

**EDUCATIONAL FACILITIES REVIEW
UBC to Dunbar St. Study Area**

**Final Report and
Recommendations**



Board of Education of School District No. 39 (Vancouver)
1580 West Broadway, Vancouver, B.C. V6J 5K8
Phone: 604-713-5074 Website: www.vsb.bc.ca

Executive Summary

The district must address three challenges: Educational Priorities; Financial Sustainability; and Seismic Mitigation. The educational framework **Neighbourhoods of Learning within a Network of Learning** was developed to support student choice and accessibility. The implementation of the framework and related school upgrades will require the transfer of a property asset (not used for VSB programming) to partially fund the NRC capital project and school modernization at other sites.

The UBC to Dunbar Neighbourhood of Learning development plan would guide future decision making for the area. If approved, the prospects for school facilities are as follows:

- Converted secondary and elementary school facilities for the UBC / UEL communities;
- Seismically safe school buildings at Jules Quesnel, Queen Mary, Queen Elizabeth Elementary;
- Retention of Queen Elizabeth Annex as a primary French Immersion program;
- A strategic education plan that strives for equity of access to expanded education programs and specialized program choices;
- Renovated and specialized teaching spaces to support the education program priorities identified for each school and improve learning opportunities for students;
- Modernized school buildings that provide comfortable, energy efficient and upgraded building systems that create superior learning and teaching environments;
- More efficient allocation of resources in order to expand and create new programs to serve growing student needs; and
- Preservation of existing school buildings with varying degrees of heritage value.

In order to implement the development plan, capital funding commitments are required by the VSB, Ministry and UBC. The Ministry has indicated a willingness to support, in concept, the overall UBC to Dunbar development plan. Each capital project will require design development and finalization of a project agreement with the Ministry.

Financial arrangements with UBC regarding the NRC building and site are being finalized, subject to UBC, VSB and Ministry approvals.

In consideration of project financing analysis and Ministry direction, it is recommended that the UBC to Dunbar Street Neighbourhood of Learning development plan be approved and that the proposed capital projects be approved, subject to Ministry of Education funding approvals and finalization of project agreements.

In order to utilize the annex facility efficiently, it is recommended that Queen Elizabeth Annex operate as a primary French Immersion facility and that the Regular (English) annex program be gradually phased out.

To expedite construction timelines, it is also recommended that temporary accommodations involving Queen Elizabeth Elementary and Annex facilities be utilized to advance the Jules Quesnel project.

Furthermore, in consideration of potential funding implications related to Ministry early learning proposals, it is recommended that the Board pursue several advocacy actions.

The presentation of this report initiates the final stages of the Phase-1 Educational Facilities Review process. If approved by the Board, a revised timeline would provide an opportunity for public delegations on June 19th leading to possible Board decision on June 25th, 2008.

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1.0 Background

As outlined at the outset of Educational Facilities Review process, the school district needs to respond to three interrelated challenges:

Educational Priorities Financial Sustainability Seismic Mitigation

In order to be responsive, the district should optimize opportunities to improve education program facilities, support innovation and develop strategic education plans that move towards operational financial sustainability.

The educational framework **Neighbourhoods of Learning within a Network of Learning** would support student choice and accessibility to a range of educational programs, within larger neighbourhoods of learning.

There are some key considerations that will influence decisions regarding setting educational priorities:

- A strategic education plan should strive for relative equity of access to education programs and specialized program choices;
- School facilities should be utilized most effectively to serve learning in a time of dynamic change;
- The seismic mitigation program is a potential catalyst for rejuvenating school facilities;
- In order to maintain high standards and retain program flexibility, education dollars should be spent efficiently;
- The school district should respond to immediate needs, but also retain sufficient flexibility in the system to respond to future needs.

The report titled **UBC to Dunbar St. Study Area: Phase-1 Proposals and Consultation Framework** (January 10, 2008) presented a set of proposals for public consultation:

- Proposed relocation of University Hill Secondary to a renovated and expanded NRC building (3250 East Mall);
- Proposed conversion of University Hill Secondary into a new elementary school at UBC;
- Proposed closure of Queen Elizabeth Annex and the disposal of the property;
- Proposed options for the locations of Jules Quesnel French Immersion and Queen Elizabeth Regular programs (either stay at the current locations or switch sites); and
- Proposed sequence and size of seismic upgrade projects involving Queen Mary, Jules Quesnel and Queen Elizabeth Elementary.

The public consultation meetings were held in January and February 2008. A series of nine public consultation meetings and one open house were held at school sites within the study area. Supporting information, such as on-line feedback, was posted on the VSB website and was also available at an EFR Information Centre. Well over 1,000 people attended the various meetings, 209 letters were submitted and 704 feedback forms were completed. All of the feedback submissions were compiled and provided to Trustees.

A follow-up report titled ***Summary of Consultation Feedback and Phase-1 Recommendations*** (March 5, 2008) reviewed many issues raised during the public consultation process.

The Educational Issues section of the report clarified the Neighbourhoods of Learning in a Network of Learning framework, Language Program Priorities, Special Education and District Program Priorities and Research Relating to School Size.

The Seismic and Capital Project Issues section discussed the decision timeline for the NRC school site, linkages between the UBC school expansions and proposed closure of Queen Elizabeth Annex, Ministry capacity utilization, seismic upgrade project timelines, and the proposed relocation of the Queen Elizabeth Annex programs

The Financial Sustainability Issues section provided typical operating costs associated with elementary schools, enrolment projections for the UBC, Dunbar and West Point Grey neighbourhoods, and further explanation of enrolment data for the study area.

In consideration of the degree of public interest in the proposals, district management recommended that the consultation and review process be extended to provide additional opportunities for public input and delegation presentations to Committee of the Whole on March 11th. The extended timeline outlined in Figure #1 included a follow-up report and recommendations on June 4th (Stage 11 of the process) followed by Committee of the Whole meetings scheduled for June 10th and June 11th (Stage 12) leading to possible Board of Trustee decisions on June 19th, 2008 (Stage 13).

Due to recent developments relating to project financing issues and other matters associated with the proposed UBC to Dunbar development plan, the June 4th meeting was postponed until June 11th, 2008. Due to this schedule change, the Board of Trustees will be required to approve a revised meeting schedule, including an opportunity for public delegations, at the June 11th meeting.

FIGURE #1

VSB EDUCATIONAL FACILITIES REVIEW Phase-1: UBC to Dunbar St. Study Area REVISED - Consultation Process and Timeline			
Consultation Process / Objective	Meeting Format	Location	Date / Time
Stage 1: Phase-1 Proposals Recommended for Public Consultation			
Phase-1 Proposals Recommended by District Management: • Presentation of Phase-1: UBC to Dunbar St. Study Area report. • Phase-1 proposals recommended for public consultation. • Outline of recommended consultation process and timeline.	Committee II / III	VSB Education Centre Board Room 1580 West Broadway	5:30 PM January 10, 2008
Stage 2: Board Approval to Proceed with Public Consultation Process			
Trustees consider report and (if supportive) would grant approval for: • Phase-1 Proposals to proceed to public consultation; and • Issue notice of possible closure of Queen Elizabeth Annex.	Board Meeting	VSB Education Centre Board Room 1580 West Broadway	6:45 PM January 10, 2008
Stage 3: Public Notification, Advertisements and Media Releases			
• Community consultation meetings would be advertised through local media and VSB website (www.vsb.bc.ca) • Phase-1: UBC to Dunbar St. Study Area report posted on the VSB website. • Release of other information (broadsheet flyers, feedback forms, translations, etc) • In accordance with VSB School Closure Policy, the possible closure of Queen Elizabeth Annex would be advertised in media and at the school site.	Not Applicable	Local Media VSB Website School Sites Other Community Facilities	Beginning January 11, 2008
Stage 4: School Community Consultation Meetings - UBC to Dunbar St. Study Area			
• Principals will host information / consultation meetings with school staff. The timing of the staff meetings will be arranged by the school Principal.	Staff Meetings	Each School Site	Jan. 14 to Feb. 6, 2008
• The district hosts public information and consultation meetings at each school site. • Presentation of the Phase-1: UBC to Dunbar St. Study Area proposals. • Break-out discussion groups and moderated question and answer session.	Public Meeting	University Hill Secondary 2896 Acadia Road	7:00 PM January 14, 2008
	Public Meeting	Queen Mary Elementary 2000 Trimble Street	7:00 PM January 15, 2008
	Public Meeting	Queen Elizabeth Annex 4275 Crown Street	7:00 PM January 15, 2008
	Public Meeting	Lord Byng Secondary 3939 West 16th Avenue	7:00 PM January 16, 2008
	Public Meeting	L'Ecole Jules Quesnel Elem. 3050 Crown Street	7:00 PM January 17, 2008
• The district hosts a public open house meeting (on a Saturday) to provide another opportunity for area residents that wish to provide input on the Phase-1 proposals.	Public Open House Area Wide	Lord Byng Secondary 3939 West 16th Avenue	10:00 AM - 2:00 PM Sat. January 19, 2008
	Public Meeting	University Hill Elementary 5395 Chancellor Blvd.	7:00 PM January 21, 2008
	Public Meeting	Queen Elizabeth Elementary 4102 West 16th Avenue	7:00 PM January 22, 2008
• Due to the proposal for school closure, two consultation meetings are scheduled for Queen Elizabeth Annex.	Public Meeting	Queen Elizabeth Annex @ 4102 West 16th Avenue	7:00 PM January 29, 2008
	Public Meeting	Queen Elizabeth Annex @ 4102 West 16th Avenue	7:00 PM February 6, 2008
Stage 5: Collective Meeting of School Representatives - UBC to Dunbar St. Study Area			
• Principals will coordinate the formation of a school representative working group of parent and staff representatives that will present school and neighbourhood area perspectives on the Phase-1 proposals.	School Representatives Meeting	Lord Byng Secondary 3939 West 16th Avenue	4:30 PM February 7, 2008
Stage 6: Opportunities for Delegations to Make Presentations to the Board of Trustees			
• Delegates wishing to make a formal presentation to Trustees must pre-register by contacting Office of the Secretary Treasurer 604-713-5286. • Delegate registration deadline is 12:00 PM, February 10th.	Trustee Committee of the Whole (Two Meetings)	VSB Education Centre Board Room 1580 West Broadway	7:00 PM February 11, 2008 February 12, 2008
Stage 7: Compilation and Analysis of Feedback			
• Compilation and analysis of the response generated by the consultation process. • Consideration of revisions to the Phase-1 proposals.	Not Applicable	VSB Website On-line www.vsb.bc.ca	Feedback Deadline February 15, 2008
- SEE REVISED STAGES ON NEXT PAGE -			

