

NOTICE OF MEETING

FACILITIES PLANNING COMMITTEE

Secretary Treasurer's Office
November 5, 2025
Public viewing via live broadcast

Preeti Faridkot (Chair)
Joshua Zhang (Vice Chair)
Victoria Jung
Christopher Richardson

Helen McGregor, Superintendent of Schools
Flavia Coughlan, Secretary Treasurer

Notice of Meeting

A Meeting of the **Facilities Planning Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) for **participating trustees, staff, inherent rights holder representatives and stakeholder representatives** on **Wednesday, November 5, 2025 at 7:00 pm**. The meeting will be live broadcast for the public.

Trustees:	Lois Chan-Pedley	Suzie Mah (Alternate)
	Alfred Chien	Jennifer Reddy (Alternate)
	Janet Fraser	

Student Trustee: Freddie Zhang

Other Senior Team Staff:	Pedro da Silva	Janis Myers
	Michael Gray	Alison Ogden
	Jessie Gresley-Jones	Lorelei Russell
	Maureen McRae-Stanger	

Inherent Rights Holder Representatives:	Faye Mitchell, x̱m̱əθḵw̱əy̱əm (Musqueam)
	Kirsten Baker-Williams, Sḵwxw̱ú7mesh Úxwumixw (Squamish Nation)
	Kirsten Touring, səliwətaʔ (Tsleil-Waututh Nation)

Representatives:	Justin Chapman, BCVSBCMTU	Alternates:	Mike Logan, BCVSBCMTU
	Suzette Magri, CUPE 15		Vanessa Mani, CUPE 15 (Alt 1)
	Henry Munns, CUPE 407		Susan Gee, CUPE 15 (Alt 2)
	Melanie Cheng, DPAC		Adam Crawford, CUPE 407
	Tim Chester, IUOE		Michael Menashy, DPAC
	Paul Loeman, PASA		Tim De Vivo, IUOE
	Dale Ambrose, VASSA		Kerry Chuah, PASA
	Larissa Lam, VDSC		James Francom, VASSA
	Françoise Raunet, VEAES		
	Laura Rhead, VEPVPA		Riley McMitchell, VEPVPA
	Carl Janze, VSTA		John Silver, VSTA

FACILITIES PLANNING COMMITTEE MEETING AGENDA

Wednesday, November 5, 2025, 7:00 to 8:30 pm
Room 180, VSB Education Centre

With deep gratitude and respect, we are honored to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation).

The meeting is currently being broadcasted live, and both the audio and video recordings will be accessible to the public for viewing even after the meeting ends. Footage from this meeting may be viewed from Canada or anywhere else in the world.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee participants (i.e., committee members, staff, inherent rights holder representatives, stakeholder representatives) to conduct themselves with appropriate decorum and professionalism. It is the responsibility of the Chairperson of the Committee to see that decorum is maintained at Committee meetings.

- Committee participants engage in discussion by requesting to speak through the Chairperson, ensuring inclusive and orderly dialogue.
- A respectful and collegial environment is maintained as participants share diverse perspectives and contribute to meaningful discussions.
- Staff are trusted to provide objective, high-quality reports that reflect their professional expertise. Their contributions are respected and form a vital part of informed committee decision-making, free from external pressure or influence.
- Committee discussions are conducted in a constructive manner, with participants avoiding language or actions that could be perceived as personal, inflammatory, or accusatory.
- All participants are expected to demonstrate professionalism and courtesy in their interactions, contributing to a positive and productive committee culture.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

1. Items for Approval

- 1.1 Downtown Catchment Boundary Change
- 1.2 Naming of Elementary School at Coal Harbour

Presenters

Jessie Gresley-Jones, Executive Director of Facilities
Shannon Burton, Director of Instruction

2. Discussion Items

- 2.1 Potential Closure of Sir Guy Carleton Elementary

Jessie Gresley-Jones, Executive Director of Facilities

3. Information Items

- 3.1 Child Care Update
- 3.2 Facilities Updates: Major Capital Projects, Annual Facilities Grant, and BC Parks Foundation Grants

Adrienne Stewardson, District Principal of Early Learning and Child Care
Jessie Gresley-Jones, Executive Director of Facilities

Facilities Planning Committee

B. Responsibilities:

- B.1** Review and provide recommendations to the Board regarding assigned facilities planning matters.
- B.2** Annually review and make recommendations to the Board regarding the five-year capital plan and the spending plan for the annual facilities grant.
- B.3** Review and make recommendations to the Board regarding the long-range facilities plan.
- B.4** Review and make recommendations to the Board regarding catchment areas for schools and District programs.
- B.5** For the purpose of naming and renaming schools, provide recommendations to the Board, adhering to the guidelines and direction set by the Board at the beginning of any potential school naming or renaming process.
- B.6** Review matters referred to the Committee by the Board and make recommendations as requested.

November 05, 2025

TO: Facilities Planning Committee

FROM: Jessie Gresley-Jones, Executive Director of Facilities
Doug Roch, District Principal
Hayden O'Connor, Facilities Planner
Jiana Chow, Communications Manager

RE: Downtown Catchment Boundary Change

*Reference to
Education Plan*

GOAL: Goal 2: The Vancouver School Board will increase equity by:

OBJECTIVE:

- Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.

INTRODUCTION

A new elementary school in the Coal Harbour neighbourhood is slated to open by September 2026. To support enrolment planning and ensure clarity for students' families, a catchment area must now be established for this new school.

This report outlines the process undertaken to establish new catchment boundaries that will enable families to plan for future school enrolment and to provide administrative clarity to the school district for downtown student enrolment. Changes to school catchment boundaries are approved by the Board of Education at the recommendation of the Superintendent.

This report contains a recommendation for establishing the new boundary catchments for the downtown area of Vancouver.

BACKGROUND

The new elementary school located in Coal Harbour will require a defined catchment area to be established out of the currently existing downtown school catchment areas. The downtown area of VSB is geographically bounded by False Creek to the south, Coal Harbour to the north, Stanley Park to the west and Main Street to the east. It will be comprised of one secondary school (King George) and four K-7 elementary schools (Lord Roberts, Elsie Roy, ʃxʷwəq̓ʷəθət Crosstown, and the new school at Coal Harbour).

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 Lord Roberts Annex buildings. These classes will be relocated to the new school when the new school building is ready for move-in.

The current catchment areas are shown in Figure 1 below.

