ratings for all VSB schools and facilities is attached as [Appendix H](#).

Because work has been done on many District facilities since they were last assessed (roof replacements, electrical upgrades, heating plant replacements, etc.) using Annual Facilities Grant funding and Ministry minor capital funding (SEP and CNCP) the ratings will have improved reflecting that work. Therefore, the ratings in [Appendix H](#) represent for many schools a poorer condition than actually exists. The FCI for all schools and facilities will be updated when new assessments are completed.

3.2.2 FACILITY CONDITION INDEX AND DEFERRED MAINTENANCE

Deferred maintenance is an infrastructure deficit quantified by FCI ratings as set out in section 3.2.1 above. Deferred maintenance represents a financial liability to the District. The ministry provides funding to school districts to address deferred maintenance and other capital priorities through the Annual Facilities Grant (AFG).

In 2022/23 the district will receive an AFG of \$11.5 million which allocates \$9.24 million for capital replacement (remainder for routine maintenance). At these levels the District is challenged to maintain existing functionality of facilities, and there is low-to-no capacity for functional service upgrades (e.g. accessibility, space improvements). Upgrades to service levels must be funded through other capital programs - which are Province-wide competitions and provide uncertain funding year to year.

The supply chain and inflation related disruptions of the COVID pandemic have resulted in dramatic cost increases in many services and tender bids over the past two years. (e.g. roofing costs have doubled since 2019/20). The District's response has been to reduce the number of projects and extend the renewal cycle by a number of years - these are already over extended. There is no indication that current costs will decrease in the next few years.

As per the District's 2019-2020 audited financial statements, 12.5 per cent of the total expenses in the operating fund were incurred in the Operations and Maintenance function. This percentage is higher than the 11 per cent average of total expenses being incurred in that function in Metro school districts and represents a higher annual cost of approximately \$7.5 million. The higher cost is indicative of the extra maintenance work required to keep aging systems functional. It also illustrates that the deferred maintenance problem is diverting funding away from the District's programs, supports and services of direct benefit to students.

The current focus on District buildings has been on the SMP. Unless the least cost option in a seismic upgrade is a replacement school or a partial replacement, there is no significant improvement in the FCI of a building when only a seismic upgrade is completed. Seismic upgrading focusses on the structural elements of the building. Since most projects funded through the SMP are upgrades, and given the age of schools, the issue of deferred maintenance is expected to continue to worsen. Consequently, the cost to maintain an inventory of aging schools will also continue to increase.

To mitigate these increasing costs, the District should direct its attention to generating capital funding through implementation of a Land Asset Strategy, and use that funding to enhance funding provided by the government through the seismic program to achieve preferred outcomes for each seismic mitigation project. Enhancing funding provided by the government to switch a seismic upgrade to a replacement school is a strategy that would reduce the deferred maintenance problem, as well as provide modern learning environments for students now and in the future.

3.3 SEISMIC MITIGATION PROGRAM

3.3.1 PROVINCIAL SEISMIC MITIGATION PROGRAM

The Seismic Mitigation Program (SMP) is a major province-wide initiative to make schools in earthquake zones safer in the event of a seismic event by minimizing the probability of structural collapse. In November 2004, the Provincial Government announced Phase 1 of the SMP with a \$1.5 billion plan for seismic upgrading of 747 affected schools over 15 years. The schools identified in Phase 1 were re-evaluated, starting in 2005, by a technical team led by the Association of Professional Engineers and Geoscientists of British Columbia (APEGBC), working with its partners at the University of British Columbia. The engineers, based on the latest research and the availability of more detailed local geotechnical information, developed new technical guidelines and assessment methodology that refined the list of high priority schools to be addressed under the SMP. Using this new assessment methodology, schools previously identified for seismic upgrading were evaluated and the resulting list of 491 schools now comprises the Phase 2 of Province's SMP.

Under Phase 2 of the SMP, the Provincial Government identified 152 schools in BC with at least one "high risk" building section that need to be addressed with structural upgrades under the SMP. The cost to address these high-priority schools was estimated at the time to be \$1.3 billion. The remaining schools have building sections classified as "low" or "medium" risk, which means seismic safety can be achieved through non-structural mitigation or through a school district's regular capital renewal process.

The mandate of the Seismic Mitigation Program is to provide sufficient safe capacity to accommodate the enrolment needs of school districts as quickly and cost efficiently as possible.

3.3.2 SEISMIC RISK CATEGORIES

Based on the new assessment methodology developed by the Provincial engineers, new seismic risk categories were released in 2012. These new categories are described below:

- **High 1 (H1):**
Most vulnerable structure; at highest risk of widespread damage or structural failure;
not reparable after event Structural and non-structural seismic upgrades required.

- **High 2 (H2):**
Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event Structural and non-structural seismic upgrades required.
- **High 3 (H3):**
Isolated failure to building elements such as walls are expected; building likely not repairable after event Structural and non-structural seismic upgrades required.
- **Medium (M):**
Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades are required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
- **Low (L):**
Least vulnerable structure. A structure would experience isolated damage and would probably be repairable after an event Non-structural upgrades may be required.

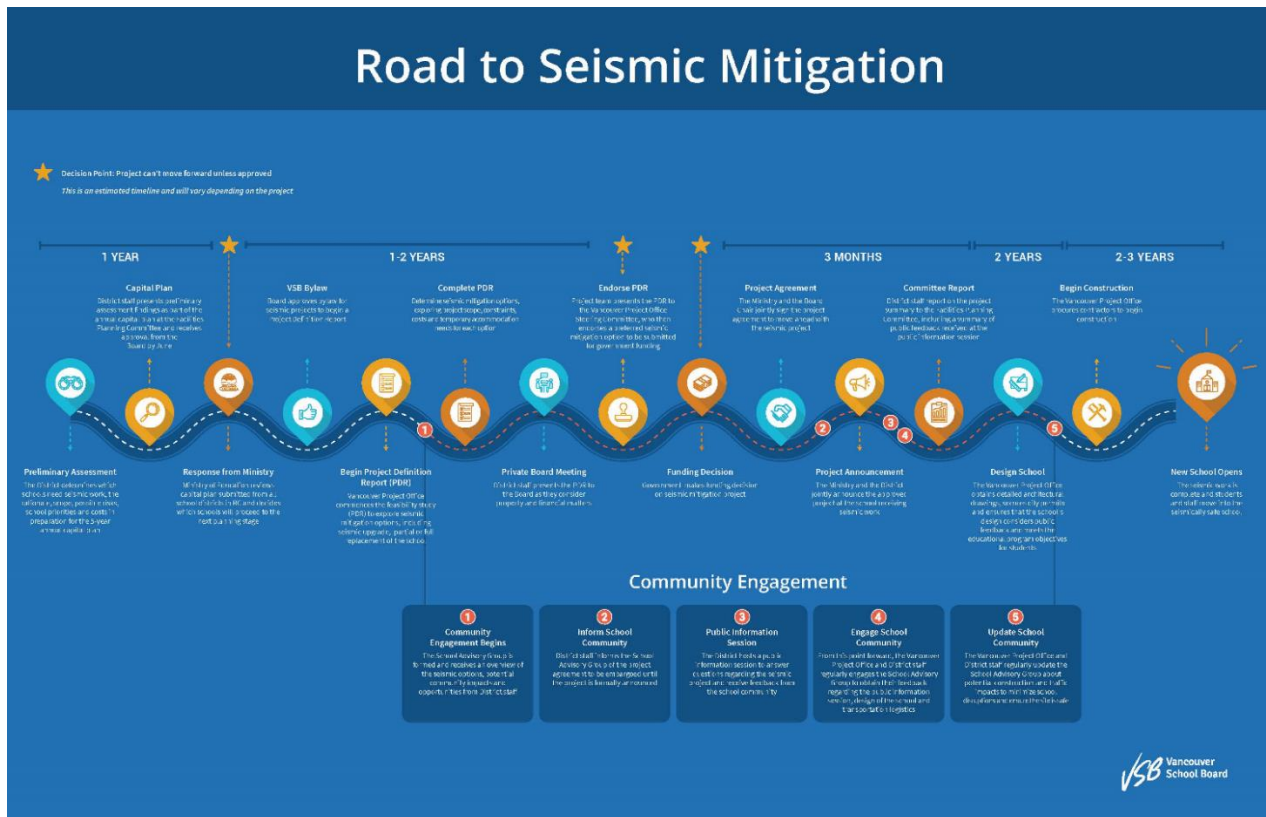
The Provincial Government is focused on providing funding to structurally upgrade schools that have a high-risk rating (High 1, High 2 or High 3), as identified above.

3.3.3 VANCOUVER PROJECT OFFICE AND MINISTRY OF EDUCATION

The Vancouver Project Office oversees the Seismic Mitigation Program in Vancouver. A bi-partite [Memorandum of Understanding](#) signed by the Board Chair and the Minister of Education sets out the scope and context for the work of the Vancouver Project Office.

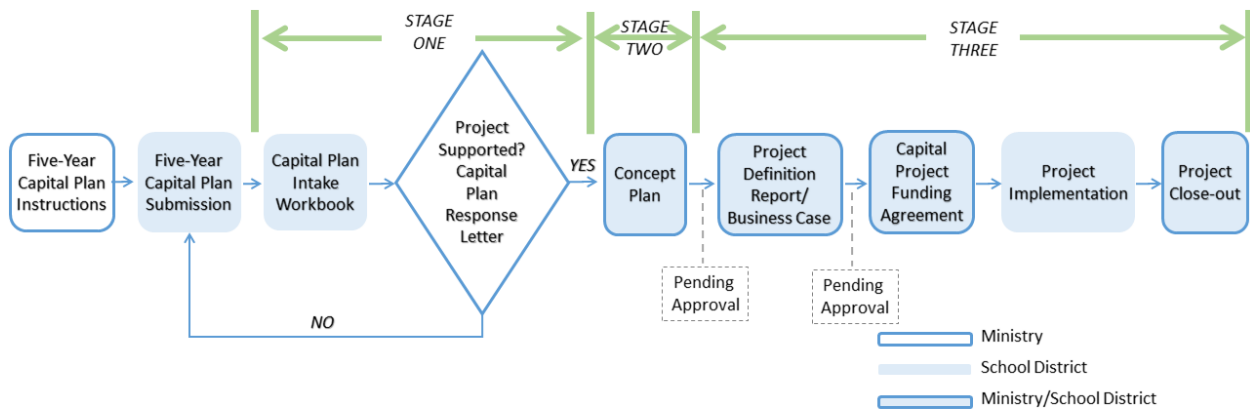
The seismic program was originally scheduled to end in 2030. The District has the responsibility, in collaboration with the Ministry of Education, to ensure that Vancouver students are educated in seismically safe schools. The Ministry of Education has indicated it is committed to providing funding to the District to ensure that all VSB students can attend schools that are seismically safe through the mitigation of high-risk segments (H1, H2 and H3).

3.3.4 DISTRICT PROCESS FOR MOVING PROJECTS FORWARD



3.3.5 SEISMIC PROJECT APPROVAL PROCESS

Beginning with the 2012 Capital Plan instructions, the Ministry directed school districts to review and prioritize requirements for future seismic projects based on the new categories. The identification and prioritization of schools to advance for seismic upgrading in the District’s annual Five-Year Capital Plan submission forms the major portion of the annual Capital Plan submission. The following 2-stage process chart illustrates the required steps to bring a project through the SMP to its conclusion. Of note, is the new requirement, mandated in 2019, to submit a concept plan for Ministry supported projects, prior to the Project Definition Report Phase.



3.3.6 SAFE CAPACITY CURRENT STATUS OF THE SMP

The mandate of the SMP is to provide sufficient seismically safe capacity to accommodate district enrolment as quickly and as cost effectively as possible.

Under the mandate of the SMP, schools that are at Low or Medium seismic risk as well as projects funded by the Ministry through the SMP are considered to provide safe school capacity. The charts below summarize the District status with respect to safe and high-risk facilities where regular K-12 programming is delivered.

