Engagement summary report

Downtown catchment review

November 2025

Vancouver School Board

Land Acknowledgement

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaɬ (Tsleil-Waututh Nation).

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Vancouver School Board

1.0 Executive summary

1.0 EXECUTIVE SUMMARY

Between September and October 2025, the Vancouver School Board (VSB) engaged the community to gather feedback about the proposed school catchment changes to the downtown area. The review was initiated in anticipation of the new school in Coal Harbour opening in 2026.

VSB reached more than 3,700 participants through direct outreach. This included current and future families living in the Lord Roberts, Elsie Roy and šxʷwəq̓ʷəθət Crosstown catchments, staff working in these schools, as well as VSB's formal stakeholder groups and inherent rights holders. Participants reviewed three proposed catchment options and shared their preferences and priorities through the following engagement opportunities:

- September 17, 2025: A stakeholder group discussion at the facilities planning committee
- October 7 – 9, 2025: Three public information sessions at Elsie Roy, šxʷwəq̓ʷəθət Crosstown and Lord Roberts Elementary schools, with a combined attendance of approximately 190 participants.
- October 7-17, 2025: An online survey that received 77 complete submissions.
- October 20, 2025: Inherent rights holder engagement at the Indigenous education council meeting. Inherent rights holders received an overview of the proposed catchment changes. No further feedback was submitted.
- September 25 – October 24, 2025: Email feedback submission via engage@vsb.bc.ca. One email was received.
- October 27, 2025: The opportunity to delegate directly to the Board. No delegations were received.

Across all engagement activities, more than 270 individuals participated.

What we heard:

Across engagement opportunities, including the stakeholder discussion, public information sessions and online survey, option C consistently emerged as the most supported configuration. Participants identified it as the option that best balances school capacity, walkability and equitable access for downtown families.

When asked to identify a secondary preference, option B was most frequently selected across engagement opportunities. While survey results showed a close split between options A and C in first-choice selections, option B was clearly favoured as the second-preferred configuration by the majority of participants.

In the online survey, participants were asked to rank the factors that matter most when determining school catchment boundaries. Results showed:

- Walking distance was ranked the most important factor (39%),
- Followed by population and capacity balance (27%),
- Student safety was ranked third (26%), and
- Neighbourhood connectivity was ranked lowest (8%).
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These findings suggest that, overall, participants view options C and B as the most viable approaches for achieving balanced enrolment and accessible neighbourhood schools in the downtown core.

Families place the greatest importance on proximity and accessibility, followed by effective enrolment management and safety considerations.

Overall, participants rated the engagement process positively. More than 94 per cent of survey respondents agreed that the information was clear, the process was easy to participate in and the timeline was well communicated. For the Board, this feedback demonstrates that the engagement process met its intended outcomes: participants understood the purpose, felt informed about the options, and recognized how their input contributes to the Board's upcoming decision.

Feedback collected through this process will help inform the Board before it makes its decision at the November 26, 2025 public Board meeting.

VSB Vancouver School Board

2.0 **Project overview**

2.0 PURPOSE OF ENGAGEMENT

A new elementary school is being built in the Coal Harbour neighbourhood to help meet enrolment demand in Vancouver's downtown area. To prepare for its opening, the Vancouver School Board must establish a new catchment area and update existing boundaries for nearby schools.

Administrative Procedure (AP) 305 – School Catchment Boundaries requires the District to engage with impacted school communities before recommending boundary changes to the Board.

Engagement for the downtown catchment review ran from September 25 to October 24, 2025.

The purpose of the engagement was to:

- Build understanding of why a new catchment is required.
- Provide families, staff and residents with clear information about proposed options.
- Gather feedback to help inform a recommendation to the Board by the November 26, 2025 Board meeting. A decision must be made in November so families registering for kindergarten know their options before priority kindergarten registration ends on January 31, 2026.

2.1 ENGAGEMENT BEST PRACTICES

The District implements best practices for engagement as set by the International Association for Public Participation standards (IAP2) spectrum under **AP106: District public engagement**.

The engagement aimed to understand community perceptions about the proposed catchment changes, evaluate audiences' assessment of benefits and challenges as well as gather insights from participants and stakeholders about their catchment preferences.

Engagement efforts also aimed to provide clear, accessible information about the existing catchment boundaries, the factors guiding the development of new catchment options and the three proposed catchment options as well as the engagement process and timeline.
Aligned with the **IAP2 Spectrum of Public Participation**, this process operated at the **consult** level of the spectrum, meaning the District sought feedback from participants to help inform the Board's decision-making.

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

2.2 COMMUNICATIONS

Communications efforts aimed to ensure all participants had the information they needed to meaningfully participate in the engagement process. Based on the IAP2 spectrum of engagement, communications objectives are at the inform level of the spectrum. Sharing information enabled thoughtful, informed feedback and input. The need is to communicate before we engage.

Outreach activities included:

A **dedicated project webpage** (govsb.ca/DTreview) with maps, FAQs and a video presentation explaining the catchment review and proposed options. Since its launch, the website attracted more than 700 views and 300 unique users.

Three targeted emails to families within the impacted catchments (Lord Roberts, Elsie Roy, šxʷwəq̓ʷəθət Crosstown) and the new Coal Harbour school, inviting and reminding them to participate in the engagement process.

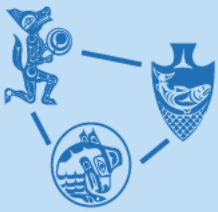
School newsletters and **PAC updates** with engagement information and survey links.

Flyers to child care centres, community centres and libraries across the downtown area.

Together, these efforts ensured outreach to both current and future downtown families.

2.3 PARTICIPANT OUTREACH

To ensure an inclusive process, VSB reached out to a diverse range of participants, focusing on those most impacted by the proposed downtown catchment changes. Outreach efforts included:



3 inherent rights holders, including representatives from xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish Nation), and səlílwətaʔɬ (Tsleil-Waututh Nation);

10 stakeholder groups:

- Canadian Union of Public Employees, Local 15 (CUPE 15)
- Canadian Union of Public Employees, Local 407 (CUPE 407)
- District Parent Advisory Council (DPAC)
- International Union of Operating Engineers, Local 963 (IUOE 963)
- Professional and Administrative Staff Association (PASA)
- Vancouver Association of Secondary School Administrators (VASSA)
- Vancouver District Students' Council (VDSC)
- Vancouver Elementary and Adult Educators' Society (VEAES)
- Vancouver Elementary Principal and Vice-Principal Association (VEPVPA)
- Vancouver Secondary Teachers' Association (VSTA)

3,600 families with students currently attending a downtown school including:

- šxʷwəq̓ ʷəθət Crosstown Elementary
- Elsie Roy Elementary
- Lord Roberts Elementary
- New school at Coal Harbour

Families living in the downtown area who plan to enrol their children in VSB within the next five years. Including key contacts at:

- YMCA (daycare and community centre)
- VSOCC (daycare)
- Vancouver Parks Board (community centre)
- West End Community Centre
- Coal Harbour Community Centre
- Gordon Neighbourhood House
- Round House Community Centre
- Vancouver Public Library

2.4 ENGAGEMENT

The downtown catchment review followed a structured process designed to provide clarity, transparency and multiple opportunities for feedback. Engagement efforts included:

More than 270
individuals participated in the engagement activities.

2.5 REPORT PREPARATION

This report leveraged artificial intelligence (AI) to enhance and expedite the data analysis process. AI enables staff to quickly identify high-level themes and patterns within large datasets, providing an efficient way to sort and categorize qualitative feedback. This enables staff to focus on validating and interpreting insights. AI's ability to identify trends across diverse engagement inputs ensures we capture a comprehensive view of participant feedback while maintaining accuracy and consistency.

Before using AI, staff take deliberate steps to protect participants' privacy by removing all personal details from the data. This ensures compliance with privacy standards. Once AI identifies initial themes, staff validates the results manually. This step ensures the findings are accurate, contextually relevant and reflect participants' feedback. Combining AI's efficiency with staff expertise delivers a thorough and thoughtful analysis that supports evidence-based decision-making.

Vancouver School Board

3.0 What we heard

3.1 STAKEHOLDER WORKSHOP

3.1.1 Approach

On September 17, 2025, during the facilities planning committee meeting, staff presented an overview about the downtown catchment review. The presentation included background analysis, key factors considered and three proposed catchment options. Following a question-and-answer period, participants were divided into two groups. One group reviewed and provided feedback on the existing and proposed catchment boundaries, while the other discussed the engagement process and timeline. The groups then rotated to ensure all participants had the opportunity contribute feedback about both topics.

Participants also took part in a *dotmocracy* exercise to indicate their preferred catchment option. A green dot represented their most preferred option, a yellow dot their second choice and a red dot their least preferred option.

The following seven stakeholder representatives were in attendance:

- Suzette Magri, CUPE 15
- Melanie Cheng, DPAC
- Tim Chester, IUOE
- Paul Loeman, PASA
- Dale Ambrose, VASSA
- Laura Rhead, VEPVPA
- Carl Janze, VSTA

The following three trustees observed the process:

- Board chair Victoria Jung
- Vice chair Janet Fraser
- Trustee Suzie Mah

3.1.2 What we heard

Feedback from the workshop indicated a clear preference for **option C**, with five green dots indicating this as participant's first preferred choice. **Option B** received two green dots, identifying it as the second preferred option. No participant indicated a preference for **option A,** identifying it as the least preferred overall.

Feedback about the proposed engagement process was generally positive. Stakeholders identified opportunities and considerations to:

- Ensure information is simple, clear and easy to understand.
- Leverage parent/guardian networks to increase awareness and participation.
- Identify a staff contact for individual questions during the process
- Consider the need for translation support.
- Ensure sufficient time and opportunities for engagement.

See **Appendix E** for the full list of stakeholder comments

3.2 PUBLIC INFORMATION SESSIONS

3.2.1 Approach

From October 7 to 9, 2025, public information sessions were held at Elsie Roy, šxʷwəq̓ʷəθət Crosstown and Lord Roberts elementary schools, respectively. Each session operated on a drop-in basis and ran for four hours, from 3:00 to 7:00 p.m.

- On October 7, 2025, a drop-in public information session was held in the gym at Elsie Roy Elementary. Eighteen members of the community participated in the event.
- On October 8, 2025, a drop-in public information session was held at šxʷwəq̓ʷəθət Crosstown Elementary. The session began outdoors to engage families during student pick-up and was later moved inside the school. Approximately 75 community members participated in the event.
- On October 9, 2025, a drop-in public information session was held at Roberts Elementary. The session began outdoors to engage families during student pick-up and was later moved inside the school. Approximately 100 community members participated in the event.

Community members were invited to attend, review large display boards outlining the catchment review process, key considerations and the three proposed catchment options. District staff were available at each session to provide context, answer questions and gather feedback.
While Participants had the opportunity to provide written feedback on post-it notes and place them on display boards, participants were mainly encouraged to share their feedback through the online survey after reviewing the display boards.

In response to feedback from school communities prior to the information session, translation support was provided at Crosstown (Farsi and Spanish) and Lord Roberts (Farsi and Arabic). Elsie Roy families indicated that translation support was not required.

3.2.2 What we heard

Several attendees indicated that they did not submit feedback because they were unaffected by the proposed catchment changes.

Across all three information sessions, a total of three written comments were received. Two participants expressed a preference for **option C**, and one participant preferred **option B**. No comments were received in support of o**ption A**. This identifies option C as the first choice, option B as the second choice and option A as the least preferred choice.

Option B comment:

> "I like this one (option B) the most."

Option C comments:

> "Current population at 428 (Elsie Roy) is already too packed"
> "Families need more exercise. Option C is the way to go"

Oct 7 - Elsie Roy Elementary

Oct 8 - Crosstown Elementary

Oct 9 - Roberts Elementary

3.3 ONLINE SURVEY

3.3.1 Approach

The online survey was open from October 7 to 17, 2025, and received 77 responses. The survey was promoted directly to current and future families of VSB students in the downtown area and staff at those schools. The survey was also promoted during the in-person information sessions and shared with stakeholders.

Before completing the survey, participants had the opportunity to watch a **10-minute video** outlining the catchment review process, key considerations and the three proposed catchment options. The background information included in the survey was consistent with the materials shared on VSB's project webpage, as well as the information presented to stakeholders at the facilities planning committee and during the in-person engagement sessions.