- CONTINUATION FROM PREVIOUS PAGE -			
VSB EDUCATIONAL FACILITIES REVIEW Phase-1: UBC to Dunbar St. Study Area REVISED - Consultation Process and Timeline			
Consultation Process / Objective	Meeting Format	Location	Date / Time
*REVISED Stage 8: Summary of Feedback and Recommendations			
<ul style="list-style-type: none"> District Management presents a report that summarizes the feedback results and presents recommendations regarding the Phase-1 proposals. Meeting is open to the public (Delegates should register for March 11th meeting - see below). 	Committee II / III	VSB Education Centre Board Room 1580 West Broadway	7:00 PM March 5, 2008
*REVISED Stage 9: Opportunity for Delegations to Make Presentations to the Board of Trustees			
<ul style="list-style-type: none"> Delegates wishing to make a formal presentation to Trustees must pre-register by contacting Office of the Secretary Treasurer 604-713-5286. Delegate registration deadline is 10:00 AM, March 7, 2008 	Trustee Committee of the Whole	VSB Education Centre Board Room 1580 West Broadway	7:00 PM March 11, 2008
*REVISED Stage 10: Board of Trustees Deliberation and Decision(s)			
<ul style="list-style-type: none"> Board of Trustees considers all the feedback, delegation input and summary report and makes decisions, with reference to follow-up reports for June 2008. Meeting is open to the public (delegates should register for the March 11th 2008 meeting) 	Special Board Meeting	VSB Education Centre Board Room 1580 West Broadway	7:00 PM April 2, 2008
*REVISED Stage 11: Follow-Up Report and Final Recommendations			
<ul style="list-style-type: none"> District Management presents a final report that provides additional information regarding the Phase-1 proposals and presents final recommendations. 	Committee II / III	VSB Education Centre Board Room 1580 West Broadway	7:00 PM June 4th, 2008
*REVISED Stage 12: Opportunity for Delegations to Make Presentations to the Board of Trustees			
<ul style="list-style-type: none"> Delegates wishing to make a formal presentation to Trustees must pre-register by contacting Office of the Secretary Treasurer 604-713-5286. Delegate registration deadline is 10:00 AM, June 6th, 2008 	Trustee Committee of the Whole (*Two Meetings)	VSB Education Centre Board Room 1580 West Broadway	7:00 PM June 10th, 2008 (and) June 11th, 2008
*REVISED Stage 13: Board of Trustees Deliberation and Decision(s)			
<ul style="list-style-type: none"> Board of Trustees considers delegation input and final report recommendations and makes decision(s). 	Special Board Meeting	VSB Education Centre Board Room 1580 West Broadway	7:00 PM June 19th, 2008
*REVISED Stage 14: Public Notification of Board of Trustee Decisions			
<ul style="list-style-type: none"> Board of Trustee decisions would be posted on the VSB website (www.vsb.bc.ca) and through other district communications. 	Not Applicable	VSB Website	Beginning June 20th, 2008

***NOTE:** Due to recent developments relating to project financing issues and other matters associated with the proposed UBC to Dunbar development plan, the June 4th meeting was postponed until June 11th, 2008. Due to this schedule change, the Board of Trustees will be required to approve a revised meeting schedule, including an opportunity for public delegations, at the June 11th meeting.

2.0 Approved Motions

In consideration of the report **Summary of Consultation Feedback and Phase-1 Recommendations** (March 5, 2008) and comments and input provided during the consultation process and Committee of the Whole meetings, the Board of Trustees approved, as amended, the following motions on April 2nd, 2008. Section 3.0 of the report outlines recent work and analysis of issues relating to each motion.

#1 Proposed Education Framework - Neighbourhoods of Learning within a Network of Learning

That district management further explore a UBC to Dunbar St. Neighbourhood of Learning framework with school community leaders and staff and report back to Committee II/III with a proposed development plan by no later than June 4, 2008.

#2 Proposed Relocation of University Hill Secondary to the National Research Council Site

That a district management working group, including a Trustee representative, explore financing options with funding partners to convert the National Research Council site at 3250 East Mall into a replacement facility for University Hill Secondary. The working group would report back to the VSB Committee V – Finance and Legal and Committee II – Planning and Facilities by no later than June 4, 2008.

#3 Proposed Conversion of University Hill Secondary into a New Elementary School at UBC

That the Board of Trustees affirm, in principle, the proposal to convert the University Hill Secondary building at Acadia Road into a new elementary school at UBC.

#4 Proposed Closure of QE Annex

That the decision regarding the proposal to close Queen Elizabeth Annex be deferred until June 2008, at which time district management, in conjunction with the working group specified in #2, will report on discussions with funding partners regarding UBC capital project financing arrangements and further analysis related to facility operational costs, financial sustainability and space planning needs for the attendance area.

#5 Proposed Options for Jules Quesnel Seismic Upgrade and Temporary Accommodation

That the Jules Quesnel French Immersion program return to the building at 3050 Crown Street after the school building is seismically upgraded and that Queen Elizabeth Elementary program remain at 4102 West 16th Avenue.

That staff re-evaluate temporary accommodation options and report back no later than June 4, 2008 with alternate option(s) to accommodate the seismic upgrade project at Jules Quesnel to determine whether the seismic upgrade could proceed without temporarily utilizing the proposed new elementary school at UBC.

#6 Proposed Sequence and Size of Capital Projects

That staff review the potential implications of space planning needs for UBC to Dunbar St. study area and report back no later than June 4, 2008 with recommended school capacities, in conjunction with a proposed development plan for the UBC to Dunbar Neighbourhood of Learning educational framework.

#7 Board Advocacy Regarding Provincial Early Childhood Learning Proposals

That the Board actively advocate with the Provincial Government in light of the Government's new early learning proposals, and work with other Boards on the matter.

3.0 Discussion and Further Analysis Relating to Approved Motions

Motion #1 Proposed Education Framework - Neighbourhoods of Learning within a Network of Learning

That district management further explore a UBC to Dunbar St. Neighbourhood of Learning framework with school community leaders and staff and report back to Committee II/III with a proposed development plan by no later than June 4, 2008.

Background

The report UBC to Dunbar St. Study Area: Phase-1 Proposals and Consultation Framework (January 10, 2008) proposed an educational framework to guide and connect proposals and decisions related to the EFR process, with a view to extending this framework to future phases. The framework is called “**Neighbourhoods of Learning within a Network of Learning**” and contemplates linking school programs and community services and programs throughout the UBC-Dunbar area, as well as with specialized programs in other parts of the city, in order to maximize variety and access to learning opportunities for children, youth and their families living in that area.

The report listed the following points describing what would be available in a Neighbourhood of Learning:

- Pre school-aged children and their parents would have access to whatever services would be made available in local school facilities to address safety, well-being and early learning and development.
- Young people in Kindergarten through Grade-12 would have access to a local elementary and secondary school equipped to provide them a full program towards graduation.
- Students would have choice and access to more specialized schools, programs or courses in neighbouring elementary or secondary schools.
- Students with specialized learning needs would have access to the services, programs and resources they require.
- All schools and grounds (elementary and secondary) in a given neighbourhood would be designed, structured and scheduled, to the greatest degree possible, to accommodate the broad interests of the community: educational, physical, recreational, cultural and environmental.

It listed the following district-wide options as examples of programs available within the broader Network of Learning:

- Specialized schools (such as French Immersion, Montessori, Fine Arts, International Baccalaureate, or other);
- Specialized courses or programs in given secondary and elementary schools and centres;
- Alternative programs;
- Career, trades and apprenticeship programs;
- Online distributed learning courses and programs; and
- Adult Learning Centres

It also proposed that partnerships and shared initiatives be expanded with such other bodies as:

- Post-secondary institutions in the city and region; e.g. UBC, The Emily Carr Institute of Design, Vancouver Community College, Langara College
- The Vancouver Public Library system
- Vancouver Coastal Health
- The Vancouver business and workplace sector
- Cultural and fine arts organizations and centres
- The Ministry of Child and Family Development
- Sports and recreation organizations

Following public consultation processes in January and February, on March 5th, 2008 district management compiled and released a second report, Summary of Consultation Feedback and Phase – 1 Recommendations, in which it expanded and clarified the concept of Neighbourhoods of Learning in a Network of Learning.