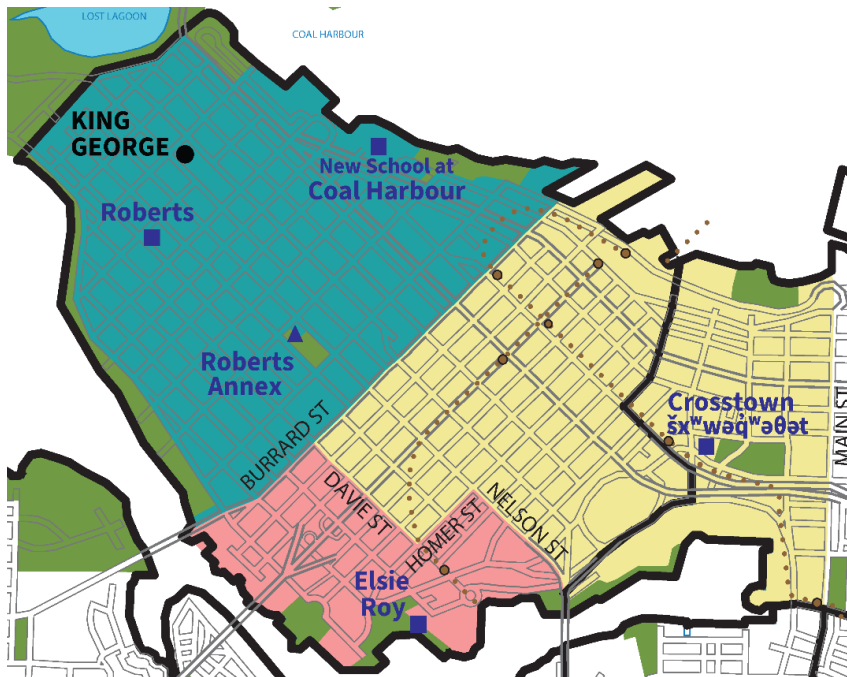


Figure 1: Existing Downtown Catchments.

CATCHMENT REVIEW METHODOLOGY

To establish new school catchment areas, it is necessary to delineate youth populations on a block-by-block basis. These blocks (sub-areas) within each school catchment area can then be consolidated in various iterations and analyzed according to various planning factors.

The establishment of catchment areas is directed by Administrative Procedure 305, and included the consideration of several key factors including:

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

These considerations were outlined in the initial Facilities Planning Committee report and were part of the materials available at the public engagement sessions and online. These publicly available materials are included within the appendix.

An "all programs" metric has been utilized to quantify the approximate size of the VSB student population within a given area, facilitating the strategic distribution of projected enrolment demand across available school facilities. For the analysis of sub-areas, the most recent five-year average of students residing in each sub-area was compiled. Additionally, consideration is given to students enrolled in any VSB program from kindergarten through Grade 7, to better estimate potential enrolments and facility utilization for each school. Accordingly, catchment students in "all programs" encompass all VSB students living within the catchment area—this includes those attending the designated catchment school, those attending alternative schools, as well as students participating in district choice programs or district learning services programs located at other schools.

SCHOOL ENROLMENT, CAPACITY AND UTILIZATION

The new school at Coal Harbour has been constructed to address enrolment needs in the local area. Figure 2 illustrates the increase in operating capacity in 2017 with the opening of ʂxʷwəqʷəθət Crosstown, followed by an additional increase in 2026 with the opening of the 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. In the chart, youth population is represented by area of residence based on current catchment boundaries. As the 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.

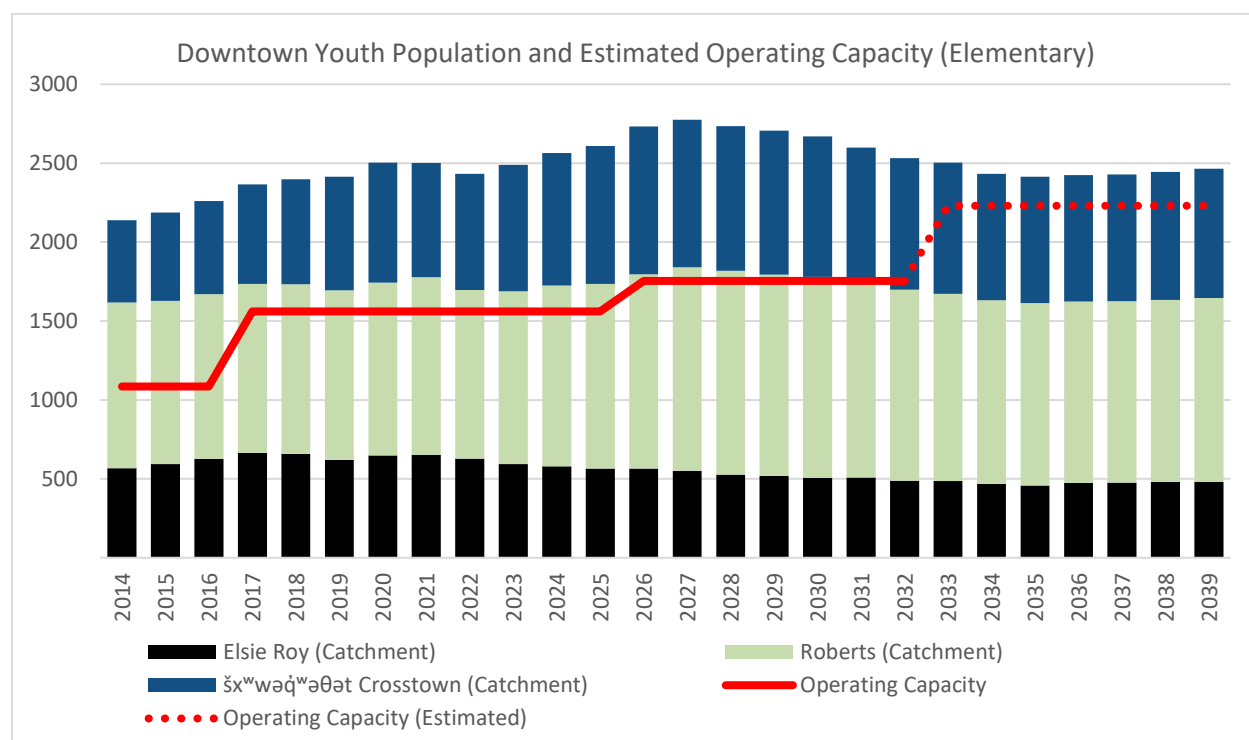


Figure 2: Youth Population and Estimated Operating Capacity using baseline with local knowledge.

Capacities for the schools in the chart below are identified with current operating capacity. Total enrolment does not include students who cannot be accommodated in their catchment school due to space constraints - these students may be on the catchment waitlist and are currently placed at another VSB school. The demand for enrolment outpaces the available capacity currently, and this is anticipated to be the case in future years.

