

October 30, 2014

Ken Tollstam
Chief Administrative Officer
City of North Vancouver
141 West 14th Street
North Vancouver, BC V7M1H9

Dear Mr. Tollstam:

Thank you to the Mayor, members of Council, and senior staff for attending the October 28th Trustee Seminar with trustees and School District staff. In follow up, we are providing copies of the requested Ministerial Orders that relate to school closures and the disposal of School District land. We have also included the Board of Education Policies related to school closures (Policy 610) and disposition (Policy 805).

When a school site has been identified for the possible consideration of a closure of at least twelve months, because it may be surplus to the educational requirements of the School District, the Board follows Policy 610 Closure of Schools (Permanent) and the School Opening and Closure Order Ministerial Order 194/08. The consultation includes opportunities for community input, the creation of a school closure Response Team to provide input and feedback, and fair consideration of the Board, to name a few.

Per Policy 610:

"Public consultation will include fair consideration of community input and adequate opportunity for the community to respond to the Board's proposal to close the school permanently. At least one public meeting will be held, along with opportunity for written input, as part of the public consultation process. Consideration will be given to future enrolment growth in the District of persons of school age, persons of less than school age, and adults as well as possible alternative community use for all or part of the school."

Per School Opening and Closure Order (M194/08):

"5 (1) The public consultation process must include:

- (a) a fair consideration of the community's input and adequate opportunity for the community to respond to the Board's proposal to close the school permanently;
- (b) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- (c) consideration of possible alternative community use for all or part of the school."

The identification of School District land for disposition is separate and distinct to the school closure process. Disposition is identified by the Disposal of Land or Improvements Order (M193/08) to mean a lease of ten years or more, or a sale and transfer in fee simple. The Ministerial Order M193/08 does not identify any specific consultation requirements.

The Board of Education's Policy 805 Disposition of Land or Facilities specifies that:

"The authorization for disposal of land or improvements must include consideration of the future educational needs of the District, disposition through a public process, and Ministry approval where necessary."





"The Board will inform and may, when deemed appropriate, consult with local residents and community groups regarding land or facilities disposition plans and opportunities or where there is a significant change of use of the land or facilities."

"The Board may offer the surplus land or facilities for sale or long term lease to the municipality for fair market value."

We trust that this will provide further clarity regarding the Board of Education's processes related to land management.

The Board will be pleased to engage in consultation with the City of North Vancouver (Mayor and Council) regarding our mutual interest in School District properties, identified as surplus to future educational needs.

The slide presentation (without the slides of pictures of only students), has also been provided for distribution to the Mayor and Council.

Yours truly,

NORTH VANCOUVER SCHOOL DISTRICT

A handwritten signature in black ink, appearing to read "Georgia Allison", is written over a horizontal line.

Georgia Allison
Secretary Treasurer

Enclosure: Board Policies and Ministerial Orders Closure and Disposition
Trustee Seminar Presentation

cc: Board of Education
John Lewis, Superintendent of Schools
Mayor Mussatto and Council, City of North Vancouver
Gary Penway, Director, Community Development
Doug Pope, City Engineer / Director, Engineering, Parks and Environment Department

610 Closure of Schools (Permanent)

Adopted: December 9, 2003

Revised: January 26, 2011

Policy

The Board believes that one of its major responsibilities is to strive to provide school facilities throughout the District that will allow for program effectiveness for all students and operational efficiency. In order to fulfill this responsibility, the Board, in accordance with the requirements of the *School Act* and *School Opening and Closure Ministerial Order*, may from time to time have to consider the permanent closure of schools. Closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.

The Board may decide to permanently close a school, following a public input process, and must provide written notification to the Minister of Education.

The Board shall, as set out in this Policy and associated administrative procedures, provide a public consultation process with respect to a proposed closure of a school (permanent). Following a Board motion to consider the proposed closure of a school, the Board shall provide a period of 60 days for public consultation.

The period of public consultation may be shortened if the Board is satisfied that there is a pressing need for a shorter time frame and prior consultation has given the community adequate notice and an opportunity for input, such that the board has a full understanding of the impacts of the proposed closure.

In compliance with Section 73 of the *School Act* and the *School Opening and Closure Ministerial Order* (M194/08), the decision to permanently close a school will be done through the adoption of a *School Closure Bylaw*. The final decision on a proposed school closure will be made at a public Board meeting through the first, second, and the third and final reading of a School Closure Bylaw.

Public consultation will include fair consideration of community input and adequate opportunity for the community to respond to the Board's proposal to close the school permanently. At least one public meeting will be held, along with opportunity for written input, as part of the public consultation process. Consideration will be given to future enrolment growth in the District of persons of school age, persons of less than school age, and adults as well as possible alternative community use for all or part of the school.

Fair consideration will be given to all input prior to the Board making its final decision. Fair consideration includes the concept that the Board's proposal to close a school could be changed or reversed.

Persons or groups in the community who could be affected by a school closure should be made aware of the Board's proposal to close a school. This will be done through a variety of methods including parent newsletters and notices, parent advisory councils, meetings with employees, notices to rental groups, notices in local newspapers, information posted on the School District website, and other appropriate means.

The closure of a school should not normally take place until June 30th following the final decision by the Board, allowing parents, students and school staff time to make alternative arrangements.

Following a decision to close a school, the Board will provide, without delay, written notification to the Minister of Education of its decision and will include the name, facility number and address of the school and the date the school will permanently close.

Administrative Procedures

The proposal to consider a school for closure shall be initiated through a Board motion at a public meeting of the Board. The school being considered for closure and the proposed effective date shall be specified. The proposed closure will be addressed and discussed in a public meeting involving the affected communities.

The Board shall take the following steps to ensure that public consultation will take place:

- Make available, in writing, the rationale for the proposed school closure considered by the Board, including, but not limited to, the pertinent facts and information with respect to the following factors for any proposed school closure:
 - o The number of students who could be affected, at both the school proposed for closure and the population of the surrounding schools
 - o Enrolment trends for persons of school age, persons of less than school age, and adults for the school and surrounding area
 - o Utilization for all or part of the school, including alternative community use
 - o Availability of space at receiving schools
 - o Proximity to possible receiving schools and the routes to schools
 - o Socio-economic conditions and demographics in the affected community
 - o Educational program/course implications for the affected students
 - o Financial considerations including anticipated cost savings
 - o Facility age and condition
 - o Potential for revenue generation through lease and/or sale of the school building and/or site
 - o Impact on the Ministry of Education's five-year capital plan submitted by the Board.
- Once a proposed closure has been initiated through a Board motion at a public Board meeting, at least one public meeting will be held to discuss the proposed closure
- The time and location of the public meeting shall be widely advertised to notify affected persons or groups in the community. This will mean written notification to parents/guardians of students currently attending and/or registered to attend the school, a notice in the local newspaper, notices to neighbouring schools, parent advisory councils, employee groups, information posted on the School District website, and other appropriate means.

- The Board will present the following at the beginning of the public meeting:
 - o Rationale for the proposed closure, including, but not limited to the pertinent facts and information related to the factors identified within the policy
 - o The timing of the proposed closure and the implications for the placement of students in accordance with Policy 605: Admission of Students to School
 - o Possible future community growth in the area of the school.
- Minutes of the public meeting will be kept to record concerns or options raised regarding the proposed closure. Following the public meeting, the Board will give fair consideration to all input prior to making its final decision with respect to the proposed school closure.
- The Board shall provide an opportunity for affected persons to submit written responses to the Board regarding the proposed school closure. The Board will provide information and directions on how to submit the written responses. Written submissions will be summarized and community concerns and proposed options will be acknowledged.

SCHOOL OPENING AND CLOSURE ORDER

Authority: *School Act*, section 73 and 168 (2)(p)

{ Ministerial Order 194/08 (M194/08).....Effective September 3, 2008
{ Repeals 320/02

Interpretation

1 “**alternative community use**” means alternative community use as defined in Ministerial Order 193/2008, the Disposal of Land or Improvements Order.