This report pointed out that the concept is based upon three main considerations:

- Children and youth need a wide variety of positive, engaging experiences and opportunities in order to learn and develop to their full potential. They have tremendous capacity and energy for learning, perhaps more than any single school or program can fully accommodate. By sharing resources, specialties, facilities and equipment, students can have all the benefits and security of belonging to their home school, while also having access, by choice, to enhanced opportunities for learning in neighbouring schools.
- In addition to the learning experiences provided within our schools, our communities offer a wide array of services and resources that can enrich the learning and development of children and youth on a full and continuous basis, from infancy through adolescence and adulthood. All such community services and resources can be connected to those of our schools in order to positively and actively engage young people beyond the typical school day. As a highly diverse city, Vancouver is made up of areas rich in their particular culture and identity and highly conducive to forming distinct neighbourhoods of learning.
- Today, young people and their families are ready and able to seek and find the kinds of programs and learning opportunities that interest and serve them best, whether via access to alternate, specialized programs, distributed (online) learning or specific activities that attract them. Such choice and flexibility should therefore be supported as an integral part of a young person's learning.

It also pointed out that the concept is not an entirely new idea; that there are strong examples of it already active in various areas and communities in Vancouver. It described the many connected programs and services in the Renfrew-Collingwood area of the city as an example.

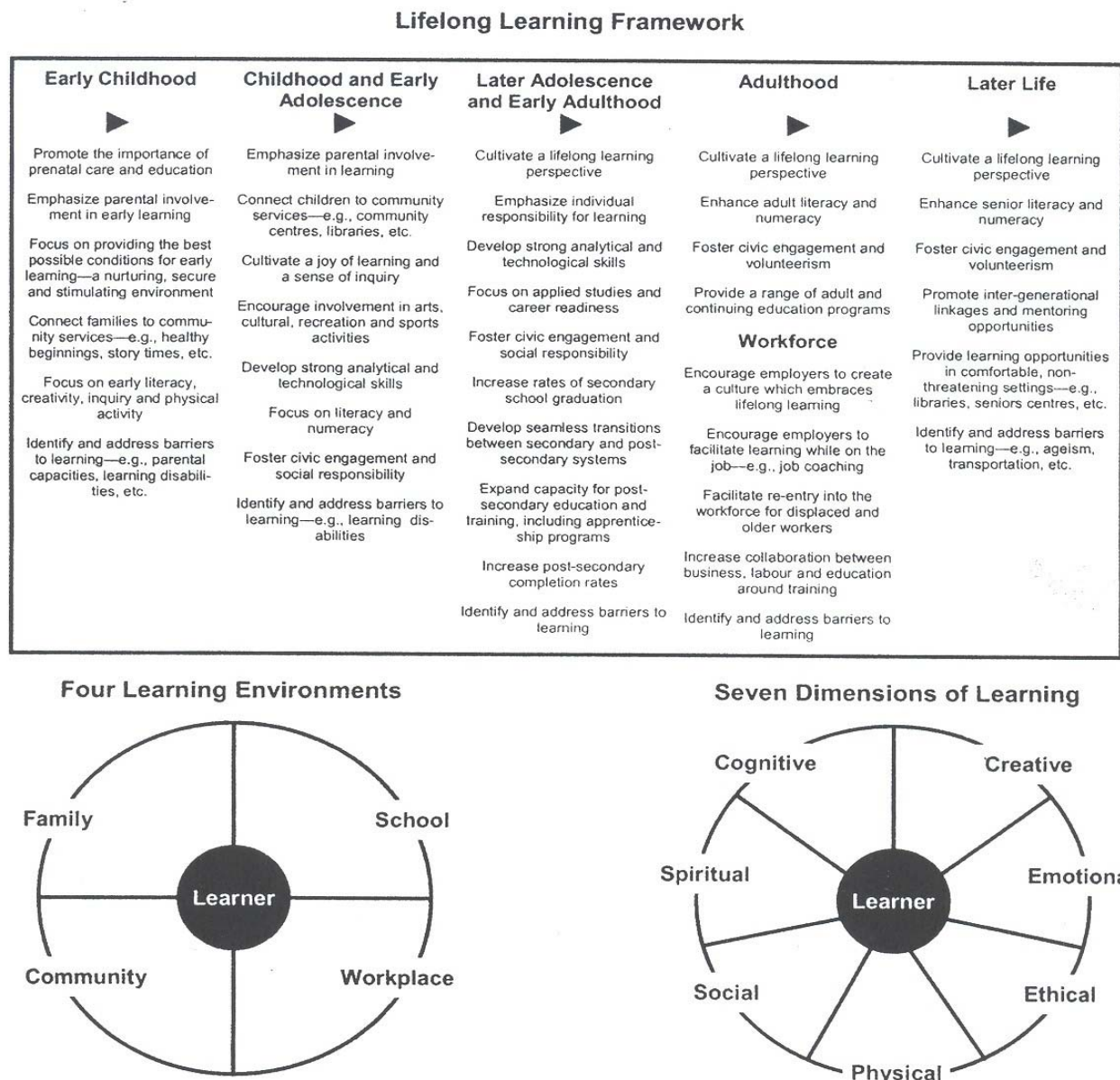
The report also made reference to the Lifelong Learning Strategy developed in recent years to drive the vision and concept of Vancouver as a Learning City. The Vancouver Board of Education was, and is, a key partner in developing and implementing this vision, along with other partner bodies such as the Vancouver Public Library system, Literacy BC, Vancouver

Community College, UBC, SFU, the Human Early Learning Partnership (H.E.L.P.), and many other interested agencies. This work gave rise to a proclamation by the Vancouver Mayor and Council, at the World Urban Forum in June 2006, of Vancouver as a Learning City; that is, a city connected and characterized by full and broad access to learning, lifelong, for all its citizens.

The organizing framework for the Learning City – Lifelong Learning Strategy fits very closely with the concept of Neighbourhoods of Learning within a citywide Network of Learning. That framework is outlined in the Learning City strategy document (see FIGURE #2).

Our Learning City vision and strategy are founded upon the perspective that *“Lifelong learning results from a continuously supportive system which stimulates and empowers individuals to acquire the knowledge, skills, understanding and values they require throughout their lives.”* (Longworth and Davies, 1996).

FIGURE #2



The report then summarized the suggestions made by parents, teachers and administrators when they came together as representative teams from the UBC-Dunbar area schools to consider the idea of creating a common, integrated Neighbourhood of Learning for all people in the area. Their suggestions included the following:

- Allow for attendance and flexibility between the two high schools, Lord Byng and University Hill secondary. These schools share the same timetable, as do all secondary schools in Vancouver.
- Share facilities among neighbouring schools; eg. computer labs, the auditorium at Byng, access to technical programs in skills, trades and crafts.
- Expand specialized learning opportunities, open and inclusive for all students; eg. language programs (French and Mandarin have been proposed), Montessori, Fine Arts, Science and Technology, International Baccalaureate (elementary and secondary).
- Form partnerships with UBC, connecting students and schools directly and regularly with such resources on campus as the School of Human Kinetics, Science Faculty and Math Department, Arts programs, Music Faculty and Chan Centre, the UBC Farm, Horticulture, Museum of Anthropology.
- Ensure daycare, pre-school and after-school care programs are closely linked with K-3 and early intermediate sites and programs.
- Create “focus schools” that everybody could have access to; eg. Outdoor Education school, Science and Technology school, Sports and Athletics school, Visual and Performing Arts school.
- Create an “International Education Village”; a small campus of schools and programs offering various languages and focusing on international / global learning.
- Create a Centre of Excellence for Learning with Special Needs.
- Blend distributed / on-line learning opportunities with the supports (eg. guidance, course planning) and programs of schools.

Language Programs, Special Education and District Programs priorities were also outlined and described in relation to the concept for UBC-Dunbar.

The report then stated it foresaw using the EFR, linked with a number of related initiatives in the area, district and city, to develop more fully and implement more deliberately the possibilities for creating neighbourhoods of learning in the UBC-Dunbar area, and all other areas of Vancouver.

It stated that to do this would require:

- More time to examine, refine and illustrate the concept;
- Further consultation with those affected by, and interested in the viability of the concept;
- Further research into the merits and practicality of the concept from the standpoint of the learning sciences, community interests and social / cultural relevance;
- Explore direct linkages between the Learning City Strategy and the Neighbourhoods of Learning / Network of learning concept with key partner groups such as the Vancouver Public Library, Telus World of Science, Vancouver Art Gallery, universities and colleges and others;
- Focused consideration of the procedures and resources necessary to develop and implement a Neighbourhood of Learning - Network of Learning plan for the Dunbar – UBC area.

On the strength of this background, it is recommended:

“.. THAT district management further explore a UBC to Dunbar St. Neighbourhood of Learning framework with school community leaders and report back to Committee II/III with a proposed implementation plan by no later than June 4th, 2008.”

On April 2, 2008 the Board approved this recommendation with an amendment: that “implementation plan” be replaced with “development plan”, the feeling being that it could not be assumed a plan of implementation would or should be completed for presentation by June 4th, given considerations of time and process for adequate consultation.

It is important to note that this recommendation, now referred to as Motion #1, links significantly to the other five motions approved at the same time in that the specifics of a development plan for a UBC to Dunbar Neighbourhood of Learning hold direct implications for the development of a new secondary and elementary school at UBC, the (initially) proposed closure of Queen Elizabeth Annex and disposal of the property, the location of French Immersion programs and the sequence, scope and detail of seismic upgrade projects involving Queen Mary, Jules Quesnel and Queen Elizabeth Elementary schools.

Creating the Development Plan

To create a development plan, a district management working group considered the feedback collected during the public consultation process and assessed educational priorities including issues related to equity of accessibility and specialized program choices within the study area. The working group then developed an organizing framework for the UBC to Dunbar St. area Neighbourhood of Learning. The framework has six parts that flow from one to the other:

1.What we know about learning?

These are the most basic facts that constitute every person’s, therefore every child’s and young person’s learning. They must be recognized and honoured for each learner, in any and all contexts where her or his learning takes place; that is, for each learner in all contexts in the schools, programs, community activities and services in the UBC–Dunbar area.

2.What supports learning?