Overview of Number of Safe and High-Risk Schools

School Type	Safe	In Progress	High Risk	Total
Annex	7	0	5	12
*Elementary	40	7	30	77
Secondary	6	1	11	18
Totals	53	8	46	107

*Does not include Coal Harbour

Seven annexes, forty elementary schools and six secondary schools are seismically safe. There are eight additional SMP projects in the construction or design phase that will increase the total number of safe

schools to sixty-one. When the current projects in construction or design are completed, five annexes, thirty elementary schools and eleven secondary schools will remain at high risk in a seismic event

The new school at Coal Harbour, is also in the construction phase. When it opens, Roberts Annex, which has medium seismic risk will be closed, so the total number of seismically safe schools in the District will remain unchanged. The new school at Coal Harbour will provide additional seismically safe capacity.

Capacity and Enrolment Overview

Operating Capacity and Enrolment Overview – Percentage

School Type	*% Safe Operating Capacity	% 2021 **Enrolment *Safe Schools	% High Risk Operating Capacity	% 2021 **Enrolment High Risk Schools
Annex	57%	61%	43%	39%
Elementary	64%	71%	36%	29%
Secondary	39%	43%	61%	57%
Totals	53%	59%	47%	41%

*Includes schools in construction and design **BC Resident Enrolment – does not include international students

At the completion of the projects that are in the design and construction phase, 53 per cent of District operating capacity will be seismically safe with an estimated 59 per cent of K-12 students attending a seismically safe school. An estimated 71 per cent of all K-7 students will attend seismically safe schools whereas 43 per cent of secondary students will attend a seismically safe school.

Operating Capacity, Enrolment and Capacity Utilization Overview

Capacity and Enrolment	K-7	Secondary	Total K-12
*Safe Operating Capacity	20940	9800	30740
High Risk Operating Capacity	11870	15500	27370
Total Operating Capacity	32810	25300	58110
2021 **Enrolment *Safe Schools	19567	8281	27848
2021 **Enrolment High Risk Schools	8290	10892	19182
Total Enrolment	27857	19173	47030
*Safe Capacity Utilization	93%	85%	90%
High Risk Capacity Utilization	70%	70%	70%

*Includes schools in construction and design. **BC Resident Enrolment - does not include international students

Seismically safe schools have higher overall rate of capacity utilization at 90 per cent than high risk schools with an overall capacity utilization of 70 per cent.

Forecast Safe Capacity and Enrolment at Elementary Schools

A summary of forecast of the safe K-7 operating capacity in elementary schools that will be available when all the projects prioritized in the 2022-23 Five Year Capital Plan are completed is shown below. The 'Safe Operating Capacity' category line includes the eight elementary schools currently in construction or design, including Coal Harbour, as well as all completed projects and schools with medium or low risk. The 'Supported' category line is for Grenfell, which is the feasibility phase of the capital planning process. The 'Prioritized' category lines include all the funding requests for elementary schools prioritized in the 2022-23 Five-Year Capital Plan.

Summary of Elementary Capital Program

Category	K-7 Operating Capacity
*Safe Operating Capacity	21116
Supported (SMP)	488
Prioritized (SMP)	5424
Prioritized (EXP)	1290
Total	28318

*Includes projects in construction and design phase. Operating capacity of Roberts Annex has been subtracted from Coal Harbour. Does not include new school at Roberts Annex

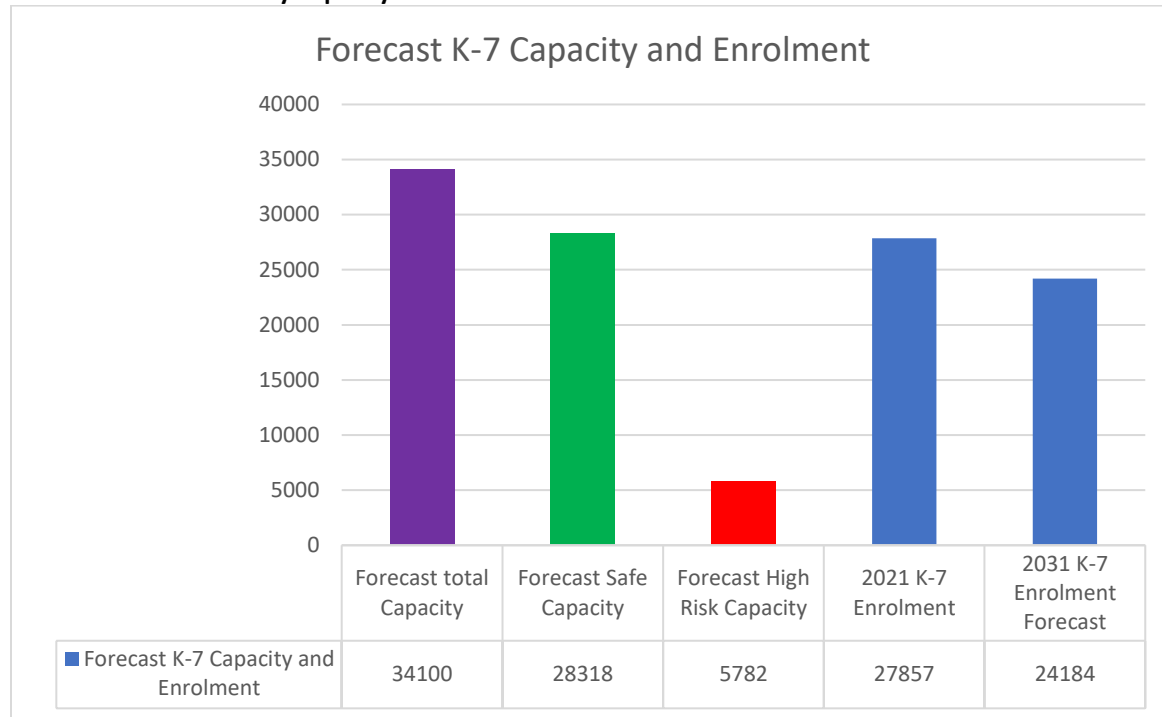
K-7 Operating Capacity Summary

Category of K-7 Operating Capacity	
Forecast Safe Capacity (Figure 6)	28318
Total Current K-7 Capacity (Figure 5)	32810
Total Forecast K-7 Capacity Including EXP Requests	34100
Forecast High Risk (K-7) Capacity	5782

The difference between the total forecast K-7 operating capacity and the forecast safe K-7 operating capacity is the forecast high risk K-7 capacity that may remain at the completion of all projects that are prioritized in the 2022-23 Five Year Capital Plan.

The bar graph below compares the forecast safe capacity in the District based on the projects prioritized in the 2022-23 Five Year Capital plan with current and forecast enrolment.

Forecast Safe Elementary Capacity and Enrolment



Once the projects that are currently in the construction or design stage and those included as requests in the 2022-23 Five Year Capital Plan are approved and completed, there will be sufficient safe operating capacity to accommodate forecast elementary enrolment, based on the 2031 K-7 enrolment forecast with an additional approximately 4,000 seats of surplus safe capacity available. Close to 5,800 seats of high-risk K-7 operating capacity will remain. This analysis is not meant to suggest that all these projects will be completed by 2031. It is intended to illustrate that once all the current projects (as defined above) are completed there will be sufficient capacity in the District to accommodate the 2031 forecast enrolment, with a surplus of seats available. Whether that capacity is sufficient when all these projects are completed will depend on what the enrolment will be at that time, which is outside the 10-year planning horizon in the Long-Range Facilities Plan. In addition, whether the high-risk seats that remain will ever be seismically upgraded will depend on future planning studies and may have to be funded by the Board.

Forecast Safe Capacity and Enrolment at Secondary Schools

A summary of forecast safe operating capacity in secondary schools that will be available when all the projects prioritized in the 2022-23 Five Year Capital Plan are completed is shown below. The ‘Safe Operating Capacity’ category line includes the secondary school (Hamber) currently in construction in the SMP, as well as all completed projects and schools with medium or low risk. The ‘Prioritized’ category lines include all the funding requests for secondary schools prioritized in the 2022-23 Five-Year Capital Plan.

Summary of Secondary Capital Program

Category	Secondary Operating Capacity
*Safe Operating Capacity	9800
Prioritized (SMP)	9425
Prioritized (EXP)	625
Total	19850

*Includes projects in construction (Hamber)

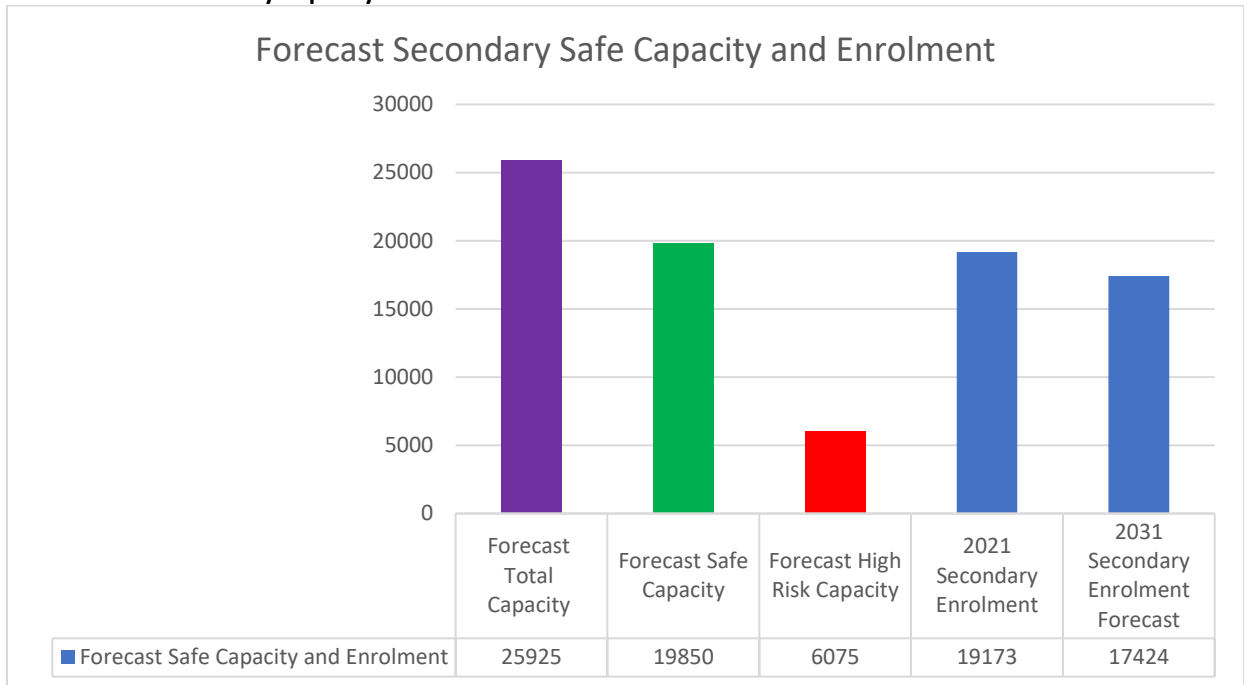
Secondary Operating Capacity Summary

Category of Secondary Operating Capacity	
Forecast Safe Secondary Capacity (Figure 9)	19850
Total Secondary Capacity (Figure 5)	25300
Total Forecast Secondary Capacity including EXP request	25925
Forecast High Risk Secondary Capacity	6075

The difference of 6,075 seats between the total secondary operating capacity of 25,925 seats and the forecast safe secondary operating capacity of 19,850 seats is the forecast high risk secondary capacity that would remain if all projects that are prioritized in the 2022-23 Five Year Capital Plan were completed.

The bar graph below compares the forecast safe capacity in the District based on the projects prioritized in the 2022-23 Five Year Capital plan with current and forecast enrolment.