In 2025-2026, the new school at Coal Harbour has enrolled 227 students in grades K to 6. These students are temporarily learning in swing spaces at Lord Roberts (3 divisions) and Lord Roberts Annex (7 divisions). The students temporarily learning in Lord Roberts and Lord Roberts Annex are not included in the calculation of capacity utilization for the swing space host schools.

School	Operating Capacity	Enrolment 2024-2025	2024-2025 Capacity Utilization	2025-2026 Enrolment	2025-2026 Capacity Utilization
Elsie Roy	387	420	108%	428	110%
ᓄᓐᓂᓐᓇᑦ ᓂᓕᓃᓂᓐᓂ	476	477	100%	480	101%
Lord Roberts	574	648	113%	573	100%
Lord Roberts Annex	124	147	119%	N/A	N/A
New School at Coal Harbour	317	N/A	N/A	227	72%

Figure 3: Capacities and existing enrolments at downtown schools. 2025-2026 enrolment numbers reflect the District's 1701 submission for September 2025.

DOWNTOWN CATCHMENT OPTIONS

As part of the public engagement process for establishing new downtown catchment areas, three options were developed for consideration. Overall, the boundary lines produced for the new catchments aim to reduce walking distances, where possible, while calibrating each catchment's enrolment with the corresponding school's operating capacity.

The boundary line between the new school in Coal Harbour and Roberts Elementary in each option jogs at points as it extends towards the southeast and considers walking distances, roadways and bike lanes. This balances neighbourhood delineation, safety considerations and suitable enrolment numbers. The options were presented during the initial Facilities Planning Committee in September and as part of all publicly available materials and in-person at engagement events.

PUBLIC ENGAGEMENT

The District is committed to engaging the community in decisions that impact students, families and the future of our schools. 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.

VSBC reached more than 3,700 participants through direct outreach. This included current students and future students' families living in the Lord Roberts, Elsie Roy and ʁxʷwəḡʷəθət Crosstown catchments, staff working in these schools, as well as VSBC'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, ᓄᓂᗕᑦᑎᓐᓇᑦ 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.

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. 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).

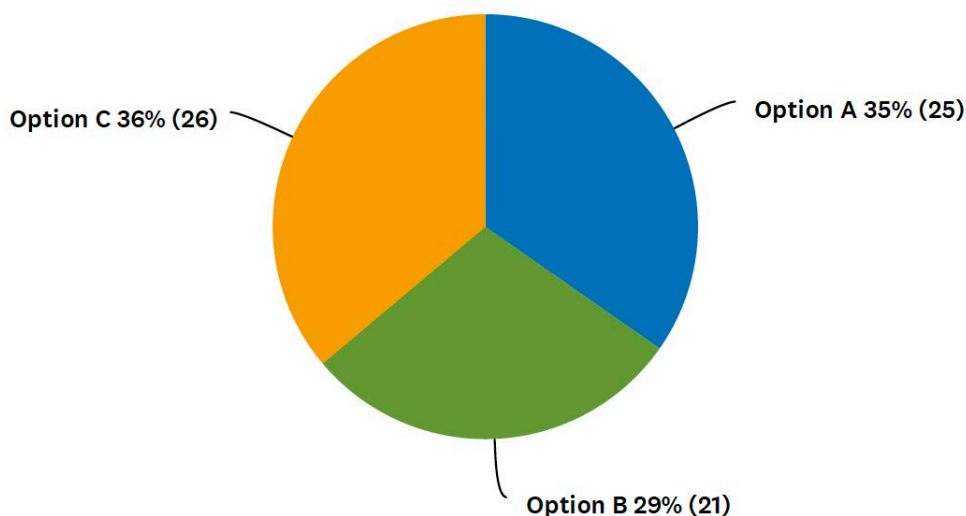


Figure 4: survey preference for catchment options

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%)
- Neighbourhood connectivity was ranked lowest (8%).

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.

For more information, read the engagement summary report in Appendix A.

- This change helps reduce the number of students in the Elsie Roy catchment, bringing it closer to the school's operating capacity.
- However, it increases walking distances for some families currently living in the northwest part of the Elsie Roy catchment.

Overall impacts:

- This option helps balance enrolment at Elsie Roy by reducing the number of students in its catchment.

OPTION C	Lord Roberts	New School Coal Harbour	ᕐᓂᑦᑐᑦ ᕐᓄᑦᑐᑦ Crosstown	Elsie Roy
Operating Capacity	574	317	476	387
Estimated Enrolment	622	305	574	442
Utilization	108%	96%	121%	114%

Future stages of catchment changes will be presented to align with the opening of future schools. These will include:

- **A new school at Olympic Village:** changes are anticipated to be required in conjunction with the opening of the new school at Olympic Village which has been approved for funding (2024) and is currently in the design process with completion anticipated in 2029.
- **A replacement school at Roberts Annex site:** changes are pending the outcome of the capital plan funding request for a new elementary school at the Lord Roberts Annex site which has a tentative completion date of 2032.

Option C modifies the Elsie Roy catchment to better address enrolment pressure in this part of downtown and will also enable future changes to be more readily considered when the new school at Olympic Village opens. Inclusion of a portion of the South-East ʃxʷwəq̓ʷəθət Crosstown catchment could reduce downtown enrolment pressure, while optimizing available space in the new school.

This report concludes the downtown area catchment review process and recommends that the preferred option (option c) be adopted by the Board. The Board approved catchment areas will be implemented for the 2026-2027 school year registrations and student placement.

RECOMMENDATION

The Facilities Planning Committee recommends:

THAT the Board approve the school catchment boundary change outlined in Option C for the downtown area and that staff implement the new catchment boundary for the 2026 - 2027 school year.

Attachment:

Appendix A – Downtown Catchment Review Engagement Summary Report (Nov 2025)

Engagement summary report

Downtown catchment review

November 2025

Land Acknowledgement

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθ k^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

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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 ƛxʷwəqʷəθət 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, ƛxʷwəqʷəθət 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%).

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.

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 International association
for public participation

	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.

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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.



OUR VSB

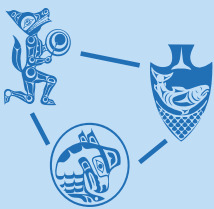


Flyers to child care centres, community centres and libraries across the downtown area.

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 x^wməθk^wəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation), and səliwətaʔ (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:

- šx^wwəq^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.

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

3.2.1 Approach

- 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 šx^wwəq^wəθət 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.