These are the commitments, actions and resources that are considered fundamental to responding to and supporting each learner’s needs, interests, abilities and full potential as a person. These are the things considered fundamental to supporting a child’s and young person’s learning in all contexts and circumstances in the UBC-Dunbar area.

3.What programs, services and partnerships every neighbourhood should have to provide for learning?

These are the activities, services and facilities considered essential in every community area to provide for a child’s and young person’s learning in each main aspect of her or his interest, need, growth and development. They are directly relevant to the programs, services and partnerships currently and potentially available in the UBC-Dunbar area.

4.What programs, services and partnerships currently provide for learning in the area?

This is an inventory of the programs, services and partnerships which currently exist and are available to the children, young people and their families in the UBC-Dunbar area.

5.What needs and interests have already been identified in the area?

This is a summary of needs and interests for the UBC-Dunbar area which have been identified through the public consultation process.

6.What are some possibilities and proposals?

This is a set of possibilities and proposals for programs, services and facilities which, it is felt, respond to the consideration of items 1 through 5 as enhancements and new developments to more broadly support and serve childrens' and young peoples' learning in a connected neighbourhood of learning in the UBC-Dunbar area.

This, then, is the organizing framework the district management working group has used to itemize a development plan for the UBC-Dunbar Neighbourhood of Learning

On May 12th, a preliminary development plan was presented by the district management working group to representative school teams that consisted of parent, teacher and administrator representatives from each school in the study area. Approximately 32 school team representatives attended the workshop.

At this workshop, the representative school teams were asked to review and comment on the framework itself, then to consider and respond to the items in the preliminary plan, providing suggestions for modification and improvement. Following this session, the district management working group assessed the feedback received and revised and refined the Neighbourhood of Learning framework items accordingly. It is important to note that the representative teams were providing only initial feedback at this time. It may not be assumed that their feedback was fully representative of the schools they were representing.

FIGURE #3

**UBC to Dunbar Area
Neighbourhoods of Learning in a Network of Learning
Proposed Development Plan**

1. What we know about learning:

For all children and youth, learning requires:

- A safe, supportive environment, a sense of belonging and positive, caring personal relationships
- Relevant, active and experiential learning activities
- Opportunities and support for diverse learning styles, needs and rates

2. What supports learning:

Learning is essentially supported by:

- Fundamental relationships between the family, school and neighbourhood
- Sustained opportunities for student voice, choice and leadership in learning
- Flexibility and choice in the classroom, school, district and community
- Learning connected across the broader community by sharing resources and building partnerships

3. What programs, services and partnerships every neighbourhood should have to provide for learning:

Relationships and Culture:

Community Schools Team
Community Health Services

Community Programs
Family Place

Learning Experiences:

Library Resources
Art Galleries, Museums
Adult Learning Centres

Childcare
Preschools
Technology Centres/Resources

Community Partnerships:

Swimming Programs
Ice Rinks and programs
Sport and Exercise

After School Care
Parks and Gardens
Mentorships and Links to Community Businesses

4. What programs, services and partnerships currently provide for learning in the area:

Relationships and Culture:

Vancouver Child Study Centre
West Point Grey Community Centre

Coastal Health Team

Learning Experiences:

Fine Arts Program - Lord Byng
French Immersion Program (Jules Quesnel
and QE Annex)
VPL West Point Grey Branch
Belkin Art Gallery
Museum of Anthropology
Pacific Museum of the Earth
BC Golf Museum
UBC Golf program
UBC fraternities/sororities buddy program
"Gearing Up" program (UBC Engineering)
UBC Kinesiology/PE programs
UBC Aquatic Centre
UBC Rock and Mineral Museum
Quadra Childcare

Creative Minds Childcare Centre
UBC Farm – Agriculture
UBC Math programs
GVRD programs: forestry, ocean and beach studies
Little Ark Preschool
Wesbrook Co-op Playschool
Sunflower Academy Preschool
Forget-Me-Not Preschool
Family Montessori School
Crown Parent Participation Preschool
Tom Thumb Parent Participation Preschool
IVY Montessori School
Marineview Preschool
Chan Centre

Community Partnerships:

Lord Byng Swimming Pool
West Point Grey (Aberthau) Community Ctr.
Dunbar Community Centre
ABC University Daycare
Trimble After School Care
Sunflower Academy
Joy Club - out of school care
Forget-Me-Not - out of school care

Family Montessori School – out of school care
Jules Quesnel YMCA Kids Club
Queen Elizabeth After School Care
Crown Street Kids Club
Kitsilano Neighbourhood House
Jericho Kids Club3
University of British Columbia – programs, services

5. What needs/interests have been identified in the area:

- Language Programs: French Immersion, Comprehensive English, Mandarin
- Montessori
- Fine Arts
- Science and Math
- Learning Disabilities
- Gifted, Challenge Programs –MACC
- Early Learning, Childcare, Out-of-School Care
- Partnerships
- Incorporating multi-use and shared facilities

6. What are some possibilities and proposals:

- a. Provide for a science/math/technology emphasis, along with other core curriculum offerings, in a secondary school.
 - This emphasis could stem from possible partnerships with the Faculty of Science at UBC, with access to UBC facilities.
 - Paired with Lord Byng's Fine Arts program, students could have access to both schools to pursue different interests and needs.
- b. Utilize and develop further partnerships with faculties, programs and facilities at UBC to demonstrate innovations in such areas as experiential learning, lifelong learning, sustainability education, applied technology(ies) and Aboriginal studies.
 - A rich array of partnerships is possible across the UBC campus to serve and enhance students' learning experiences and interests, elementary through secondary.
- c. Provide for (secondary) programs in trades and apprenticeships.
 - Located at either the UBC or Lord Byng secondary school sites, such programs would offer skills and interest based alternatives for students.
- d. Establish a French Immersion dual track program at the new UBC elementary school.
 - This program would expand the capacity for French Immersion in the area.
- e. Further develop the Fine Arts focus at Queen Elizabeth Elementary.
 - A modernized facility and program would build upon the strong visual and performing arts focus already active in the school.
- f. Retain Queen Elizabeth Annex facility for a primary French Immersion program.
 - Phase out the Queen Elizabeth Annex Regular English program gradually.
 - Temporarily utilize the facility as swing space to accommodate the entire Jules Quesnel primary French Immersion program.
- g. Develop enhanced Resource Centre programs at Queen Mary and Lord Byng.
 - Elementary Enhanced Resource Program:
 - i. A centre would offer short term assessment and intervention for elementary students with significant learning disabilities.
 - ii. The model of short term intervention would be developed as part of a district initiative to offer a wider array of services for students with learning disabilities at all ages.
 - iii. Professional development as well as modelling/observation of teaching strategies would be offered to classroom teachers and resource teachers within the study area.
 - Secondary Enhanced Resource Program
 - i. A centre would offer a range of services for students with learning disabilities who are fully included in both core academics as well as elective areas.
 - ii. The model of flexible support including long and short term strategic support would be developed as part of a district initiative to offer a wider array of services for students with learning disabilities (which may co-exist with other diagnosis or learning profiles) at the secondary level.
- h. Consider establishing a Mandarin Immersion program as part of the Network of Learning in an adjacent neighbourhood.
 - A partnership with UBC is possible and is currently being explored.
- i. Link the location, capacity and functions of school facilities to the provision of educational programs and services.

Prospects for School Facilities

As outlined previously, the proposed UBC to Dunbar St. Neighbourhood of Learning development plan would serve as the basis for guiding decision making relating to the proposed location, function and size of school facilities within the study area.

Subsequent sections of the report discuss facility issues associated with this proposed development plan. Collectively, the recommendations contained in the report will eventually provide the following outcomes:

- Converted secondary and elementary school facilities for the UBC / UEL communities;
- Seismically safe school buildings at Jules Quesnel, Queen Mary, Queen Elizabeth Elementary, University Hill Elementary and Lord Byng Secondary;
- Retention of Queen Elizabeth Annex as a primary French Immersion program.
- A strategic education plan that strives for equity of access to expanded education programs and specialized program choices;
- Renovated and specialized teaching spaces to support the education program priorities identified for each school and improve learning opportunities for students;
- Modernized school buildings that provide comfortable, energy efficient and upgraded building systems that create superior learning and teaching environments;
- More efficient allocation of education resources by consolidating some programs in order to expand and create new programs to serve growing student needs; and
- Preservation of existing school buildings with varying degrees of heritage value.

Safe Seismic School Buildings

The provincial seismic mitigation program is intended to increase the safety of school buildings. This program provides funding related to structural seismic upgrade work. It is recognized that the Ministry of Education has made a substantial funding commitment to seismically upgrade school facilities throughout the province. Furthermore, due to the old age, type of construction and heritage value of many VSB school buildings, seismic upgrade work within our school district is a costly undertaking.

The seismic mitigation program does not provide supplementary funding to address other building deficiencies, such as mechanical systems upgrades or the replacement of architectural finishes that are not directly impacted by the scope of seismic upgrade work.

This development plan would not only provide safe school buildings, it would also modernize and renovate facilities while seismic upgrade work is undertaken. This upgrade approach reduces overall disruption to students and staff.

Innovative Education Programs

An over-riding objective associated with these proposals and recommendations is to provide specialized and modernized education facilities that will support educators in our pursuit of providing innovative education programs.

Opportunities for Early Childhood Learning

The Ministry of Education will be undertaking a review of early childhood learning. At this time, the district is awaiting specific directions on how new programs would be delivered.

However, the proposed development plan retains sufficient flexibility to respond to new initiatives as they arise. In particular, the retention of Queen Elizabeth Annex facility and the possible retention of Queen Mary block B could provide opportunities to introduce new early learning programming.

