



VANCOUVER DPAC · SPECIAL EXECUTIVE MEETING

Release to Trustees, PACs, Parents & Guardians

January 22, 2021

Yesterday evening the DPAC Executive met to discuss the VSB Long Range Facilities Plan, which was released in draft form on Monday, January 11 and is being brought forward to the VSB Board Meeting for a decision on Monday, January 25. DPAC also discussed Land Sales and the Land & Asset Strategy.

LRFP Position

DPAC wants to be on the record with our serious concerns about the document that Trustees are voting on at the Board Meeting on Monday. DPAC is supportive of the broad vision that has been reached with extensive parent input and articulated by the trustees. We see in the operational LRFP the abandonment of the powers that an elected board should have to guide the process. DPAC believes that verbal assurances regarding the LRFP being a “Dynamic Living Document” are insufficient, and that road map items to realize their vision should be included. We respectfully urge the Trustees at this 11th hour to centre the LRFP Strategy 2020-2030 (the vision currently contained in Appendix A) in the document to replace the contents of Section 2.3 (Guiding Principles) to clarify that the LRFP Strategy has supremacy in guiding the actions and decisions in the plan;

Along with the following:

ONE:

Section 1.3.4 (Long-Range Facilities Plan Structure) is updated to include the sentence: "For the purpose of transparency, each annual LRFP will publish current data including: Kindergarten & Gr 8. Registration information, enrollment projections by catchment, population projections by catchment, movement of students out of catchment into choice programs, movement of students out of catchment to other catchments, 1st choice requests for district programs, and waitlist information by school.

TWO:

That bullet 3 in Section 2.4 (Planning Assumptions) be changed to read: “The enrolment projection methodology currently used by the District will remain for planning purposes but with the local

knowledge component improved to consider how student yields might increase from City of Vancouver, University Endowment Lands and First Nations planning decisions that have been approved by their respective Councils. The VSB will request from these authorities 20-year forecasts for population change in school-aged children for each of the six District study regions contained in the LRFP.”

THREE:

That a new bullet be inserted into Section 2.4 of the LRFP (planning assumptions), stating that, "The District recognizes that the LRFP currently contains insufficient information about the accessibility of facilities across the District for people with physical and learning disabilities, and that a lack of accessibility leads to segregation in a manner that is incompatible with District values. Therefore, the District commits that by November 30, 2021, it will complete consultations with parents, students and stakeholders to define accessibility concerns so that comprehensive accessibility data and standards can be included within the 2022 LRFP. In the Interim, staff will report to trustees on any accessibility shortcomings for seismic upgrades and new builds (e.g. lack of elevator, lack of sensory room, etc.) and seek Trustees' direction about the use of District funds to address shortcomings in Ministry funding."

FOUR:

That a new bullet be inserted into Section 2.4 of the LRFP (Planning Assumptions), stating that, "The Ministry of Education no longer mandates a 95% capacity utilization target and the District is currently making long-term planning decisions without any transparent understanding of its own capacity utilization targets. The District therefore commits to forming a stakeholder working group to determine capacity utilization targets by November 30, 2021, to be included within the 2022 LRFP.”

FIVE:

That the criteria that determine which schools are put forward in the capital plan for the Seismic Mitigation Program (Section 3.3.10), the criteria for the Land and Assets Strategy (Section 7.4), and the criteria used for school consolidation (Section 5.10) all be updated to include:

- The ability to accommodate children living in the local catchment area based on catchment population forecasts.
- Impacts on equity-seeking populations, including but not limited to students who identify as Indigenous, people with disabilities, special needs, and affected by the impacts of poverty and/or trauma.

Land Sales Position

That the Vancouver Board of Education not dispose of any of its land by sale or transfer in fee simple. This would not preclude land swaps or leases pursuant to the procedure in Policy 20.

Land & Asset Strategy Position

Due to considerable time spent on the other items at the meeting, the Executive deferred discussion and will take a position on the Land & Asset Strategy in the near future as an executive group and will share the position in a future release.

The raw presentation materials for the DPAC Special Executive Meeting follow:



Welcome & Purpose

It is absolutely awesome to have such a group of engaged parents that are there that care about long range planning; tonight is for our kids' kids & their kids!

Our purpose is to officially state what is acceptable to parents and we have invited Trustees to listen and to understand why these matters are important to parents. The actions as a result of today's meeting will be to officially adopt motions relating to the LRFP, Land & Asset Strategy and Land Sales and then to relay that officially back to all the Trustees in writing.