Opening of Schools

2 If a board decides to open a new school or to reopen a previously closed school under section 73 of the *School Act*, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

- (a) the school's name,
- (b) the school's facility number,
- (c) the school's address, and
- (d) the date on which the school will open or reopen.

Closure of Schools

3 (1) In this Ministerial Order, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.

(2) Despite subsection (1), the closing of a school for the purposes of effecting repairs, renovations or additions to a school building shall not be deemed to be a permanent closure of the school if the board intends to reopen the building upon completion of the repairs, renovations or additions.

4 (1) The board must develop and implement a policy that includes a public consultation process with respect to permanent school closures and this policy must be made available to the public.

(2) When considering closing a school permanently, the board must apply the policy referred to in subsection (1).

5 (1) The public consultation process must include:

- (a) a fair consideration of the community's input and adequate opportunity for the community to respond to a board's proposal to close the school permanently;
- (b) consideration of future enrolment growth in the district of persons of school age, persons of less than school age and adults; and
- (c) consideration of possible alternative community use for all or part of the school.

SCHOOL OPENING AND CLOSURE ORDER

6 The power of a board to permanently, close a school under section 73 of the *School Act* must be exercised only by bylaw.

7 If a board decides to permanently close a school under section 73 of the *School Act*, the board must, without delay, provide the Minister with written notification of the decision containing the following information:

- (a) the school's name,
- (b) the school's facility number,
- (c) the school's address, and
- (d) the date on which the school will close.

8 This Order comes into effect on September 3, 2008.

805 Disposition of Land or Facilities

Adopted: March 24, 2004

Revised: May 26, 2010

Policy

The School District may dispose of property owned or administered by the Board including land and improvements, leases (short-term and long-term), rights of way and easements under the authority of the *School Act* and related Ministerial Orders. The authorization for disposal of land or improvements must include consideration of the future educational needs of the District, disposition through a public process, and Ministry approval where necessary. Disposition will typically be made for fair market value unless the Board's goals, principles or criteria suggest disposition at a lower value is appropriate.

In order to protect the long-term interests of the school system and make the best possible use of surplus facilities (including land, improvements and surplus classrooms), the Board will consider each case and will choose from among all options available one that best suits the particular site and the needs of the school district.

DISPOSITION OF SURPLUS LAND OR FACILITIES

Definitions

Disposition means sale or lease of land or facilities

Fair market value means the amount, price, consideration or rent that would be obtained by a school board in an arm's length transaction in the open market between willing parties acting in good faith.

Lease means every agreement whereby the school board, as landlord, confers upon another person, as tenant, the exclusive right to occupy land, a building, a portion of land or a building

- a) for a term of at least 12 months, or
- b) in the discretion of the school board, for a term of less than 12 months.

Licence means an agreement whereby the school board, as landlord, confers upon another person the non-exclusive right to occupy a site or property, but does not convey a legal interest in land.

Rental agreement means an ad hoc agreement to use land, a building, or a portion of land or a building, between the school board and a third party where use is non-exclusive (i.e., the Board may permit others to also use the land or building and/or the Board may move the group to other space to accommodate school programming needs).

Administrative Procedures

Where the School District has determined that surplus classrooms, an entire facility or other property is no longer required to serve the educational needs of the School District, the District may, through an open process, offer the classrooms for lease, the facility or land for lease or sale. An open process may include a Request for Expression of Interest (EOI), Notice of Intent, or Request for Proposal (RFP).

For surplus classrooms or whole school sites to be considered for leasing, it is not necessary that they never be required for future educational purposes, only that they are not required for a period of time that makes leasing financially viable for the School District.

Surplus classrooms with licence or lease potential will be reviewed with the respective school principal prior to being offered for other purposes. Schools will be reimbursed for reasonable additional costs of having a tenant in their school. The school principal should consult with their PAC and school staff, as necessary.

Rental agreements that constitute only a licence to occupy and that are for a term of one year or less, for other than a complete school facility will be arranged directly by staff.

Licences to occupy that are:

- a) intended for child care operations
- b) for a term of less than ten years
- c) for less than an entire school facility

will be arranged directly by staff and do not require a disposition by-law.

If an existing licence or lease for a previously closed school or space within an existing school comes due, Administration may either seek a new tenant through a request for proposals or recommend to the Board that a new licence or lease be granted directly to the existing tenant where there is direct benefit to the Board.

If renewal of a licence or lease is approved in principle by the Board without an RFP, then Administration will advertise the intended licence or lease renewal through a public Notice of Intent.

Approval of the Ministry of Education must be obtained for dispositions when Ministry policy or legislation requires such approval.

The School District may engage the services of a qualified agent or broker to assist with the public process.

Any purchaser or lessee must satisfy the Board that it has the ability to meet the financial obligations to the Board.

The Board may place any operational restrictions on appropriate property usage on all leases. These restrictions will be specified in the lease agreement.

The Board may offer the surplus land or facilities for sale or long term lease to the municipality for fair market value.

The Board shall not be bound to accept any proposal for the facilities, regardless of the amount of any bid.

The Board may apply to the municipality for rezoning of surplus land prior to the sale or long term leasing of land.

The Board will inform and may, when deemed appropriate, consult with local residents and community groups regarding land or facilities disposition plans and opportunities or where there is a significant change of use of the land or facilities.

DISPOSAL OF LAND OR IMPROVEMENTS ORDER

Authority: *School Act*, sections 96(3) and 168(2)(t)

{ Ministerial Order M193/08 (M193/08) Effective September 3, 2008
{ Repeals 233/07

Interpretation

1 In this Order:

“a lease of 10 years or more” means a lease of 10 years or more, including the cumulative total of all options and rights to extend or renew the lease,

“alternative community use” means a use by a community agency or organization for land or improvements owned by a board, other than for the educational purposes of the board,

“board” means a board as defined in the *School Act* and includes a francophone education authority,

“dispose” means dispose as defined in the *Interpretation Act*,

“independent school” means an independent school as defined in the *Independent School Act*.

Application

2 This Order does not apply to grants of Crown land described in section 99 of the *School Act*.

Disposal of land or improvements

3 Boards must not dispose of land or improvements by sale and transfer in fee simple or by way of a lease of 10 years or more unless such disposal is to another board or an independent school for educational purposes or is approved by the Minister in accordance with section 5.

4 Boards may dispose of land or improvements by way of lease, other than a lease of 10 years or more, if such disposition is to an agency or organization for an alternative community use.

5 Despite section 3 and 4, the Minister may approve, with any terms and conditions, a disposition of land or improvements.

Policies and procedures

6 Boards must develop and implement policies and procedures with respect to the disposal of land or improvements under section 96(3) of the *School Act*, consistent with this Order, and make these policies and procedures publicly available.

Bylaws

7 A board’s bylaw made pursuant to section 65(5) of the *School Act* relating to a disposition in accordance with sections 3, 4 or 5, must include:

- (a) confirmation that the board will not require the land or improvements for future educational purposes,

DISPOSAL OF LAND OR IMPROVEMENTS ORDER

- (b) the name and the facility number, if any, and
- (c) the address and legal description.

8 A copy of a bylaw referred to in section 7 must be provided to the Minister without delay.

Notification

9 When a board disposes of land or improvements, the board must, without delay, provide the Minister with written notification of the disposition and allocation of the proceeds as required under section 100(2) of the *School Act*.

10 This Order comes into effect on September 3, 2008.

Land Management Strategy Update

1. Ministry Mandate, Vision, Goals and Guiding Principles
2. Community Consultation / Community Engagement
3. Demographics and Capacity
4. School District Properties / Funding Capital Projects
5. Surplus sites update
6. Supporting unfunded capital projects
7. Questions / discussion



Mandate

STATEMENT OF EDUCATION POLICY ORDER
BC Ministry of Education - Governance and Legislation

Mission Statement

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.



Duties, Rights and Responsibilities

School Boards have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner.