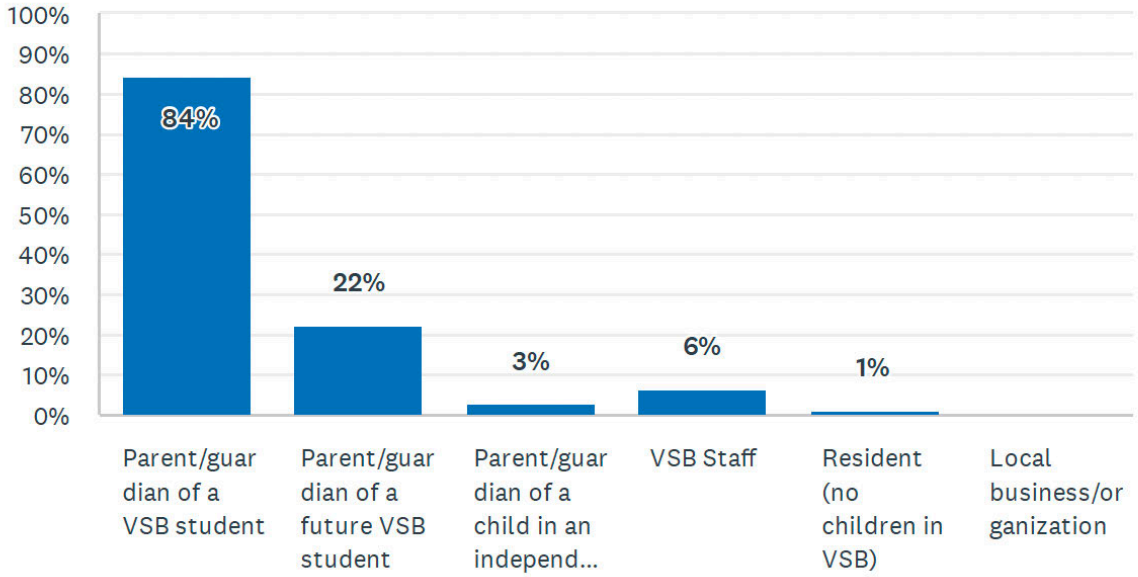
The survey included both multiple-choice and open-ended questions. Four demographic questions gathered information about participants' connections to schools. Five questions focused on catchment priorities and preferred options. Another four asked about the clarity and accessibility of the communications and engagement process.

3.3.2 What we heard

Demographics

Participants were asked: **how are you connected to downtown schools? (Select all that apply)**

> A strong majority (84 per cent; 64 participants) of participants identified as parents or guardians of current VSB students, with an additional 21 per cent (16 participants) identifying as parents or guardians of future VSB students. A smaller number of respondents included staff, families with a child attending an independent school and residents without children in VSB, indicating some engagement beyond the immediate school communities.
>
> This demonstrates that feedback largely reflects the perspectives of families with a direct and ongoing connection to the District's downtown schools. The strong representation of now and soon to be student-families with direct ties to downtown schools means the feedback gathered is both relevant and impactful, helping inform the Board's decisions with insight from those most affected.

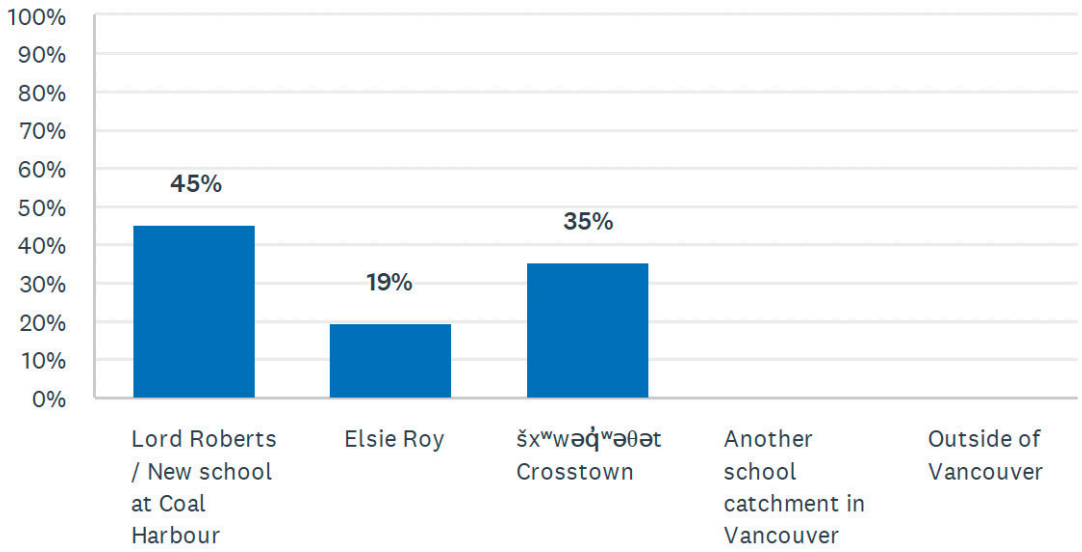


Note: some participants selected more than one category, and thus the percentage total is more than 100 per cent.

Participants were asked **which catchment do you live in**?

Geographically, the largest proportion of participants (45 per cent; 35 participants) lived in the Lord Roberts catchment, followed by 35 per cent (27 participants) in the šxʷwəq̓ʷəθət Crosstown catchment and 19 per cent (15 participants) in the Elsie Roy catchment.

This distribution suggests balanced representation across the three affected school communities, with slightly higher participation from Lord Roberts families, consistent with its larger catchment size and enrolment base.



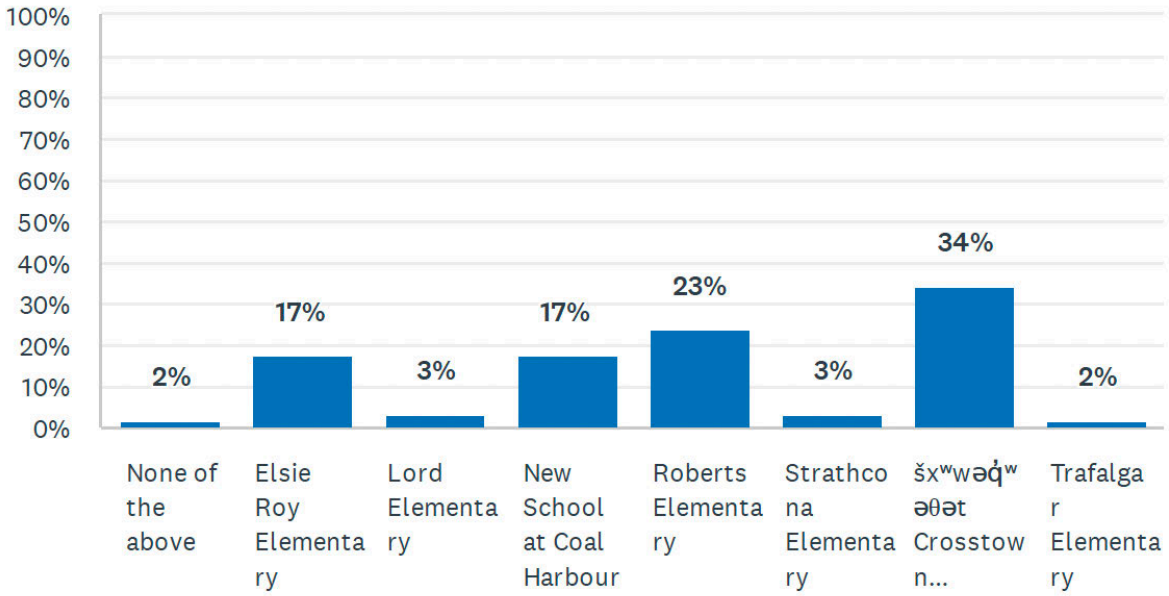
Note: due to differences in decimal rounding, the total equates to 99 per cent.

Participants were then asked: **if you are a VSB family member, what elementary school does your child/(ren) currently attend?**

The survey responses show that most respondents have (34 per cent, 22 participants) children attending šxʷwəq̓ʷəθət Crosstown Elementary, followed by Roberts Elementary at 23 per cent (15 participants). Smaller proportions of families reported connections to Elsie Roy Elementary (17 per cent, 11 participants each). A small number of respondents identified schools outside the downtown area.

This distribution indicates that feedback was primarily received from families living within the downtown core, particularly those connected to šxʷwəq̓ʷəθət Crosstown and Roberts Elementary, the two communities that would see the most changes to their catchment. Representation from Elsie Roy was somewhat lower but still meaningful, suggesting that the engagement reached families across all affected downtown school communities.

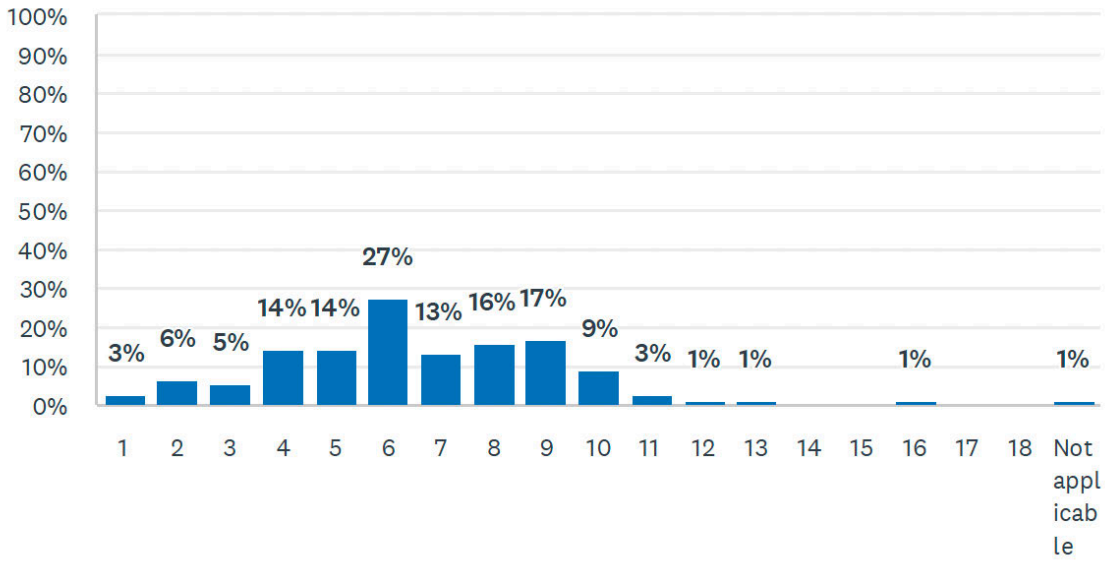
Overall, these results demonstrate that the survey successfully captured input from families across the main catchment areas under review, with particularly strong participation from the Crosstown and Roberts communities.



Note: due to differences in decimal rounding, the total equates to 101 per cent.

Participants who identified as a parent/guardian were asked: **How old is/are your child(ren) currently? (Select all that apply)**

Families who participated represented a range of student ages, though most had children in the elementary grades, aligning with the focus of the review. This confirms that the engagement effectively captured input from those most directly impacted by potential boundary adjustments.



Note: some participants selected more than one category, and thus the percentage total is more than 100 per cent.

Catchment Preferences

Several factors are considered when changing catchment boundaries, and are guided by **AP 305 School Catchment Boundaries**. These include: population and school capacity, natural boundaries, walking distances, neighbourhood connectivity and student safety.

Participants were asked to **rank the importance of these considerations when considering school catchments.** Note: natural boundaries in the downtown context are well defined by the Burrard Inlet and False Creek and are therefore not included in this ranking.

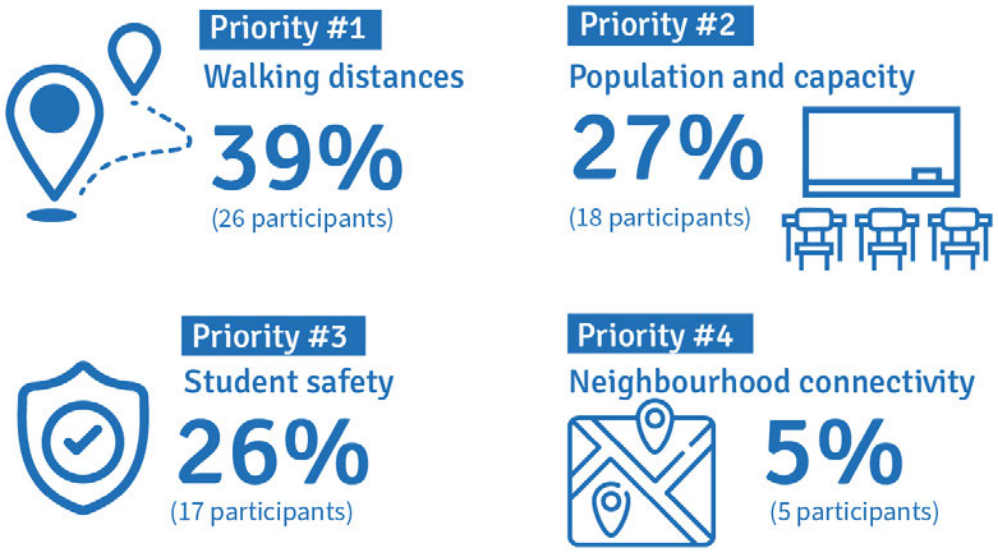
Those who responded, ranked:

1. Walking distances as the number one priority at 39 per cent (26 participants).
2. The second priority was population and capacity at 27 per cent (18 participants).
3. Student safety was ranked as a third priority at 26 per cent (17 participants).
4. Neighbourhood connectivity was ranked as the least important factor, at eight per cent (5 participants).