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.

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 **option A**. This identifies option C as the first choice, option B as the second choice and option A as the least preferred choice.

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

“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.

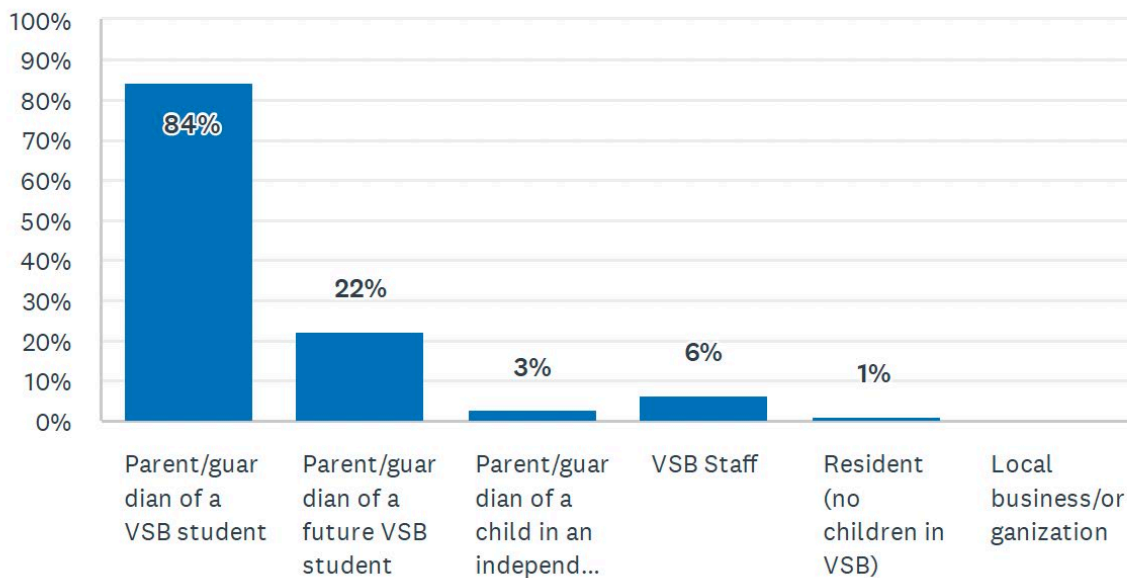
3.3.2 What we heard

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.

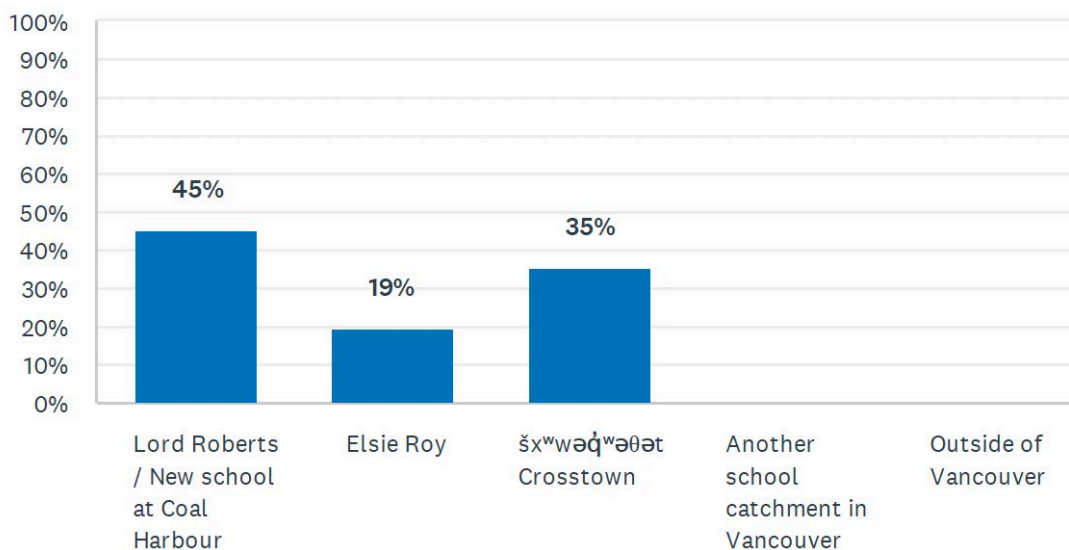


Note: some participants selected more than one category, and thus the percentage total is more than 100 per cent.

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 ʂxʷwəqʷəθəʈ 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.



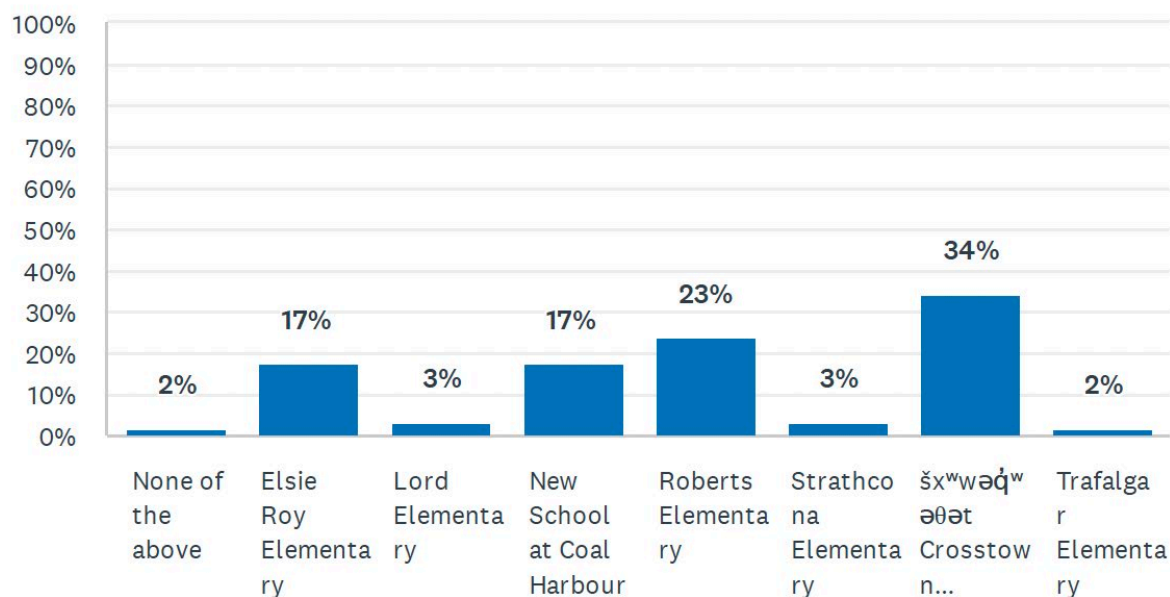
Note: due to differences in decimal rounding, the total equates to 99 per cent.