DPAC Facilities Committee
Report on LRFP Consultation



DPAC's Six Recommendations - ONE

Share Data so that parents & PACs can offer feedback improving the data quality so that we can make better decisions. And establish trust by being transparent.

Section 1.3.4 (Long-Range Facilities Plan Structure) is updated to include the sentence: "For the purpose of transparency, each annual LRFP will publish current data including: Kindergarten & Gr 8. Registration information, enrolment projections by catchment, population projections by catchment, movement of students out of catchment into choice programs, movement of students out of catchment to other catchments, 1st choice requests for district programs, and waitlist information by school.



I confirmed with the office that there are 389 kids at Hudson right now.

The LRFP shows 2020 at 378. It shows 345 for 2021.

We feel strongly that the current projected numbers therefore paint an inaccurate and false picture as to what the situation is in our school. Where the current projected numbers simply reflect the artificially constrained capacity, and not the true demand for places in our school. And the fact remains that L'Ecole Bilingue is a school where true demand constantly outstrips capacity, where demand has been INCREASING as opposed to DECREASING.

These numbers are clearly wrong.

This is so frighteningly wrong that as far as I'm concerned any decisions based on the LRFP are wrong.

Who is accountable for making these projections?

I do not see how VSB can suggest that this data is accurate and reliable in forecasting future enrollment of recent condo and townhome developments that are either in preconstruction or construction phases w/ single family homes in the area.

I do not see how your assessment of future enrollment can be either accurate, or reliable, given it is indicating declining enrollment moving forward into 2030. There are several hundred, if not thousands, of units currently in the pre-construction/construction phase that will be nearing completion over the next few years. With the rising cost of a single family detached homes, many young families are simply not able to afford the cost of SFD homes, and are looking to a less unaffordable option such as condos and townhomes. I think it will be detrimental to the future LRFP to not consider the impact of these regional developments on housing, families and communities. If we do not consider the impact of these regional developments on children going to go to school? Will they be projected enrolment (Closed Boundary Method) Should Be Reviewed for Nightingale. The forecasting for Nightingale should be revisited. It is not in accordance with the amount of

As a parent with children who attend Edith Cavell Elementary School, I must ask about the enrollment projections. Our school is located along the Cambie Corridor where we see ongoing development and an ongoing increase in housing density. When our oldest child registered for kindergarten 5 years ago, we understand there was a waitlist of 2-3 children. Over the past few years there have been between 20-50 children on the waitlist for cavell kindergarten every year.

How can the enrollment projections show a decline from 330 students in 2021 to 278 students in 2029?

Please explain this rationale, methodology, and how this projection was achieved.

From the Appendix, Nightingale's closed boundary in student population from now until 2030:

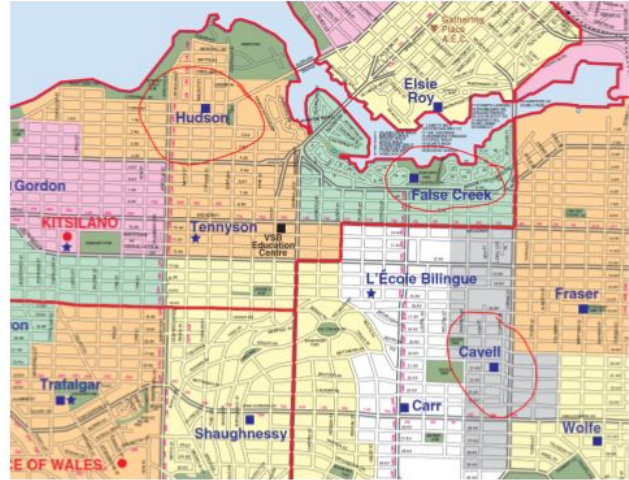
	2025	2026	2027	2028	2029	2030
	230	214	208	204	200	202

view of a large amount of recent development activity



3.4 NEW SCHOOL SPACE REQUESTED

Henry Hudson Elementary (Expansion)	170 - (20K 150E)
False Creek Elementary (Expansion)	120 - (20K 100E)
Edith Cavell Elementary (Expansion)	220 - (20K 200E)



School Name	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Cavell	342	330	322	307	299	290	286	283	280	278
False Creek	288	290	290	311	315	334	343	354	362	370
Hudson	378	345	320	299	293	280	270	263	263	267

Why would the Ministry approve Hudson or Cavell?



DPAC's Six Recommendations - TWO

Assurance that our decision making factors in how our areas are changing by involving our local governments to further establish trust and make better decisions.