Forecast Safe Secondary Capacity and Enrolment

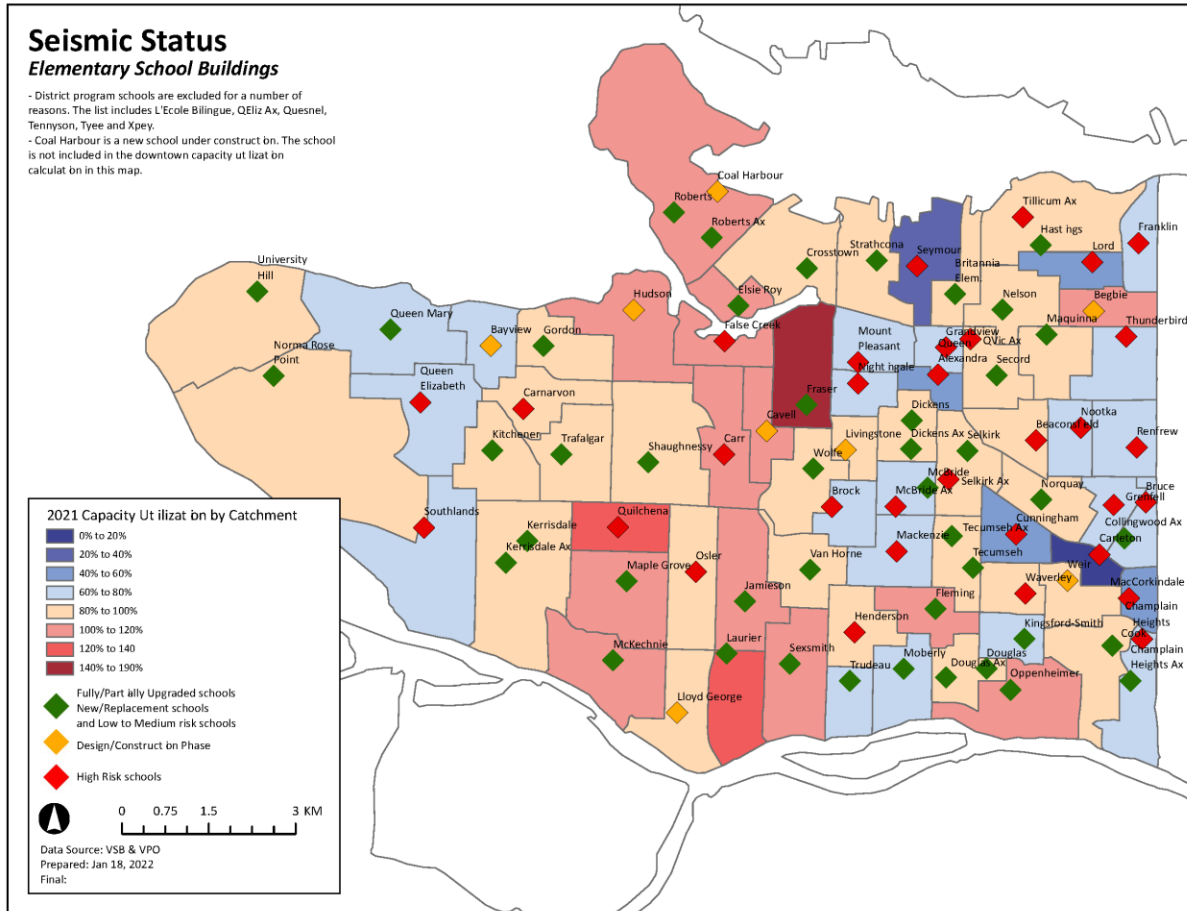


Once the Hamber school is constructed and those included as requests in the 2022-23 Five Year Capital Plan are approved and completed, there will be sufficient safe operating capacity to accommodate forecast secondary enrolment, based on the 2031 8-12 enrolment forecast with an additional approximately 2,400 seats of surplus safe capacity available. Close to 6100 seats of high-risk 8-12 operating capacity will remain. This analysis is not meant to suggest that all these projects will be completed by 2031. It is intended to illustrate that once all the current projects (as defined above) are completed there will be sufficient capacity in the District to accommodate the 2031 forecast enrolment, with a surplus of seats available. Whether that capacity is sufficient when all these projects are completed will depend on what the enrolment will be at that time, which is outside the 10-year planning horizon in the Long-Range Facilities Plan. In addition, whether the high-risk seats that remain will ever be seismically upgraded will depend on future planning studies and may have to be funded by the District.

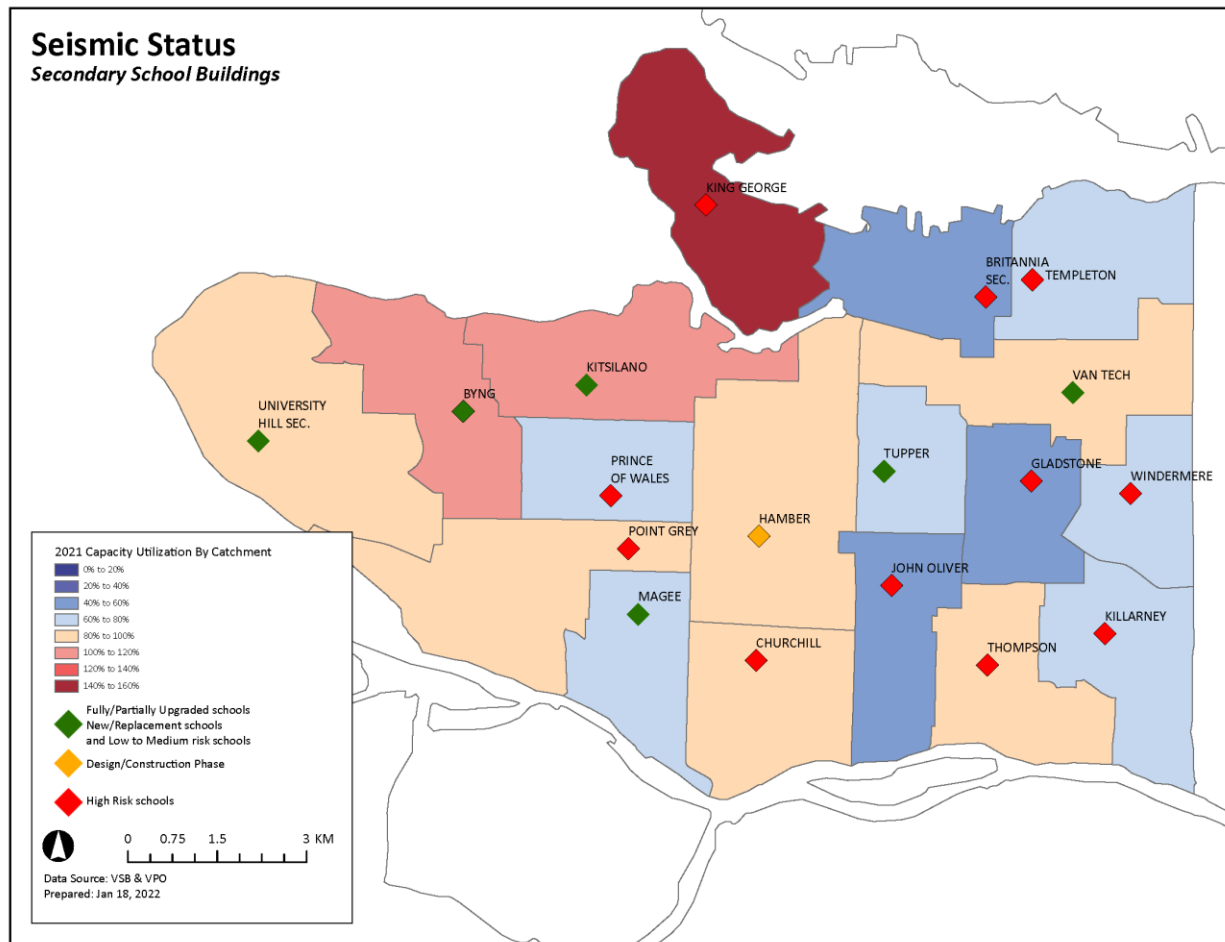
3.3.7 SEISMIC CONDITION OF VSB SCHOOLS

Fifty-one VSB schools are categorized as safe including schools at medium or low seismic risk and projects completed through funding from the SMP. Forty-nine schools with high seismic risk factors, including 5 annexes, 33 elementary schools and 11 secondary schools have yet to be advanced in the program, as illustrated in the following diagrams.

Seismic Status of Elementary Schools



Seismic Status of Secondary Schools



3.3.8 PROJECTS SUPPORTED BY THE MINISTRY

The Ministry of Education responds to a district’s Five-Year Capital Plan submission in an annual Capital Plan Response Letter (CPRL). The Ministry did not approve any new projects for the VSB in response to the 2021-2022 submission. In the CPRL the Ministry requested that the District work in collaboration with Ministry staff to develop a [Long Term Investment Plan \(LTIP\)](#). The Ministry received the LTIP in early fall 2021.

3.3.9 DEFERRED APPROVED PROJECTS

The District did receive approval to develop a Project Definition Report for the seismic upgrading of Sir Guy Carleton Elementary in the Ministry’s Capital Plan Response Letter for the 2018-2019 capital plan. The VSB has been unable to develop a feasible business case for the seismic upgrade for the school to be

used either as an enrolling school or as a swing space school. Consequently, the Vancouver Project Office Steering Committee has not advanced this project to the Ministry for consideration. The District also received approval to develop a Project Definition Report for the seismic upgrading of Point Grey - stəywətə:ŋ Secondary in the Ministry’s Capital Plan Response Letter for the 2016-2017 capital plan. This project also has not been brought forward to the Vancouver Project Office Steering Committee for consideration. Both projects are listed as future priorities in the Ministry’s listing of seismic projects but are deferred pending future business case work.

3.3.10 CURRENT VSB SMP IMPLEMENTATION PLAN

The District’s current SMP Implementation Plan is reflected in the [2022-23 Five-Year Capital Plan](#) submission that was submitted to the Ministry in July 2021. The following table illustrates the seven planning criteria and the priority ranking that each criterion has that are used in this new methodology:

Criteria	Priority	Description
High Seismic Risk Factor	1	Statistic - % High risk X Enrolment
Geographic Location is Essential	1	Geographic accessibility or isolation
Capacity	2	Prioritizing schools that have sufficient capacity to accommodate students from nearby schools that are not seismically safe
Forecast CU is high	2	Forecast CU% is high (2025)
Capacity of Surrounding Schools	3	Assessment of safe capacity in surrounding schools to receive students
Availability of TA	3	Temporary Accommodation Site is Available
Quick Wins	3	Potential for MOE supported due to limited scope

Using this methodology, the following schools were included in the 2022-2023 Five-Year Capital Plan submission = for Seismic Mitigation Program (SMP)

Priority	Facility Name	Capital Plan Year
1	David Thompson Secondary	Supported Projects
2	Killarney Secondary	
3	False Creek Elementary	
4	Sir Wilfred Grenfell Elementary	
5	Sir Winston Churchill Secondary	Year 1 (2022/2023)
6	Sir Alexander Mackenzie Elementary	
7	Renfrew Community Elementary	
8	John Oliver Secondary	Year 2 (2023/2024)
9	Waverley Elementary	
10	Florence Nightingale Elementary	
11	Emily Carr Elementary	
12	King George Secondary	Year 3 (2024/2025)
13	Sir John Franklin Community Elementary	
14	Sir William Osler Elementary	
15	Mount Pleasant Elementary	
16	Windermere Community Secondary	Year 4 (2025/2026)
17	Champlain Heights Community Elementary	
18	Lord Beaconsfield Elementary	
19	Dr. H N MacCorkindale Elem.	
20	Templeton Secondary	Year 5 (2026/2027)
21	Grandview - ḡuuqinak'uuu Elementary	
22	Southlands Elementary	
23	Admiral Seymour Elementary	

For projects to be considered for approval by the Ministry a defensible business case (Project Definition Report) that considers enrolment and capacity utilization factors is required. This is particularly true for projects in the first three years of the submission. Projects requested in years 4 and 5 are more notional in nature. The 18 elementary schools and the 7 secondary schools included in the 2022-2023 Five-Year Capital Plan submission represent 6,594 elementary seats and 10,575 secondary seats.