They have a responsibility to ensure that schools provide students with opportunities for a quality education; to set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines; to provide leadership and encouragement to schools and the community; to cooperate with the community and social service agencies in the delivery of non-educational support services to students; and to focus on the following areas of district concern: (1) implementation of provincial and local education programs; (2) school finance and facilities; (3) student access and achievement; (4) teaching performance; and (5) accountability to parents, taxpayers, the community and to the Province.



North Vancouver School District Vision

We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to **learn, share and grow.**

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and a rich diversity of engaging
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10-Year Strategic Plan Goals

- ✓ *Expand the availability of best instructional practices and enriched curriculum*
- ✓ *Encourage the growth of collaborative, adaptive and personalized learning environments*
- ✓ *Nurture an inspiring and healthy work environment*
- ✓ *Develop and promote innovative and sustainable programs*
- ✓ *Provide leadership in environmental education and sustainability practices*
- ✓ *Strengthen and expand reciprocal community relations*



Land Retention and Disposition Strategy

Guiding Principles

The North Vancouver Board of Education will consider the following guiding principles in the management of its land assets:

1. Recognizing that all School District properties are valued community assets, we will consult with the community as part of our process to realize the maximum social and financial value of these assets.
2. Balancing current and future School District needs by aligning our decision making with our Strategic Plan and implementing options ranging from short, medium and long-term leases. Retaining properties and limiting outright sales will provide flexibility to accommodate potential future enrolment growth.
3. Obtaining maximum financial returns while pursuing creative, holistic solutions for broad-based community objectives of affordable housing, recreation, green space, childcare and other emerging community needs. We will do this with consideration of the Official Community Plans of the respective municipality.



Land Retention and Disposition Strategy

Guiding Principles

4. Repurposing School District lands through the strategic use of long term land leases to address evolving community needs such as affordable housing, recreation, green space, and childcare.
5. Giving preference to proposals that support the Board of Education's strategic goals and priorities, where all other criteria have been met, for the lease/sale of properties.
6. Managing proceeds from land leases and sales to further enhance the student learning experience. We will do this, in part, by directing proceeds to support a significant endowment fund for the School District.
7. Directing proceeds and endowment funds, where necessary, to adequately fund capital projects that are not eligible for government funding.



Community Consultation Community Engagement



Annual Community Forums

The Board of Education engaged the community in consultation

2003 - *Community Input on Changes to our Schools*

2004 - *Student Success & Programs of Choice*

2005 - *Healthy Active Schools, Healthy Active Students*

2006 – *I.B., French Immersion & Careers*

2007 - *Creating a Shared Vision for the Future*

2008 – *Towards the Future for Schools*

2009 - *Budget Challenge 2010 and Restructuring 2010*

2010 - *Strategic Plan 2011-2021*

2011 – 2014 – *Land Management Consultations*

School closure processes – **2004, 2005, 2007, 2009, 2010**



- **Open House – 140 attendees**
- **Municipal Workshops**
 - District and City
 - Obtain input, build understanding
- **“Live” Facebook Chat**



May 29th Public
Dialogue



Land, Learning and Livability - 2012



Community Input - 2012

- Concern about selling lands that may be needed in future
- It makes sense to sell some of these properties, but keep the rest
- Retain ownership & arrange long-term leases (up to 99 years) to generate revenue
 - It makes sense to hold on to properties where there is reasonable probability the site will be required for future growth.
 - We have compatible tenants & the lease revenue adds \$1M annually to the operating budget
- Empty buildings cost the school district money: maintenance, utilities, etc.
 - vandalism, boarded buildings (\$30K/@) these should be dealt with first



Land, Learning and Livability. Community Consultation



Community Input - 2012

- Generate funds to reinvest in programs & services for our children
 - equipment and resources, more programs for students
 - supports for special needs students and programs
 - reduce or relieve parent fund-raising
- The Board depends on government funding through student and course grants and must seek alternate sources of revenue to augment provincial funding.
- All proceeds from school properties (revenue through sales and leases) remain with the School District. The Ministry must approve any sale, or long-term lease, other than those involving independent schools.



Land, Learning and Livability. Community Consultation



Community Input - 2012

- Consider potential for future multi-use, or alternate use: daycare pre-school, recreation, playgrounds, parks, adult learning, seniors centres, meeting spaces, urban farming on the land
 - consider developing lands for affordable housing
- Schools are zoned Public Assembly. Redevelopment would likely require rezoning as determined by the Municipality. This involves further community consultation processes, involving Council.
- By Policy, the Board must engage in a public process to consider proposals for future use of properties.
- Proposals are invited, and proponents may be an organization, or a group assembled by a 'lead tenant'.



Land, Learning and Livability. Community Consultation



Questions & Answers

from public dialogue - 2012

Is the School District looking to sell land to balance its budget?

NO - the school district has a balanced operating budget for the next three years. The Board added back \$1 million in new program spending for each of the prior 2 years.

Has the Board already made decisions on some of the properties?

NO - The Board committed to the community engagement process to seek out input and feedback before making any decisions regarding surplus land.

When will the Board be making decisions on the properties?

The Board will proceed to local, or neighbourhood meetings, in the fall regarding specific properties. The Board may also proceed with a call for proposals, or expressions of interest.