That bullet 3 in Section 2.4 (Planning Assumptions) be changed to read: "The enrolment projection methodology currently used by the District will remain for planning purposes but with the local knowledge component improved to consider how student yields might increase from City of Vancouver, University Endowment Lands and First Nations planning decisions that have be approved by their respective Councils. The VSB will request from these authorities 20-year forecasts for population change in school-aged children for each of the six District study regions contained in the LRFP."



Many more buildings are planned. Multi-family dwellings are also being constructed on a number of streets such as the Moderate Income area on the north side of the Nightingale's catchment area on the west side of the city. Over the next few years, many school-aged children will live. Over the next few years, there will be at least 50 kids added to the catchment area and will be added to the catchment area.

From what I can tell the LRFP document is using a flawed process to show declining enrollment. It appears that VSB staff is deliberately ignoring massive developments and density going up around VSB Schools.

Looking at your LTR document on proposed actions for schools on the West Side of Vancouver it makes a modicum of sense. However, has the VSB taken into consideration the massive push the City of Vancouver is doing to densify. (For the record I do not agree with "densification") In my humble opinion, the forecasted numbers for enrollment could be under valued. It is my belief that enrollment will increase as densification occurs. Will the VSB regret closing schools in 10 years time?

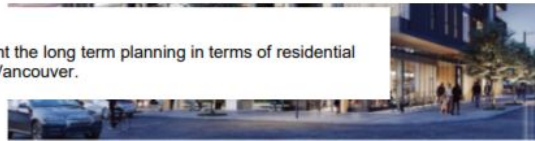
Development at UBC will be continuing for years. The proposed new elementary school doesn't have a timeline for construction, and the schools in the UHill SS family have little capacity already. (Not sure why the capacity forecast for UHill Elem drops to 52% for 2029???)

The attached document provides Nightingale PAC's comments, summarized as follows:

- Within the catchment area, the LRFP is projecting Nightingale's school aged population as a decrease of 20% through 2030: this is unlikely given the amount of new development and proposed development.
- The inclusion of Nightingale in Year 2 for the 2021/22 capital plan is important; we are however concerned also that a SMP will not address the "poor" Facility Condition Index rating has currently

NOT TAKING INTO ACCOUNT COV PLANNING:

Secondly, we feel that the current LRFP is not taking into account the long term planning in terms of residential development and densification being undertaken by the City of Vancouver.



2.4 MAJOR ASSUMPTIONS

The enrolment projection methodology currently used by the District will remain for planning purposes but with the local knowledge component improved to consider how 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.

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,

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. One reason that baseline enrolment forecasts prove to be accurate and reliable is that 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.



10 Year Projected New Housing Numbers City of Surrey 2019 - 2029 (47,562)



Figure A1.6

Active Rezoning & Development Permits City of Surrey 2018 (18,368)

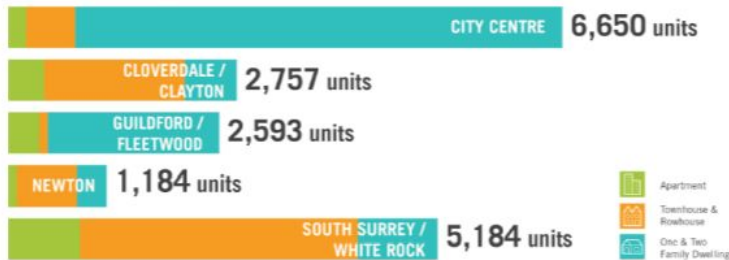


Figure A1.7



The best practice is to provide extreme detail on housing and land use changes.

Even if the VSB has a sound reason for not using the best practice, there is a responsibility to build trust and counter the ground truth that exists with parents.

Write to:

lrfpfeedback@vsb.bc.ca

Ask for City of Vancouver, UBC & First Nations to get involved, not just be collaborated with...involved.



Discussion on 1st two recommendations

Share Data so that parents & PACs can offer feedback improving the data quality so that we can make better decisions. And establish trust by being transparent.

Assurance that our decision making factors in how our areas are changing by involving our local governments to further establish trust and make better decisions.



DPAC's Six Recommendations - THREE

The Vision got placed into the Appendix which means that Neighbourhood Schools, Equity, Accessibility, Active Transportation and more are ignored.

That the LRFP Strategy 2020-2030 (currently contained in Appendix A) be moved in the document to replace the contents of Section 2.3 (Guiding Principles) to clarify that the LRFP Strategy has supremacy in guiding the actions and decisions of staff.