The following chart illustrates the significant components of elementary and secondary projects in the SMP in Vancouver and highlights some differences.

Consideration	Secondary	Elementary
Approval Process	Some supported projects may not be funded	Supported projects are funded.
Timeline	7 – 9 Years from feasibility to occupancy.	5 – 6 Years from feasibility to occupancy
Costs	Range \$90-\$120M	Range \$20- \$40 M
Procurement	Design Build or Construction Management	Design Bid Build or Construction Management
Temporary Accommodation	Single site required to move students offsite	Challenging but feasible, more options are available
Educational Programming	Comprehensive programming - sustaining educational programming options requiring specialty spaces is a primary concern	Less requirement for specialty spaces

There are significant lengths of time from the feasibility phase to occupancy for seismic projects. With the projects currently underway and the ones identified above in the Five-Year Capital Plan it is reasonable to conclude that the SMP in Vancouver may not be completed by 2030 as originally thought.

3.4 NEW SCHOOL SPACE REQUESTED

The 2022-23 Five-Year Capital Plan submission contained the following new school and expansion requests which, if approved, will add safe K-7 operating capacity of 1290 safe secondary operating capacity of 625 for VSB students.

Priority	Facility Name	Capital Plan Year
1	NEW ELEMENTARY SCHOOL AT SE FALSE CREEK (OLYMPIC VILLAGE) (60K/450E)	Year 1 (2022/2023)
2	HENRY HUDSON ELEMENTARY (40K/300E) TO (60K/450E)	
3	FALSE CREEK ELEMENTARY (40K/250E) TO (60K/350E)	
4	EDITH CAVELL ELEMENTARY (40K/250E) TO (60K/450E)	
--	--	Year 2 (2023/2024)
5	KING GEORGE SECONDARY (375S TO 1000S)	Year 3 (2024/2025)
--	--	Year 4 (2025/2026)
6	NEW ELEMENTARY SCHOOL AT UBC SOUTH CAMPUS (60K/350E)	Year 5 (2026/2027)
7	NEW ELEMENTARY SCHOOL AT ROBERTS ANNEX (60K/450E)	Year 5 (2028/2029)

Chapter 4 – Enrolment Forecasts and Trends

4.1 ENROLMENT FORECASTS AND METHODOLOGY

Most school districts in BC and all metro school districts, including the VSB, rely on population data and enrolment projections provided by Baragar Infosystems combined with local knowledge to forecast catchment enrolment. Local knowledge consists of information unique to the District as well as development information from the City of Vancouver. The methodology used by Baragar Infosystems to provide enrolment has been independently validated by Stats Can.

4.1.1 DATA SOURCES

Administrative data sources including, 1701 enrolment reports, the birth registry from Vital Statistics BC, and the Universal Child Care Benefit recipient data from CRA are used to develop forecasting assumptions.

4.1.2 FORECASTING ASSUMPTIONS

Enrolment forecasts are built on two sets of assumptions.

1. Population Assumptions
2. Enrolment Assumptions

The accuracy and reliability of forecasting is contingent on the degree to which assumptions accurately reflect reality.

Population Assumptions have three components:

- 1. Births**

Baragar uses historical data from Vital Statistics to project births in Vancouver and UEL in the coming years.

- 2. Migration**

Baragar forecasts net migration, by comparing the number of children in successive age cohorts to the previous year's age cohorts. A *net* migration rate for each age cohort is forecast. Net *in*-migration occurs when an age cohort grows from one year to the next and net *out*-migration occurs when age cohorts become smaller from one year to the next.

- 3. Housing**

Impact of changes to residential housing stock in a local area

Enrolment Assumptions have three components:

- 1. Participation Rate in the regular program:**

Past enrolment data is used to forecast participation rate which is the number of students attending their catchment school compared with the available population of school-aged students

2. Out of Catchment Enrolment in the Regular Program:

Past enrolment data is used to forecast out of catchment enrolment

3. District program Enrolment

Past enrolment data is used to forecast out of district program enrolment

4.1.3 BASELINE ENROLMENT FORECASTS

The LRFP is a strategic framework for planning. As a strategic framework there is less detailed analysis in an LRFP than what is found in planning studies. Enrolment forecast referenced throughout this report are the Baragar baseline forecasts and do not include local assessments of the impact of changes to residential housing stock in a local area. When local planning studies are undertaken, the impact of changes to residential housing stock in a local area will be assessed and reported.

Baseline enrolment forecasts have been shown to be accurate and reliable in areas of stable enrolment, in areas of enrolment decline and in areas of enrolment growth including Olympic Village and the Cambie Corridor, False Creek and Kitsilano, and Yaletown and Downtown. The District [data enrolment validation](#) was presented at the Facilities Planning Committee on November 6, 2019. Baseline enrolment forecasts generally prove to be accurate and reliable because youth population changes and enrolment changes resulting from development and re-development in the COV occur slowly and are therefore captured by net migration trends and changes to the annual birthrate in a local area. Birth rates and net migration trends for 0- to 4-year-olds are leading indicators of enrolment change.

For detailed local planning studies, baseline enrolment forecasts may be refined as appropriate by assessing and including the impact of changes to residential housing stock in the following scenarios:

- New residential developments on previously undeveloped land
- New multi-residential developments in existing neighbourhoods in areas that have had limited redevelopment in the past
- New affordable and social housing initiatives that increase student yields

4.1.4 PLANNING CONTEXT FOR ENROLMENT FORECASTING

For school districts, accurate and reliable enrolment forecasts are foundational to good planning processes and are an expectation of the Ministry of Education to support requests for capital investments. With additional detailed development information from the City of Vancouver the VSB may be able to further refine its enrolment forecasts in specific local areas. At present, and for the next several years, the main strategic uses enrolment forecasts will be the following:

- to continue planning effectively to enable students to attend their catchment school with the understanding that in certain local areas there is insufficient capacity to fully realize this priority
- to develop strong business cases that support the Capital Program with the priority of enabling all VSB students to attend seismically safe schools
- to support educational programming priorities

4.1.5 ALTERNATIVE FORECASTING METHODOLOGY

Interest has been expressed in modelling enrolment based on ‘where kids live and will live’. Closed Boundary enrolment forecasting methodology has been used to forecast enrolment based on the following assumptions:

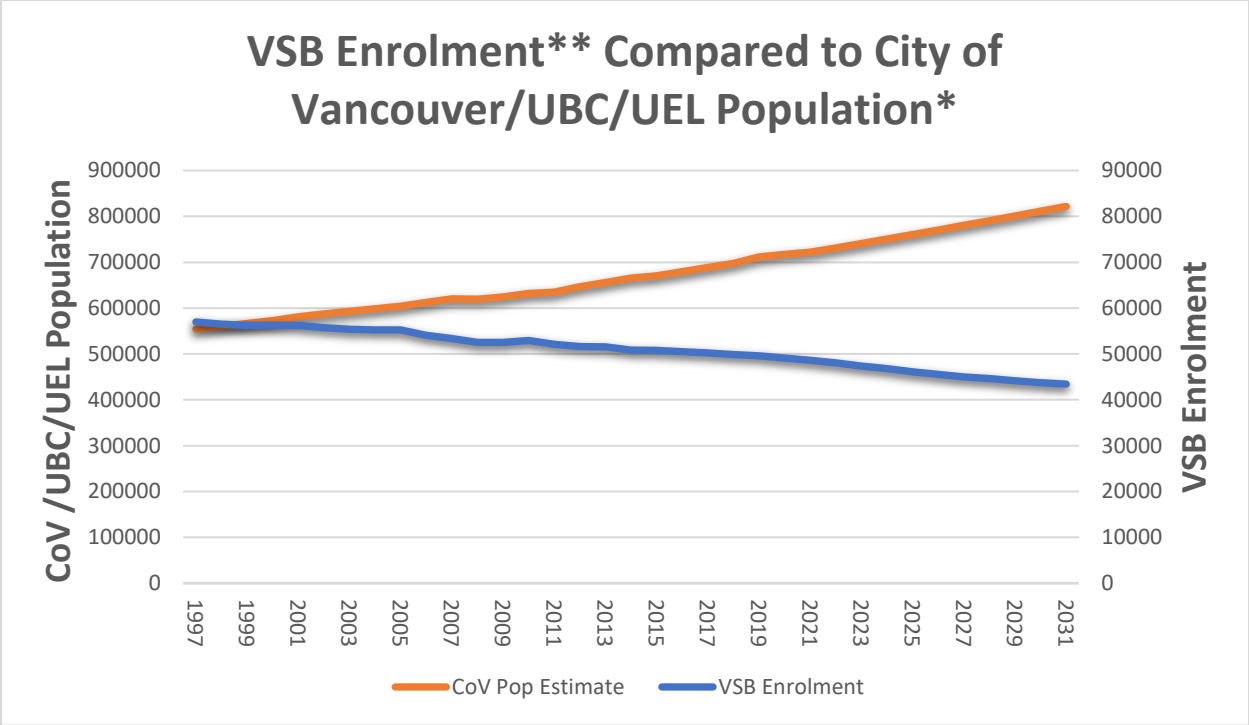
- plan based on where kids live’ means that enrolment forecasting should only consider the catchment of residence for students and essentially model the district based on assumption that students will enrol at their catchment school
- district choice programs will remain intact

The analysis can be found in [Appendix F](#).

Closed boundary methodology is used to forecast potential enrolment at a ‘full’ school if all its catchment students were able to attend that school. This approach gives a sense of ‘demand’ or need for added capacity in areas of the District with full schools and enrolment pressure. Where appropriate, closed boundary methodology is used in local planning studies to adjust the baseline forecast additional assumptions to better reflect reality and provide a more accurate assessment of enrolment demand.

4.1.6 ASSESSING THE IMPACT OF DEVELOPMENT

Since peaking in 1997, VSB school enrolment has declined steadily despite significant and ongoing residential development and overall population growth in the City of Vancouver and the UEL. As development proceeds and development trends evolve the impact of changes to local housing stock on birth rate, youth population and enrolment will continue to be included in local planning studies.



Assessing the enrolment impact of changes to residential housing stock in a local area relies on using accurate student yield assumptions in combination with development information from the City of Vancouver UBC/UEL and First Nations. Student yield assumptions used by the District have been verified and validated in the following ways:

- Comparing the yield assumptions available in the planning software used by the District with student yield metrics established from an internal study which merged BC Assessment authority housing data with residential address information for students
- Local spot checking of residential developments to determine historical enrolment averages for comparison with forecasts based on yield metrics
- The vendor of the planning software used by the District has validated its yield assumptions, and refines yield assumptions on an ongoing basis

4.2 ENROLMENT TRENDS

There are several established demographic and enrolment trends in the District including the following:

Youth Population

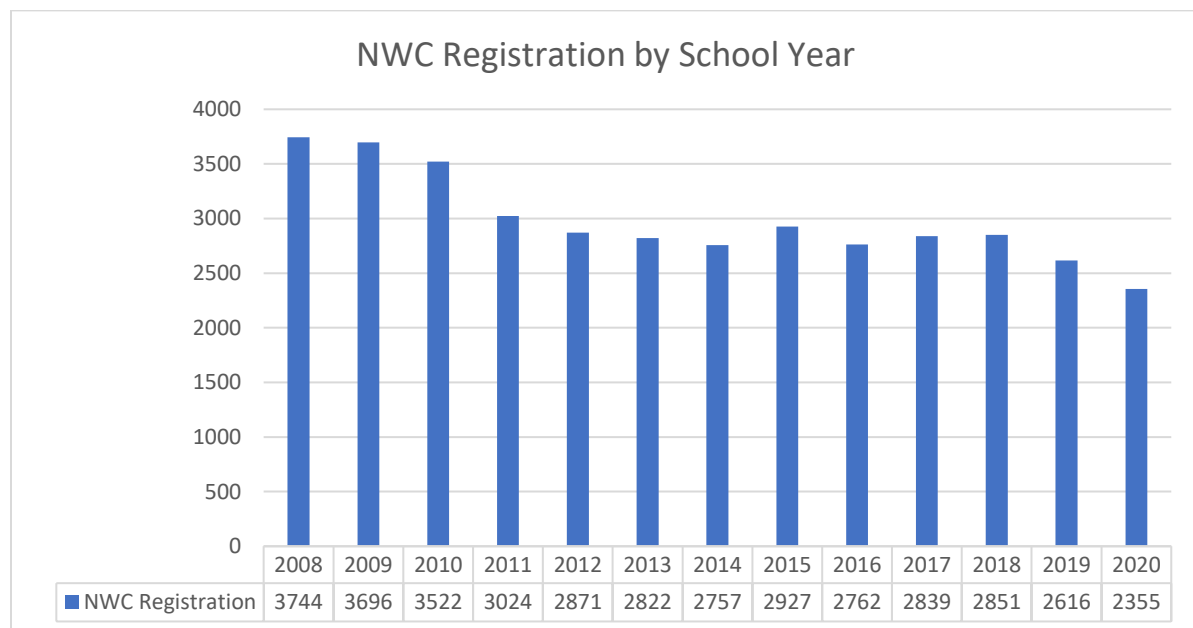
- Declining birth rate
- Net out migration of youth population (children aged 0-17 years)
- Low student yields from multi-unit residential development