Modernized Facilities

By utilizing the seismic upgrade project funding as a catalyst to rejuvenate school facilities, the district will be able to provide more supportive, comfortable and efficient facilities. Depending on a given facility's condition, modernization programs could include replacement of architectural finishes such as flooring, ceilings, windows and improvements to building systems such as lighting, heating, ventilation, electrical and data services.

Detailed design work has not been completed for the projects envisioned in the proposed development plan. A supplemental modernization cost factor will be applied to each seismic upgrade project. The integration of seismic and modernization project planning is more cost effective and reduces overall disruption to students and staff.

Where appropriate, the district would utilize Annual Capital Grant funds to expedite planned building upgrades to coincide with the seismic upgrade and modernization projects envisioned in the UBC to Dunbar development plan.

Specialized Facilities

In cases where additional space reconfiguration and renovation are required to support education programming, an additional renovation will be provided.

Heritage Retention

This seismic upgrade and modernization plan would also result in the preservation of existing school buildings that have varying degrees of heritage value (Queen Mary, Jules Quesnel and Queen Elizabeth Elementary). The Ministry of Education seismic upgrade funding formula does not currently support additional costs associated with heritage retention. In cases where school buildings do have high heritage value, such as Queen Mary, it is suggested that the Ministry reassess the seismic funding formula and provide supplemental funds for heritage retention.

The UBC to Dunbar St. Neighbourhood of Learning development plan is presented as an educational framework with proposals relating both to the introduction of new programs and services and expansion of others and, correspondingly, to the proposed location, function and size of school facilities within the study area. Should this plan be approved, in principle, additional community input on programming specifics would be sought as part of detailed development planning for each school site.

Recommendation

It is recommended that the proposed UBC to Dunbar Neighbourhood of Learning Development Plan, further described in Figure #3, be approved, in principle.

Motion #2 Proposed Relocation of University Hill Secondary to National Research Council Site (3250 East Mall)

That a district management working group, including a Trustee representative, explore financing options with funding partners to convert the National Research Council site at 3250 East Mall into a replacement facility for University Hill Secondary. The working group would report back to the VSB Committee V – Finance and Legal and Committee II – Planning and Facilities by no later than June 4, 2008.

A district management working group, including Trustee Ken Denike, Chairperson of Committee V – Finance, was established in April 2008 to initiate discussions and explore financing options for the proposed capital projects serving the University of British Columbia (UBC) and the University Endowment Land (UEL) communities.

A financing framework for the NRC secondary school conversion project has been reached, in principle. The Ministry will enable the previously approved secondary school addition funding (\$9.6 million as of 2nd Quarter 2006) to be utilized for the NRC secondary school conversion project.

Financial arrangements with UBC regarding the NRC building and site are being finalized, subject to UBC, VSB and Ministry approvals.

Recently, there have been discussions with the Ministry regarding a potential property transfer related to a site not used for VSB programming. This proposed property transfer would provide the district with sufficient funds to enable the NRC project, and other facility modernization programs, to proceed.

Remaining funds generated from the proposed property transfer could then be utilized to support facility modernization envisioned for the other school sites in the development plan.

The proposed conversion of the NRC building into a secondary school will have a first-phase capacity of 675 student spaces, including a gymnasium addition and the provision of a Multi-purpose / cafeteria space. Although a conceptual layout was utilized for construction costing, the project requires design development to confirm project scope and preparation of construction drawings before a project agreement can be finalized with the Ministry.

Recommendation

It is recommended that approval be given for the relocation of University Hill Secondary school to the National Research Council site, subject to satisfactory financing arrangements with UBC and the Ministry of Education.

Motion #3 Proposed Conversion of University Hill Secondary into an Elementary School at UBC

That the Board of Trustees affirms, in principle, the proposal to convert the University Hill Secondary building at Acadia Road into a new elementary school at UBC.

The VSB has been requesting annual capital plan funding for a new elementary school at UBC since September 2000 (for the 2004/2005 funding year). The proposed new elementary school is the VSB's highest priority project in the most recent 2008/2009 capital plan submission. The proposed conversion of the existing secondary school into an elementary school would achieve both timeline and construction cost efficiencies.

The Ministry of Education is supportive of moving forward with a project identification report involving the relocation of the secondary school to the NRC site in conjunction with converting the existing Acadia Road building into a new elementary school. The intent is to initiate design development for the Acadia Road elementary school conversion, as soon as a project agreement is finalized with the Ministry.

Analysis of the proposed conversion of the existing University Hill Secondary building at Acadia Road into a new elementary school has confirmed that it is feasible to develop an elementary school with sufficient capacity to permit an intake of three kindergarten classes resulting in a total capacity of approximately 500 student spaces (Kindergarten to Grade-7). The intended scope of the project would involve seismic upgrades, facility renewal and reconfiguration of existing space.

The conceptual school design would be based on the Neighbourhood of Learning development plan envisioned for this school, including a Regular English program with an intake of two Kindergarten classes and a French Immersion program with an intake of one Kindergarten class. In general, the school facility would be converted to serve elementary classroom requirements, including appropriate space allocations for a lunch room and small group work rooms to facilitate possible linkages with other agencies, such as the UBC Faculty of Education, and possible UBC / UEL community use.

Construction timelines for this project are contingent upon Ministry of Education project agreement approval and the eventual hand over date related to the relocation of the University Hill Secondary school to the proposed new secondary school at the National Research Council site (3250 East Mall).

Recommendation

It is recommended that the school district continue to work with Ministry of Education to finalize funding support and a project agreement for the proposed conversion of the University Hill Secondary building at Acadia Road into a new elementary school at UBC.

Motion #4 Proposed Closure of Queen Elizabeth Annex

That the decision regarding the proposal to close Queen Elizabeth Annex be deferred until June 2008, at which time district management, in conjunction with the working group specified in #2, will report on discussions with funding partners regarding UBC capital project financing arrangements and further analysis related to facility operational costs, financial sustainability and space planning needs for the attendance area.

As outlined in the follow-up report *Summary of Consultation Feedback and Phase-1 Recommendations* (March 5th, 2008), there was considerable opposition for the proposed closure of Queen Elizabeth Annex. The variety of opinions on this issue was summarized in the addendum NRG Research Group report. In consideration of this information, Trustees extended the consultation timeline to further explore options regarding the annex closure proposal.

In consideration of financing options with UBC and the Ministry and a potential property transfer related to a site not used for VSB programming, it is recommended that Queen Elizabeth Annex be retained as a primary French Immersion program.

The Regular (English) program would be phased-out, commencing 2009/2010 school year. Regular (English) students currently enrolled at Queen Elizabeth Annex would be able to complete the primary program at the annex site. The change to the Regular (English) program would occur gradually, as outlined:

School Year	Queen Elizabeth Annex Regular (English) Program			
	Students Registered in 2008/2009 Can Complete Annex Program Intake of New Classes Phased-Out Commencing 2009/2010			
2008/2009	Kindergarten	Grade-1	Grade-2	Grade-3
2009/2010		Grade-1	Grade-2	Grade-3
2010/2011			Grade-2	Grade-3
2011/2012				Grade-3
2012/2013	No Regular (English) Classes Effective 2012/2013 School Year			

Operating the facility as a single track French Immersion program would provide programming options that could reduce split grade class organizations, potentially reduce total enrolment at Jules Quesnel, or create an opportunity for early learning initiatives in the future.

As described in the report, with the placement of 5 to 6 portables, it is feasible to utilize the Queen Elizabeth Annex facility as temporary swing space in order to expedite the start-up schedule of the Jules Quesnel seismic upgrade.

Recommendation

It is recommended that Queen Elizabeth Annex facility become a single track primary French Immersion annex effective 2012/2013 by phasing out the Regular (English) program commencing 2009/2010.

Motion #5 Proposed Options for Jules Quesnel Upgrade and Temporary Accommodation

That the Jules Quesnel French Immersion program return to the building at 3050 Crown Street after the school building is seismically upgraded and that Queen Elizabeth Elementary program remain at 4102 West 16th Avenue.

That staff re-evaluate temporary accommodation options and report back no later than June 4, 2008 with alternate option(s) to accommodate the seismic upgrade project at Jules Quesnel to determine whether the seismic upgrade could proceed without temporarily utilizing the proposed new elementary school at UBC.

As outlined in the initial EFR report, the seismic upgrade of Jules Quesnel school building requires that the entire building be vacated and the program temporarily relocated to another facility for 12 to 18 months. The costs associated with providing temporary accommodation are normally funded by the Ministry as part of the seismic upgrade capital costs.

During the public consultation process, there were requests to investigate other temporary accommodation options to expedite the seismic upgrade construction schedule for Jules Quesnel. Since then, a consultant has been contracted to develop conceptual layout designs and assess permit, servicing and code requirements associated with temporary (portable) school facilities.

Option A

The initial proposal involves temporarily relocating the entire Jules Quesnel program into a newly renovated elementary school at UBC (2896 Acadia Road). If student bus service connecting Jules Quesnel to Acadia Road is included in the scheme, the annual cost is estimated at approximately \$300,000 (dependent on the number of students opting for bus service). Transportation costs would be a cost item covered by the seismic upgrade project budget.

Summary Considerations:

- Retains the entire student and staff population at one site.
- Jules Quesnel seismic upgrade timeline would be contingent upon construction completion schedules for both the NRC and Acadia Road school sites.
- The new elementary school at Acadia Road would be utilized for temporary accommodation therefore the establishment of the new elementary school at UBC would be delayed until the Jules Quesnel seismic upgrade is complete.
- Student transportation issues arise due to the travel distance between the Jules Quesnel and Acadia Road sites.
- Traffic accessibility and congestion issues arise related to accessing the Acadia Road site.