I am writing to you on behalf of the PAC at Queen Elizabeth Annex. We have had a discussion and we are in agreement that the **Strategic Vision should not be an appendix and should be in the core LRFP document and drive the operational LRFP.**

Also, based on this version of the LRFP document, the VSB staff are not listening to parents and the vision put forward by the Board back in November. **It's as if that vision presented to VSB staff has been intentionally ignored.**

Finally, I'm concerned about the lack of measurable and meaningful goals with regards to **Active Transportation and Safe Routes to School.** It is clear that the document is full of platitudes on this topic but lacking in accountability.

1) Our PAC executive believes that the **strategic vision for the LRFP (which includes many important aspects such as Neighbourhood Schools, Equity, Accessibility, Sustainability, Active Transportation)** should not be an appendix to the LRFP and should be in the core document and drive the operational LRFP. The trustees visions are so important and need to be front and center in the LRFP.

I'm writing to you on behalf of the Bayview Elementary PAC Executive to urge that the Vancouver School Board's Long Range Facilities Plan **include the approved Strategic Vision in the Operational Plan and that this Operational Plan be informed and in fact driven by the agreed upon principles outlined in the Vision and Strategy document.** It makes no sense from a business perspective to have an Operational Plan that does not align with the stated Vision and Strategy, especially after the months of consultation that went into the vision and strategy development and finalization and approval.



APPENDICES

- Appendix A – [LRFP Strategy 2020-2030](#)
- Appendix B – Public Engagement Process
- Appendix C – [LRFP 16 Recommendation](#)
- Appendix D – [Elementary Programs and Locations](#)
- Appendix E – [Secondary Programs and Locations](#)
- Appendix F – [School Enrolment History 2010-2019](#)
- Appendix G – [School Enrolment Forecasts 2020-2029](#)
- Appendix H – [Closed Boundary Forecasts 2020-2029](#)
- Appendix I – [Operating Capacity and Capacity Utilization 2019 & 2029](#)
- Appendix J – [Seismic Status, FCI and Facility Condition Rating](#)
- Appendix K – [2021-2022 Five Year Capital Plan Summary](#)
- Appendix L – [Space Use for Elementary Schools Survey Summary 2019-2020](#)
- Appendix M – [Childcare Locations](#)
- Appendix N – [East to West Secondary Regular Program Enrolment](#)

Vik Khanna
 Will the Strategic Vision remain in the Appendix?
 Can any professional planners tell us parents what the implication is of the Strategic Vision living in the Appendix?

What has supremacy, the stuff in the operational plan or the stuff in the appendix?

Write to:

lrfpfeedback@vsb.bc.ca

And please ask the VSB to replace the old guiding principles and create new ones from the Strategic Vision

Boards of education will:

1. develop and implement a multi-year district strategic plan and individual school plans and publish annually on or before September 30;
2. use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial plans; human resources, Information Technology,



- engagement and communications and long-range facilities plans with the educational objectives from the district strategic plan; and
3. participate in a continuous improvement review program, including:
 - 3.1. reviewing the alignment of school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities.
 - 3.2. acting on findings coming out of the continuous improvement review.
 - 3.3. collaborating with Indigenous peoples and key education stakeholders throughout the 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 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

More details on the VSB perspective are contained in the Long-Range Facilities Planning Strategy 2020-2030 document in [Appendix A](#).

While both 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.

Foundational Supports and Actions	
•	Supporting Documents
1.	Active Transportation
2.	Green Spaces, Resource Conservation and Climate Change
3.	Capital Asset Management Plan
•	Additional Actions
1.	Preferred School Size
2.	Projections for Student Numbers
3.	Seismic Mitigation Program
4.	Flexible Buildings & Sites
5.	Maximize Funding for Programs & Services
6.	Balancing Enrolment with Capacity
7.	Capacity Utilization
8.	Collaboration with CDV and UEL
9.	Planning Horizon

The finalized document is attached as [Appendix A](#).

Many of the changes and additions that were made to the original document reflect the flexibility provided in the Ministry of Education's Long-Range Facilities Plan Guidelines. In addition to adding more educational programming priorities, the final document espouses the local vision the Board and the Vancouver community has with respect to facilities use and planning, especially in the areas of space use and capacity utilization. **Having said that**, there is an understanding that, in line with one of the purposes of a Long-Range Facilities Plan, requests for funding for capital projects will reflect the area standards of the Ministry and the associated capacity utilization calculations.



Let's take an example: Active Transportation

Table 3 has links to District information and procedures that support Long-Range planning processes and the 2019 Draft LRFP update process.