Enrolment

- Declining enrolment
- Stable participation rate
- Established out of catchment enrolment trends
- Stable enrolment in District Programs

4.2.1 NET OUT MIGRATION OF YOUTH POPULATION – IMPACT OF IMMIGRATION

A major source of new students to the VSB is new Canadians entering the country via immigration and refugee processes. All K-12 students born outside Canada and Grade 1-12 students who do not speak English as their home language begin the registration process at the New Student Welcome Centre (NWC). The number of students registering annually at the NWC is tracked. This source of in-migration offsets local out migration; however, net out-migration and its negative impact on enrolment is a long-standing population trend that is forecast to continue for many years. The importance of the arrival of new Canadians for mitigating enrolment decline was highlighted in 2020 when the Covid-19 pandemic restricted immigration.



Registration at DRPC declined between 2008 and 2012. From 2012 onward has been about 850 fewer students per year than in 2008. Preliminary data for the 2021-22 school year indicate a rebound in the number of arrivals of new Canadians through NWC.

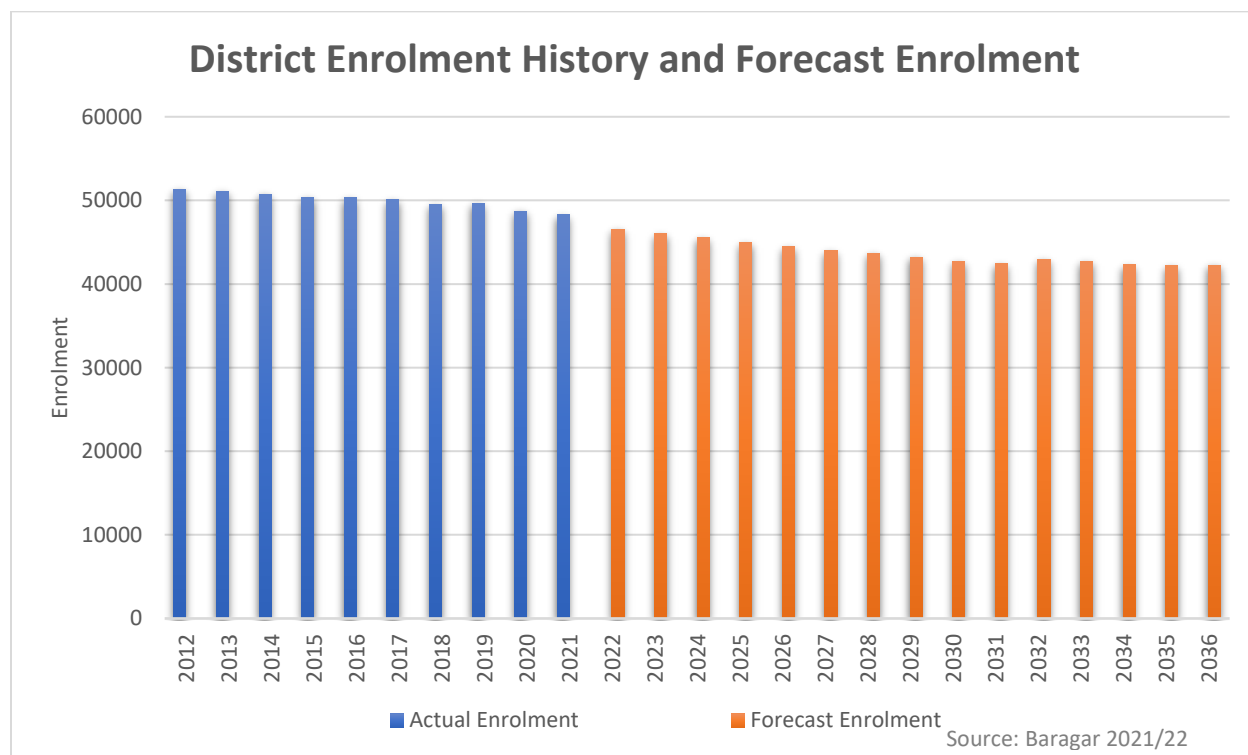
4.2.2 REDISTRIBUTION OF STUDENTS

One hypothesis proposed to account for areas of the District with low enrolment is that due to the availability of choice of which school to attend in the regular program students are being unequally redistributed throughout the District.

An analysis of the East to West redistribution of secondary students is found [Appendix L](#).

4.2.3 DISTRICT ENROLMENT FORECAST

In 2020, the total K-12 enrolment in the VSB dropped below 48,000 for the first time. Prior to the Covid pandemic, enrolment is forecast to decline by about 250 students per year or 0.50 per cent per year until 2026. Enrolment is forecast to stabilize in subsequent years. As reported at [Facilities Planning Committee March 9 \(Item 1.2\)](#), the Covid pandemic has accelerated District enrolment in decline. In 2020, the principle cause of enrolment decline was a lower level on in migration of new students through NWC. In 2021, immigration returned to its pre-pandemic level; however, out-migration to surrounding jurisdictions increased. Enrolment declined by over 1000 students from 2019 to 2021. The estimated impact of Covid is an additional enrolment decline of 660 students beyond what was forecast in 2019, prior to the onset of the pandemic.



Chapter 5 – Operating Capacity and Capacity Utilization

5.1 OPERATING CAPACITY

Operating Capacity is defined as the number of students a school building can accommodate based on the total number of classroom spaces as determined by criteria established by the Ministry of Education (MOE). When determining a school's capacity, only purpose-built “instructional” spaces are considered. As a rule, classrooms identified as such in the original school design are instructional space and therefore included in determining operating capacity. Rooms that have been re-purposed as non-instructional classrooms in subsequent years are still counted as instructional space for the purpose of determining an operating capacity for each school.

A detailed list of spaces that are included and not included in determining operating capacity is shown below:

Space Included in Capacity	Space not Included in Capacity
General Instruction Classrooms	Portables
Kindergarten Classrooms	Purpose-Built Neighbourhood Learning Center
Science Classrooms	Strong Start 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 Modulars	Mechanical and Electrical Rooms
	Washrooms
	Design Space (e.g., hallways, staircases)

5.2 2019 UPDATED LRFP GUIDELINES

In 2019, the Ministry of Education released updated LRFP guidelines. Previous instructions had provided a provincial definition of operating capacity. In response to the restoration of class size and composition provisions in the local collective agreement, the updated guidelines enabled the school District to adjust the provincial operating capacity standard to reflect local conditions. These guidelines are attached as [Appendix O](#).

5.3 CLASSROOM CAPACITY

In this LRFP, an adjusted classroom capacity standard is used to determine operating capacity for schools. The adjusted classroom capacity is based on the overall average class size averages for the 2018/19 and 2019/20 school years.

Classroom Type	Provincial Classroom Capacity Standard	VSB Adjusted Classroom Capacity Standard
Kindergarten	19	18.20
Grade 1-7	23.29	22.63
Grade 8-12	25	25

¹ Class size averages for K and Grade 1-7 are averages of 2018/19 and 2019/20 class sizes.

5.4 COMPARISON TO OTHER DISTRICTS

The adjusted classroom capacity standard used in the VSB is in alignment with the capacity standards in use in other school districts.

District	Methodology	Kindergarten	Grade 1-7	Secondary
Vancouver	Average Class Size	18.2	22.6	25
Burnaby	Average Class Size	19	23.29	25
Richmond	Average Class Size	19	22.6	25
Surrey	Average Class Size	19	23.29	25
Victoria	Average Class Size	19	22.6	25

5.5 DISTRICT OPERATING CAPACITY AND CAPACITY UTILIZATION – BC RESIDENTS

District operating capacity is the total operating capacity for all schools operating in the District. Capacity Utilization is determined by dividing enrolment by operating capacity. Capacity utilization is a ratio and is expressed as a percentage.

School Type	2021 Operating Capacity	2021 BC Resident Enrolment	2031 Forecast Resident Enrolment	2021 Capacity Utilization	2031 Forecast Capacity Utilization	2021 Surplus Capacity	2031 Forecast Surplus Capacity
Elementary	*32958	27857	25209	85%	76%	5101	7749
Secondary	25300	19173	17424	76%	69%	6127	7876
Total	58258	47030	42633	81%	74%	11228	15625

*Includes capacity for Coal Harbour

By 2031 it is anticipated that the District will have additional operating capacity with the availability of new schools at the , Roberts Annex site, and Olympic Village site. Schools at the Coal Harbour and Lord Roberts Annex sites are being funded by the Board with proceeds from the sale of an underground air parcel at the Lord Roberts site to BC Hydro to construct a substation. To date, there is no government funding committed for the Olympic Village Project.

Forecast operating capacity may be reduced through the Seismic Mitigation Program

5.6 DISTRICT OPERATING CAPACITY AND CAPACITY UTILIZATION – TOTAL ENROLMENT

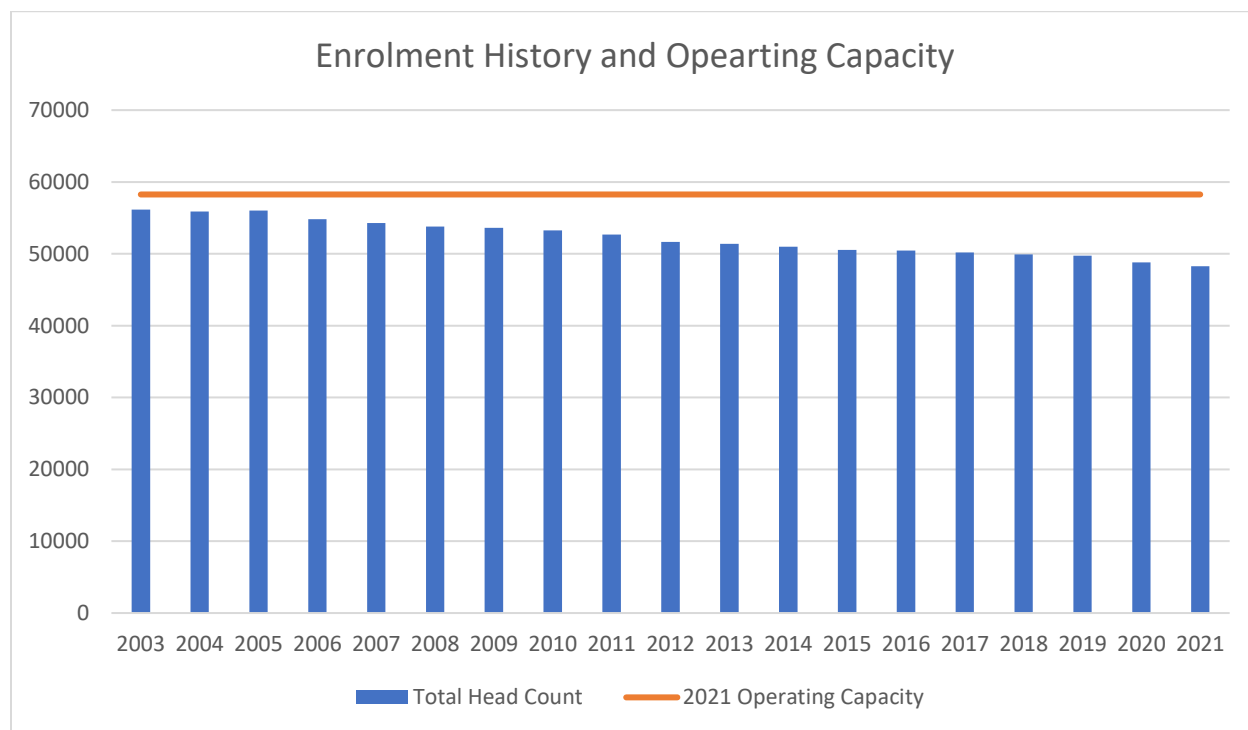
The District is responsible for the intake of International students. The Ministry does not provide capital funding for enrolling space to accommodate International students. International students fund their education directly through fee payments to the District. The District has jurisdiction over the school placement of International Students.