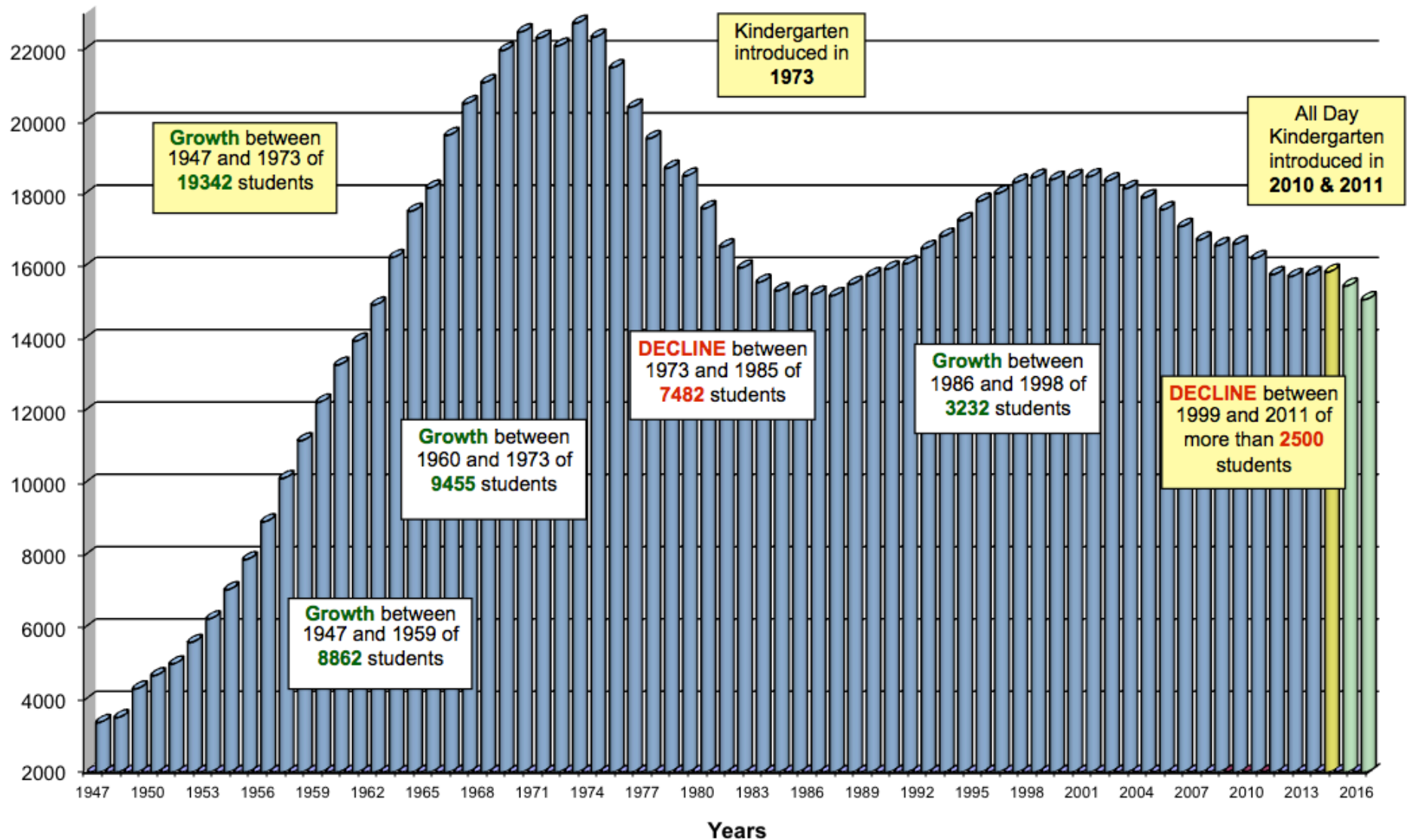


Demographics and Capacity

Balancing current and future needs

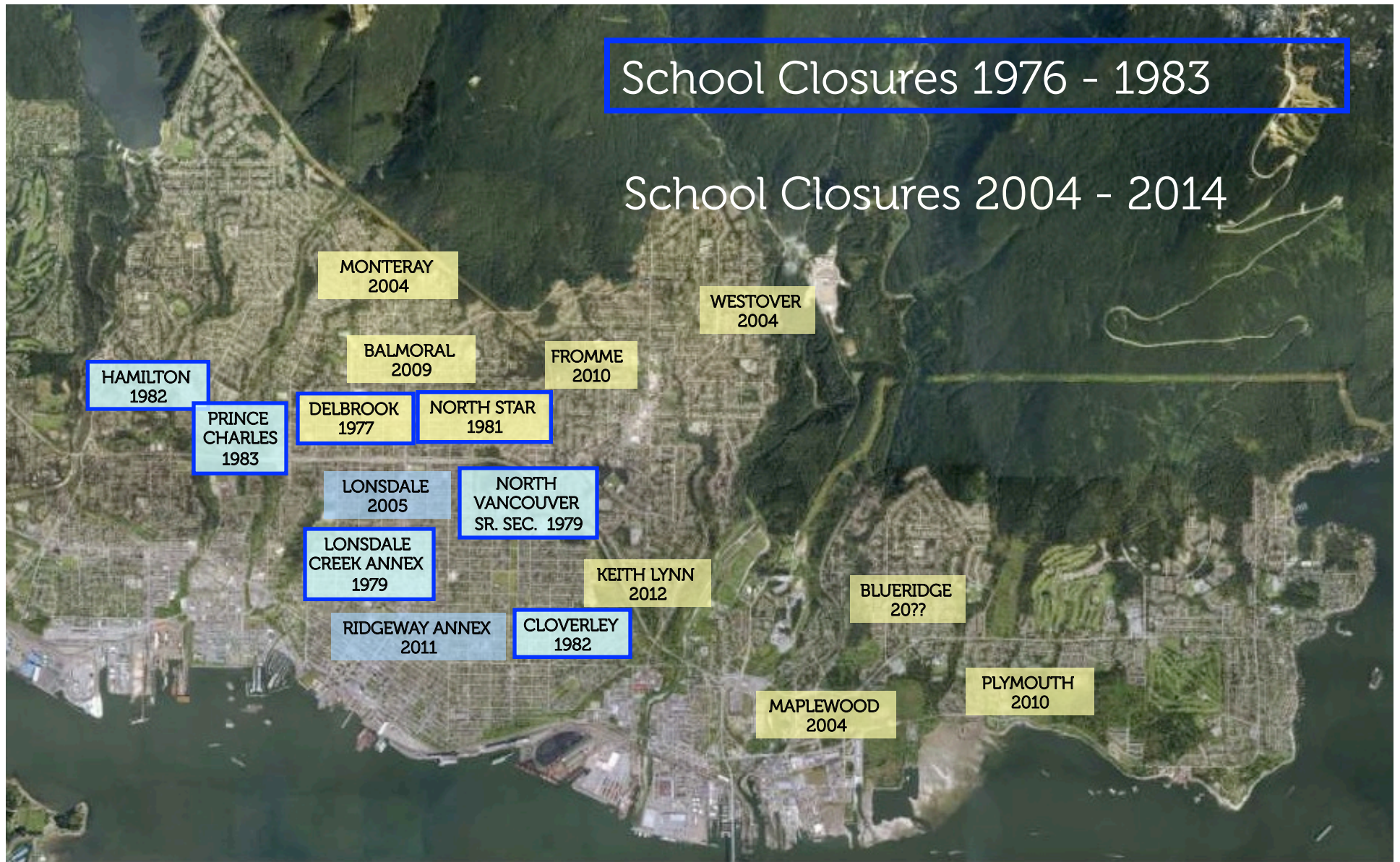


North Vancouver School District Enrolment History



School Closures 1976 - 1983