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 šxʷwəḡʷəθət 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 šxʷwəḡʷəθət 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.

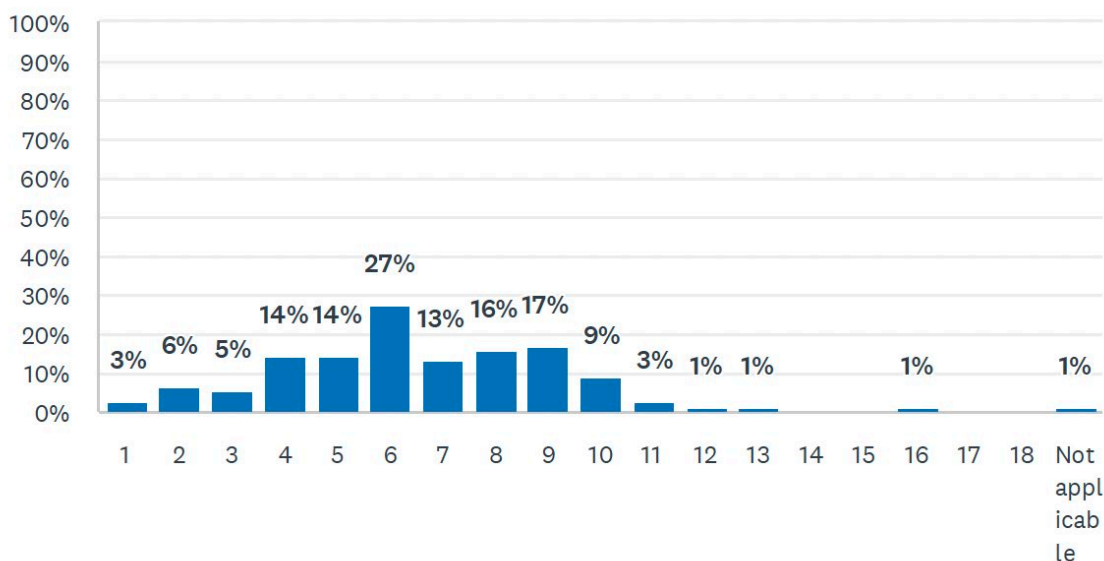
Overall, these results demonstrate that the survey successfully captured input from families across the main catchment areas under review, with particularly strong participation from the Crosstown and Roberts communities.



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.

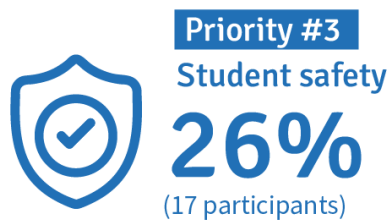
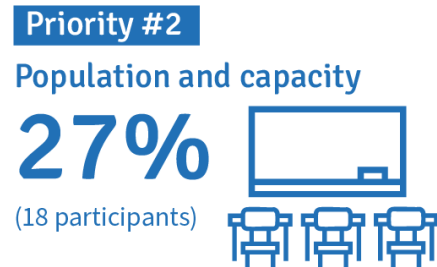
Those who responded, ranked:

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).

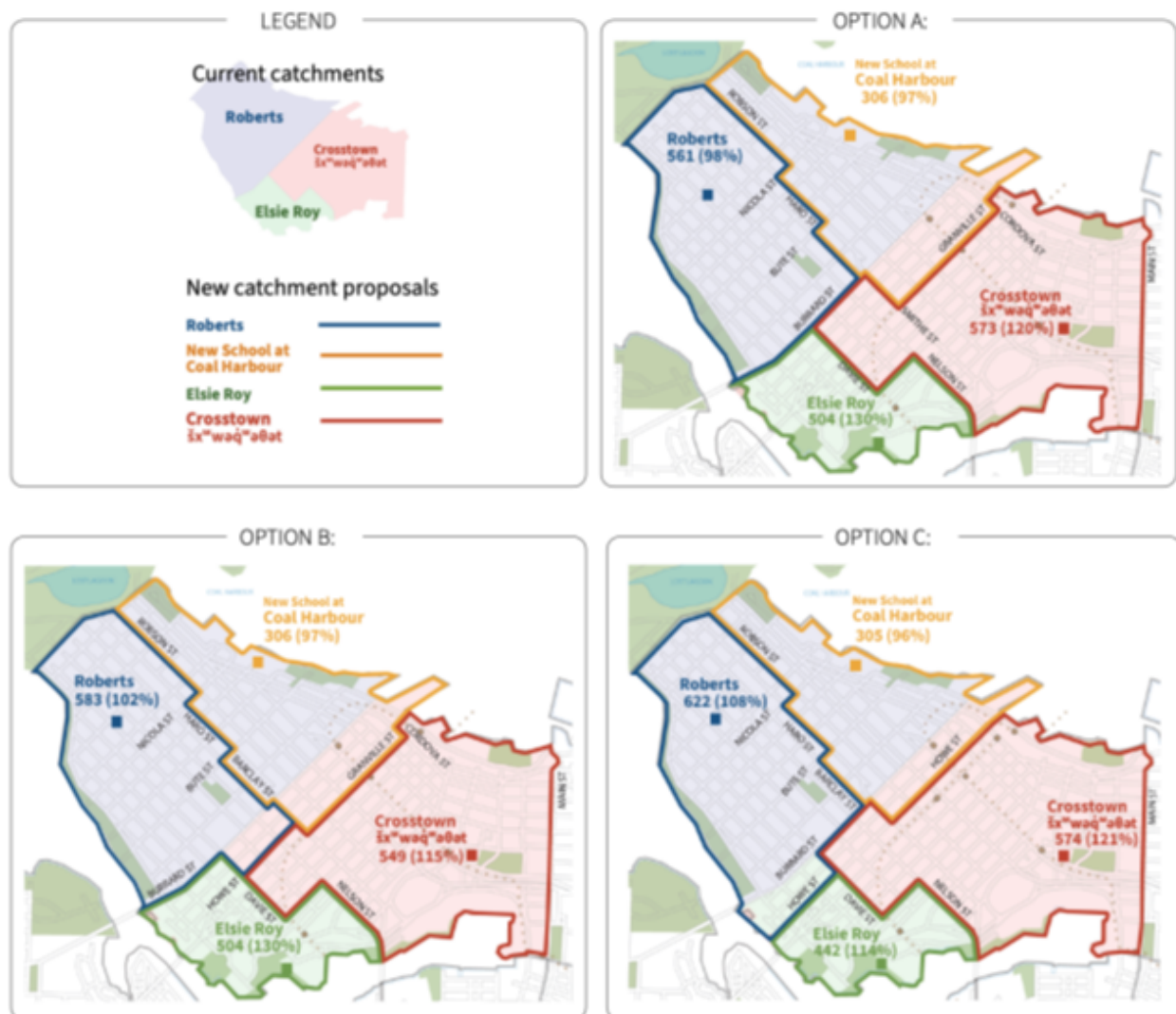
The results indicate that participants place the greatest importance on proximity to school and balanced enrolment, with student safety viewed as a complementary but secondary factor. Families value being able to attend a neighbourhood school within a short walking distance and expect that enrolment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