School Type	2021 Operating Capacity	2021 Total Enrolment	2031 Total Enrolment	2021 Capacity Utilization	2031 Forecast Capacity Utilization	2021 Surplus Capacity	2031 Forecast Surplus Capacity
Elementary	*32958	28002	25347	85%	77%	4956	7611
Secondary	25300	20254	18499	81%	74%	5046	6801
Total	58258	48256	43846	83%	76%	10002	14412

*Includes capacity for Coal Harbour

Capacity utilization is forecast to decline as BC resident student enrolment declines. Surplus capacity will increase if operating capacity remains at its current level.

Since 2003 total District enrolment has declined by over 7,500 students. During the same timeframe, total District operating capacity has increased with the addition of new schools in areas with enrolment growth - Downtown and UBC/UEL.



5.7 SPACE USE AT ELEMENTARY SCHOOLS

Operating Capacity is a used by the Ministry of Education as a metric to assess the availability of capacity in schools to accommodate students. Operating capacity and capacity utilization are essential metrics when developing a business case for capital funding requests from the Ministry of Education.

For the District, operating capacity is a useful metric to make preliminary assessments for student accommodation planning and educational program planning. Additional factors are considered by the District to ascertain a more complete understanding of the number of students that can be safely and practically enrolled at a particular school. For elementary schools, these additional factors include the number of enrolling classrooms, class size limits, grade distribution and overall school organization. When local planning studies are undertaken, they include information about space use in schools. An inventory of elementary space use is provided in [Appendix J](#).

Secondary schools have more organizational complexity and flexibility with respect to how space is used. In most cases, the scheduling capacity of a secondary school is 10 per cent greater than its operating capacity.

5.8 OPTIMIZING THE UTILIZATION OF SCHOOL ASSETS

The Long-Range Facilities Plan intends to provide a framework for aligning the use of school assets with future educational space needs while maximizing community and school use opportunities. These strategies and alternatives consider utilization of surplus capacity available for student accommodation with complementary uses within schools.

The accommodation of suitable programs and community uses of space within schools by the Board of Education should be informed by the school community and stakeholders, with an understanding of the social, demographic, and economic characteristics of local neighbourhoods. The following categorized strategies and alternatives are planning considerations intended to improve the optimization of space within schools:

Enrolment Planning and Management

- Secondary schools continue to manage sustainable school cohorts to support educational programming
- At all schools continue to manage cross boundary enrolment to ensure effective use of staffing
- The District to consider the preferred school size range for secondary schools of 1,200 – 1,700 students in planning for a preferred future.

Choice Program Location

- Consider choice program locations or moves that may improve space utilization

District Use

- Continue to provide office space, workspace, and meeting space for District functions such as Learning Services and Vancouver Learning Network that cannot be accommodated at the Education Center
- Encourage the Province to provide exemption from operating capacity for classrooms used permanently for District functions

Community Use of Schools

- Continue to expand the availability of school space for community uses, such as pre-school child care, out of school care, and other various community health and social services.

Operating Capacity

- As provided for in the LRFP guidelines use class size averages to determine operating capacity

5.9 SEISMIC MITIGATION PROGRAM

In developing a business case for future options for SMP implementation, consider including evaluate possibilities to reduce surplus capacity to sustainable levels which may include:

- Permanent conversion of classroom space for appropriate and essential community uses if a reduction in surplus capacity can be supported by the Ministry
- Replacing schools that have been used beyond their useful life with a new building with a smaller capacity where appropriate in the context of zonal enrolment trends, and availability of seismically safe capacity within a zone
- In general capacity should be retained at elementary schools prioritized for investment through the SMP to ensure sufficient safe capacity to accommodate all VSB K-7 students in the future
- Replacement of a school building that has seismic risk with a modernized larger capacity school to accommodate students from multiple school catchments with possible consolidation considerations.

5.10 CONSOLIDATION

After considering other alternatives for optimizing the utilization of school assets, the Vancouver School District may consider consolidation of school populations to reduce surplus capacity in Family of Schools regions where it would improve learning environments and provide the efficient and effective accommodation of students in schools.

Board approved [preferred school guidelines](#) advance a planning process designed to optimize the utilization of school assets.

Walk time targets and transit standards could further support a planning process to optimize utilization of school assets.

Chapter 6 – Approaches to Balancing Enrolment with Capacity

There are six main approaches available to balance enrolment and capacity:

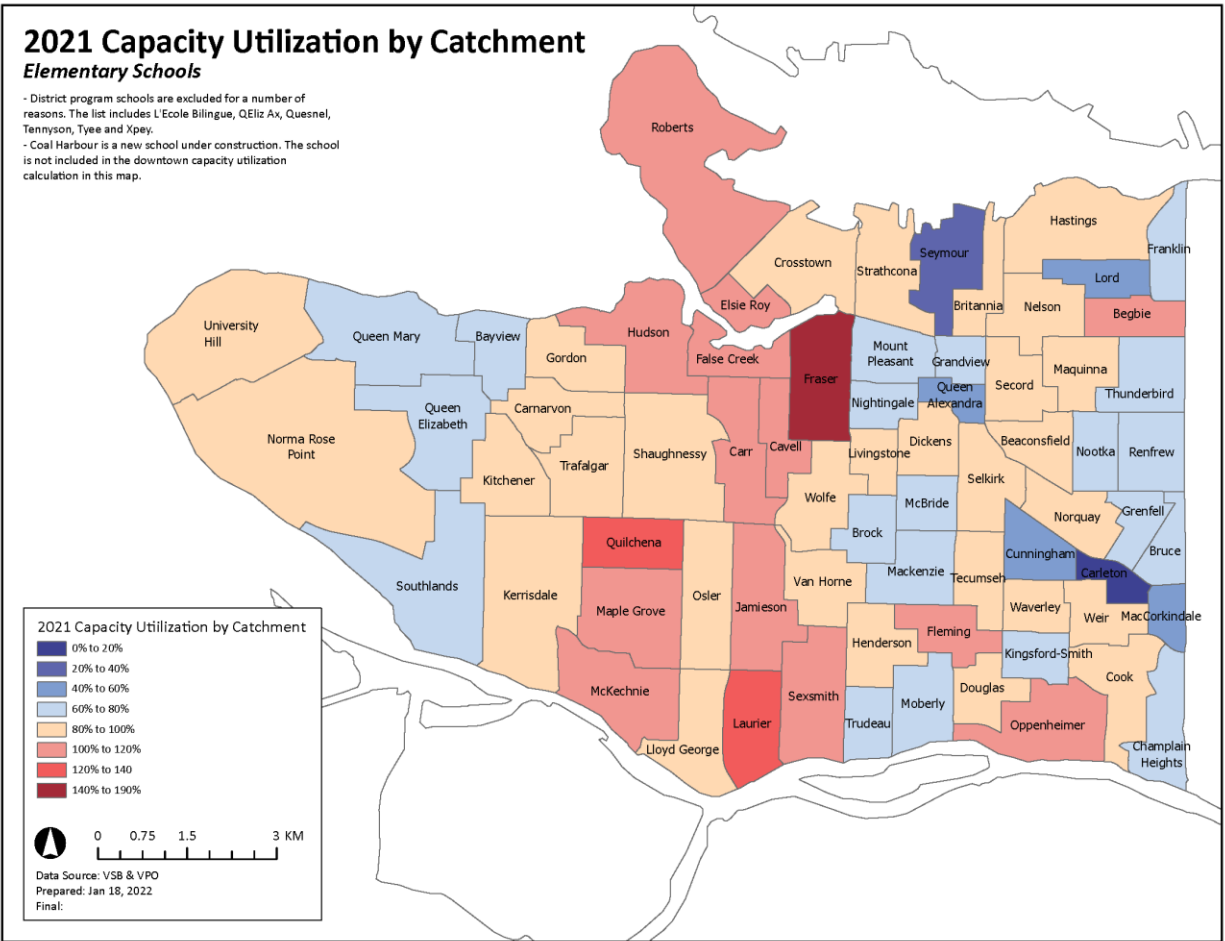
Approach	Planning Timeframe	Implementation timeframe for full impact on available capacity
Enrolment management	Ongoing annual process	Immediate
Maximize enrolling space	One to two years depending on facility considerations	Immediate once project is completed
Changes to District Programs	One to three years	One to many years – usually gradual
Alter grade configurations at specific sites	One to three years	One to many years – usually gradual
Adjust school catchment boundaries	One to three years	Many years
Major Capital Projects	3 to 7 years once funded Longer timeframe for unfunded projects	Immediate once construction phase is complete

The District considers available options related to each of these approaches when determining the most effective way to balance enrolment and capacity in the short, medium, and long term.

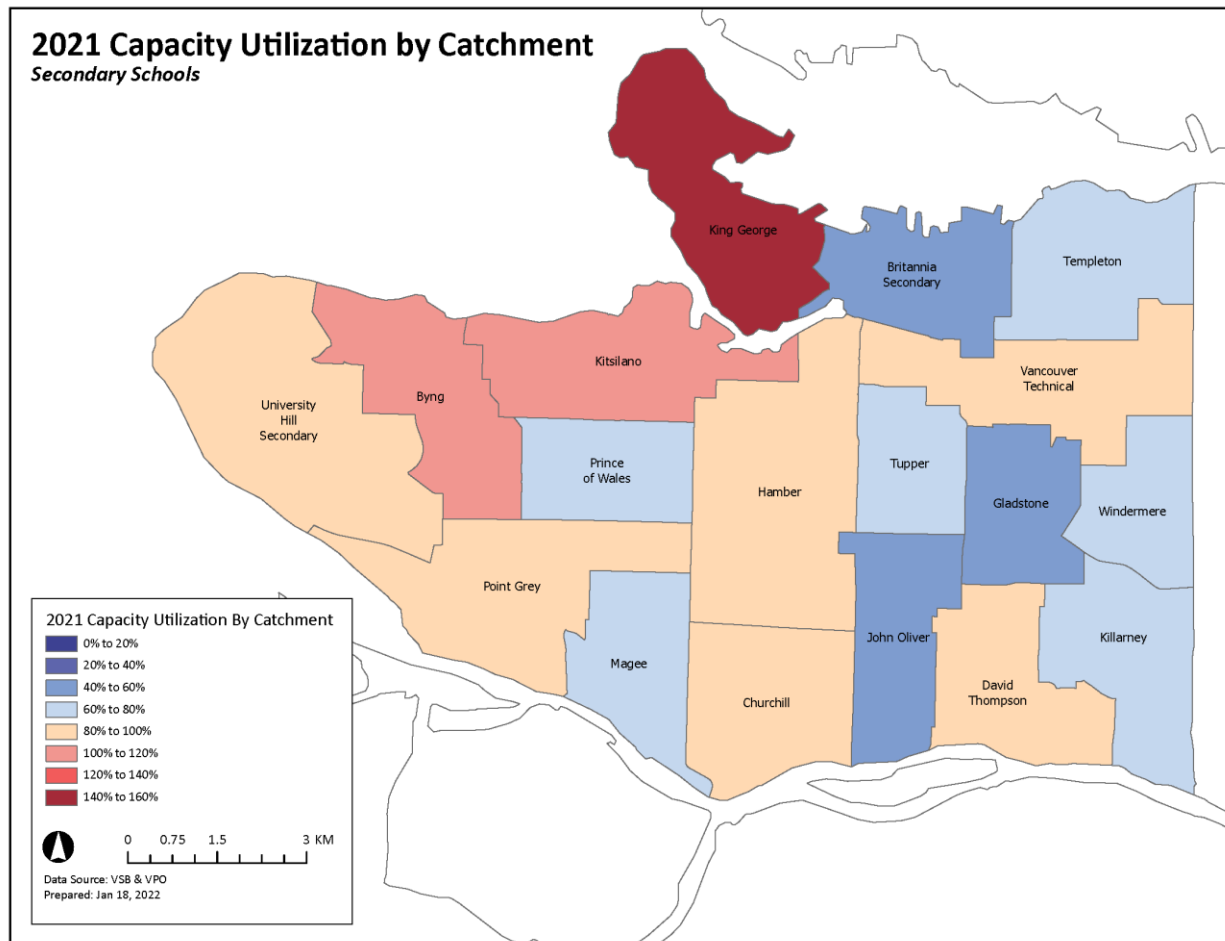
6.1 2019 CAPACITY UTILIZATION AND SPACE USE