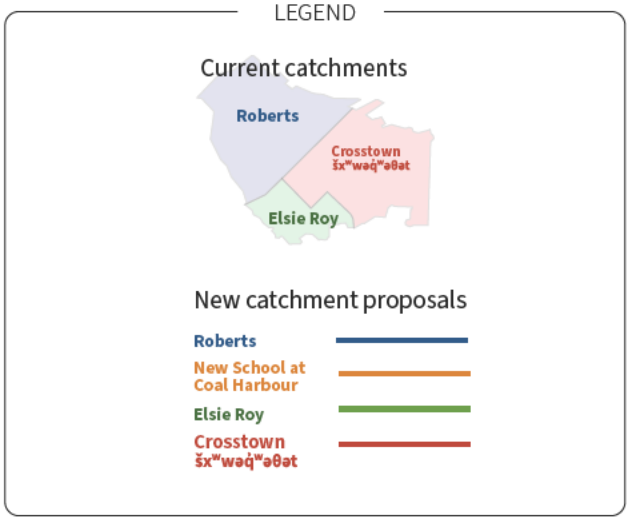
The results indicate that participants place the greatest importance on proximity to school and balanced enrolment, with student safety viewed as a complementary but secondary factor. Families value being able to attend a neighbourhood school within a short walking distance and expect that enrolment pressures will be managed equitably across the downtown peninsula.

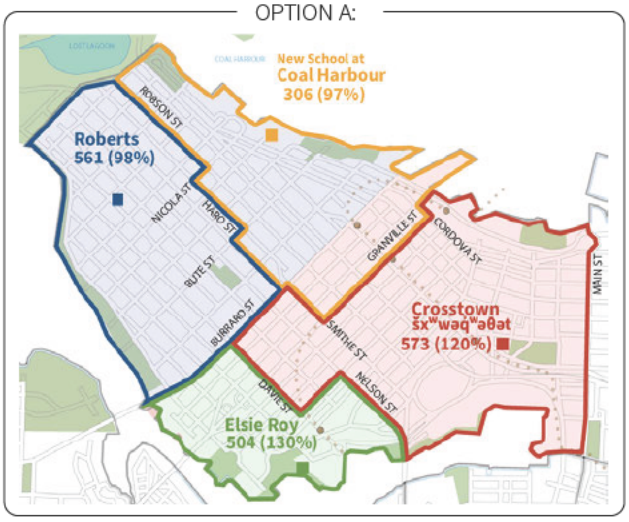
While safety ranked as a lower priority in the survey, it remains an essential planning consideration, particularly as new developments and traffic patterns continue to shape the downtown area. Coordination with the City of Vancouver and other partners on pedestrian safety, crossings and transportation planning will be critical to ensuring students can travel safely to and from school.

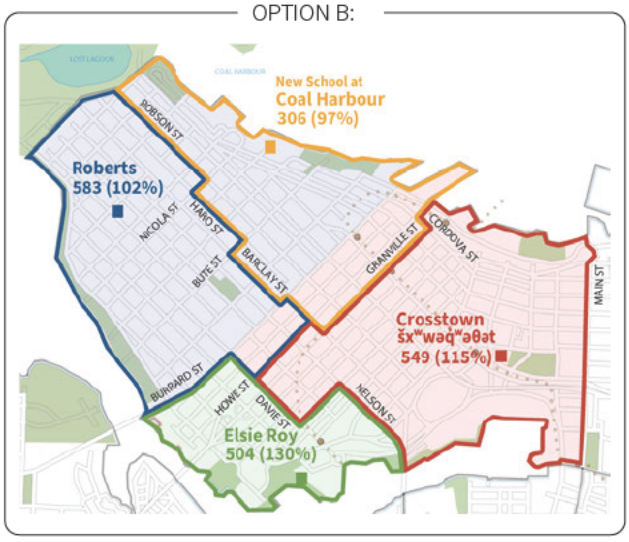
Overall, this feedback supports a planning approach that prioritizes walkable access and equitable distribution of enrolment, while continuing to monitor urban growth and safety needs through ongoing collaboration with the City of Vancouver.

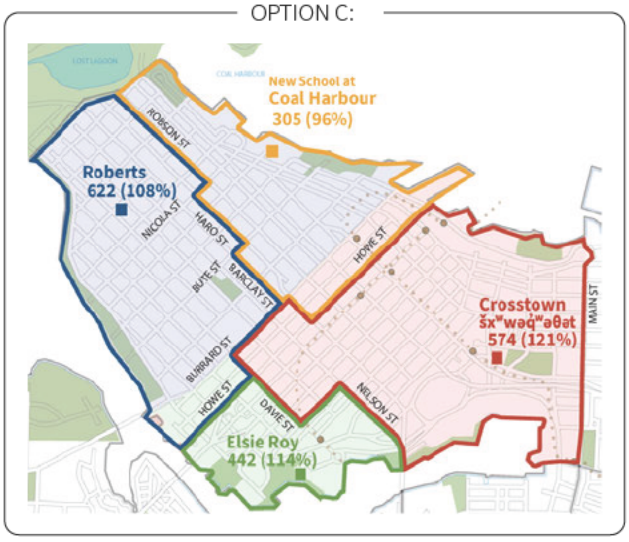


Out of the three catchment options, participants were asked **which one was their preferred choice.**

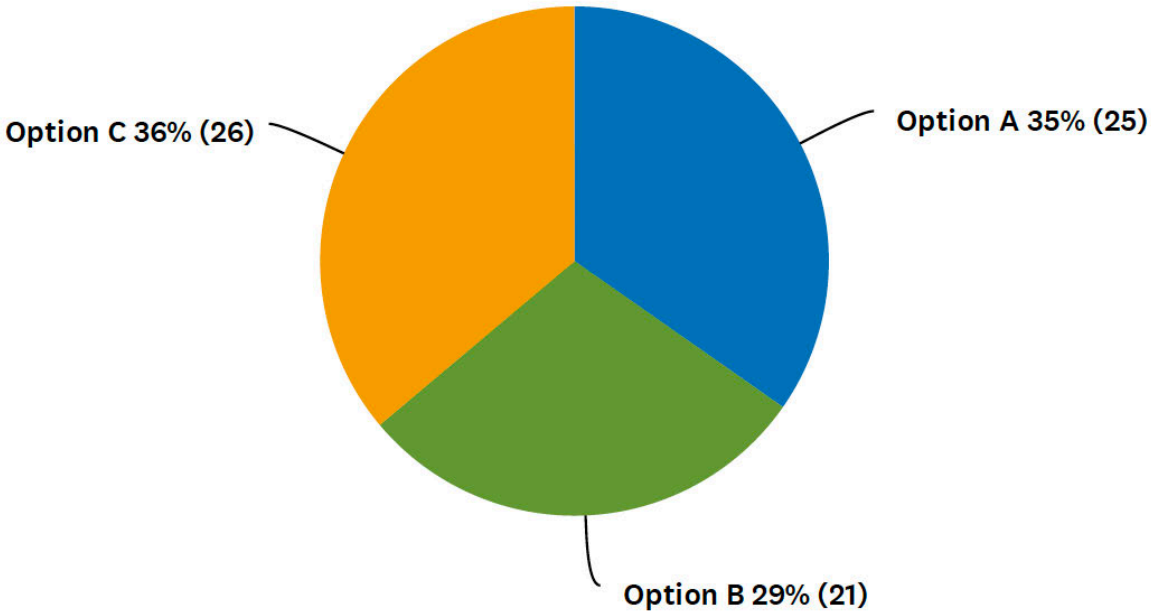








Option C was the most preferred, selected by 36 per cent of participants (26 respondents). Option A followed closely at 35 per cent (25 respondents), while option B was the least preferred, with 29 per cent (21 respondents).



Participants were then asked **to select their top three reasons for choosing their preferred option, from the following list:**

- Minimizing walking distances for students to the catchment school.
- Optimization of the use of available school capacity.
- Managing the demand for enrolling spaces amongst nearby schools.
- Minimizing the major roadways a student needs to cross to attend their catchment school.
- Planning for future residential developments.

The results were similar to the previous question. Across all options, the data shows strong alignment around three central values:

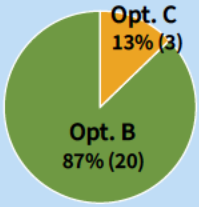
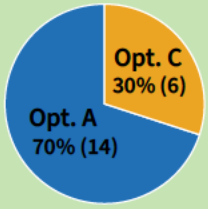
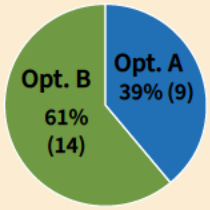
1. Proximity and accessibility: Families want their children to attend schools within a short, safe walking distance.
2. Balanced enrolment: Participants support boundaries that balance enrolment across schools to prevent overcrowding.
3. Safety and predictability: Minimizing major crossings remains important but is secondary to access and balance.

For the Board, these findings provide clear direction: families are seeking a solution that maintains walkable access while ensuring long-term enrolment stability and efficient use of new capacity. Option C aligns most closely wit these goals, which may explain its strong overall preference.

Preferred Option: A	Preferred Option: B	Preferred Option: C
Top 3 reasons: *#1 & 2. Minimizing walking distances for students to the catchment school* and *managing the demand for enrolling spaces amongst nearby schools* were identified as the top priorities, each receiving 57 per cent support (12 participants). #3. *Minimizing the number of major roadways students must cross to reach their catchment school* ranked third, with 52 per cent support (11 participants).	Top 3 reasons: *#1. Minimizing walking distances for students to the catchment school* was identified as the top priority, selected by 65 per cent of respondents (13 participants). *#2. Optimization of the use of available school capacity* was a second priority for 40 per cent of respondents (8 participants). *#3. Managing the demand for enrolling spaces amongst nearby schools* was ranked third at 35 per cent (7 participants).	Top 3 reasons: #1. *Managing the demand for enrolling spaces among nearby schools was* identified as the top priority, selected by 77 per cent of respondents (17 participants). #2. *Optimization of the use of available school capacity* was a second priority for 68 per cent of respondents (15 participants). #3. *Managing the demand for enrolling spaces amongst nearby schools* was ranked third at 45 per cent (10 participants).

Participants were asked to **choose a second preferred option**.

While first-choice responses were nearly evenly split between options A and C (36 per cent and 35 per cent, respectively), option B was most frequently selected as the second-preferred configuration. This suggests that Option B was viewed as a **reasonable and balanced alternative** by a majority of respondents, even if it was not their top choice.

Preferred Option: A	Preferred Option: B	Preferred Option: C
 87 per cent (20 participants) chose **option B** as their second preferred option.	 70 per cent (14 participants) chose **option A** as their second preferred option.	 61 per cent (14 participants) chose **option B** as their second preferred option

Participants were then asked to select their top three reasons for choosing their second preferred option, from the following list:

- Minimizing walking distances for students to the catchment school.
- Optimization of the use of available school capacity.
- Managing the demand for enrolling spaces amongst nearby schools.
- Minimizing the major roadways a student needs to cross to attend their catchment school.
- Planning for future residential developments.

The reasons behind these second preferences were consistent with the themes identified in the first-choice analysis — emphasizing walkability, balanced enrolment, and efficient use of school capacity. For the Board, these findings suggest that Option B serves as a moderate and broadly acceptable configuration. While it was not the most popular first choice, its repeated selection as a second

preference indicates that it aligns with the community's core values: walkable access, equitable distribution of students and efficient use of space.

Preferred Option: A Second Option B	Preferred Option: B Second Option A	Preferred Option: C Second Option: B
Top 3 reasons: *#1. Minimizing walking distances for students to the catchment school* was identified as the top priority, selected by 59 per cent of respondents (13 participants). *#2&3 Managing the demand for enrolling spaces amongst nearby schools* and *optimization of the use of available school capacity* were tied as the next highest priorities, each receiving 41 per cent support (9 participants).	Top 3 reasons: *#1. Managing the demand for enrolling spaces amongst nearby schools* was a identified as the top priority for 70 per cent of respondents (14 participants). *#2. Optimization of the use of available school capacity* was identified as the top priority, selected by 65 per cent of respondents (13 participants). #2. *Minimizing walking distances for students to the catchment school* was ranked third at 30 per cent (6 participants).	Top 3 reasons: #1. *Minimizing walking distances for students to the catchment school* was identified as the top priority, selected by 67 per cent of respondents (14 participants). *#2. Optimization of the use of available school capacity* was identified as the top priority, selected by 62 per cent of respondents (13 participants). #3. *Managing the demand for enrolling spaces amongst nearby schools* was ranked third at 48 per cent (10 participants).

Participants also invited to provide **additional open text comments** specific to the catchment boundary changes being proposed.