Option B

This option would create a temporary portable school facility adjacent to Queen Elizabeth Elementary that would have sufficient capacity to accommodate the entire Jules Quesnel program. It is estimated that a minimum of 25 portable classrooms would be required to provide sufficient space for instructional classrooms, administration, library, staff and washroom facilities for the entire Jules Quesnel population. The Jules Quesnel students

would also have to be provided shared access to the Queen Elizabeth Elementary gymnasium facilities.

In order to fit the required 25 portables on the site, the portable placement would have to be located on the park playfield located west of Queen Elizabeth Elementary school building. This property is not owned by the VSB. The gravel playfield located on VSB property is not large enough to accommodate 25 portables. The total temporary accommodation cost is estimated at \$3.0 million. Temporary accommodation costs would be a cost item covered by the seismic upgrade project budget.

Summary Considerations:

- Retains the entire student and staff population at one site.
- Over crowding at one school site with a combined student population of approximately 850 to 900 students.
- Significant reduction of open space and gymnasium use for students (Queen Elizabeth and relocated Jules Quesnel)
- Significant traffic congestion related to student drop-off and pick-up
- Development permit approval related to the proposed use of public park space playfields would be required.
- High costs associated with portable placement and site servicing (\$3.0 million).

Option C

This option would involve a more limited portable school facility at Queen Elizabeth that would accommodate Jules Quesnel intermediate students (Grade 4 to 7) plus the utilization of Queen Elizabeth Annex as a temporary facility to accommodate Jules Quesnel primary students (Kindergarten to Grade 3).

Figures #4 and #5 illustrate the conceptual portable layouts for both sites. This option would involve the placement of 14 portables on the gravel playfield at Queen Elizabeth Elementary. An additional 5 to 6 portables would need to be placed on the Queen Elizabeth Annex site on the grass lawn area north of the building. Combined, the portable facilities and servicing cost estimate for this scheme is \$ 2.5 million. Temporary accommodation costs would be a cost item covered by the seismic upgrade project budget.

Summary Considerations:

- Separates the primary and intermediate student and staff population to two sites.
- Requires use of Queen Elizabeth Annex facility (until Jules Quesnel seismic upgrade is complete).
- Reduction of open space for students.
- Traffic congestion related to student drop-off and pick-up (at Queen Elizabeth Elementary).
- Less complicated development permit approval issues.
- Costs associated with portable placement and site servicing (\$ 2.5 million).

The assessment of temporary accommodation options indicates that Option B is not viable due to the significant student crowding, traffic congestion, use of park land and capital costs associated with providing a portable school adjacent to Queen Elizabeth Elementary.

Option A and Option C are viable options. Option A is the lowest cost option. Teaching would be held in renovated classrooms and the entire French Immersion program would be located at one school site. The critical issue associated with Option A is that the Jules Quesnel construction timeline would be directly linked to the NRC (secondary school) and Acadia Road (elementary school) project construction completion dates and final occupancy of the new UBC elementary school would be delayed until the Jules Quesnel project is completed.

Option C would involve the separation of primary and intermediate programs between two school sites. The clear benefit associated with Option C is that the Jules Quesnel construction timeline would not be directly linked to the NRC (secondary school) and Acadia Road (elementary school) project completion dates.

Furthermore, the placement of portables at Queen Elizabeth Elementary (for the Jules Quesnel project) would potentially advance the timing of the Queen Elizabeth Elementary seismic upgrade project because there would be significant cost efficiencies associated with using the portables a second time. Details relating to the timing of the Queen Elizabeth Elementary seismic upgrade would need to be finalized with the Ministry, as part of a separate project agreement.

It should be noted that the conceptual portable layouts presented for Option C would require City of Vancouver design review and development permit approvals plus input from school administration regarding operational issues related to the portable installations.

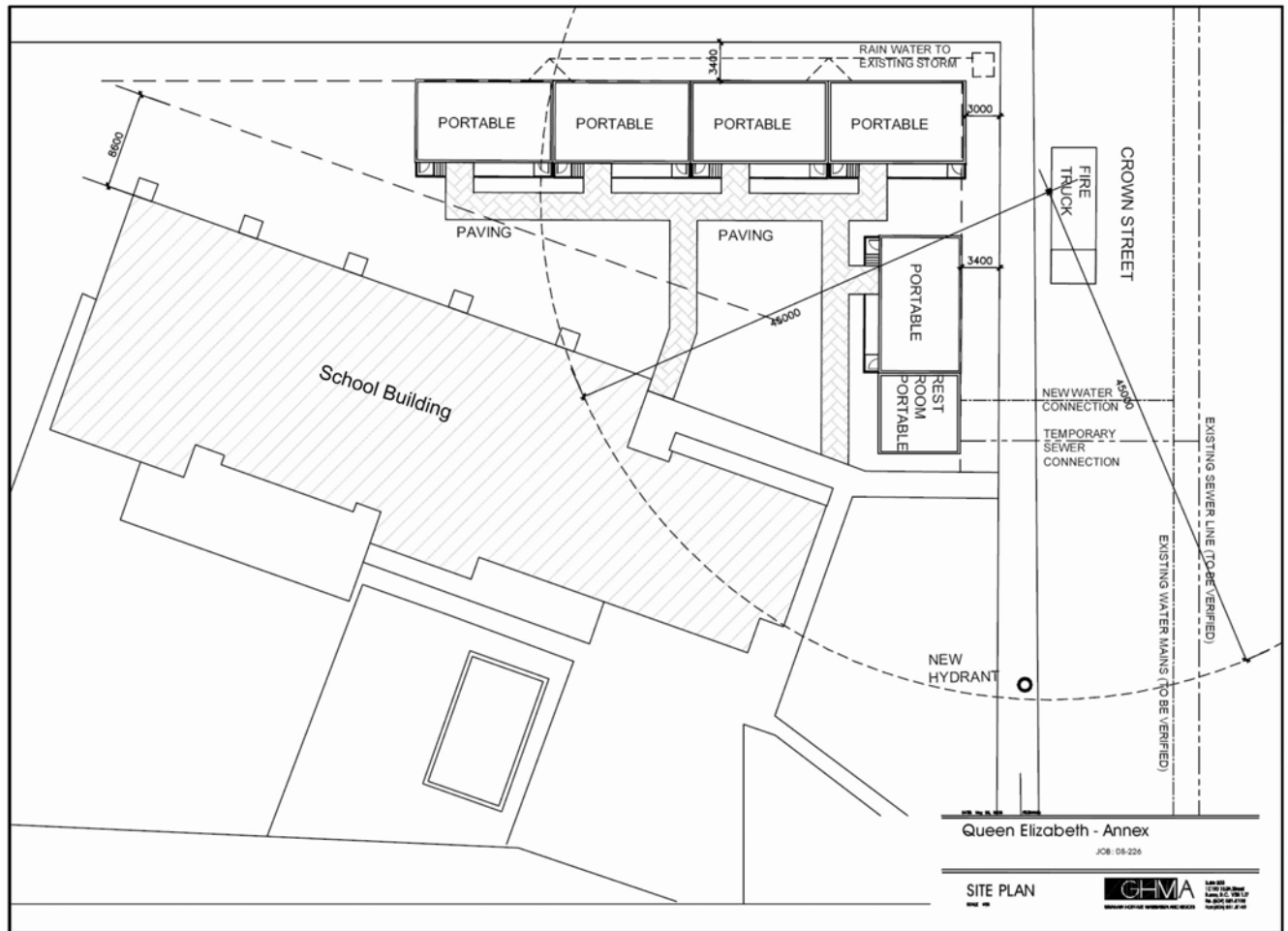
Recommendation

It is recommended that the temporary accommodation plan “Option C” that would involve relocating Jules Quesnel intermediate students (Grade 4 to 7) to portable classrooms at Queen Elizabeth Elementary and relocating Jules Quesnel primary students (Kindergarten to Grade 3) to Queen Elizabeth Annex site, be approved.

VS Educational Facilities Review – Final Report and Recommendations (June 11, 2008)



FIGURE #5 – Queen Elizabeth Annex Portable Layout



Motion #6 Proposed Sequence and Size of Capital Projects

That staff review the potential implications of space planning needs for UBC to Dunbar St. study area and report back no later than June 4, 2008 with recommended school capacities, in conjunction with a proposed development plan for the UBC to Dunbar Neighbourhood of Learning educational framework.

As outlined in Motion #1, the proposed UBC to Dunbar St. Neighbourhood of Learning development plan would serve as the basis for guiding decision making relating to the proposed location, function and size of school facilities within the study area.

Due to the large size and complexity of the school district, a study area planning approach was approved for Phase-1. For example, the proposed development plan would provide school facilities for 4,175 elementary and secondary student spaces. This planning area is larger than some entire school districts in the province. Furthermore, due to the large size of the district, it is more appropriate to assess capacity utilization at a sub-area level.

A comprehensive planning approach is consistent with recent revisions to the Ministry of Education Planning & Procurement Process that will now require completion of a school district facilities plan before the Ministry will grant approval to proceed with Project Identification Reports and listing project requests in the annual capital plan. This process, in addition to project design, requires at least one year prior to the start of construction.

This section of the report summarizes the anticipated timing of construction for the proposed development plan (FIGURE #6). A summary map combines the education program requirements and school capacity into one summary document (FIGURE #7). A more detailed description for each school site then follows.

It should be noted that every capital project will eventually require design development and detailed cost estimates prepared by certified quantity surveyors. Furthermore, all capital projects are subject to Ministry of Education approvals and Ministry project agreement procedures.