Capacity utilization and space use at schools varies widely across the District. At present, many schools in the District have low-capacity utilization. There are also areas of the district experiencing enrolment pressure where schools have insufficient capacity to accommodate catchment student enrolment demand. The choropleth map below illustrates the wide variance in capacity utilization across the District in elementary and secondary schools.

2021 Capacity Utilization at Elementary Schools



Current Capacity Utilization at Secondary Schools



6.2 ENROLMENT MANAGEMENT STRATEGIES

The District manages enrolment in accordance with procedures set out in [AP 300](#) Admission to School.

Enrolment management strategies are used for the following purposes:

- To ensure continuity and stability for students and their families
- To provide equitable access to programs and support educational programming
- To maximize the number of students that can be accommodated at catchment schools
- To ensure efficient and effective use of resources allocated to staffing schools

The table below lists enrolment management strategies that are used by the district to maximize student accommodation at full schools.

Strategy	Purpose
Restrict out-of-catchment enrolment	New out of catchment applicants are not enrolled at schools where catchment students cannot be accommodated.
Place students from full schools at nearby schools with available capacity	When there is insufficient capacity to accommodate catchment students, the district places students at nearby schools.
Maintain ordered catchment waitlists	If capacity becomes available, schools offer placements to catchment students who could not be accommodated when they applied to enroll.
Align the timeline for placement offers for Kindergarten Choice programs with catchment enrolment offers	Parents are provided with information about their enrolment status at their catchment school and their status with respect to their Kindergarten Choice program applications to simplify decision making.

6.3 OUT OF CATCHMENT ENROLMENT

At elementary schools three levels of out of catchment enrolment management are used:

1. Restricting out of catchment enrolment - out of catchment applicants are not enrolled at the school. This approach is used at schools that cannot accommodate their catchment enrolment
2. Limiting out of catchment enrolment - only out of catchment Kindergarten aged siblings are offered enrollment at schools where there is sufficient capacity to accommodate current catchment enrolment; however, forecasts indicate that all available capacity may be required to accommodate catchment enrolment demand in future years
3. Offer enrolment to out of catchment applicants as space in the school organization permits

For many years all secondary schools have been able to accommodate their catchment enrolment.

To mitigate the educational programming challenges faced by secondary schools due to declining enrolment, for the past several years, the District has managed out of catchment enrolment in the regular program to ensure that all 18 secondary schools have a sustainable and predictable Grade 8 cohort size.

Enrolment at many secondary schools has dropped below the preferred secondary school size range of 1,200-1,750 students. Despite ongoing management of out of catchment Grade 8 enrolment, schools face programming challenges directly related to the small, and in some cases declining, Grade 8 cohort size.

6.4 KINDERGARTEN WAITLISTS

Kindergarten students may be waitlisted at their catchment school for two separate and independent reasons:

1. There is insufficient instructional space at the catchment school to accommodate catchment enrolment demand
2. Kindergarten and Grade 1 classes are not combined in the District

The class size maximum for Kindergarten is 20 students. When a school has insufficient Kindergarten applicants to warrant staffing of an addition Kindergarten division, students that cannot be accommodated at their catchment school are waitlisted and placed a nearby school.

Waitlists in general, and Kindergarten waitlists in particular, are a source of uncertainty and frustration for many families. Kindergarten waitlists that are generated due enrollment demand exceeding capacity are localized to schools in two Families of Schools Regions of the District:

- Downtown and Kitsilano FOS,
- Hamber FOS.

Kindergarten waitlists that are generated because of school organization constraints are scattered throughout the District. These waitlists have few students and are partially or fully resolved before school opens in September.

6.5 ONLINE REGISTRATION SERVICES

Parents access online registration services to apply to attend their catchment school, apply for a Kindergarten choice program, and/or apply for a cross boundary placement.

The administrative data collected through these applications supports efficient, predictable, and transparent enrolment processes.

Service	Purpose
Online enrolment service for parents	Online application for students new to the VSB completes the first step of the registration procedure. Parents verify documentation in person at catchment school Provides the district with direct access to the number of enrolment applications at each VSB school.
Online cross-boundary application service for parents	Online application for cross boundary placement Provides the District with direct access to the number of cross-boundary applications at each VSB school.
Online Kindergarten Choice Application service for parents	Online application for Kindergarten Choice Programs. Parents rank preferences. Provides the District with direct access to the number of applications for each Kindergarten Choice Program.

6.6 MAXIMIZING ENROLLING SPACE

Enrolment management is complimented through maximizing the availability and use of enrolling space at full schools.

Strategy	Purpose
Use all available enrolling spaces	At schools with enrolment pressure, the district ensures that all rooms designed as enrolling classrooms are used as enrolling classrooms. This could include renovating existing space.
Portables on site	Where feasible, the district may install a portable on the school site to create additional enrolling capacity. As portables are expensive, and viewed as a short-term solution, portable installation is often not the preferred strategy.

6.7 PROGRAMS AND GRADE RANGE

The district has additional options to balance enrolment with available capacity that require planning and community engagement to implement. Planning and implementation of these changes requires one to three years. After implementation, it may take several years for the full impact on enrolment caused by the change to be realized.

Strategy	Purpose
Grade Range Adjustment	The District uses Grade Range Adjustment to balance enrolment between nearby schools and between annexes and their main school.
Locate, re-locate, and consolidate district programs	The District can locate and re-locate district programs to other VSB facilities to manage enrolment. District programs are intended to support the entire district and, as such, the catchment area for these programs is the entire district.

6.8 CATCHMENT BOUNDARY ADJUSTMENTS

Adjustments to catchment boundaries could be considered in the following situations:

- Redistribute enrolment at schools
- Establishing a catchment for a new school
- Optimize capacity utilization at schools

- To further student safety with respect to arterial roads or natural boundaries
- To align boundaries of elementary feeder schools with secondary boundaries within a family of schools

Using catchment boundary adjustments as an approach to redistribute enrolment at full schools to nearby schools with available space to accommodate students is challenging for the following reasons:

- Areas experiencing enrolment pressure encompass several elementary school catchments – catchment boundary adjustments within these areas would only serve to redistribute students between schools that are already full.
- Continuity and stability are highly valued by families
- Small adjustments to catchment boundaries cause slight changes to enrolment – so it would take many years to improve or resolve enrolment pressure at full schools.

Adjustments to catchment boundaries will be made in accordance with [AP 305](#) School Catchment Boundaries.

6.9 MAJOR CAPITAL PROJECTS TO INCREASE CAPACITY

Major capital projects require Ministry approval to proceed. In the five-year capital plan submission, the Board requests capital funding for projects that have been prioritized.

Strategy	Purpose
Expansion/Addition	Where feasible, the district may renovate a school to create additional enrolling capacity. The District prioritizes requests for new schools in the annual Capital Plan submission to the Ministry.
Building new schools	In areas with ongoing enrolment pressure, a new school may be required to provide additional operating capacity. The District prioritizes requests for new schools in the annual Capital Plan submission to the Ministry.

Chapter 7 - Capital Asset Management Plan

Capital Asset Management Planning is intended as an ongoing process for the effective management of physical assets to systematically reduce operating costs and liabilities, preserve value, and generate revenue for reinvestment to support the organization's mandate and achievement of its long-term strategic goals and objectives.

Capital Asset Management Planning serves as a support to the Long-Range Facilities Plan, aligning its guiding principles. Effective Asset Management Planning provides the school district with the opportunity to advance the objectives of the Long-Range Facilities Plan, including the priorities identified within the Five-Year Capital Plan. As Capital Asset Management Planning is self-initiated and directed towards increased levels of local control, there are additional opportunities available to address VSB priorities beyond the funding levels provided by the Ministry of Education.

VSB has the richest physical asset base of any school district in British Columbia. However, it is challenged by the unique circumstances related to costs associated with aging infrastructure, the seismic condition of facilities, and excess capacity within its schools. More effective and strategic management of these assets will provide the VSB with the opportunity to improve its financial position and to advance and enhance capital projects in the future.

7.1 REQUIRED FUNDING CONTRIBUTIONS FOR MAJOR CAPITAL PROJECTS

The Ministry of Education, through its Project Contribution Policy, requires the Boards of Education to contribute to the cost of major projects including new schools, replacement schools, additions, and expansions. Of relevance for the VSB, Boards are also required to contribute funding for Seismic Mitigation Projects where a school district chooses to advance a different project scope that is not the least cost option, as would be the case where the least cost option is the seismic upgrading of the school. When the District develops a business case for the seismic upgrading of a school it will develop costing for the seismic upgrading as well as costing for either a partial or a full replacement of the school. In some cases, the least cost option is a replacement.

The funding contribution expected of the Board is not a replacement, or substitute, for the capital funding responsibilities of the Ministry of Education. Rather, this funding is considered a 'premium,' or supplement, necessary to achieve an enhanced level of project; a new, replacement school (partial, or full), instead of a seismic upgrade project. It should be noted that a new, replacement school is the least cost option for a sizable number of SMP projects, with full funding provided by the Ministry of Education.

Where a funding 'gap' exists between a seismic upgrade project and a new, replacement school, the Board may provide the 'premium' to fund its preference for a new, replacement school. This contribution will be confirmed within the Project Agreement between the Board and the Ministry. The financial contribution can be from several sources such as the Ministry of Education restricted capital, local capital, and/or operating surplus.

While the opportunity to convert projects from seismic upgrades to new, replacement schools has been available to the VSB, a lack of financial reserves has prevented the Board from achieving this more desirable outcome in many cases. In many of these cases, the result has been a seismically upgraded school that will still have deferred maintenance concerns. The more desirable outcome of a replacement school results initially in a school with no deferred maintenance concerns, allowing limited operating funds to be redirected to support students in the classroom.

7.2 CONVERTING SEISMIC UPGRADE PROJECTS TO REPLACEMENT SCHOOL PROJECTS

Seismic upgrade projects are focussed on improving the safety for building occupants during a seismic event. With a focus on the structural integrity of the building for life-safety, funds are not available within these projects to address existing liabilities related to operational inefficiencies, deferred maintenance, and poor building design. Improvements in classroom and school design to support modern instructional practices and effective learning environments, and many partnership agreements are simply not possible within the scope of these projects.

The construction processes required for seismic upgrade projects are highly intrusive, often requiring the use of temporary accommodation for students and staff who are displaced from their school for an extended period. On occasions where a seismic upgrade project can proceed on a ‘phased approach’, students and staff are often ‘shifted’ from one section or block of the building to another as construction proceeds through its multiple phases. While this method may enable the continued accommodation of students and staff within the school, the potential for ongoing disruption is considerable. The time required for the upgrade project to be completed in a phased approach will extend well beyond the time required where temporary accommodation is used.