School Closures 2004 - 2014

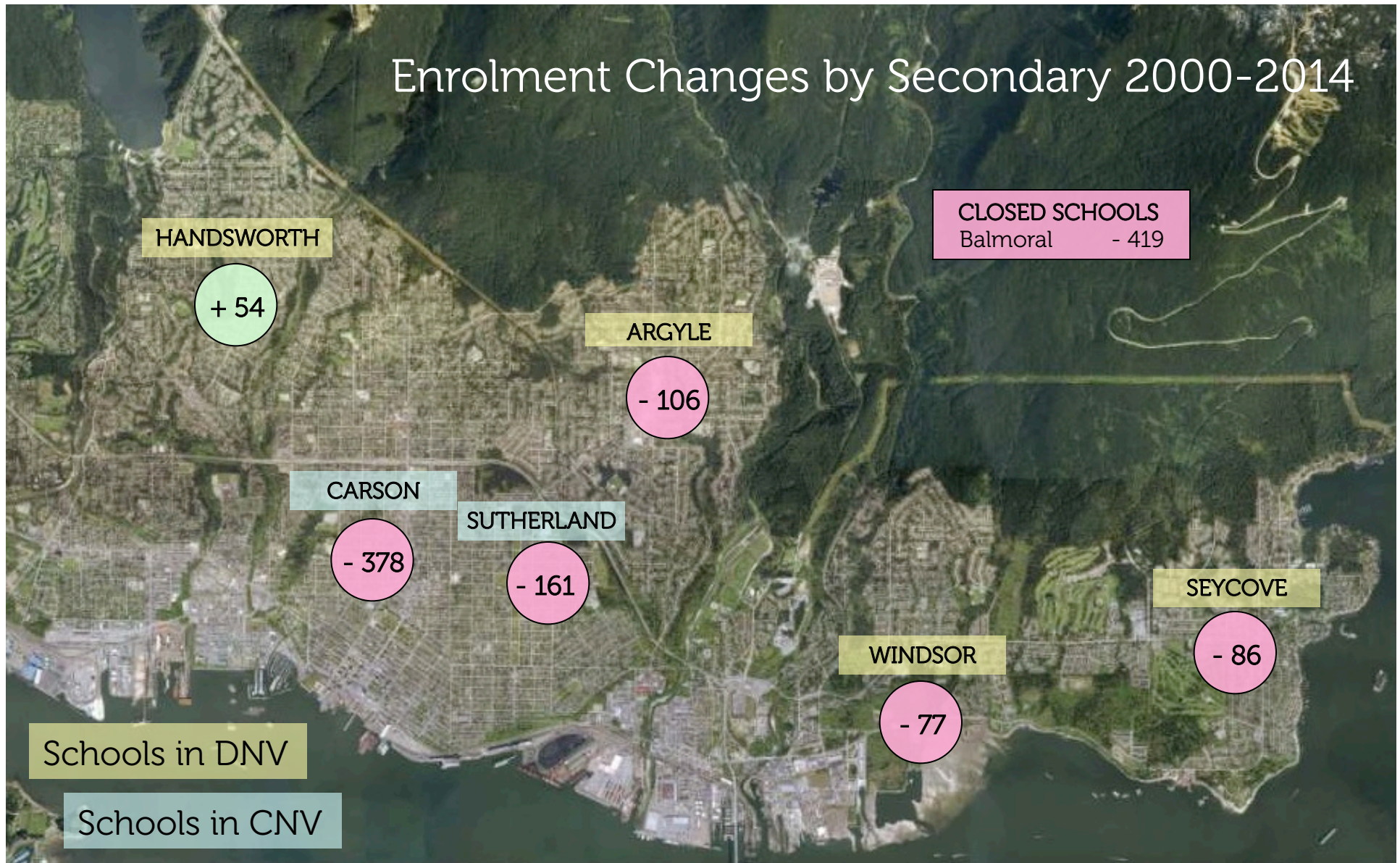


Enrolment DECLINE 1973 – 1985 - 7482

Enrolment DECLINE 2000 – 2014 - 2430



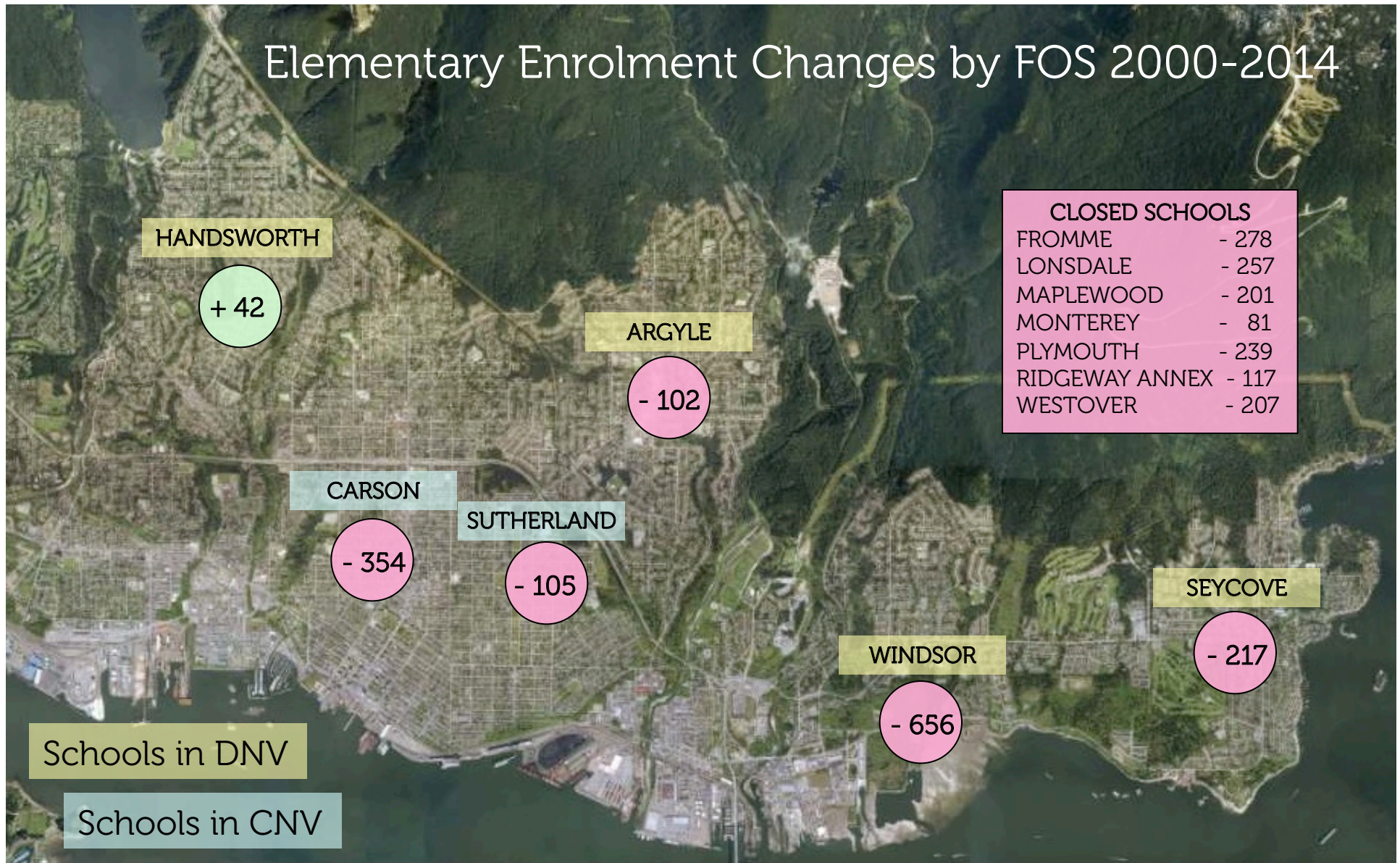
Enrolment Changes by Secondary 2000-2014