Document Source	Detailed Reference	Link to Document
District Administrative Procedures Manual	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	Draft 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

Goal: Support active transportation choices for school communities

Action 13: Promote active transportation events and training Many schools participate in active travel events like bike-to-school week, or walk-to-school week. There are opportunities to expand these to other schools through promotion and support.

Action 14: Improve infrastructure for cycling, wheeling, and walking Facility actions have increased bicycle lock-up and storage facilities at many sites. There is still a demand in the District for more infrastructure - and many locations could have improved placement of bike racks. In this action the VSB will review and periodically inventory the infrastructure in place at schools and evaluate for improvements.



Another example: Neighbourhood School

Table 3 has links to District information and procedures that support Long-Range planning processes and the 2019 Draft LRFP update process.

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District Administrative Procedures Manual	AP 300 Admission to School	AP 300
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Planning and Facilities	Draft LRFP and Appendices	Long-Range Facilities Plan
	Preferred School Size Working Group	Preferred School Size Working Group
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Environmental Sustainability Plan	VSB Environmental Sustainability Plan – Action 4, Action 6, Action 8, Action 10	VSB Environmental Sustainability Plan

What is the technical definition of “Neighbourhood School?”

No provision for transportation of placed students will be made by the school if the distance from the student’s home to the school of attendance is within the walk limits established by the District (**4.0 km for K-3 students and 4.8 km for grade 4-12 students**). If a student is placed in a school outside the walk limits established by the District, they are eligible for student transportation services provided by the district subject to the rules set out in Administrative Procedure – 560.

What is the implication?

Scenarios change if some priority is given to Neighbourhood Schools and then it becomes harder to close or consolidate schools, meaning that there are more “empty seats” which makes it harder to get capital monies to build or expand schools in areas of growth.



What’s a Scenario? What happens to Henderson?

School Name	Building Condition Rating	Seismic Risk Rating	SMP Status	Operating Capacity	2019 Enrolment	2029 Enrolment
Mackenzie	Poor	H1	Unsupported	575	423	432
Moberly	Poor	Completed	Completed	657	471	386
Henderson	Very Poor	H3	Unsupported	552	452	390
Trudeau	Poor	Completed	Completed	353	197	141
Total				2137	1543	1349

- Enrolment forecasts indicate an overall decline in the John Oliver FOS from 2019 enrolment of 1543 to 1349 students in 2029
- The enrolment forecast does not include the impact of relocating the Jamieson Late Mandarin Bilingual program to Trudeau which will likely increase enrolment above the baseline forecast for that site

Future Scenarios

Scenario 1 – MacKenzie is advanced in the SMP

- If MacKenzie is advanced to completion through the SMP the safe capacity would increase to 1585
- There would be sufficient seismically safe capacity in the John Oliver FOS to accommodate forecast enrolment

Scenario 2 - MacKenzie is not advanced in the SMP

- If MacKenzie is not advanced for funding through the SMP there will be a safe capacity deficit in the John Oliver FOS
- There will likely be insufficient seismically safe capacity in the John Oliver FOS or nearby schools in other FOS to accommodate forecast enrolment in the John Oliver FOS

No Vision: Financial Considerations = Consolidate/Close or if “protest”, do nothing and kids keep going to unsafe school.

With Vision: Depends how we define the values in the vision and what “weighting” we give to them and then balance that with the financial considerations.





Discussion on strategic vision driving operational planning

The Vision got placed into the Appendix which means that Neighbourhood Schools, Equity, Accessibility, Active Transportation and more are ignored.

That the LRFP Strategy 2020-2030 (currently contained in Appendix A) be moved in the document to replace the contents of Section 2.3 (Guiding Principles) to clarify that the LRFP Strategy has supremacy in guiding the actions and decisions of staff.



DPAC's Six Recommendations - FOUR

To truly value inclusion, we must consider accessibility proactively, and employ a philosophy of continual improvement - we can only improve what we measure.

That a new bullet be inserted into Section 2.4 of the LRFP (planning assumptions), stating that, "The District recognizes that the LRFP currently contains insufficient information about the accessibility of facilities across the District for people with physical and learning disabilities, and that a lack of accessibility leads to segregation in a manner that is incompatible with District values. Therefore, the District commits that by November 30, 2021, it will complete consultations with parents, students and stakeholders to define accessibility concerns so that comprehensive accessibility data and standards can be included within the 2022 LRFP. In the Interim, staff will report to trustees on any accessibility shortcomings for seismic upgrades and new builds (e.g. lack of elevator, lack of sensory room, etc.) and seek Trustees' direction about the use of District funds to address shortcomings in Ministry funding."