Twenty-eight participants provided written comments. The following themes emerged:

Theme	What we heard	Key learnings	Quotes
SUPPORT FOR CATCHMENT CHANGE	Respondents indicated general agreement with the proposed options or preference for option C, viewing it as the most balanced approach. Participants expressed appreciation for the opportunity to provide feedback and encouraged VSB to continue communicating clearly as decisions are finalized.	This feedback indicates broad awareness and acceptance of the need for change. Transparent and ongoing communication during implementation will help maintain trust and understanding among families.	"New school = boundary changes. I support changes. Prefer Option C." "Consider turning Roberts Annex into a middle school to relieve pressure."

NEIGHBOURHOOD CONNECTIVITY	Several respondents stated that Burrard Street represents a clear and long-recognized boundary that should define catchments. Participants described strong community ties within Yaletown or the West End and expressed concern that some proposed boundaries would divide established neighbourhoods.	Participants equate neighbourhood cohesion with accessibility, safety and community belonging. Feedback reinforces the importance of aligning catchment boundaries with existing neighbourhood identities to preserve community cohesion and ensure boundaries reflect how families experience and navigate their surroundings.	"Burrard Street is the cut-off between 'West End' and 'Yaletown'—this should be reflected in catchments." "The borders for Lord Roberts should be Robson and Burrard; anything else introduces an artificial division." "We live at Richards and feel our community is very much Yaletown, not Crosstown."
WALKING DISTANCE AND ACCESSIBILITY	Many respondents described significant walking distances between their homes and assigned catchment schools, suggesting some boundaries do not reflect daily travel realities. Participants described the practical challenges of getting young children to school safely in a dense urban setting and felt that current routes did not always reflect real walking patterns. Participants suggested walking distances could be verified through on-the-ground conditions to ensure they reflect actual experience. Several noted that attending their designated school would require long commutes or vehicle use, contrary to VSB's emphasis on local access.	Families clearly value short, safe, and practical routes to school. For future planning, continued collaboration with the City of Vancouver on pedestrian crossings and safe routes will be essential to maintaining confidence in the accessibility of neighbourhood schools.	"It's a 30-minute walk to Crosstown but only five minutes to Elsie Roy." "We would prefer to walk safely to a nearby school instead of having to drive 15 minutes." "The walking route from Seymour and Davie to Lord Roberts is not shorter than to Elsie Roy; your methodology feels questionable."

CAPACITY AND FUTURE GROWTH	Several comments referenced ongoing capacity pressures and the need for additional downtown school space beyond Coal Harbour, such as a fourth or even fifth downtown elementary school. Some participants referenced overcrowding and urged VSB to consider long-term solutions rather than short-term redistribution. Others linked boundary changes to the need for clarity about upcoming school projects, such as the King George Secondary upgrade and replacement of Roberts Annex.	While respondents understood the need to rebalance enrolment, many perceived it as reflecting broader downtown infrastructure challenges. These insights point to community awareness of long-term capacity challenges. Incorporating this feedback into the Long-Range Facilities Plan will help ensure that future capital investments continue to support equitable access as the downtown population increases.	"A fourth school is needed to maintain capacity below 100%." "All of these elementary schools feed into King George, which was built for 375 students and now has over 600."
ENROLMENT CONCERNS	Some questioned why students from the Coal Harbour area continue attending Lord Roberts, limiting space for in-catchment Roberts students. Others asked whether families living on the boundary edge could have flexibility or transitional options. Maintaining sibling continuity was frequently mentioned as important for family stability.	This feedback highlights the need for clear and consistent policy communication, particularly around sibling priority, grandfathering provisions, and transition timing, to ensure families can plan with confidence.	"It's frustrating for kids in the new Coal Harbour catchment to stay at Roberts while Roberts families are sent elsewhere." "If we live on the edge of a new catchment, will there be a choice of school?"

Pedestrian safety	Participants mentioned specific intersections (Georgia Street, Alberni, and Broughton) as needing improved crossings to ensure safe routes to school. Some expressed concerns about the design and shared use of the new Coal Harbour school site, citing limited open space and its integration with residential buildings.	While safety ranked lower in the survey's quantitative results, the open-text responses reinforce its continued importance at the local level. The District should continue to work with the City of Vancouver on intersection improvements and consider outdoor space design in future urban school projects.	"We need improved pedestrian crossings at Georgia and Alberni." "Coal Harbour school doesn't have a big playground—it feels poorly planned."

See Appendix F for a list of the verbatim comments.

Communications and engagement

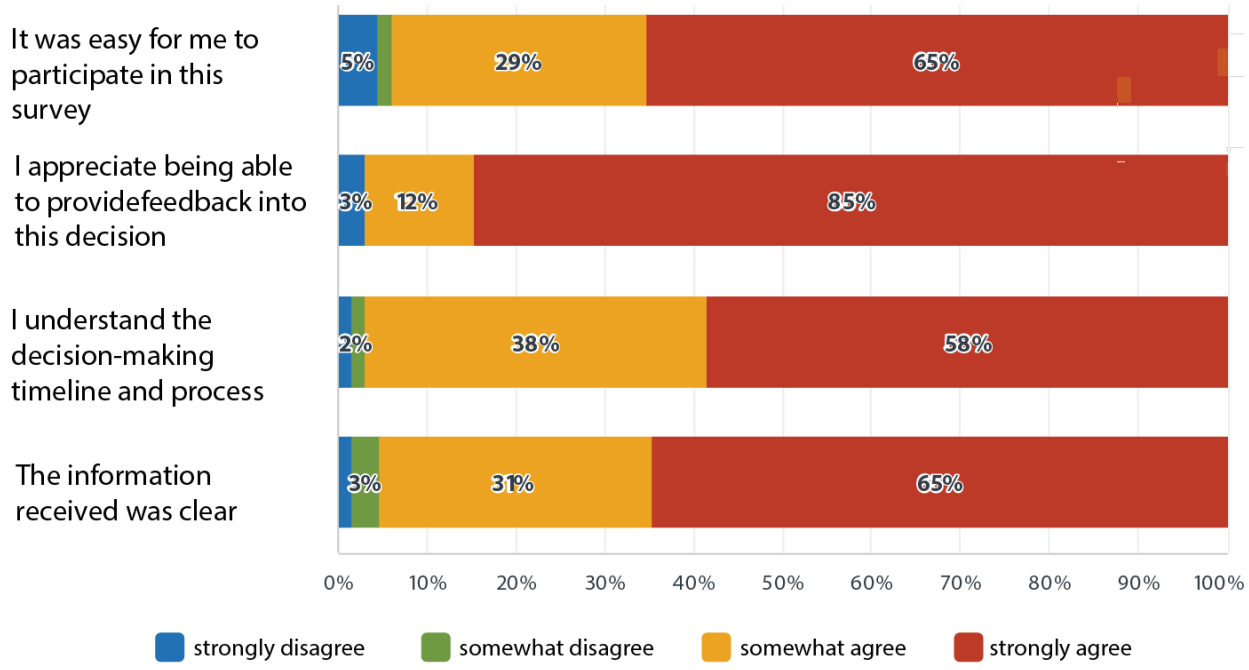
Next, participants **rated their engagement experience.**

Survey feedback indicates strong satisfaction with the engagement process. Most all of respondents appreciated the opportunity to provide input, found the information clear, understood the decision-making timeline, and reported that participating in the survey was easy.

- 97 per cent somewhat agreed or strongly agreed that they were appreciative for the opportunity to provide feedback.
- 96 per cent somewhat agreed or strongly agreed that they understood the decision-making timeline and process.
- 96 per cent somewhat agreed or strongly agreed that the information provided to be clear.
- 94 per cent somewhat agreed or strongly agreed that it was easy to participate in the survey.

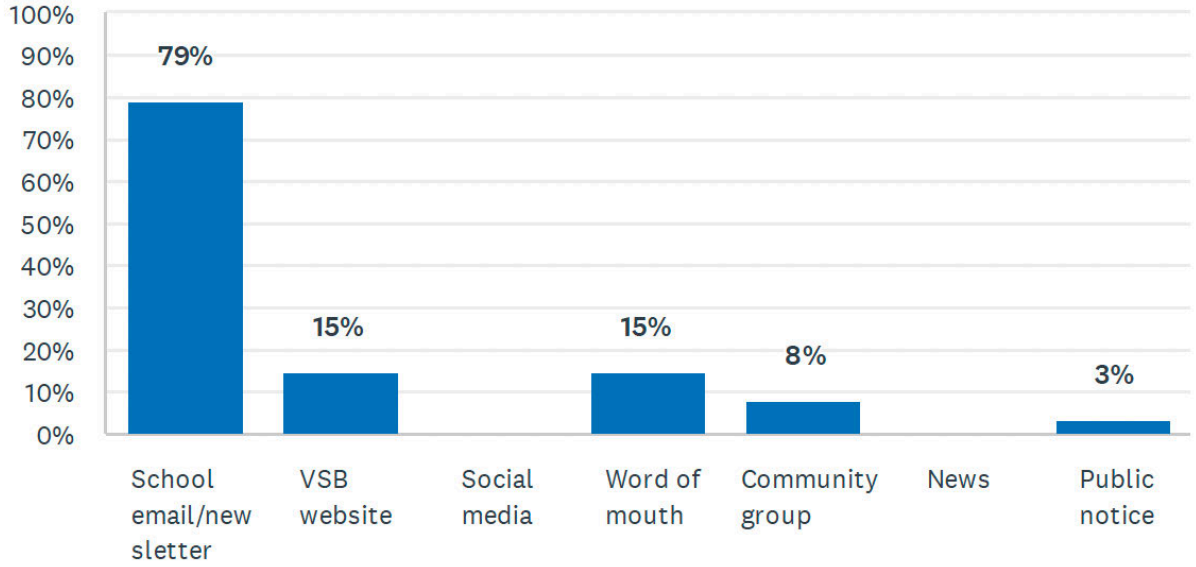
These findings indicate that the communications and engagement effectively achieved the objectives identified early in the engagement process to:

- **Build understanding of why a new catchment is required.** Feedback shows that families were well informed about the purpose of the review and the need to establish a catchment for the new Coal Harbour school.
- **Provide families, staff, and residents with clear information about proposed options**. Ninety-six per cent of participants agreed that the information was clear, suggesting that the background materials, maps, and video presentation successfully supported comprehension and transparency.
- **Gathering feedback to inform a recommendation to the Board.** Ninety-seven per cent of respondents appreciated the opportunity to share input, indicating that participants felt their perspectives would be considered in the decision-making process.



Participants were asked how they **heard about the survey**.

The majority of respondents were informed about the survey via email or school newsletter (79 per cent, 49 participants), with smaller proportions citing the VSB website and word of mouth as their sources (15 per cent, 9 participants each). For future engagements, this shows that direct email or school communications continues to be the most effective way of reaching our audiences.



Lastly, participants had the opportunity to **provide their email address** to receive updates about the project's progress. A total of 39 participants submitted their email address.

3.4 INHERENT RIGHTS HOLDERS ENGAGEMENT

3.4.1 Approach

At the Indigenous education council on October 20, 2025, staff invited feedback about the downtown catchment review. Staff first outlined the catchment review process, key considerations and the three proposed boundary options. The information presented was similar to that presented to stakeholders at the facilities planning committee. Inherent rights holders from xʷməθkʷəy̓əm (Musqueam) and Sḵwx̱wú7mesh Úxwumixw (Squamish Nation) were present.

3.4.2 What we heard

The host nations representatives who were present did not provide immediate feedback. Staff outlined additional ways to provide feedback should they want to add feedback at a later date. This included written feedback via email, through the existing structures of the Facilities Planning Committee and the Public Delegation Board meeting, or through direct conversation with District Staff. No additional feedback was received.

3.5 EMAIL FEEDBACK

3.5.1 Approach

Between September 25 to October 24, 2025, community members had the opportunity to submit written feed about the proposed catchment options to the Board via **engage@vsb.bc.ca**. Only one email was received. It emphasized the importance of prioritizing over-enrolment relief at Lord Roberts and Elsie Roy. The full email submission has been provided to the Board.

3.6 PUBLIC DELEGATIONS

3.6.1 Approach

Public delegation Board meetings are intended to provide members of the community with an opportunity to present directly to the Board about matters relating to governance and/or budget. On October 27, 2024, as part of the regular delegation process, families, students and community members were invited to present their feedback about the downtown catchment review directly to the Board. VSB informed more than 3700 current and future VSB families about this opportunity during the email reminders, as part of the invitation to participate in the engagement activities. No participants registered to provide delegation presentation to the Board.

Vancouver School Board

4.0 Next Steps

4.0 NEXT STEPS

The engagement findings from the downtown catchment review will help VSB determine a catchment configuration that supports balanced enrolment, improved access and long-term sustainability for families in the downtown area.

The Facilities planning committee will review this engagement summary report and staff recommendations at its meeting on November 5, 2025. Following, the committee will make a recommendation to the Board. The Board is scheduled to make a final decision about the new downtown catchment boundaries at its public meeting on November 26, 2025.