TOTAL Enrolment DECREASE since 2000 - 754



Elementary Enrolment Changes by FOS 2000-2014

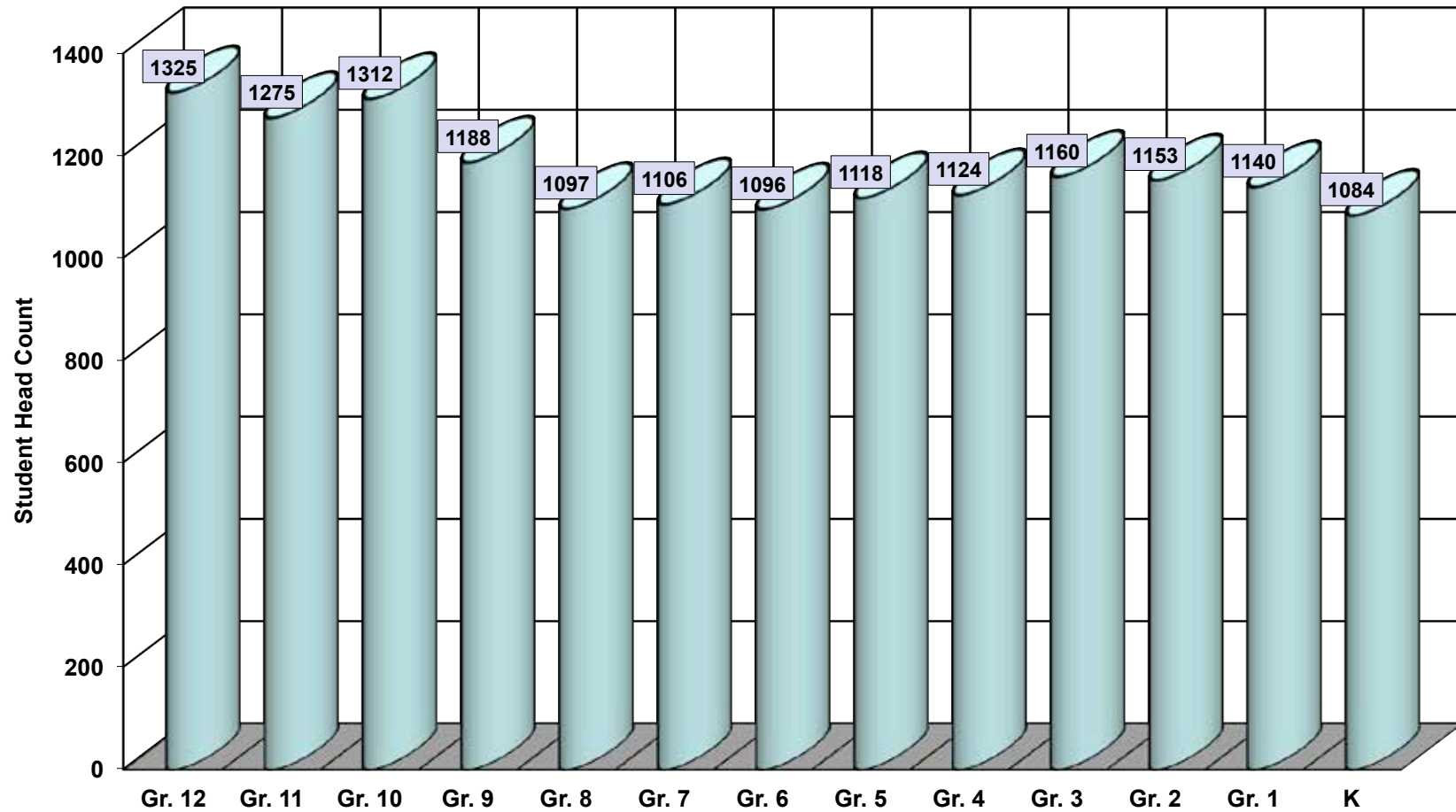


TOTAL Enrolment DECREASE since 2000 - 1676



Enrolment Actual by Grade (All Programs w/o DL & INTL)
October 17, 2014

Data Source: 1701 Grade Enrolment Variance



"Rollover" projection for 2015/16 indicates a decline of 241 students
Subtract Gr. 12s graduating from estimated Ks entering (1325 - 1084 = - 241)

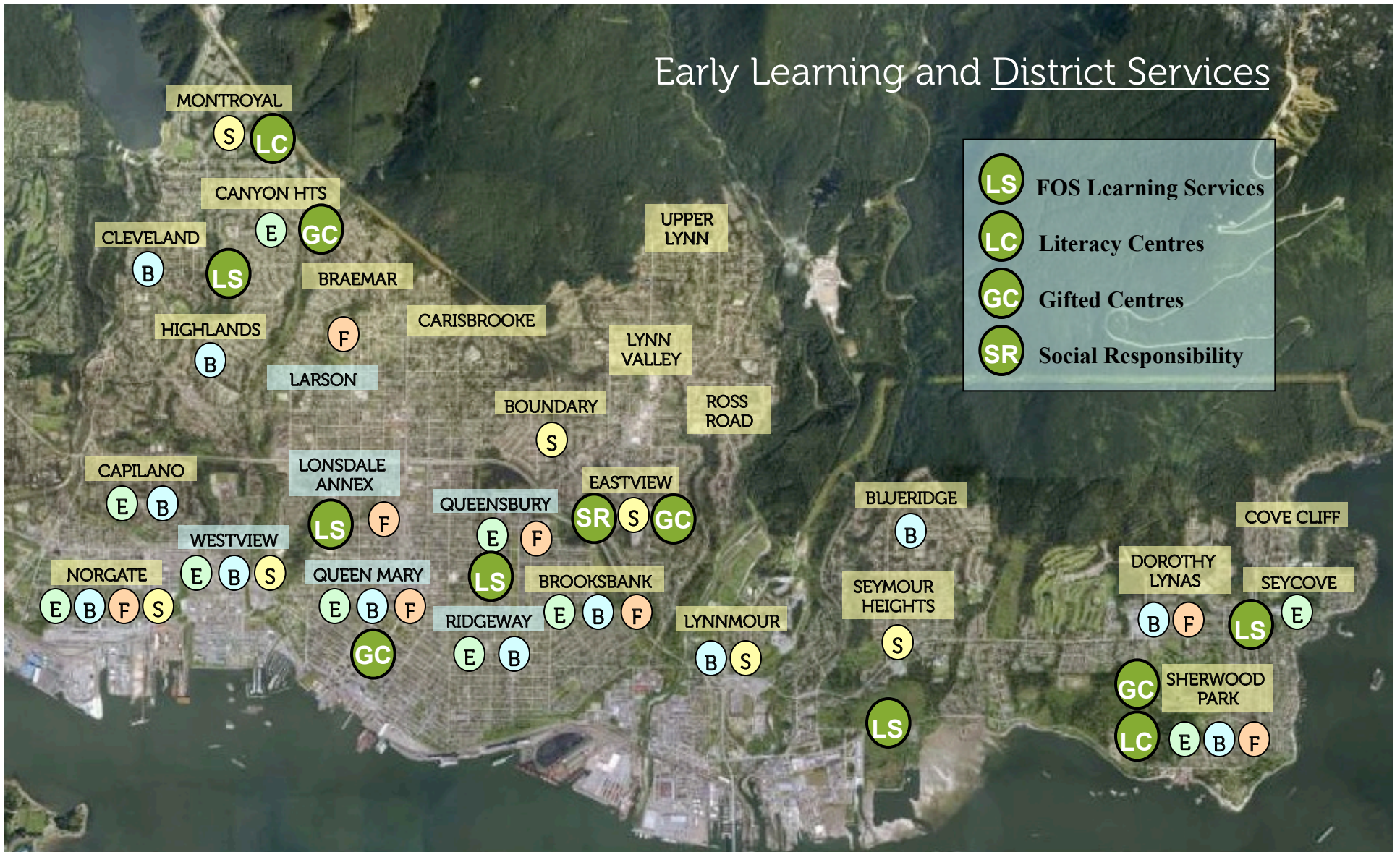


Capacity – current and future

Temp	24,135 50 Port. + 4 Mod.	159%
Future	22,085 13485 E + 8750 S	145%
Lease	18,195 11245 E + 6950 S	120%
Current	17,260 10310 E + 6950 S 15,200 current enrolment 25 Elementary, 6 Secondary, Mountainside, DL	88%



Early Learning and District Services



37 Early Learning Centres = 10 ELF + 12 Before and After + 8 Full Day Childcare + 7 StrongStart

13 District Centres: 6 FOS Learning Services, 4 Gifted, 2 Literacy, 1 Social Responsibility



School District properties as capital assets

Funding Capital Projects and community amenities



Properties as capital assets

School District properties: these NVSD assets are jointly owned with the Ministry on a proportionate basis – often 50/50, with some early sites (pre-1950s) being 100% local.

Proceeds from leases: the school district is able to use lease revenue to supplement the operating budget when the lease is less than 10 years. Leases of 10 and more years are generally capital leases, with proceeds dedicated to capital.

Proceeds from land sales: proceeds from land sales must be used for capital project funding. Proceeds are allocated on a pre-determined basis – 50/50, or 100% local.



Capital Project Funding

Ministry capital projects: funding provided for approved projects is through a Project Agreement. This sets out the capital envelope and limitations. Any residual funds are retained as **RESTRICTED** capital, available for future capital use, but only with Ministry approval. These capital funds may not be used to supplement operating costs. Any cost 'overruns' are funded by the School District.

Local capital projects: district facilities (Outdoor School, Mountainside, ESC, maintenance yards, etc.) do not qualify for Ministry capital project funding. These must be 'self-funded' projects. Funding may be from local capital, restricted capital, with Ministry approval, or from accumulated operating surpluses.