While you consider this, I implore you to please work with the School Board to create a universal accessibility standard to which all schools in the district are required to adhere. **Meeting or exceeding the VSB vision statement of inclusion should not be something for which parents have to beg.** Please, build a new school that meets these standards for the basic human rights of our kids. If you can't see the numerous benefits of building a replacement school, at least implement these basic improvements into the renovation plan; don't allow this amount of money to be spent on upgrading a school, without actually upgrading the entire school for everyone who needs to use it.

One of the Guiding Principles of VSB2021 Strategic Plan is inclusion. **Accessibility standards need to be included in the LRFP,** including but not limited to elevators, ramps, door openers, and accessible bathrooms with change tables and lifts.

A seismic upgrade of Renfrew Elementary will be the perfect opportunity to save costs while incorporating these accessibility standards and ensure that future students with physical disabilities are able to attend Renfrew.

We need to make this easier and more equitable for families of children with disabilities, and for anyone who needs to access a school. The goal of ensuring that schools are "where kids live" is an important one. **Children with disabilities should be able to go to school in their communities.** While accessibility/universal design may not be a requirement of seismic upgrades, it should be a goal of the VSB's Long-Range Facilities plan. To realise that goal, the VSB needs to find out exactly what the deficits are and address them, with the input of people with disabilities. In some cases the deficits are obvious - like lack of elevators or ramps. In other situations they are more insidious - like having segregated special needs classrooms in inferior basement classrooms, or in parts of the school where no other students go.



It's in the Strategic Vision; Get the Vision in the Plan!

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.

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.

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.**

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.



DPAC's Six Recommendations - FIVE

Look at how we really use our spaces (not based on 99 yr old blueprints) and build resiliency into the system to deal with the ebbs & flows of school populations.

That a new bullet be inserted into Section 2.4 of the LRFP (Planning Assumptions), stating that, "The Ministry of Education no longer mandates a 95% capacity utilization target and the District is currently making long-term planning decisions without any transparent understanding of its own capacity utilization targets. The District therefore commits to forming a stakeholder working group to determine capacity utilization targets by November 30, 2021, to be included within the 2022 LRFP."



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)

Did You Know?

What determines excess capacity (empty seats) is the original (sometimes 99 year old) blueprints?

So if a classroom changed to a different *educational* use, it is still counted as "empty seats."

Write to:

lrfpfeedback@vsb.bc.ca



Vancouver Currently at 83% Capacity Utilization

LONG RANGE FACILITIES PLAN
CHAPTER 5 - CAPACITY/UTILIZATION
JUNE 2019

RICHMOND
SCHOOL DISTRICT NO.38

A public school district has a responsibility to maximize the use of resources, both financial and operational, in the provision of equitable learning opportunities for all students. In order to optimize operating and maintenance costs, to offer a consistent and equitable range of programs across schools, and in order to support capital funding requests for upgrades and new schools, **a reasonable capacity utilization target would be in the order of 85-90%.**

Bonus: The VSB broke down the district into 6 families of schools. In theory, this would allow for each region to have a different capacity, factoring in equity.



DPAC's Six Recommendations - SIX

"Where Kids Live and Will Live" centred on Equity

That the criteria that determine which schools are put forward in the capital plan for the Seismic Mitigation Program (Section 3.3.10), the criteria for the Land and Assets Strategy (Section 7.4), and the criteria used for school consolidation (Section 5.10) all be updated to include:

- The ability to accommodate children living in the local catchment area based on catchment population forecasts.
- Impacts on equity-seeking populations, including but not limited to students who identify as Indigenous, people with disabilities, special needs, and affected by the impacts of poverty and/or trauma.



Our daughter attends Tillicum Annexe and it's so important to the community that this school remains open.

It's walking distance for all the students, starting the day off healthy. The community at the school is inclusive and welcoming, being a small school is such a benefit to the children.

3) Density growth in Hastings Sunrise and Downtown East. The forecast for enrollment is seen as steady with a potential small decrease, however higher density housing is planned and being built in our neighbourhood. As we have witnessed with schools such as Dickens, density growth has led to more neighbourhood children needing enrollment than there is space. Hastings Sunrise area is growing and many local elementary schools have waitlists/capacity issues already. It is really important for children to be able to attend their neighbourhood schools for accessibility and community building reasons. In a community where many people are financially strapped, community schooling is even more important.

- Schools are the heart of the neighbourhood and provide a sense of community to local residents. Maintaining smaller, localized schools allows for stronger community building and more connected students. A larger school, potentially significantly farther away from where students live would tear the community apart. Schools should be located where students live, not 30 minutes away by car.