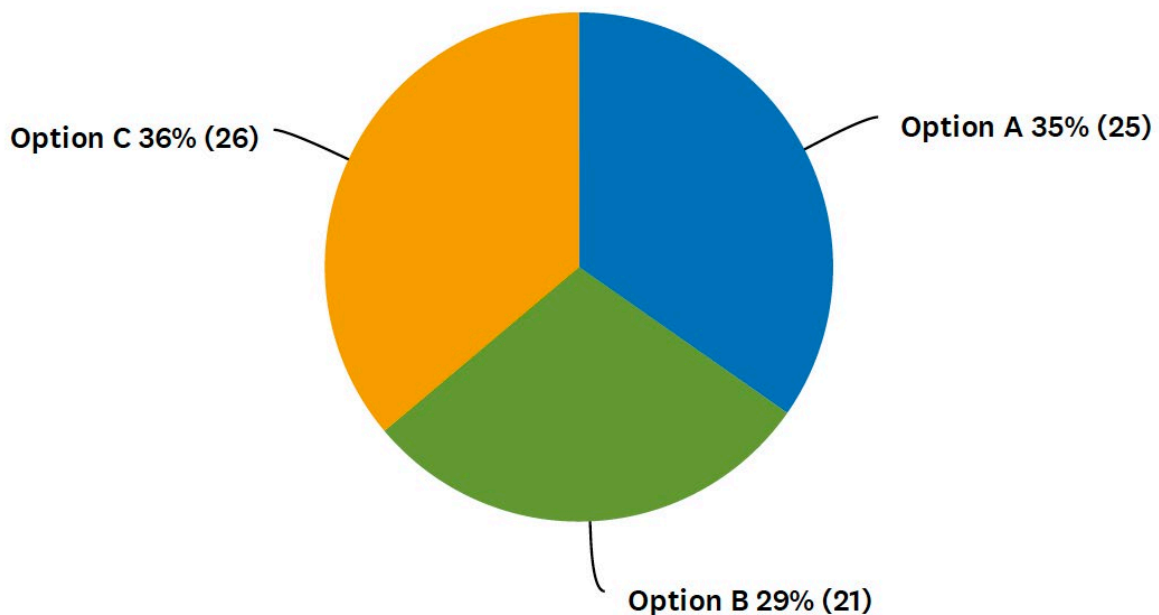
Overall, this feedback supports a planning approach that prioritizes walkable access and equitable distribution of enrolment, while continuing to monitor urban growth and safety needs through ongoing collaboration with the City of Vancouver.



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:

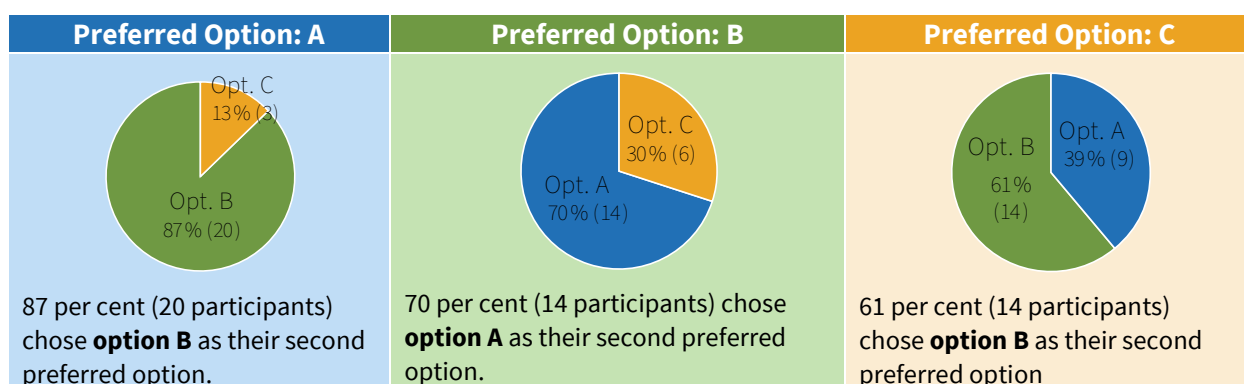
1. Proximity and accessibility: Families want their children to attend schools within a short, safe walking distance.
2. Balanced enrolment: Participants support boundaries that balance enrolment across schools to prevent overcrowding.
3. Safety and predictability: Minimizing major crossings remains 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 with these goals, which may explain its strong overall preference.

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



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. <i>Minimizing walking distances for students to the catchment school</i> was identified as the top priority, selected by 59 per cent of respondents (13 participants). #2&3 <i>Managing the demand for enrolling spaces amongst nearby schools</i> and <i>optimization of the use of available school capacity</i> were tied as the next highest priorities, each receiving 41 per cent support (9 participants).	Top 3 reasons: #1. <i>Managing the demand for enrolling spaces amongst nearby schools</i> was identified as the top priority for 70 per cent of respondents (14 participants). #2. <i>Optimization of the use of available school capacity</i> was identified as the top priority, selected by 65 per cent of respondents (13 participants). #2. <i>Minimizing walking distances for students to the catchment school</i> was ranked third at 30 per cent (6 participants).	Top 3 reasons: #1. <i>Minimizing walking distances for students to the catchment school</i> was identified as the top priority, selected by 67 per cent of respondents (14 participants). #2. <i>Optimization of the use of available school capacity</i> was identified as the top priority, selected by 62 per cent of respondents (13 participants). #3. <i>Managing the demand for enrolling spaces amongst nearby schools</i> 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."
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See [Appendix F](#) for a list of the verbatim comments.