Amenities: new, larger school, Community History Centre Archives in old school

Lynn Valley Replacement School: **Opened 2005** **\$4.5M**

Funded 100% by Ministry Capital Project funding

North Vancouver School District

the natural place to learn



Amenities: new,
larger school with
out of school care,
community access



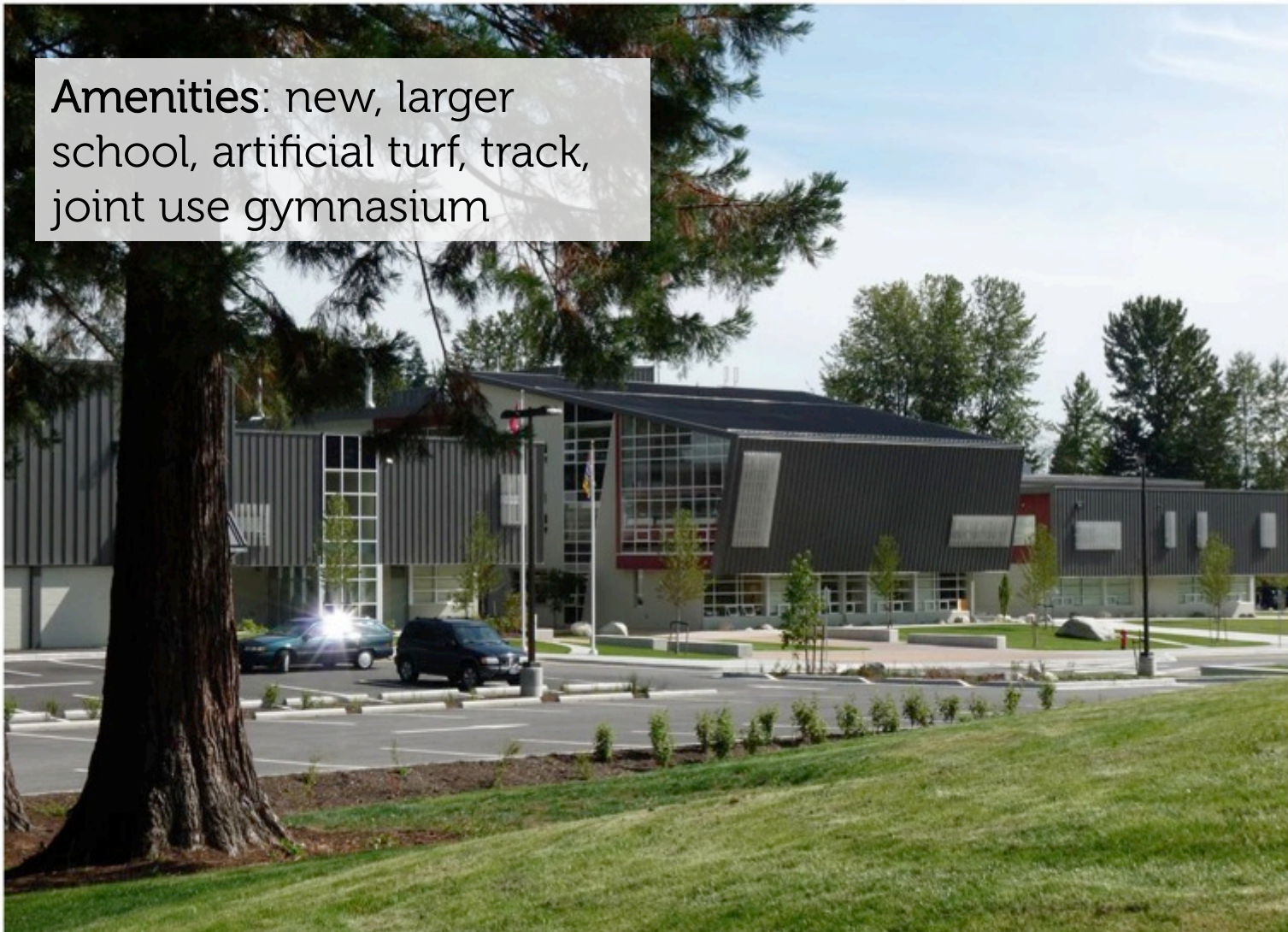
Westview Elementary Replacement School: **Opened 2007** **\$8.5M**

Ministry Capital Project funding & NVSD local capital of \$356K

City of North Vancouver funding of daycare



Amenities: new, larger school, artificial turf, track, joint use gymnasium



Sutherland Secondary Replacement School: **Opened 2008** **\$29M**

Ministry Capital Project funding & NVSD commitment of \$6.9M

City of North Vancouver funding of track and ATF



Amenities: new, larger school designed for joint use recreation and multi-purpose



Highlands Elementary Replacement School: **Opened 2010** **\$13M**

Funded 100% by Ministry Capital Project funding



Amenities: new, larger school with Heritage restoration, NLC, daycare, community access



Ridgeway Elementary Heritage Restoration: **Opened 2011 \$21M**
Ministry Capital Project & local capital funding of \$3.5M for Heritage





NSCU Environmental Learning Centre: Opened June 2012 **\$7.1M**

100% Local funding - \$1M NSCU & BC Wood grants





Amenities:

Gordon Smith Gallery, the View, Rey Sargent Park, LEC station HYAD site, Anderson Walk, offsites.

Consolidation of services to one location from three, including Lucas/LMCC, funds for two Heritage restorations, transferable density

Education Services Centre / Smith Gallery: **Opened** June 2012 **\$31M**

Funded 100% through Local Capital - \$2M Audain donation / Heritage Canada Grant

North Vancouver School District

the natural place to learn





Amenities: new, larger school with Joint use change & washrooms, artificial turf field

Carson Graham Replacement School: Opened – September 2012 - \$43M

Funded 100% by Ministry Capital Project SEISMIC funding

North Vancouver School District

the natural place to learn





Amenities: new, larger school with Heritage restoration, NLC, daycare, community access to larger gymnasium, transferable density

Queen Mary Elementary Heritage Restoration: **Opened 2013 \$19.5M**
Local Capital contribution of \$3.5M for heritage



Surplus* sites update

*Surplus – to 'long-term' (10+ years) public education need



'Surplus' sites 2014



Land, Learning and Livability. Community Consultation



Surplus sites – Five long-term leases

Fromme – Ecole Francaise Internationale de Vancouver (2021)

Lonsdale Creek Annex – LCDaycare Society (2023)

Maplewood – Kenneth Gordon (2021)

Plymouth – Lions Gate Christian Academy (2024)

Westover – Brockton Academy (2020)

Combined annual revenue = \$1.3M to operating budget

Four schools and sites retained
for potential future enrolment growth



Surplus sites – dispositions approved by MoE

Keith Lynn - sold to DNV-\$5M (transportation improvements)

100% local – 0% to Ministry

Proceeds toward Argyle replacement

Monterey - conditional sale to Morningstar - \$6.38M

50/50 'split' with Ministry – local/restricted

Proceeds toward Argyle replacement

Ridgeway Annex - conditional sale to Anthem - \$5.1M

50/50 'split' with Ministry – local/restricted

Proceeds directed to debt for Sutherland and Westview schools

Combined value = \$16.48M



Surplus sites – to be determined

Blueridge – operational school, awaiting capital project

Requires Ministry approval of Seymour Heights replacement school

Cloverley – vacant school and modular building

Initial community consultation completed with Dialog Report

Further consultation expected through Special Study, once OCP is approved. Modular building to be relocated. City lease for park.

Lucas – maintenance facility and permit with Gulf Islands

Initial community consultation completed with Dialog Report

Further consultation expected through Special Study, once OCP is approved.