I do not see evidence that VSB desires to provide residents in our geographical area to attend a local / neighbourhood seismically safe school. The loss of market share to the local private schools St. George's Junior and Senior; Crofton House and ICS is understandable: parents who can afford to send their children to neighbourhood seismically safe schools, have done so. However the rest of the in-catchment families have no choice.

Another ongoing concern of mine is the need for kids to be able to walk or bike safely to school. Having schools remain open within neighbourhoods so all children can access their schools safely and without having to take transit or have associated costs with transportation is paramount.



“Where Kids Live & Will Live” = Community + Safety

Safe Routes to School

“
ALL
ELEMENTARY
STUDENTS
SHOULD HAVE
WALKING
ACCESS TO
THEIR SCHOOLS
IN VANCOUVER

Of all the factors participants noted when they considered school closures, transportation generated the most comments. Participants expressed a desire for all students to have safe routes to get to and from school. In most cases, participants felt that schools should be within a 20-minute walk, and measures should be taken to ensure student safety along these routes - particularly for elementary students. In the situation where students may need to travel longer distances, participants felt that bus access should be provided - either through a dedicated bus route or by free public transit.

QUOTES:

- “All elementary students should have walking access to their schools in Vancouver.”
- “Better commute options for kids that have [to] travel by transit, from K-12. There are some really busy roads to access the school [and] there should be some way to get the kids out there safely.”
- “Ensure that travel to local schools is available by walking and public transit. School access shouldn't be car dependent. Many children already have to travel long distances to school.”



How do you scorecard finance & vision/values?

FACILITIES MASTER PLAN UPDATE 2018

Figure M : Capacity/Condition Projects with Scoring Criteria (Summary chart)

Facility	School Type	Region	Scope of work	Capital Factors : SUMMARY SCORES (67% Combined Weight)								Equity Factor (33% weight)		OVERALL SCORE	
				16.75%		16.75%		16.75%		16.75%		33%		100%	
				Educational Adequacy (average of 3 factors)		Building Conditions (average of 4 factors)		Health, Safety & Security (average of 5 factors)		Right Size Capacity (2021-22 projected enrollment / right size capacity)		School Equity Index (based on demographic profile of students enrolled in each school)		OVERALL WEIGHTED SCORE	
Raw Score	Min-Max Normalization (1-5 scale) *	Raw Score	Min-Max Normalization (1-5 scale) *	Raw Score	Min-Max Normalization (1-5 scale) *	Raw Score	Min-Max Normalization (1-5 scale) *	Raw Score	Min-Max Normalization (1-5 scale) *	Raw Score	Min-Max Normalization (1-5 scale) *	Rank ***			
Northgate ES	ES	NW	Modernization	3.03	3.24	4.05	4.84	2.64	2.16	1.40	3.37	3.91	4.42	3.74	1
Viewlands ES	ES	NW	Replacement	4.43	5.00	2.51	2.39	2.40	1.75	2.25	5.00	3.34	3.83	3.63	2
Mercer International MS	MS	SE	Replacement	3.10	3.32	3.99	4.75	2.60	2.09	1.39	3.32	3.58	4.08	3.60	3
Kimball ES	ES	SE	Replacement	4.10	4.58	3.17	3.44	3.20	3.12	1.08	2.40	3.09	3.57	3.45	4
John Rogers ES	ES	NE	Replacement	3.53	3.87	3.92	4.64	2.90	2.61	1.22	2.80	2.91	3.37	3.44	5
Montlake ES	ES	C	Addition/ Modernization	4.03	4.50	3.80	4.46	4.30	5.00	1.75	4.41	0.63	1.00	3.41	6
Ingraham (Addition underway)	HS	NW	Modernization	2.87	3.03	3.72	4.33	3.05	2.86	0.90	1.85	3.50	3.99	3.34	7
Aki Kurose MS	MS	SE	Modernization	2.57	2.65	3.72	4.33	2.40	1.75	0.79	1.52	4.36	4.88	3.33	8
Sacajawea ES	ES	NE	Replacement	3.43	3.74	3.31	3.66	3.80	4.15	1.05	2.32	2.56	3.01	3.32	9
Rainier Beach	HS	SE	Replacement	2.70	2.82	3.09	3.32	2.93	2.66	0.61	1.00	4.47	5.00	3.29	10



Discussion on Recommendations 4, 5 & 6

To truly value inclusion, we must consider accessibility proactively, and employ a philosophy of continual improvement - we can only improve what we measure.