Following the Board's decision:

- Updated catchment maps will be posted on VSB's website and shared with impacted families.
- Impacted school communities will receive direct communication outlining any changes to boundaries and their registration process.
- Information will be available before priority kindergarten registration closes on January 31, 2026.

Deep appreciation is extended to the families, stakeholder representatives, members of the IEC, staff and community members who participated in this engagement process. Their feedback supports informed, evidence-based decisions and reflects a shared commitment to equitable and accessible learning environments for all students.

Staff will work with impacted families and school communities throughout implementation to support a smooth transition to the new catchment structure.

Vancouver School Board

Appendices

APPENDIX A - EMAIL NOTIFICATION

The following emails were sent to families within the impacted catchments (Lord Roberts, Elsie Roy, šxʷwəq̓ʷəθət Crosstown) and the new Coal Harbour school, inviting and reminding them to participate in the engagement process.

VSB Vancouver School District

Vancouver School District
1580 West Broadway
Vancouver, B.C. V6J 5K8

vsb.bc.ca
info@vsb.bc.ca
604-713-5000

Subject: Downtown catchment review

September 5, 2025

IMPORTANT INFORMATION - PLEASE TRANSLATE

Informations importantes - Veuillez traduire • 这是一份重要信息 — 请找人为您翻译
Mahalagang Impormasyon - Paki salin sa sariling wika • Thông tin quan trọng - Xin tìm phiên dịch
ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ • महत्वपूर्ण जानकारी - कृपया अनुवाद करें
Información importante - Por favor traducir • 重要な情報-翻訳してください
중요한 정보 - 번역 부탁드립니다 • معلومات مهمة - الرجاء الترجمة
اطلاعات مهم - لطفا ترجمه کنید • Важная информация - переведите, пожалуйста

Good afternoon VSB families residing in downtown,

The Coal Harbour neighbourhood is getting a new school that will help meet the growing enrolment demand in downtown Vancouver. Initial enrolment planning has been undertaken, but the District needs to update the catchment boundaries in the downtown area to effectively plan for future years.

On September 17, 2025, staff will present potential catchment options to the Facilities Planning Committee. The report can be found here and the meeting can be livestreamed here. We want to hear from you to help inform a decision on these changes in the coming weeks! Engagement with the impacted school communities will take place in October 2025 and will include in-person events as well as an online survey. More details will be shared on our website in advance.

Public Engagement Meetings

1. Public engagement meeting at Elsie Roy Elementary:
   Oct 7, 2025, 3:00 p.m. – 7:00 p.m.
2. Public engagement meeting at šxʷwəq̓ʷəθət Crosstown Elementary:
   Oct 8, 2025, 3:00 p.m. – 7:00 p.m.
3. Public engagement meeting at Lord Roberts Elementary:
   Oct 9, 2025, 3:00 p.m. – 7:00 p.m.

It is important for the Board to be able to make a decision on a new catchment at the November 26, 2025 Board meeting to provide clarity to families, particularly those registering for Kindergarten for the 2026-2027 school year, which begins in November 2025 and ends on January 31, 2026.

We look forward to hearing from you and for more information, please visit govsb.ca/DTreview

Regards,

VSB engage

Follow Us: @VSB39 OUR VSB

Vancouver School District
1580 West Broadway
Vancouver, B.C. V6J 5K8

vsb.bc.ca
info@vsb.bc.ca
604-713-5000

Subject: Have your say in downtown school catchment options

September 25, 2025

IMPORTANT INFORMATION - PLEASE TRANSLATE

Informations importantes - Veuillez traduire • 这是一份重要信息 — 请找人为您翻译
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ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ • महत्वपूर्ण जानकारी - कृपया अनुवाद करें
Información importante - Por favor traducir • 重要な情報-翻訳してください
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اطلاعات مهم - لطفا ترجمه کنید • Важная информация - переведите, пожалуйста

Good afternoon VSB families in the downtown area,

A few weeks ago, we informed you that the VSB is updating its catchment boundaries in the downtown area to accommodate the new school in Coal Harbour.

Before the Board makes a decision in November 2025, we want to hear from you as a community member in downtown. There are several ways you can provide your feedback!

1) **In-person engagement session**
   Drop-in anytime and speak to staff during one of the dates below. You'll learn about the proposed catchment options, criteria used to shape them and enrolment impacts.
   - **Elsie Roy Elementary**: Oct 7, 2025, 3:00 – 7:00 p.m in the gym
   - **šxʷwəq̓ʷəθət Crosstown Elementary**: Oct 8, 2025, 3:00 – 7:00 p.m. in the gym
   - **Lord Roberts Elementary**: Oct 9, 2025, 3:00 – 7:00 p.m. in the gym

2) **Survey**
   Live from October 7 to 17 (survey will close at 11:59pm). A link will be shared as we get closer to the date.

3) **Email feedback**
   Not available to attend the engagement sessions mentioned above? Send your feedback to engage@vsb.bc.ca by October 24 by noon. All emails received will be shared with the Board as part of the final engagement report.

We look forward to hearing from you and for more information, please visit govsb.ca/DTreview

Regards,
VSB engage

Follow Us: @VSB39

Vancouver School District
1580 West Broadway
Vancouver, B.C. V6J 5K8
vsb.bc.ca
info@vsb.bc.ca
604-713-5000

Subject: REMINDER: Share your feedback!

October 6, 2025

IMPORTANT INFORMATION - PLEASE TRANSLATE

Informations importantes - Veuillez traduire • 这是一份重要信息 — 请找人为您翻译
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ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ • महत्वपूर्ण जानकारी - कृपया अनुवाद करें
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اطلاعات مهم - لطفا ترجمه کنید • Важная информация - переведите, пожалуйста

Good morning/afternoon [school name] school community,

Last week, the District shared public engagement opportunities currently underway in regards to the downtown catchment review. We are updating downtown catchment boundaries to accommodate the new school in Coal Harbour. Feedback received will be provided to the Board for their consideration in advance of it making a decision on November 26, 2025.

Share your feedback!
There is still time to participate in one of the following engagement sessions:

1. **In-person engagement session**
   Drop-in and speak to staff during one of the dates below. You'll learn about the proposed catchment options, criteria used to shape them and enrolment impacts.
   - Elsie Roy Elementary: Oct 7, 2025, 3:00 – 7:00 p.m in the gym
   - šxʷwəqʷəθət Crosstown Elementary: Oct 8, 2025, 3:00 – 7:00 p.m. in the gym
     - Farsi and Spanish interpreters will be on site
   - Lord Roberts Elementary: Oct 9, 2025, 3:00 – 7:00 p.m. in the gym
     - Farsi, Russian and Arabic interpreters will be on site

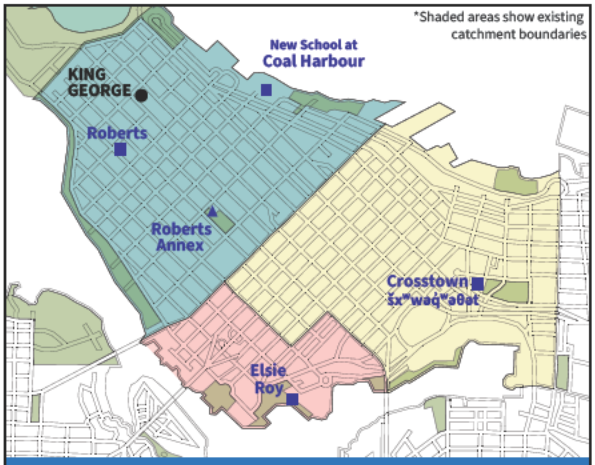
2. **Survey (Oct 7-17)**
   Not able to attend in person? We still want to hear from you! Watch a brief explainer, then complete the survey anytime from Oct. 7–17.

3. **Email feedback**
   Not available to attend or complete the engagement activities mentioned above? Send your feedback to engage@vsb.bc.ca by October 24 at noon. All emails received will be shared with the Board as part of the final engagement report.

Follow Us: @VSB39

APPENDIX B - FLYER

The below flyer was sent to child care centres, community centres and libraries across the downtown area to promote the downtown review engagement opportunities.



Important Information – Please Translate

這是一份重要資訊 — 請找人為您翻譯　这是一份重要信息 — 请找人为您翻译
Mahalagang Impormasyon - Paki salin sa sariling wika
Thông tin quan trọng - Xin tìm phiên dịch
ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਹਿਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ
महत्वपूर्ण जानकारी - कृपया अनुवाद करें
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重要な情報-翻訳してください　　중요한 정보 - 번역 부탁드립니다
معلومات مهمة - الرجاء الترجمة

Public Engagement Session
DOWNTOWN CATCHMENT REVIEW

A new school is coming to Coal Harbour. VSB is updating downtown catchment boundaries and wants your input!

Live in or near downtown Vancouver? Share your feedback to help the Board make an informed decision on future catchments.

In person (drop-in) engagement sessions:

Elsie Roy Elementary:
- Oct 7, 3:00 – 7:00 p.m.
- 150 Drake Street, Vancouver (School Gymnasium)

šx̱ʷwəq̓ʷəθət Crosstown Elementary:
- Oct 8, 3:00 – 7:00 p.m.
- 55 Expo Blvd, Vancouver (School Gymnasium)

Lord Roberts Elementary:
- Oct 9, 3:00 – 7:00
- 1100 Bidwell St, Vancouver (School Gymnasium)

For more information, visit govsb.ca/DTreview

VSB Vancouver School Board

APPENDIX C – DISPLAY BOARDS

The following display boards were used during the public information sessions.

1. Welcome and Purpose

ABOUT THIS EVENT

We are updating catchment boundaries in the downtown area to accommodate the new school in Coal Harbour.

Before the Board makes a decision in November 2025, we want to hear from you as a community member in downtown.

Staff are here to answer questions and we encourage you to take the survey.

DOWNTOWN CATCHMENT REVIEW SURVEY

https://ca.research.net/r/dtcatchment

BACKGROUND

The new school in Coal Harbour will help meet growing enrolment demand in downtown Vancouver. The proposed catchment options consider catchment changes to downtown schools including:

- šx̱ʷwəq̓ʷəθət Crosstown Elementary,
- Elsie Roy Elementary,
- Roberts Elementary and
- the new school in Coal Harbour.

These proposed changes are being considered as part of managing enrolment at these schools and throughout the downtown area and take into consideration distance between student residences and catchment schools.

Photos of the new school currently under construction

VSB Vancouver School Board

2. New School at Coal Harbour: History and Catchment Planning

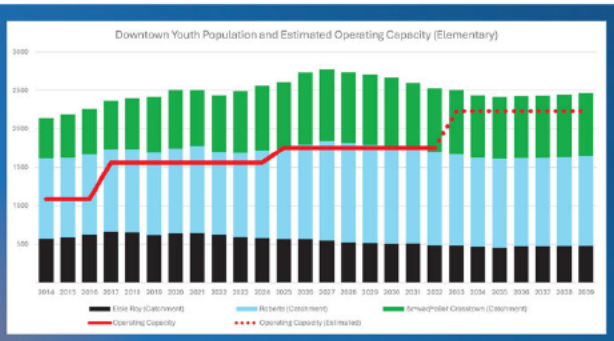
THE NEW SCHOOL AT COAL HARBOUR

The new school is part of a multi-use building that is jointly funded by VSB and the City of Vancouver. The construction is being led by the City. It includes:

- A three-story elementary school with a capacity of 340 students
- 69 school-aged child care before & after school care spaces
- A separate 4th floor child care space for 65 children aged 0-5
- 60 affordable rental homes

Students and staff who will attend the new school at Coal Harbour when it is complete are currently accommodated at both Lord Roberts Elementary and at Lord Roberts Annex. They will move to the new school when the new school building is ready.

ENROLMENT & CAPACITY

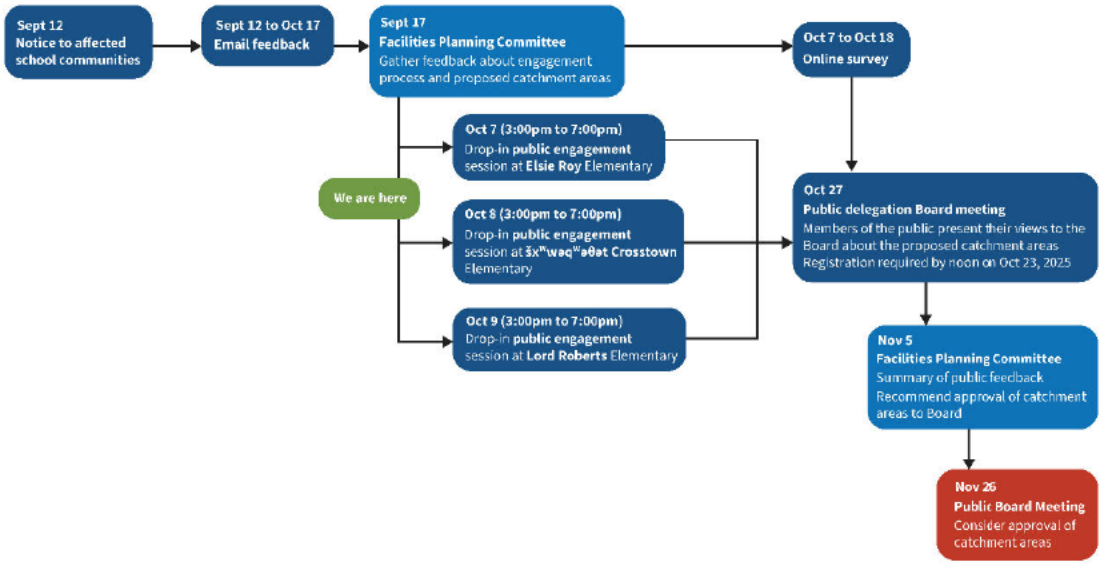


The new school at Coal Harbour has been constructed to address enrolment needs in the local area. The graph above shows the increase in operating capacity in 2017 with the opening of šx̱ʷwəq̓ʷəθət Crosstown, followed by an additional increase in 2025 with the opening of the new school at Coal Harbour. The projected operating capacity for the downtown area is also shown upon the completion of a new school building at the Lord Roberts Annex site.