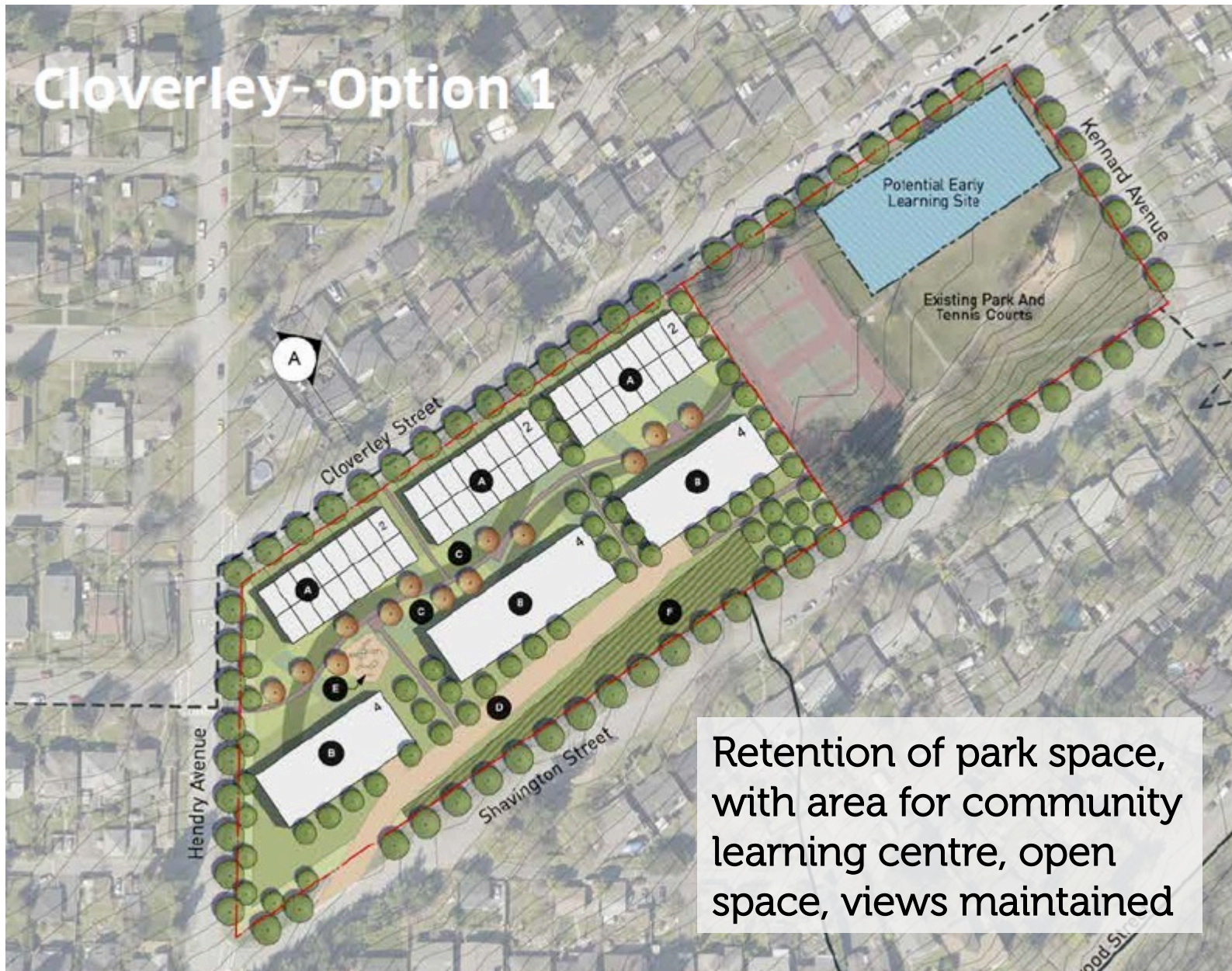
Surplus sites — Land management planning process



Cloverley – long-term lease potential /(50/50)



Cloverley- Option 1



Retention of park space,
with area for community
learning centre, open
space, views maintained



Surplus sites — Land management planning process



Lucas Centre / LMCC – long-term lease potential





Retention of play field,
trail connections,
community building,
play & open spaces



Retention of play field,
play spaces, with trail
connections, open
space, park corridor



Supporting 'unfunded' Capital Projects

Converting approved seismic projects
to full replacement projects



Argyle Secondary

Approved Seismic Upgrade Project

6 of 8 blocks High 1 seismic risk



Total cost estimate = \$39,142,149



Argyle Secondary

Project Definition Report

Requested Replacement Option (1200/1200 with NLC)



Total cost estimate = \$48,014,000

Funding difference = \$ 8,872,000



Argyle Secondary Replacement Request

Ministry conditions

- ✓ Debt retirement for Sutherland and Westview, due Dec. 31, 2015
- ✓ Identification of proposed funding sources for the gap of \$8.9M for the full replacement of Argyle
- ✓ Statement of support from the DNV related to surplus property management strategy
- ✓ Conclusion of Purchase Agreement with DNV for Keith Lynn
- ✓ Support from DNV regarding the disposition of Monteray



Handsworth Secondary

Approved Seismic Upgrade Project

7 of 8 blocks High 1 seismic risk



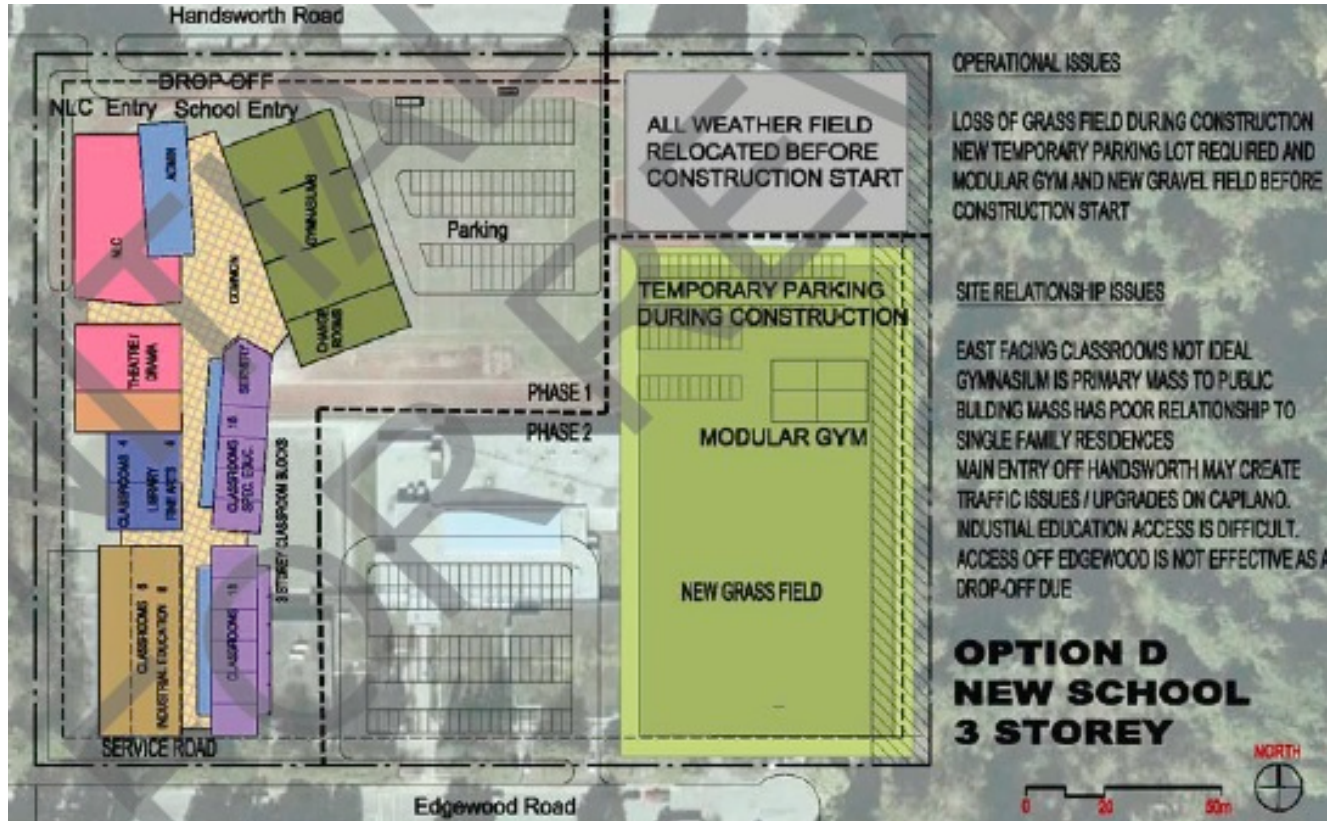
Initial Seismic PIR cost estimate = \$30,649,474



Handsworth Secondary

Project Identification Report (2011)

Requested Replacement Option (1300/1500 core with NLC)



Estimated requested replacement cost = \$54M

Anticipated funding difference = \$10M



Land Management Strategy Update

1. Ministry Mandate, Vision, Goals and Guiding Principles
2. Community Consultation / Community Engagement
3. Demographics and Capacity
4. School District Properties / Funding Capital Projects
5. Surplus sites update
6. Supporting unfunded capital project
7. Questions / discussion