FIGURE #6

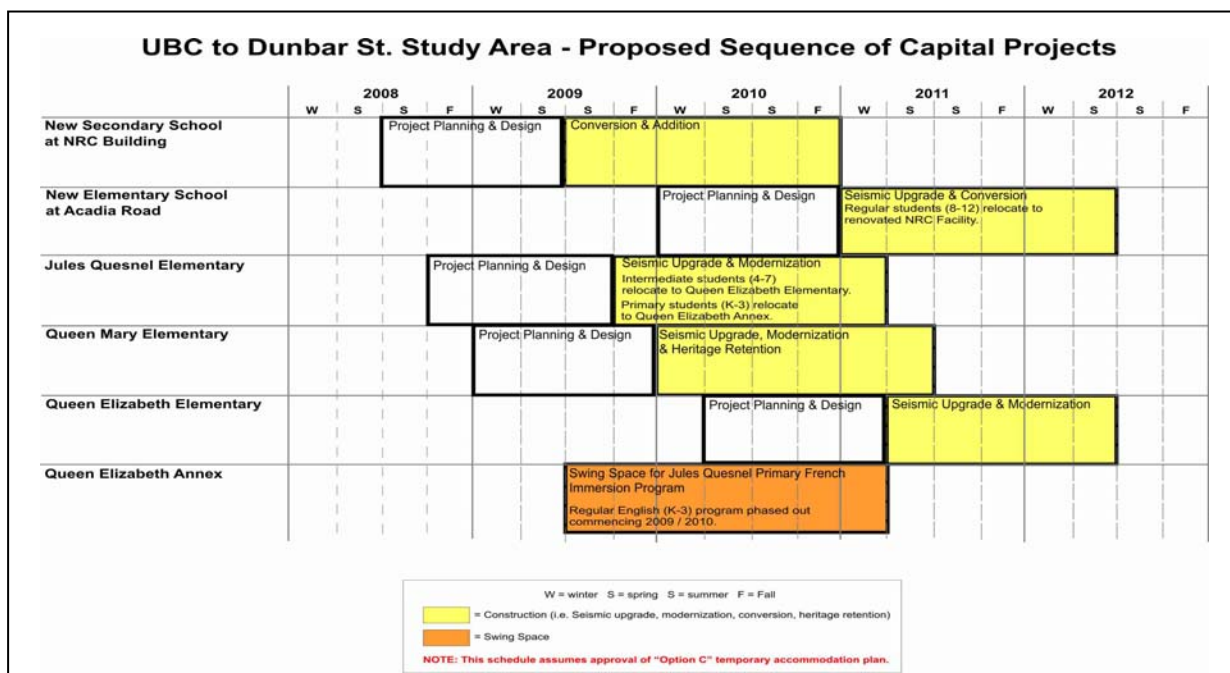
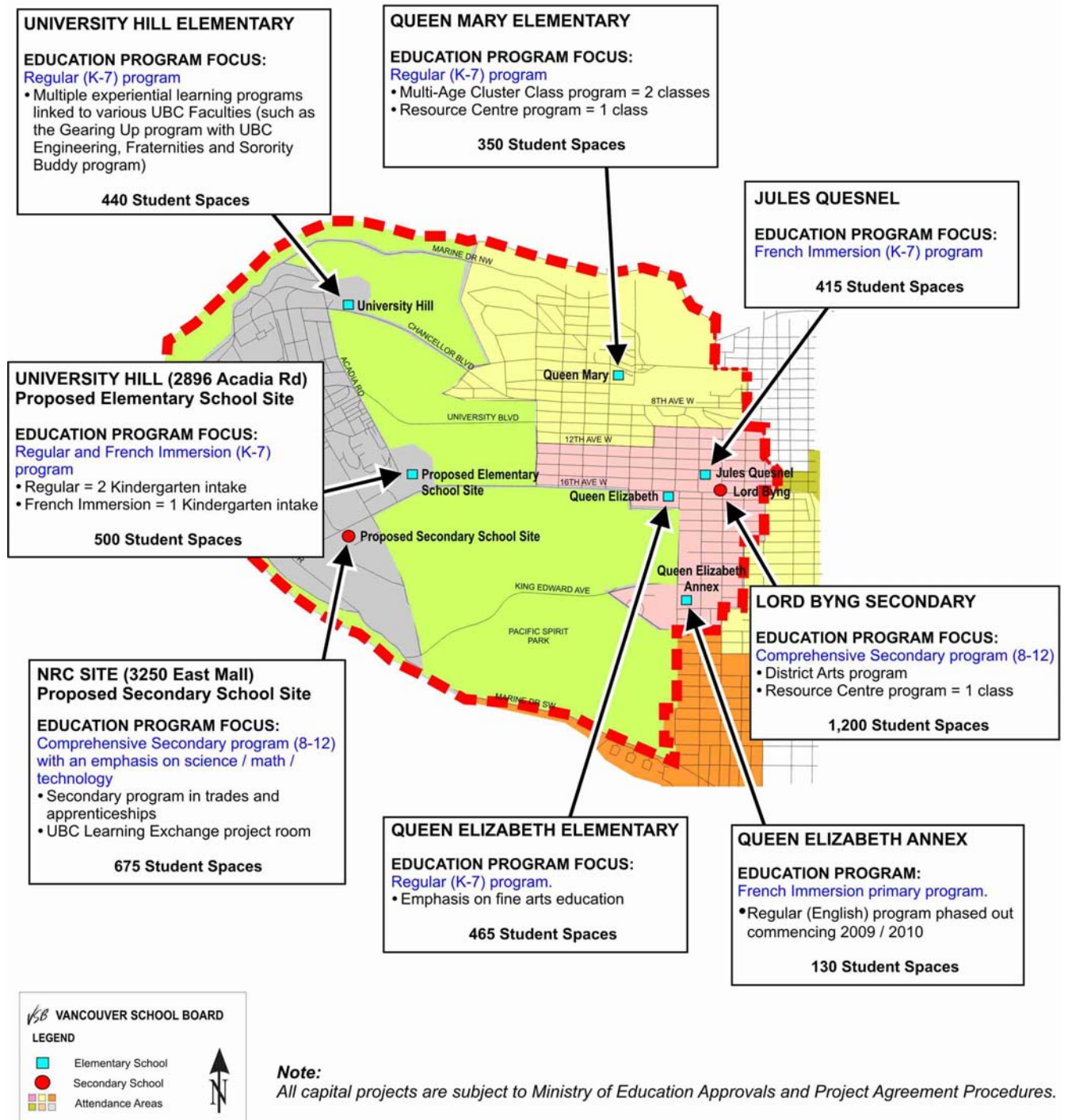


FIGURE #7

UBC to Dunbar Neighbourhood of Learning Proposed Development Plan



- **Proposed University Hill Secondary at the NRC Site (3250 East Mall)**
675 Student Spaces

The proposed renovation and expansion of the NRC building would be designed and constructed in phases. The first phase of construction would provide classroom space for a capacity of 675 student spaces, plus an addition to the building that would include gymnasium, lunchroom and multi-purpose assembly areas. As outlined in the Neighbourhood of Learning development plan, the school design would include provision for a Learning Exchange project room.

Later phase(s) of expansion would eventually permit a total school capacity of 1,100 student spaces. In order to anticipate the future expansion, the first phase of construction would include core service areas (administration, library, gym, service support) based on a 900 capacity standard.

Due to the extension of the Phase-1 Educational Facilities Review consultation process, the construction timeline for the NRC project has been revised. The NRC conceptual design and construction program was further reviewed and, assuming a financing arrangement is finalized by summer 2008, detailed design development could be completed by winter / spring 2009 in time to tender the construction work for spring / summer 2009. The construction timeline is estimated at up to 18 months. Therefore, the anticipated school occupancy would be Fall 2010.

- **Proposed Elementary School at Acadia Road Site (2896 Acadia Road)**
500 Student Spaces

A space review of the existing school facility at Acadia Road has confirmed the ability to reconfigure areas to create 19 instructional classrooms, with a total capacity of approximately 500 student spaces. This space would be sufficient to accommodate a Regular program intake of two Kindergarten classes plus a French Immersion program intake of one Kindergarten class.

The introduction of a new French Immersion program at UBC will result in a net increase of approximately 160 (K to Gr.7) student spaces. The provision of this French Immersion program will relieve some enrolment pressure on the Jules Quesnel program because new FI students residing in the UBC / UEL neighbourhoods would be directed to attend this new program.

The introduction of a French Immersion program at UBC would involve the establishment of an early elementary French Immersion attendance area boundary that would include both the existing University Hill Elementary and the future UBC elementary attendance areas. As of 2007, 55 students residing in the UBC / UEL neighbourhoods attend French Immersion programs. It is anticipated that the French Immersion participation rate will increase once the new program is established at Acadia Road.

As outlined in the summary report dated March 5th, 2008, it is believed that a third elementary school will eventually be required. The timing of the third elementary school project is contingent upon the pace and scale of residential development in UBC and UEL over the next 5 to 10 years.

- **Jules Quesnel Elementary Seismic Upgrade (3050 Crown Street)**

415 Student Spaces

In consideration of the deficiencies associated with the existing building, an enhanced seismic upgrade and renovation is proposed for Jules Quesnel Elementary. The enhanced upgrade would include construction of a new gymnasium / multi-purpose room addition and provision for an elevator. Detailed design review would need to be undertaken to confirm the revised school layout. These major enhancements to the facility, including the structural seismic upgrade, would result in a rejuvenated facility capable of meeting the educational needs of the French Immersion program. According to this development scheme, the school capacity would remain at the current level of 415 student spaces.

If the Option C temporary accommodation plan is approved, as outlined in Motion #5, the earliest start date for construction would be fall 2009. The upgraded and renovated school could be ready for occupancy by winter 2011.