There are significant benefits that can be achieved through the conversion of seismic upgrade projects to new, replacement school projects, whether these include full, or partial replacement. The investment of locally generated capital funds to support the ‘premium’ for a new replacement school, rather than a seismic upgrade, has far-reaching benefits for the VSB.

7.2.1 REPLACEMENT PROJECTS (FULL AND PARTIAL) WILL ACHIEVE THE FOLLOWING BENEFITS FOR VSB

- Reduced future operating and maintenance costs, preserving more operating funds for instructional purposes – the delivery of programs and services to students within modern teaching and learning environments,
- Elimination of deferred maintenance costs; many of these costs remain as liabilities upon the completion of a seismic upgrade project,
- Strong potential to expedite the SMP program by securing a higher proportion of new, replacement schools, rather than seismic upgrade projects,

- Potential to build new, replacement schools ‘on site’, avoiding the disruption and displacement of students and staff through temporary accommodation,
- Reduced energy consumption and green-house gas emissions, supporting VSB environmental sustainability goals, while reducing operating costs,
- Increased opportunities for partnership agreements for the construction of dedicated space for child-care, daycare and other priorities identified within the community, and
- Built to current seismic standards, new, replacement schools will achieve a superior level of seismic safety compared to a seismic upgrade project.

The investment in the ‘premium’ to convert a seismic upgrade project to a new, replacement school results in a short ‘payback’ period, with significant long-term financial and educational benefits to the school district.

7.3 REVENUE GENERATION TO ENHANCE CAPITAL PROJECTS

With a comprehensive portfolio of physical assets, the Board has significant potential to generate revenue, while preserving these assets and their value for longer-term needs.

As many properties were acquired by the VSB, without a financial contribution from the Ministry, the Board has greater discretion and flexibility in the use of revenues generated through these properties to address local priorities. Funds generated through long-term lease and/or sale of land parcels would be available to the Board to fund the ‘premium’ required to convert a seismic upgrade project to a new, replacement school. Additionally, the Board would also be able to consider the enhancement of major capital projects through the investment of local capital funds to achieve specific, local priorities.

Enhancements to major capital projects across British Columbia have occurred on a regular basis through Board contributions ranging from 100s of thousands of dollars to more than \$20 million for multiple projects. Through these funding contributions, and with Ministry agreement, Boards have achieved enhanced outcomes for projects, including gymnasias, performing arts theatres, increased capacity to sustain international student enrolment, modern learning environments, and expanded building capacity.

Major capital projects have also been enhanced through partnership agreements resulting in the construction of dedicated day care and child care facilities, shared use gymnasium, artificial turf fields, and community meeting space. These partnership agreements are often facilitated through a new, or replacement school project, enabling joint planning and shared use. There is excellent potential to identify opportunities for enhanced partnerships with the City of Vancouver and other community partners.

7.4 DEVELOPMENT AND IMPLEMENTATION OF A CAPITAL ASSET MANAGEMENT PLAN

The development and implementation of a comprehensive Capital Asset Management Plan will serve to support the guiding principles of the Long-Range Facilities Plan, while advancing the priorities identified within the Five-Year Capital Plan. The Capital Asset Management Plan will serve to identify a full range of revenue generation opportunities, as well as cost-saving measures, to provide the Board with the capacity to contribute funds, as required by the Ministry, to achieve the benefits associated with new, replacement schools and enhanced capital projects.

During the 2018-2019 school year the District engaged consultants to create a complete inventory of Vancouver School District properties and to begin the process of identifying opportunities to generate capital fund revenue so that funding contributions can be made to seismic projects and to new schools. Following up on that work the Board of Education adopted the following motion, now included in the Draft 2019 LRFP.

That the District builds on the initial work done on a Capital Asset Management Plan to develop a comprehensive strategic plan to guide the District in effectively managing the asset inventory in the future.

In early 2020 Urban Systems Ltd, was selected to prepare the strategic plan. Urban Systems provides services to local governments, regional districts, provincial agencies, and First Nations in the fields of asset management, urban planning, strategic property management, municipal engineering, landscape architecture and other government services.

Through a series of workshops in the first quarter of 2020 attended by staff and Trustees the following guiding principles were developed for this work:

- To have modern, safe, and healthy schools
- Maximize revenue generation while respecting community use
- Reduce operating costs and deferred maintenance
- Effective management of capital assets

The Board has agreed with the guiding principles and has accepted the following criteria (pictured below) to ensure that sustainable and successful land asset decisions are economically viable, technically feasible, publicly acceptable, and environmentally compatible.



In June 2020, a draft Land Asset Strategy was presented to the District’s Facilities Planning Committee. That report identified opportunities to be included in a Capital Asset Management Plan to be looked at over the following timelines: 1-3 years; 3-5 years; 5- 10 years; and 10 plus years. These opportunities will inform the Board about future decisions in implementing the District’s Long-Range Facilities Plan. The Board has explored some initial work on the some of the opportunities in the 1-3 years' timeframe and the VSB continues to work with Urban Systems Ltd. by developing a General Service Agreement which will have as some of its terms work to develop a protocol agreement and MOU with the Musqueam Indian Band, Squamish Nation, Tsleil-Waututh Nation.

7.5 CAPITAL FUNDING REQUIRED FOR CURRENT PROJECTS

The use of the ‘premium’ to convert a seismic upgrade project to a new, replacement or partial replacement school has already been made by the Board of Education for the 75 per cent replacement of Dr. George B. Weir Elementary and the full replacement of Henry Hudson Elementary. The funding for these two commitments is approximately \$4.0 million. In addition, the Board has committed to fund 50 per cent of the auditorium at Eric Hamber Secondary for an estimated \$3.5 million. In addition to these costs the District is always responsible for all the costs of any capital project that are more than the maximum funding provided by the Ministry in the project’s Capital Project Funding Agreement. For the Maple Grove Elementary project these additional costs amount to \$1.0 million.

Chapter 8 – Families of Schools (FOS) Regions

The District is divided into six Families of Schools regions which are defined by secondary school catchment boundaries.

The Vancouver School District is relatively compact with few natural boundaries that distinctly define regions in the District. Defining FOS regions is supported by planning considerations including the following:

- Enrolment trends including distribution of out of catchment students
- Arterial roads and transportation corridors
- Choice program locations
- Capacity utilization

8.1 SECONDARY ENROLMENT TRENDS – REGULAR PROGRAM

Most secondary students attend their catchment school. At the Grade 8 level, out of catchment enrolment in the regular program is managed by the District. Out of catchment enrolment at secondary schools is supported in the following ways:

- Enrolment procedures
- Value that parents and students place on choice
- Availability of capacity
- Transportation options and infrastructure
- School choice legislation

Secondary students who do not attend their catchment school often attend a school in an adjacent or nearby catchment. Most secondary students attend a secondary school in their region. As pointed out earlier in this report, the redistribution of students from east of Main Street to west of Main Street is limited in scale. After accounting for redistribution between adjacent catchments in the central region bounded by Fraser Street on the east, and Granville Street on the west, the net flow from East of Fraser to West of Granville is about 200 students or 1 per cent of total secondary school enrolment.

Region	Enrolment from Region	Enrolment within Region	Students living and attending within region	Students attending outside region	% of Regional Attendance
Central	3588	3657	3018	570	84%
Southwest	1931	1918	1593	338	82%
UBC and Vancouver West	1366	1277	1166	200	85%
Kitsilano and Downtown	3999	3913	3264	735	82%
Downtown East	1329	1631	1138	191	86%
Southeast	1511	1554	1439	72	95%

Note – Enrolment analysis presented in this chart is based on 2019 enrolment data

As an example, there are 3,637 VSB students living in the Central region, of those, 391 (11%) attend a school outside the central region and 3,246 (89%) attend a school within the central region.

8.2 SECONDARY ENROLMENT BREAKDOWN – PROGRAM TYPE

Regional enrolment breakdown by program type is shown in the table below:

Program Category	Central	Southwest	UBC and Vancouver West	Kitsilano and Downtown	Downtown East	Southeast	District Total
Regular	3657	1631	1554	1277	1918	3913	13950
District Choice	1265	555	498	685	894	435	4332
District Learning Services	262	85	30	52	235	227	891
District International	288	369	121	131	65	107	1081
District Total	5472	2640	2203	2145	3112	4682	20254

Students in the International program are integrated in the regular secondary program, these students do not enrol in District Choice or Learning Services Student Programs.

A regional analysis of aggregate program enrolment breakdown by percent for BC residents is shown below. The District average for regular program enrolment is 71 per cent with a range of 58 per cent in the Southwest region to 83 per cent in the Southeast. The wide range of District program attendance reflects the current location of these programs.

Program Category	Central	Southwest	UBC and Vancouver west	Kitsilano and Downtown	Downtown east	Southeast	District Average
Regular	67%	62%	71%	60%	62%	84%	69%
District Choice	23%	21%	23%	32%	29%	9%	21%
District Learning Services	5%	3%	1%	2%	8%	5%	4%

Over half of students in International Education attend schools in the central and southwest regions.

International Education Program	Central	Southwest	UBC and Vancouver west	Kitsilano and Downtown	Downtown east	Southeast	District Total
Enrolment	288	369	121	131	65	107	1081
Percent by Region	27%	34%	11%	12%	6%	10%	100%

8.3 DISTRICT CHOICE PROGRAM ENROLMENT

Secondary student enrolment trends are also supported by access to District Choice Programs.

Consideration	Context
District as Catchment	Students from anywhere in the *District can apply to any choice program with the same priority for enrolment * Three priority registration zones for FI
Location of Programs	Largest programs are located west of Main <ol style="list-style-type: none"> 1. Byng Arts 2. Hamber Challenge 3. Churchill IB 4. Churchill FI – catchment goes from Boundary Rd to Dunbar Ave
Availability of Choice	The District prioritizes choice programs - students/families make choices that reflect their preferences

1. Choice programs located west of Main enrol about 1,000 more students than those east of Main
2. The largest choice programs are located west of Main – these programs draw students from both east and west of Main
3. About one quarter of all choice program enrolment is in the Central region with the majority being located at Churchill and Hamber

8.4 FAMILY OF SCHOOLS

A family of schools (FOS) is defined as a secondary school and its feeder elementary schools. At present in Vancouver, there are many instances where an elementary school catchment is split between two secondary schools. When this is the case, the portion of the catchment containing the main school building is used to determine which FOS the elementary school is assigned to.

8.5 ELEMENTARY ENROLMENT TRENDS – REGULAR PROGRAM

Most elementary students attend their catchment school. Out of catchment enrolment at elementary schools is supported in the following ways:

- Enrolment procedures
- Value that parents and students place on choice
- Logistical considerations particular the location and availability of child care and out of school care
- Availability of capacity
- Proximity of schools
- Transportation options and infrastructure
- School choice legislation

Elementary enrolment is localized to neighbourhood schools, the majority of out of catchment students live in adjacent school catchments. From the perspective of the District as a whole, there is minimal redistribution from east of Main Street to west of Main Street. There is some redistribution between adjacent and nearby catchments on both sides of Main Street. At many individual schools, the inflow and outflow of students is balanced. Inflow and outflow are generally balanced between families of schools. At full schools that cannot accommodate catchment enrolment demand outflow of students exceeds inflow either through student placements made by the District, choice program enrolment or out of catchment enrolment.

The LRFP provides a strategic analysis for the six families of school's regions. For each region information is organized under the headings below.

1. Overview
2. Secondary Student Accommodation Considerations
3. Secondary Student Accommodation Strategy
4. Elementary Student Accommodation Considerations
5. Elementary Student Accommodation Strategy (FOS)
6. Balancing Capacity with Enrolment
7. Secondary Facilities Condition and Seismic Upgrade Considerations
8. Elementary Facilities Condition and Seismic Upgrade Considerations
9. Catchment Boundary Considerations
10. Summary