Youth population is represented by area of residence based on current catchment boundaries. As the new school at Coal Harbour does not yet have an established catchment, students enrolled there are recorded on the graph under one of the existing downtown school catchments.

VSB Vancouver School Board

3. Timeline for Engagement + Process



VSB Vancouver School Board

4a. Guiding AP + Consideration

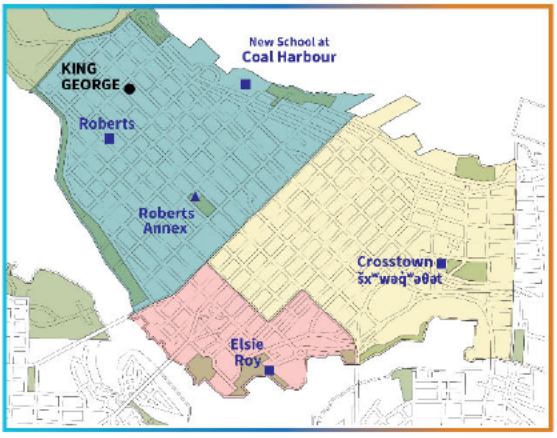
SCHOOL ACT AND ADMINISTRATIVE PROCEDURE 305

A student may enrol in an educational program at any school in our school district, providing that the application to enrol is received by a specified date and there is space.

Changes to school catchment boundaries are approved by the Board of Education.

Several factors were considered when establishing proposed new catchments including:

- Population distribution and corresponding capacity at schools
- Natural boundaries
- Walking distances
- Neighbourhood connectivity and continuity
- Student safety - including major roads and bike lanes



The current downtown catchment map

VSB Vancouver School Board

4b. Guiding AP + Consideration

BUILDING NEW CATCHMENTS

An "all programs" metric is used to determine the approximate VSB student population and can be broken by sub areas to create new catchments.

Students in "all programs" include all VSB students living within the catchment area including those attending the designated catchment school, those attending alternative schools and students participating in District choice programs or District learning services programs located at other schools.

NATURAL BOUNDARIES

The downtown schools are located on a peninsula bounded by English Bay, False Creek, Coal Harbour and Stanley Park.

Although it is possible to cross False Creek via the Burrard, Granville or Cambie bridges, proposed catchments in this study maintain the existing consideration of False Creek as a natural boundary line.

POPULATION DISTRIBUTION AND CORRESPONDING CAPACITY

The new catchments must consider existing school capacities in the distribution of students in the catchment areas, through the lens of optimizing school capacity utilization where possible.

In addition, future potential changes in student populations in the study areas that could result from local residential development must be considered.

Current student population clusters in the downtown area

Vancouver School Board

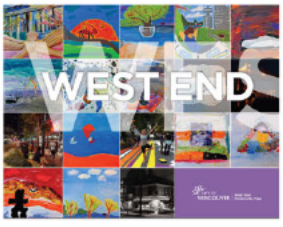
4c. Guiding AP + Consideration

NEIGHBOURHOOD CONTINUITY AND CONNECTIVITY

The downtown area is made up of many neighbourhoods. These are identified in City of Vancouver planning documents as well as observed in the ways residents relate to their immediate area. The downtown is formally made up of the following community plan areas:

- WEST END
- COAL HARBOUR
- CENTRAL BUSINESS DISTRICT
- DOWNTOWN SOUTH
- YALETOWN
- FALSE CREEK NORTH
- NORTHEAST FALSE CREEK
- GASTOWN
- CHINATOWN

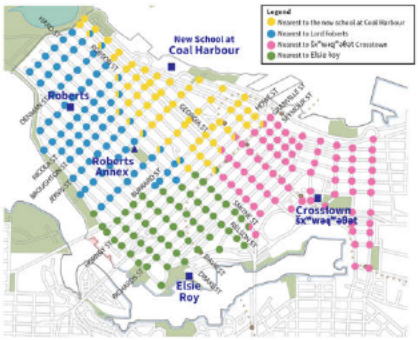
These can be further divided to areas like West of Denman and Georgia Corridor. Each of these areas help inform catchments to better keep related sub-areas together as these often contribute to a sense of community and belonging.



WALKING DISTANCES

Walking distances for all blocks in comparison to the adjacent schools have been mapped to minimize walking distance within catchments.

These distances are established based on the suitable walking path that would likely be taken by a family or student. Although distance is an important measure, barriers along these routes and neighbourhood composition play an equally important role.



Vancouver School Board

4d. Guiding AP + Consideration

STUDENT SAFETY

Major roads play an important role in safe travel to and from school. While road and traffic improvements (such as upgraded intersections and adjusted signal timing) can help reduce risks, these factors still need to be considered.

Georgia Street is one of the main roads to consider in this catchment change process as it is the main east-west arterial dividing downtown. The area to the north of Georgia Street does not include a sufficient student population to optimize the use of available capacity at the new school. This arterial crossing will need to be managed in collaboration with the City of Vancouver. Pedestrian crossings to access the new school in Coal Harbour from south of Georgia Street include Cardero Street, Broughton Street and Jervis Street.

MAJOR ROADS DOWNTOWN

BIKE LANES DOWNTOWN

Vancouver School Board

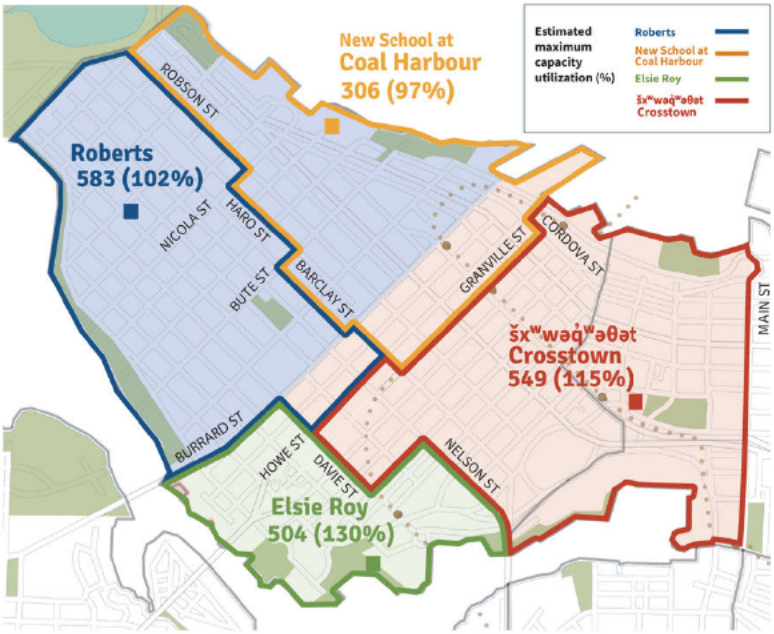
5a. Option A

In this option:

The average number of kindergarten to Grade 7 students living in each proposed catchment is relatively balanced under this option.

Compared to now, more families will live within walking distance of their catchment school.

Please add your comments here!



OPTION A - CATCHMENT PROPOSAL

Vancouver School Board

5b. Option B

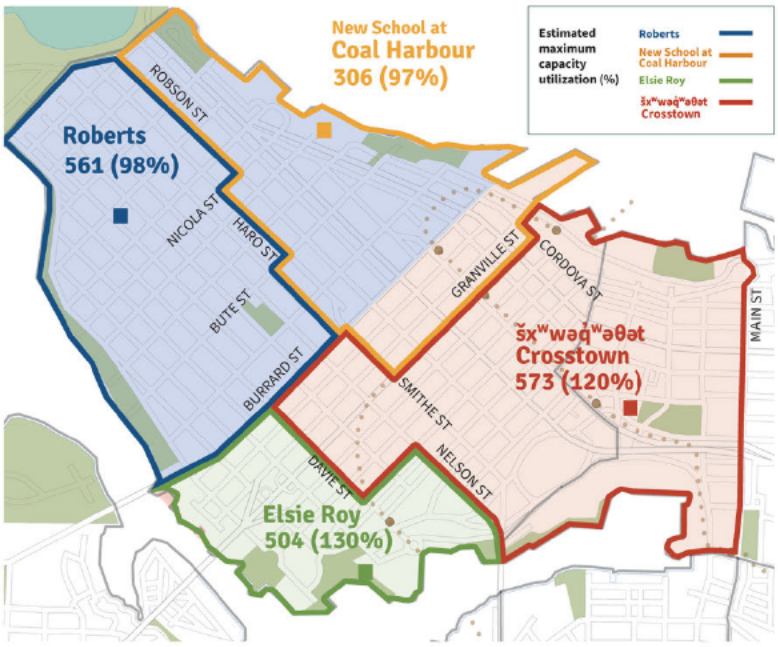
In this option:

The population is relatively balanced.

Roberts Elementary's enrolment is closer to its capacity. However, it results in less balance for šx̱ʷwəq̓ʷəθət Crosstown Elementary.

It does not improve walking distances for some families living in the southwest part of the current Crosstown catchment. However, most families are either closer to or the same distance to their catchment school.

Please add your comments here!



OPTION B - CATCHMENT PROPOSAL

Vancouver School Board

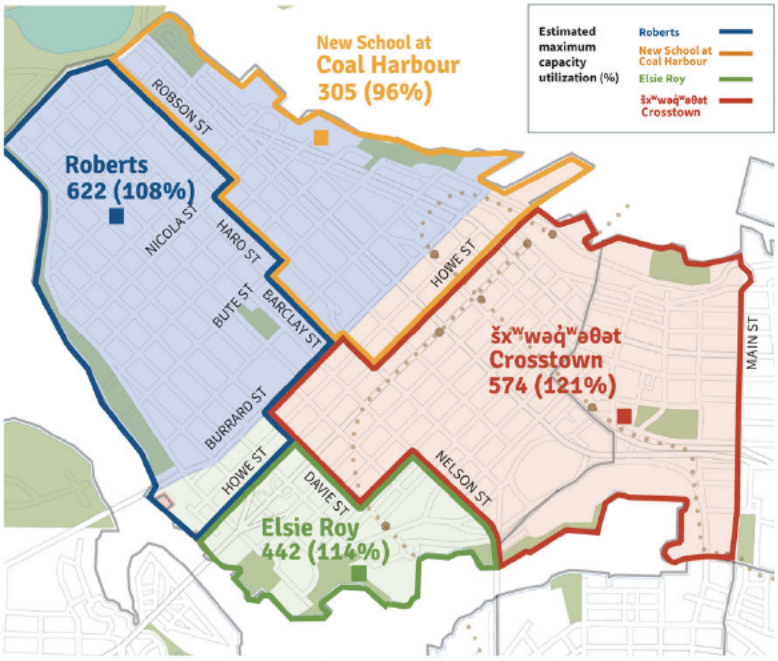
5c. Option C

In this option:

This option helps balance enrolment at Elsie Roy by reducing the number of students in its catchment. However, it increases walking distances for some families.

It results in less balanced enrolment at Roberts and šx̱ʷwəq̓ʷəθət Crosstown, where the student population would exceed school capacity.

Please add your comments here!



OPTION C - CATCHMENT PROPOSAL

Vancouver School Board

6. Sibling Priority

Priority kindergarten registration is open every year from **November 1 to January 31.**

If a child has an older sibling already attending a school, they can register to attend the same school – even if the catchment has changed.

- To get this sibling priority, families must register during the priority registration period.
- This helps keep siblings together and supports continuity for families.

Families can also choose to register in their **new catchment school**.

- If they do, the child will be placed there **if space is available**.

THE FOLLOWING ARE THE ENROLMENT PRIORITIES WHEN A SCHOOL'S CATCHMENT BOUNDARY CHANGES:

#1 Catchment Sibling Priority

- Kindergarten student living in the catchment,
- Has an older sibling currently attending the same school,
- The older sibling continues to attend the same school in September,
- Family registers before priority registration ends on January 31.