There were suggestions from the Jules Quesnel school community to consider building a new French Immersion school building adjacent to Queen Elizabeth Elementary. Such a proposal would double the student population on the Queen Elizabeth Elementary site, to approximately 850 to 900 elementary students in total. There would be educational issues related to large school size population and site supervision. In addition, the traffic issues related to student drop off / pick up would be significant and one that local residents would likely oppose.

Although there is park land adjacent to Queen Elizabeth Elementary, this land is not owned by the VSB. The land is owned by the Provincial Government and granted on a lease basis to the City of Vancouver. VSB would have to negotiate permission with the City and Province to build on the grass playfield (considered one of the better soccer fields in Dunbar / West Point Grey). For these reasons, District Management does not recommend pursuing this school option.

- **Queen Mary Elementary Seismic Upgrade (2000 Trimble Street)**

350 Student Spaces

In addition to providing Regular English programs for the attendance area, the Neighbourhood of Learning development plan envisions establishing an enhanced resource centre. This centre would require 1 classroom with supportive project space and observation rooms.

The Multi-Age Cluster Class program (MACC) would be retained at Queen Mary. The MACC program space could be linked to the enhanced resource centre to ensure efficient use of space and resources.

The seismic upgrade of the school would be based on a school capacity to serve the attendance area student population plus the enrolment demands related to the MACC program. The school capacity would be established at 350 student spaces.

Project terms have recently been reached with the Ministry of Education regarding the

possible development of a community hub pilot project at Queen Mary Elementary. The community hub concept could include early learning programs. The central location within the UBC to Dunbar area would provide relatively good access to families throughout the entire neighbourhood of learning.

Initially, this project will involve joint (Ministry and VSB) design analysis of the school buildings to assess options for utilizing facility space that is not required for core VSB programming needs. Potential for heritage retention will also be included within the project scoping analysis. The study results would serve as the basis of formulating a potential project agreement with the Ministry.

- **Queen Elizabeth Elementary Seismic Upgrade (4102 West 16th Avenue)**
465 Student Spaces

The Regular English program at Queen Elizabeth Elementary would place a focus on fine arts education. As part of a seismic renovation project, the existing auditorium, stage and specialty art classrooms would be enhanced to support fine arts teaching.

Based on this development scheme, the total school capacity would remain at the current 465 student spaces.

If the Option C temporary accommodation plan is approved, as outlined in Motion #5, the 14 portable classrooms placed at Queen Elizabeth Elementary to accommodate the Jules Quesnel intermediate program would be vacated by spring 2011. These portables could then be used to advance the timing of the Queen Elizabeth Elementary seismic upgrade project because there would be significant cost efficiencies associated with using the portables a second time. Details relating to the timing of the Queen Elizabeth Elementary seismic upgrade would need to be finalized with the Ministry, as part of a separate project agreement.

- **Queen Elizabeth Annex (4275 Crown Street)**
130 Student Spaces

As outlined previously in the report, it is recommended that Queen Elizabeth Annex be retained as a primary French Immersion program.

The Regular (English) program would be phased-out gradually, commencing 2009/2010. Regular students currently enrolled at Queen Elizabeth Annex would be able to complete the primary program at the annex site.

Operating the facility as a single track French Immersion program would provide programming options that could reduce split grade class organizations, potentially reduce total enrolment at the Jules Quesnel, or create an opportunity for future early learning initiatives.

The annex building is rated currently ranked #73 in the relative order of seismic upgrade projects. This lower risk facility is several years away from undergoing seismic upgrades.

- **Lord Byng Secondary (3939 West 16th Avenue)**

1200 Student Spaces

A major seismic upgrade and school addition was completed in 2005. The capacity of Lord Byng Secondary will remain at 1,200 student spaces.

Additional seismic upgrade work will eventually be required within the Gymnasium and Auditorium block of the school. However, this project is not anticipated for several years.

Lord Byng Secondary would continue to provide a comprehensive secondary program with a district arts program focus. In addition, the Neighbourhood of Learning development plan proposes the establishment of an enhanced Resource Centre program.

- **University Hill Elementary (5395 Chancellor Boulevard)**

440 Student Spaces

This school was constructed in 1996 and is considered to be seismically safe. The capacity of University Hill Elementary will remain at 440 student spaces.

The Neighbourhood of Learning development plan would retain this school with a Regular English (K-7) focus. The school will continue to develop and foster multiple experiential learning programs linked to various UBC Faculties, such as the Gearing Up program with UBC Engineering and fraternity and sorority Student Buddy programs.

Recommendation

It is recommended that the proposed capital projects outlined in the UBC to Dunbar Neighbourhood of Learning development plan be approved, in principle, subject to Ministry of Education funding approvals and subject to Board of School Trustee approval of capital project agreements.

Motion #7 Board Advocacy Regarding Provincial Early Childhood Learning Proposals

That the Board actively advocate with the Provincial Government in light of the Government's new early learning proposals, and work with other Boards on the matter.

BCSTA Advocacy Efforts

As a member of the British Columbia School Trustees Association, it is recommended that the Board continue to support the motion passed at the annual general meeting in April 2008 whereby the following resolution relating to an inter-ministerial framework for addressing board of education mandates was carried:

Be it resolved:

In consultation with BCSTA, the Ministry of Education and all relevant ministries:

- 1. Establish a framework for inter-ministerial cooperation concerning the provision for common services / programs.*
- 2. Develop a process for adequate multi-ministry funding to support programs where mandates overlap.*

Rationale:

In a culture of shifting demographics and new legislation that expands the mandate of boards of education to include early learning, adult literacy, and healthy life styles, boards of education are expected to deliver programs that go beyond the scope of the K-12 curriculum. Examples include Strong Start, Ready Set Learn, the School Community Connections program and Community Literacy Plans.

This direction is commendable, but it places an additional financial burden on school districts, as well as the burden of coordinating with groups outside the K-12 system. At this point, there has been little direction in terms of how these new services will be delivered, and little extra funding to support new services. Some of the new responsibilities have traditionally been funded through ministries other than Education, so multi-ministry funding seems essential if boards of education are to fulfill the new mandate.

Provincial Consultation Processes

It is recommended that the Board participate in provincial consultation processes that will be convened by the Ministry regarding a proposal to expand the provision of Ministry funded Full-Day Kindergarten programs.

Additional Advocacy Opportunities

It is recommended that the Board and VSB stakeholders prepare a letter to the Minister of Education that outlines potential operational and capital funding implications related to the Ministry's early learning proposals.

Furthermore, it is recommended that the Board pursue strategic advocacy actions with Metro school districts.

Recommendation

It is recommended that the Board of School Trustees continue to support BCSTA advocacy efforts, participate in relevant provincial consultation processes, pursue strategic advocacy actions with Metro school districts and prepare a letter to the Minister of Education that outlines potential operational and capital funding implications related to the Ministry's early learning proposals.

4.0 Summary and Next Steps

The proposed UBC to Dunbar St. Neighbourhood of Learning development plan, as outlined and further described in FIGURES #3, #6, #7, would guide decision making relating to the proposed location, function and size of school programs and facilities. Furthermore, this development plan could serve as a working example to inform future phases of the Educational Facilities Review in other areas or regions of the school district.

Collectively, the proposed development plan outlined in this report would lead to the following outcomes:

- Converted secondary and elementary school facilities for the UBC / UEL communities;
- Seismically safe school buildings at Jules Quesnel, Queen Mary, Queen Elizabeth Elementary;
- Retention of Queen Elizabeth Annex as a primary French Immersion program;
- A strategic education plan that strives for equity of access to expanded education programs and specialized program choices;
- Renovated and specialized teaching spaces to support the education program priorities identified for each school and improve learning opportunities for students;
- Modernized school buildings that provide comfortable, energy efficient and upgraded building systems that create superior learning and teaching environments;
- More efficient allocation of resources in order to expand and create new programs to serve growing student needs; and
- Preservation of existing school buildings with varying degrees of heritage value.

Next Steps

The presentation of this report initiates the final stages of the Phase-1 EFR consultation process. If approved by the Board, a revised timeline would provide an opportunity for public delegations at a Committee of the Whole meeting 7:00 pm, June 19th leading to possible decision at a Special Board Meeting, 7:00 pm, June 25th, 2008.

Recommended Board of Education Trustee Motions

Motion One

It is recommended that the following motion be approved:

THAT the proposed UBC to Dunbar Neighbourhood of Learning Development Plan, further described in Figure #3, be approved, in principle.

FURTHERMORE THAT approval be given for the relocation of University Hill Secondary school to the National Research Council site, subject to satisfactory financing arrangements with UBC and the Ministry of Education.

FURTHERMORE THAT the school district continue to work with the Ministry of Education to finalize funding support and a project agreement for the proposed conversion of the University Hill Secondary building at Acadia Road into a new

elementary school at UBC.

FURTHERMORE THAT Queen Elizabeth Annex facility become a single track primary French Immersion annex effective 2012/2013 by phasing out the Regular (English) program commencing 2009/2010.

FURTHERMORE THAT the temporary accommodation plan Option C that would involve relocating Jules Quesnel intermediate students (Grade 4 to 7) to portable classrooms at Queen Elizabeth Elementary and relocating Jules Quesnel primary students (Kindergarten to Grade 3) to the Queen Elizabeth Annex site be approved.

FURTHERMORE THAT the proposed capital projects outlined in the UBC to Dunbar Neighbourhood of Learning Development Plan be approved, in principle, subject to Ministry of Education funding approvals and Board of Education Trustees approval of capital project agreements.

Motion Two

It is recommended that the following motion be approved:

THAT the Board of Education Trustees continue to support BCSTA advocacy efforts, participate in relevant provincial consultation processes, pursue strategic advocacy actions with Metro school districts and prepare a letter to the Minister of Education that outlines potential operational and capital funding implications related to the Ministry's early learning proposals.