Communications and engagement

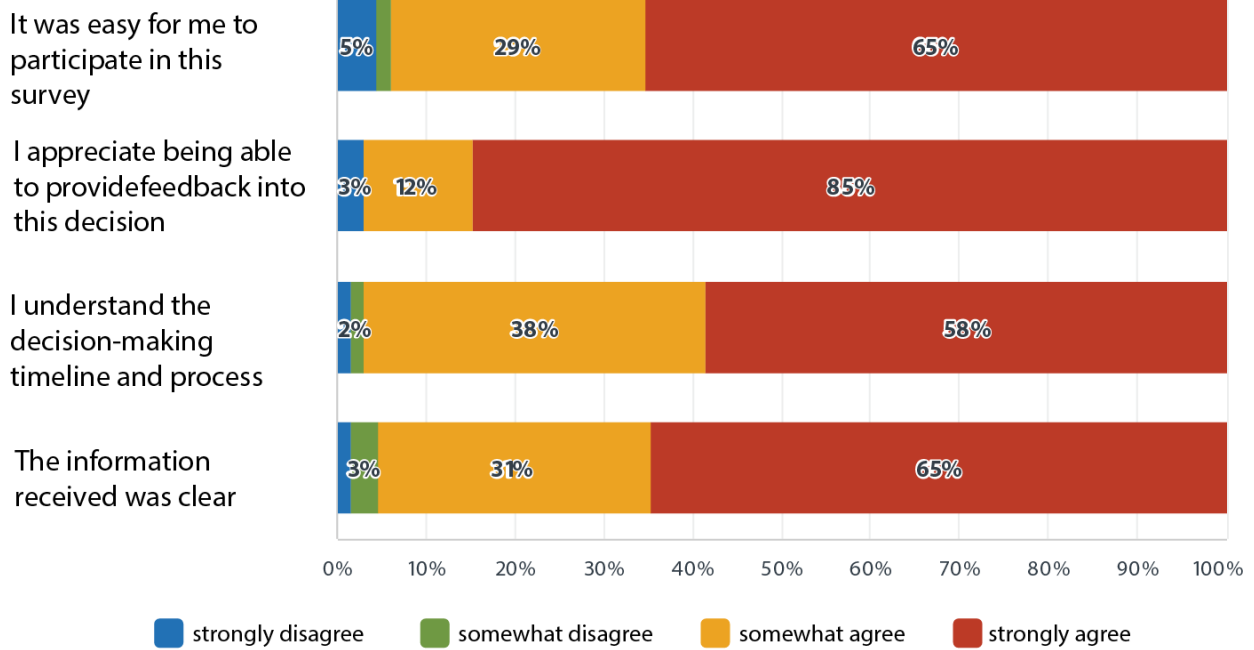
Next, participants **rated their engagement experience**.

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.

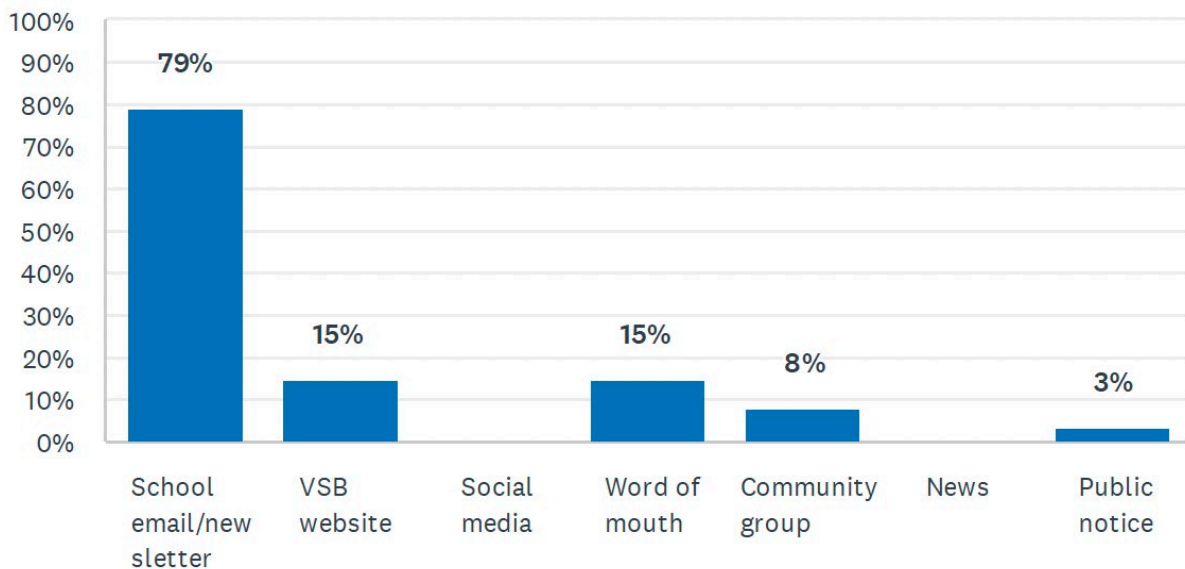
These findings indicate that the communications and engagement effectively achieved the objectives identified early in the engagement process to:

- **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 x^wməθk^wəyəm (Musqueam) and Skwxwú7mesh 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 feedback 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.

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.

Appendices

APPENDIX A - EMAIL NOTIFICATION

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



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
أطفاً ترجمه كنید	•	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 ʃxʷwəqʷəθət 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

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
 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
 لطفاً 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
- **ᓴxʷwəqʷəθat 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



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
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 - لطفاً 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
- ʒxʷəq̓ʷəθət 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

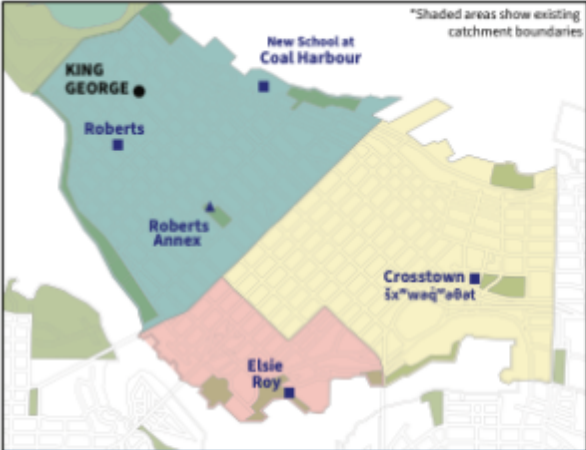
Not available to attend or complete the engagement activities mentioned above? Send your feedback to engage@vsb.bc.ca by October 24 at noon. All emails received will be shared with the Board as part of the final engagement report.

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.