#2 Adjusted Sibling Priority

- Kindergarten student NO LONGER living in the catchment due the boundary change,
- Has an older sibling currently attending the former catchment school,
- The older sibling continues to attend the former catchment school in September,
- Family registers before priority registration ends on January 31.

#3 Catchment student without sibling

- Kindergarten student living in the catchment
- Family registers before priority registration ends on January 31.

#4 Newly Arrived Catchment student after January 31

- Kindergarten student lives in the catchment but applies after priority registration ends.

#5 Cross-Boundary student

- Out of catchment students (see cross boundary process at govsb.ca/crossboundary)

7. Common Questions and Answers

Will King George Secondary, the only public high school in the downtown area, be impacted by this catchment change?

No, this proposal does not change the catchment boundary for secondary schools.

When will I know about the catchment change decision?

The Board will decide the new catchment boundaries at its meeting scheduled for November 26, 2025.

This timing gives families clear information before kindergarten registration starts.

How does kindergarten registration work?

Priority Kindergarten registration runs from November 1 to January 31, 2026.

The registration process is not first come, first served. All families who register during this period will be included in the applicable priority registration groupings (catchment siblings, adjusted catchment sibling priority, catchment students).

Learn more at **govsb.ca/kindergarten**.

If I live downtown, which school do I register at?

Families new to VSB should apply through VSB Apply Now: **https://applynow.vsb.bc.ca** . If your child currently attends a VSB school and your family has recently moved into a downtown catchment, please contact your current catchment school for information about transferring. They can guide you through next steps.

What if my family is new to VSB or recently moved?

Families new to VSB should apply through VSB Apply Now: **https://applynow.vsb.bc.ca**.

If you are a current VSB student and have moved into a downtown catchment, contact your previous catchment school for transfer information.

The new school is enrolling students now, but the building at 482 Broughton Street is not finished yet. As such, students are attending classes at temporary sites until the building is ready. The City expects the new building to open for the start of the 2026/27 school year. If construction finishes sooner, students will move in earlier.

What is happening to the Roberts Annex school building and students?

BC Hydro will build an undergrounc substation at the Lord Roberts Annex property. The school building is now used as a temporary site for students from the new school at Coal Harbour.

Once students move to the new school in Coal Harbour, the Annex building will be demolished for the BC Hydro project and a new elementary school. The District has included a new school on the Lord Roberts Annex site in the District's Capital Plan, thereby requesting Ministry of Education and Childcare funding for this project.

Will these catchment changes impact my school's capacity?

The goal is to balance enrolment across downtown schools. School building layouts will not change. Adjusting boundaries means more students can attend their catchment school and live closer to it. Each option changes how full each school is, as shown in the maps.

VSB Vancouver School Board

APPENDIX D – STAKEHOLDER POWERPOINT PRESENTATION

The following was presented at the stakeholder engagement session during the facilities planning committee on September 17, 2025.

VSB Vancouver School Board

ITEM 3.1
Downtown Catchment Boundary Change Process

Jessie Gresley-Jones, Executive Director of Facilities

Catchment Boundary Change

- Catchment needs to be defined for new elementary school in Coal Harbour
- Changes to school catchment boundaries are approved by the Board of Education at the recommendation of the Superintendent
- This report is presented for information and initiates the public engagement process

Considerations & Approach

VSB Administrative Procedure 305 - School Catchment Boundaries

Considerations that guide the process for establishing revised catchments:

- Population Distribution and Corresponding Capacity
- Natural Boundaries
- Walking Distances
- Neighbourhood Continuity and Connectivity
- Student Safety

Considerations: Population

Population

- To establish new school catchment areas, it is necessary to delineate youth populations on a block-by-block basis
- An "all programs" metric is utilised to quantify the approximate size of the VSB student population within a given area

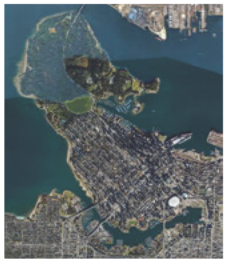
Considerations: Natural Boundaries

Natural Boundaries

The downtown schools are located on a peninsula bounded by:

- English Bay
- False Creek
- Coal Harbour
- Stanley Park

Although it is possible to cross False Creek, the proposed catchments maintain the existing consideration of False Creek as a natural boundary line.



Considerations: Walking Distance

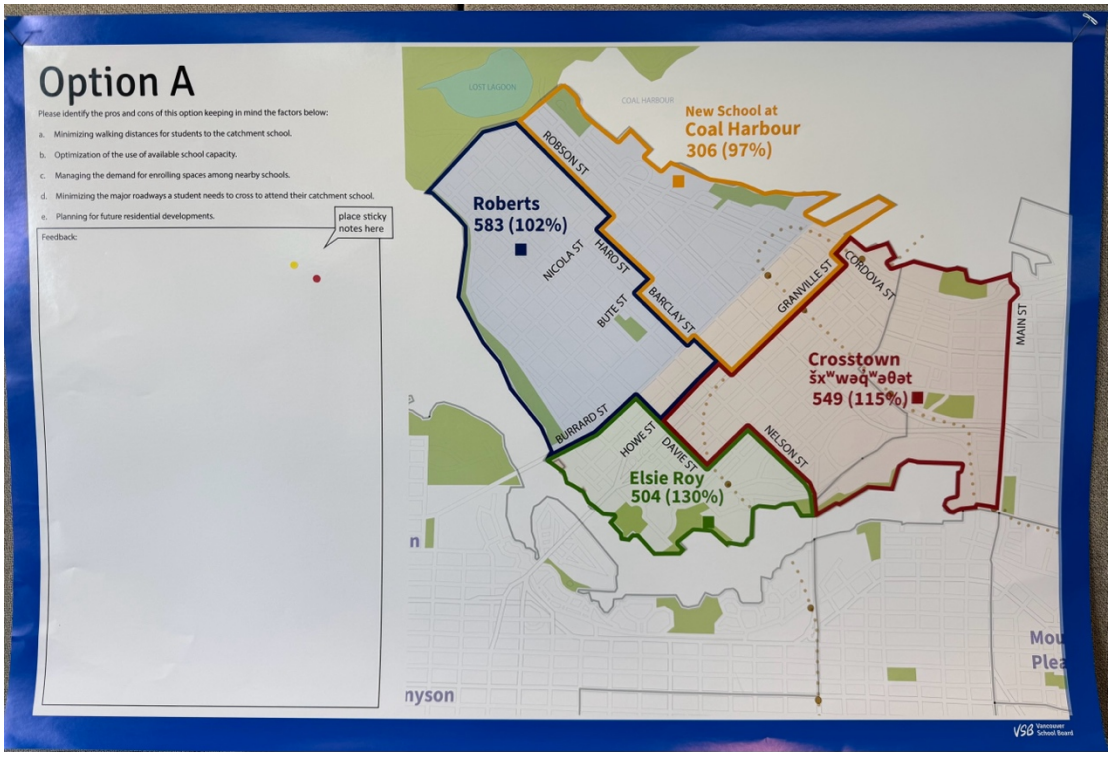
Walking Distances

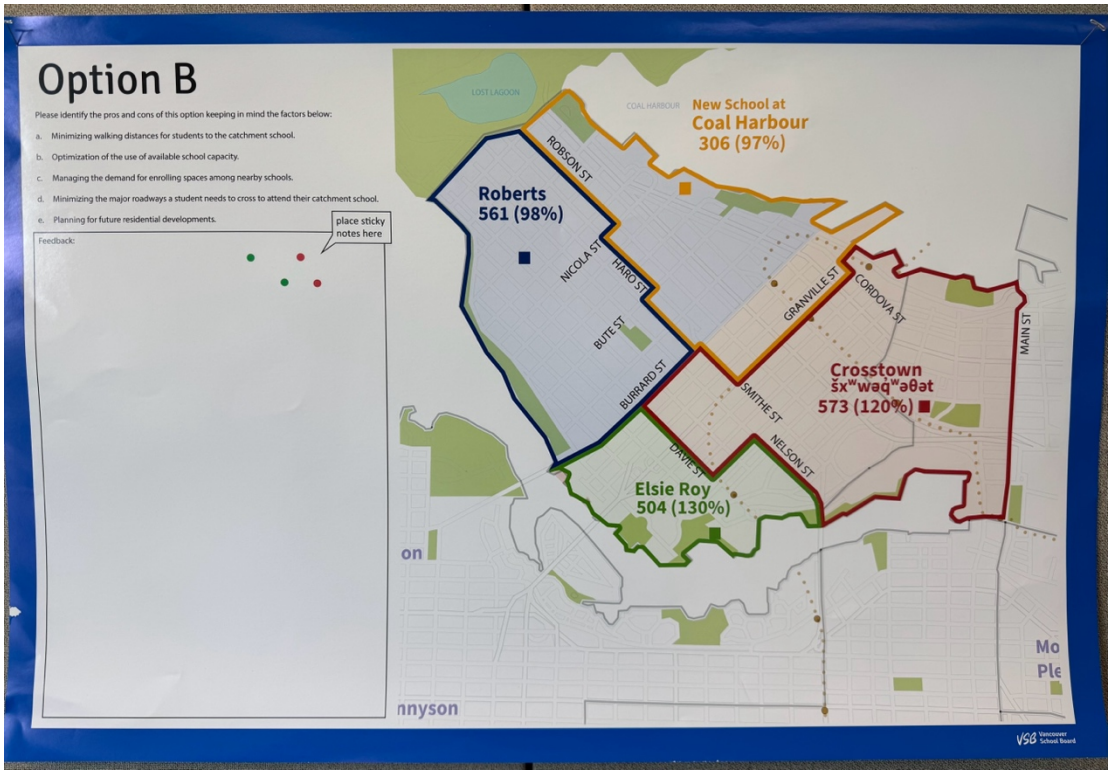
Walking distances for all blocks in comparison to the adjacent schools have been mapped.

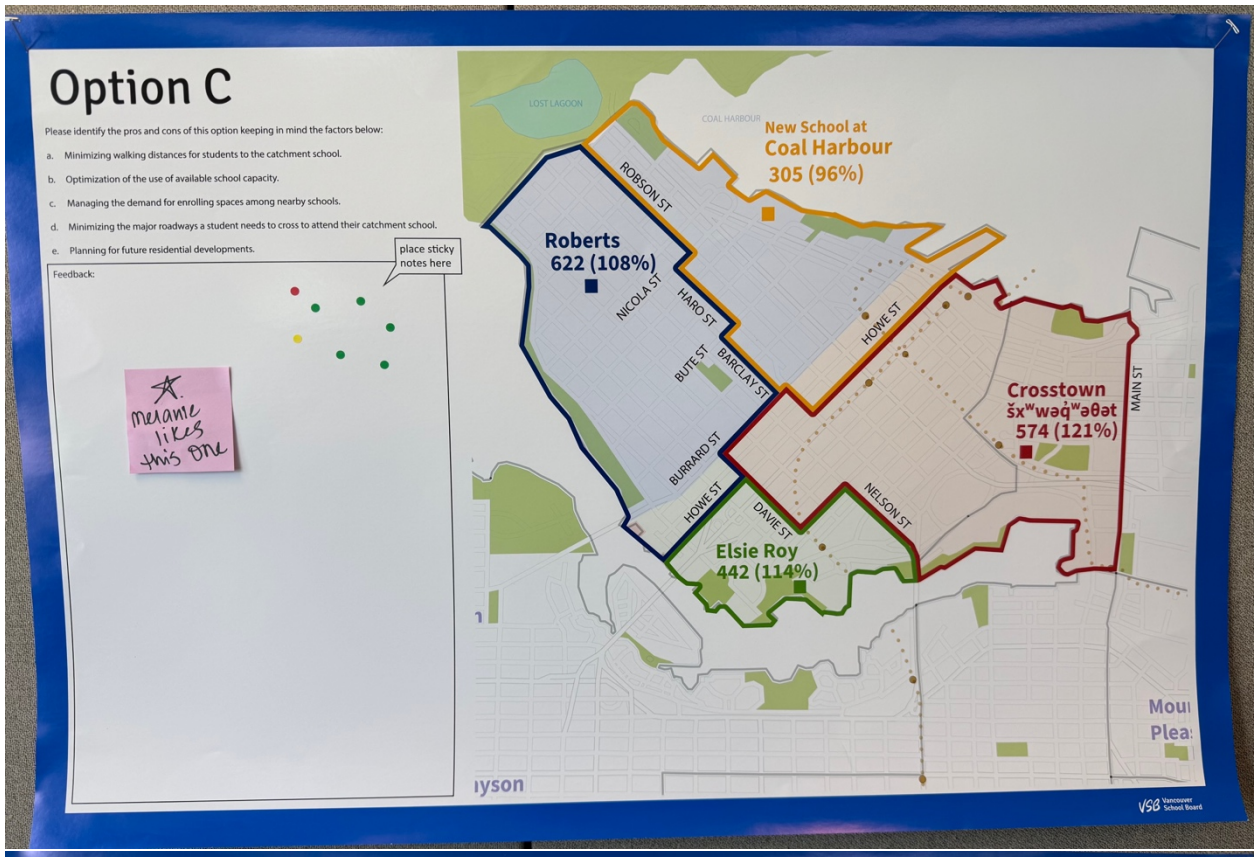
- These distances are established based on the suitable walking path that would likely be taken by a family or student
- Although distance is an important measure, barriers along these routes, and neighbourhood composition play an equally important role