Look at how we use really use our spaces (not based on 99 yr old blueprints) and build resiliency into the system to deal with the ebbs & flows of school populations.

“Where Kids Live and Will Live” centred on Equity



Feedback from X'pey

The following is a statement that was asked by a X'pey family to be stated and reflected for the records:

Major engagement fatigue from families at X'pey. We keep saying the same things every year in their various processes and committees and never see commitment to Indigenous focus school reflected in the LRFP.

The issue is that their method for determining a case for investing into a school is problematic and would benefit from a colonial audit and real reflection and acknowledgement by the school district on how it is perpetuating societal inequities and structural racism through their administrative practices, policies and analytical methods.



LRFP Motions Draft

Move that the DPAC executive endorse these motions:

1. DPAC requests that the VSB share more data to establish trust and transparency, and so that parents & PACs can offer feedback so that the VSB can make better decisions.
2. DPAC requests that the VSB work with local governments and plan schools based on population forecasts 20 years into the future
3. DPAC requests that the VSB place it's LRFP strategy vision at the start of the LRFP and clarify that this will guide decisions based on considerations such as Neighbourhood Schools, Equity, Accessibility, and Active Transportation.
4. DPAC requests that the VSB work to create policies and provide data for accessibility, so that the District can improve the experience of children with physical and learning disabilities and reduce segregation.
5. DPAC requests that the VSB work to set an explicit capacity utilization target so that goals driving any "right sizing" or consolidation of schools is transparent.
6. DPAC requests that the VSB update the criteria it uses to decide which schools to build, upgrade and close so that "where kids live" and equity are used to actively inform decisions.



Discussion on Motion on Land & Asset Strategy & Land Sales Motion



What is the VSB Land & Asset Strategy all about?

“Potential capital revenue generating sites, or portions of sites, were then identified as either short, medium, or long-term **prospects for lease or disposition** based on the level of anticipated time and effort required to prepare the parcel for disposition. Potential sites were classified over the following timelines: 1 - 3 years, 3 - 5 years, and 5 - 10 years. The report also contains several other potential opportunities beyond a ten year timeframe.” - VSB, June 15, 2020

Short Term Opportunities are potential Surplus Sites available for disposition within 1 to 3 years. These sites require little work to add value and can be quickly leased or sold.

Short Term Opportunities can be profiled as sites requiring:

- *Minor Development Approvals;*
- *City Supported Subdivisions /Consolidations/ Road Closures;*
- *Minor Rezonings /ODP Amendments;*
- *Completion of Statutory Right of Way or Easement Plans; with*
- *Modest Public Interest/Opposition.*

Short Term Opportunities are relatively straight forward leases/sales that can provide additional capital revenue for VSB



DPAC's Position on VSB Land & Asset Strategy

DPAC believes that a comprehensive LRFP should inform the Land & Asset Strategy, rather than the L&A Strategy informing the LRFP. Currently, it is stated:

“The Land & Assets strategy is a **foundational support document** for the “Building for Modern Learning” engagement that is currently underway. To provide the necessary capital funds to realize the objectives in that engagement is of significant importance to the District. Together, both will form the basis of the District’s Long Range Facilities Plan that will serve as a guiding document for years to come.”

Move that the DPAC executive endorse the motion:

That the Land & Asset Strategy should be part of a holistic planning process for public education and should be transparent by being included in the VSB Long Range Facilities Plan where consultation that involves the parents, stakeholders and the public can take place.



Land Sales Motion & Discussion

No Sale of Public Land

REFERENCE TO STRATEGIC PLAN:

Goal 1: Engage our learners through innovative teaching and learning practices.
Goal 2: Build capacity in our community through strengthening collective leadership.
Goal 3: Create a culture of care and shared social responsibility.
Goal 4: Provide effective leadership, governance and stewardship.

PROPOSED MOTION:

That the Vancouver Board of Education not dispose of any of its land by sale or transfer in fee simple. This would not preclude land swaps or leases pursuant to the procedure in Policy 20.

RATIONALE:

WHEREAS
The Vancouver School Board Trustees are holding public lands on behalf of current and future generations of children, youth, and families in Vancouver.

WHEREAS
The Long Range Facilities Plan consultation process engaging over 4,000 individuals has indicated that the public does not support the sale of Vancouver School Board land

Move that the DPAC executive endorse the motion:

That the Vancouver Board of Education not dispose of any of its land by sale or transfer in fee simple. This would not preclude land swaps or leases pursuant to the procedure in Policy 20.