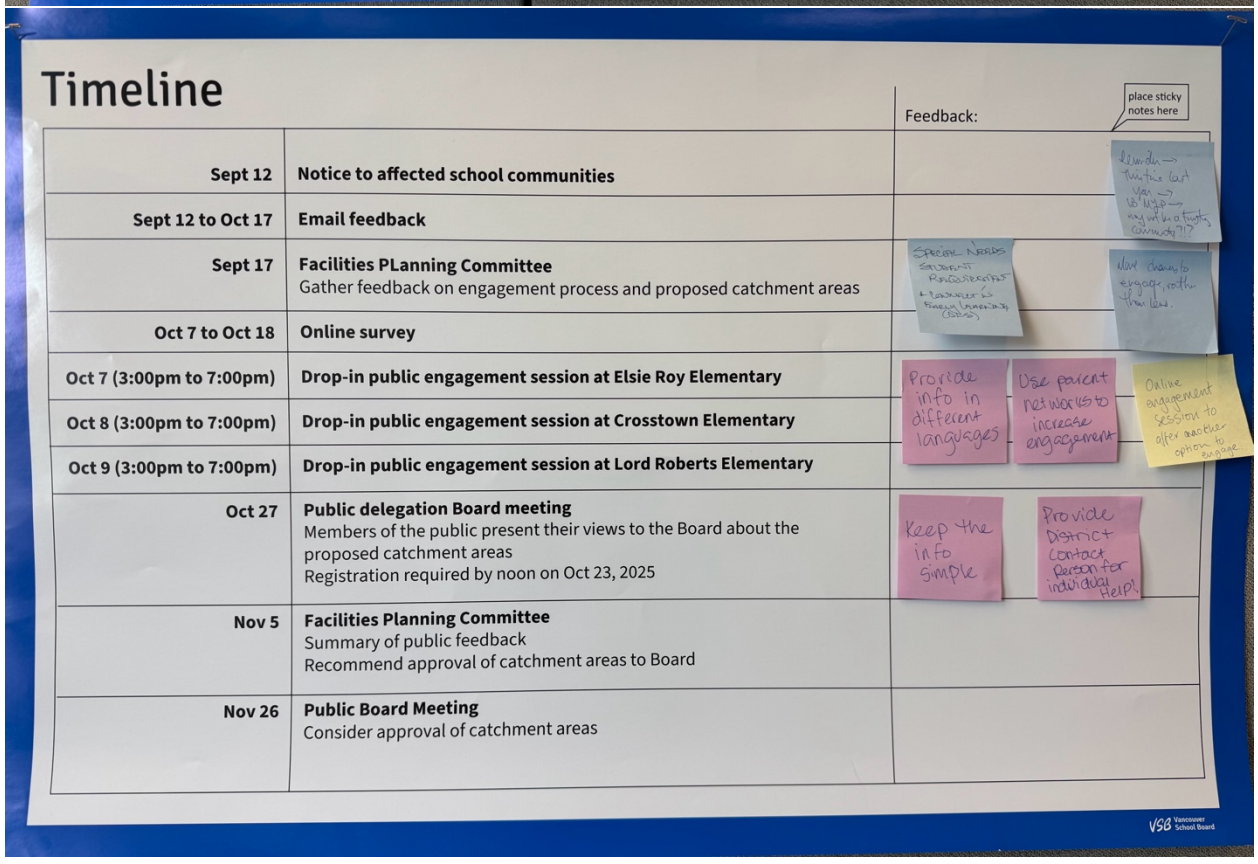
APPENDIX E – STAKEHOLDER COMMENTS

The following verbatim comments were received through the stakeholder group discussion. Participants took part in a *dotmocracy* exercise to indicate their preferred catchment option. A green dot represented their most preferred option, a yellow dot their second choice and a red dot their least preferred option. The group also discussed the engagement process and timeline and provided their feedback on post-it notes.






Option C
Please identify the pros and cons of this option keeping in mind the factors below:
a. Minimizing walking distances for students to the catchment school.
b. Optimization of the use of available school capacity.
c. Managing the demand for enrolling spaces among nearby schools.
d. Minimizing the major roadways a student needs to cross to attend their catchment school.
e. Planning for future residential developments.
Feedback:
place sticky notes here
Melanie likes this one
LOST LAGOON
COAL HARBOUR
New School at Coal Harbour 305 (96%)
Roberts 622 (108%)
Crosstown šxʷwəq̓ʷəθət 574 (121%)
Elsie Roy 442 (114%)
ROBSON ST
NICOLA ST
HARO ST
BUTE ST
BARCLAY ST
HOWE ST
BURRARD ST
DAVIE ST
NELSON ST
MAIN ST
VSB Vancouver School Board


Timeline
Feedback:
place sticky notes here
Sept 12 | Notice to affected school communities
Sept 12 to Oct 17 | Email feedback
Sept 17 | Facilities PLanning Committee
Gather feedback on engagement process and proposed catchment areas
Oct 7 to Oct 18 | Online survey
Oct 7 (3:00pm to 7:00pm) | Drop-in public engagement session at Elsie Roy Elementary
Oct 8 (3:00pm to 7:00pm) | Drop-in public engagement session at Crosstown Elementary
Oct 9 (3:00pm to 7:00pm) | Drop-in public engagement session at Lord Roberts Elementary
Oct 27 | Public delegation Board meeting
Members of the public present their views to the Board about the proposed catchment areas
Registration required by noon on Oct 23, 2025
Nov 5 | Facilities Planning Committee
Summary of public feedback
Recommend approval of catchment areas to Board
Nov 26 | Public Board Meeting
Consider approval of catchment areas
Provide info in different languages
Use parent networks to increase engagement
Online engagement session to offer another option to engage
Keep the info simple
Provide District Contact Person for individual Help!
VSB Vancouver School Board

APPENDIX F – SURVEY VERBATIM COMMENTS

The following verbatim comments were received through the open-ended question in the survey.

#	RESPONSES	DATE
1	I think the most important factor to consider is neighbourhood continuity. I've lived in the West End for 15 years and both my kids were born here, so I'm familiar with the natural neighbourhood. The borders for Lord Roberts should be Robson and Burrard, none of this Haro / Barclay stuff. That is introducing an artificial division. Also, I saw in the video that you spent a great deal of time working on the shortest normal walking routes map, but in no world is the walking route from Seymour and Davie closer to Lord Roberts than Elsie Roy, so I think your methodology is pretty questionable.	10/14/2025 9:31 AM
2	I think regardless, if you look at the downtown map of Vancouver burrard street is the the cut off between “west end and “Yaletown” - so this should be reflected in catchments. So west of burrard would fall under lord Roberts in west and east of burrard stays Elsie Roy.	10/12/2025 3:44 PM
3	Elsie Roy could definitely have a wider catchment boundary to cover areas on Davie St and up to Burrard St. Students living there would have less difficulty going to school than to Crosstown Elementary.	10/11/2025 11:31 AM
4	A fourth school is needed to maintain capacity below 100%	10/10/2025 7:59 PM
5	Changing Roberts catchment to include past Burrard would help decreasing the burden on Crosstown capacity and decreasing the walk distance considerable because I'm living the furthest from my current catchment (Crosstown). I found a bit confusing that the order of options from the report file (https://media.vsb.bc.ca/media/Default/medialib/open-facilities- planning-agenda-2025-sep-17.fd7a1383266.pdf) and the survey has changed.	10/10/2025 6:56 PM
6	All of the present Robert’s encatchment children should be allowed to enroll in coal Harbour until the annex is rebuilt. This will allow children to attend a smaller elementary school if desired.	10/9/2025 7:55 PM
7	Yes, please can you also consider an option that includes at least one more block past Davie in the Elsie Roy boundary? We live at the corner of Seymour and Davie (across from Emory Barnes park) and it is a significant distance for us to get to crosstown as compared to Elsie Roy. My partner works from home and starts work at 9, being a 5 minute walk from school (as we would be at Elsie Roy) would allow him to drop our daughter off safely and get to work on time. As I am a teacher in the district I will not be able to drop off as I will need to be present for my own students. This presents a very difficult dilemma for us as getting her to crosstown will not be easily feasible and before/after school spaces are extremely limited. As such we are having to consider private school options that are walking distance for us instead although this is not our preference. We know many other kids in our building/area have also ended up opting to go with alternative options as crosstown is so far away and just not easily workable from our location.	10/9/2025 3:57 PM
8	School must be individual building that has big playground and open space. For Coal Harbour school it has not included both of them. I never seen school that mixed with residence which is bad planning of city of Vancouver	10/9/2025 3:31 PM
9	No.	10/9/2025 3:28 PM

10	It seems that the Coal Harbour catchment is marginally under capacity in all options, whereas Crosstown is over capacity in all options.	10/9/2025 6:27 AM
11	I think that the options may not reflect fairly based on walking distance for families. My home is on [redacted] which is excluded from Elsie Roy very close by. As parents of three children, we hope to be included in Elsie Roy catchment, so we don't have to drive 15 minutes to Strathcona (44 min walk), walk 30 minutes to Crosstown, or walk 20 minutes to Roberts. And that is twice a day for commuting. We choose 15 minutes "drive" option to Strathcona because we also have two daughters to send to daycare., who will go to kindergarten next year. Elsie Roy is only 14 minutes walk, very close to us. I hope families like us can be accepted to Elsie Roy next year. Or perhaps hope for the 5th school in downtown	10/8/2025 10:39 PM
12	What is the current status of the King George High School upgrade?? All of these elementary schools are funneling into a school built for 375 students. Build a middle school on the Roberts Annex site.	10/8/2025 9:41 PM
13	If we border on the edge of new catchments would there be a choice of catchment?	10/8/2025 7:56 PM
14	What is the status of the seismic upgrades to King George going to be when our kids reach grade 8 AND what will the capacity be at by then? The high school was built for 375 kids and the last two years had had enrollment of 635 and 644, respectively. It's rated an H1, which is the most severe for seismic risk and isn't even on the list of 16 schools currently in the approval process. This is the school that all of the kids in this catchment will be moving into eventually and it's only getting more populated. Something for the VSB to consider is, to turn the current Roberts Annex site into a middle school for 6, 7, 8 when it rebuilt. This will to relieve some pressure for the Elementary and High School in our area. I see in the latest VSB Long Range Plan that King George has requested an expansion of an additional 625 seats as well, but it is till not approved and I am skeptical that will be enough by the time it get completed.	10/8/2025 5:14 PM
15	Best to alleviate school demand for students living deep in the downtown core - these students require a further commute to any other nearby school. Students within the Crosstown catchment are geographically closer to other nearby schools with capacity and can also be re- allocated to the new school in Olympic Village at a future date. There will be no further option to re-allocate students deeper within downtown.	10/8/2025 2:16 PM
16	Need to ensure replacement school at the current annex site is a full school to address the demand on the downtown peninsula.	10/8/2025 11:43 AM
17	There's definitely a need to improve pedestrian crossing at Georgia st and Alberni.	10/7/2025 9:24 PM
18	We live at [redacted] and our community is very much Yaletown. We have met and befriended dozens of parents and children in the Elsie Roy catchment and yet it is not our catchment. It seems so odd to be in the Crosstown Catchment given we have zero neighborhood connectivity there. This will force us to move before our son is due to be enrolled in Kindergarten as the Crosstown catchment meets none of our requirements.	10/7/2025 4:33 PM
19	I wished the Coal Harbour school is finally ready after so many delays	10/7/2025 3:55 PM
20	New school = boundary changes. I support changes. Prefer option C.	10/7/2025 3:21 PM

21	I would like to understand better how an additional school is actually resulting in higher capacity ratios	10/7/2025 3:11 PM
22	Option A leaves the capacity problem solved for Roberts and Coal Harbour and leaves room to find a solution for capacity between Crosstown and Elsie Roy	10/7/2025 1:57 PM
23	No	10/7/2025 8:17 AM
24	Build one more school 😉…maybe? Please and thank you!	10/6/2025 8:31 PM
25	No	10/6/2025 8:15 PM
26	Looking forward to improved crossing at Alberni/Broughton. This intersection has been difficult even for cars.	10/6/2025 6:53 PM
27	No	10/6/2025 6:05 PM
28	I think if you are in a specific catchment that is the school you should attend. It's frustrating for kids who live in the new Coal Harbour catchment but choose to still attend Robert's while kids in the Robert's catchment are still sent elsewhere.	10/6/2025 5:59 PM