*Shaded areas show existing catchment boundaries

Important Information – Please Translate

這是一份重要資訊 — 請找人為您翻譯 這是一份重要信息 — 請找人為您翻譯

Mahalagang Impormasyon - Paki salin sa sariling wika

Thông tin quan trọng - Xin tìm phiên dịch

મહત્વપૂર્ણ સંદર્ભ - મિત્રશ્રી બહેન અનુદાન કરે/બહેન/બરદાર

महत्त्वपूर्ण 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

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)

İxˀwaqˀaθat 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



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:

- ʂxʷwəqʷəθət 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

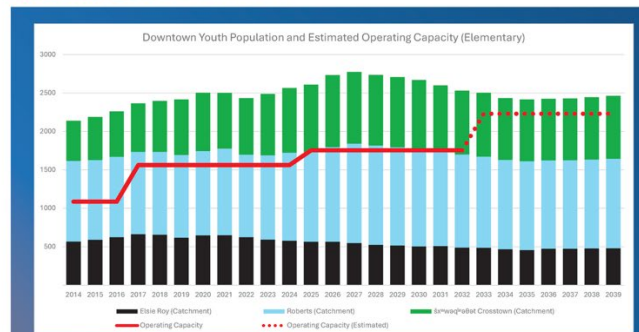
The new school is part of a multi-use building that is jointly funded by VSB and the City of Vancouver. The construction is being led by the City. It includes:

- 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.

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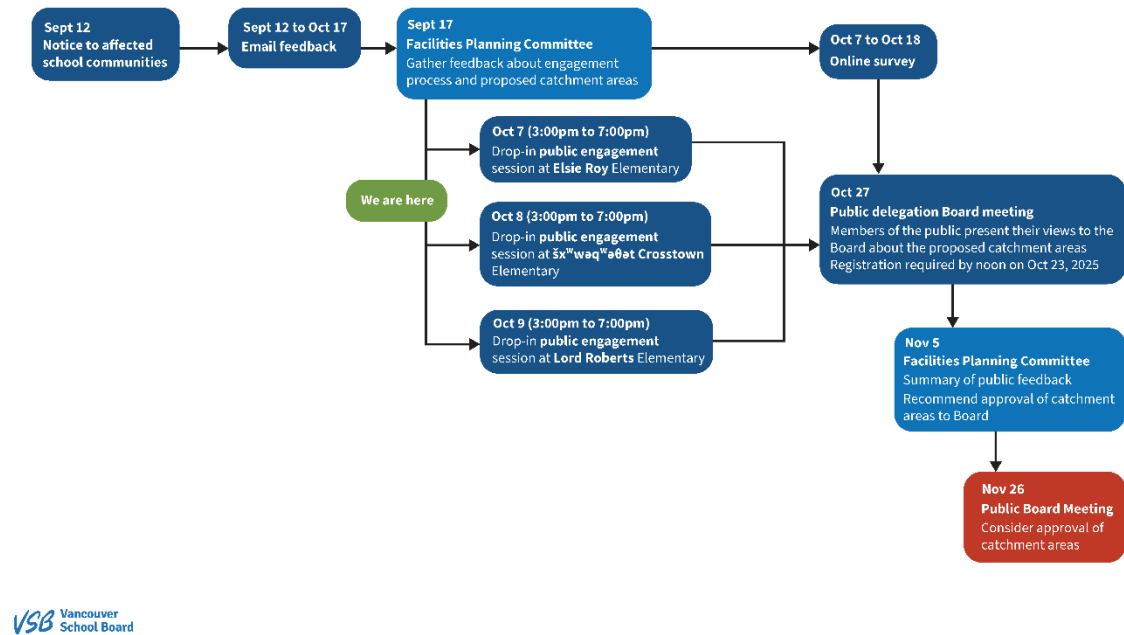
ENROLMENT & CAPACITY



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 ʂxʷwəqʷəθət 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.

3. Timeline for Engagement + Process



4a. Guiding AP + Consideration

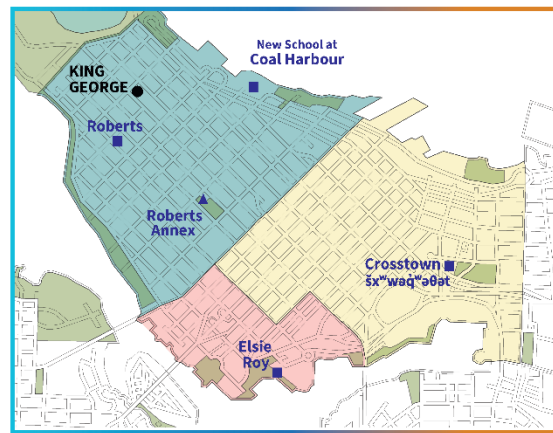
SCHOOL ACT AND ADMINISTRATIVE PROCEDURE 305

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

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.

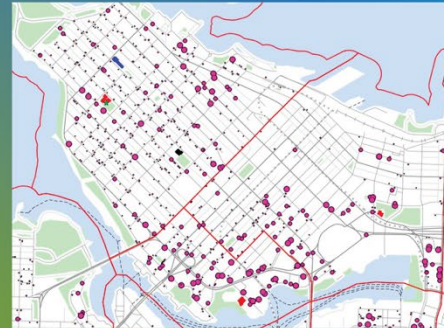
Although it is possible to cross False Creek via the Burrard, Granville or Cambie bridges, proposed catchments in this study maintain the existing consideration of False Creek as a natural boundary line.

VSB Vancouver School Board

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

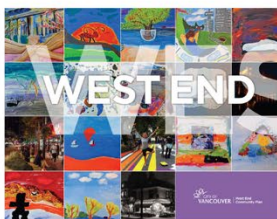
4c. Guiding AP + Consideration

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.

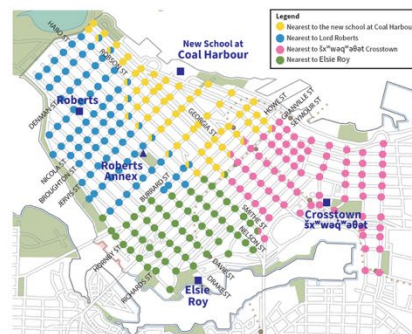


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WALKING DISTANCES

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.



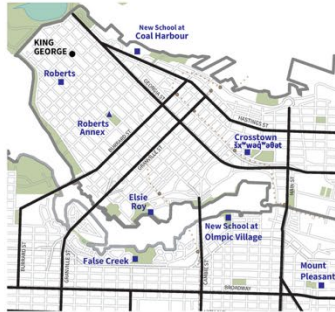
4d. Guiding AP + Consideration

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



VSB Vancouver School Board

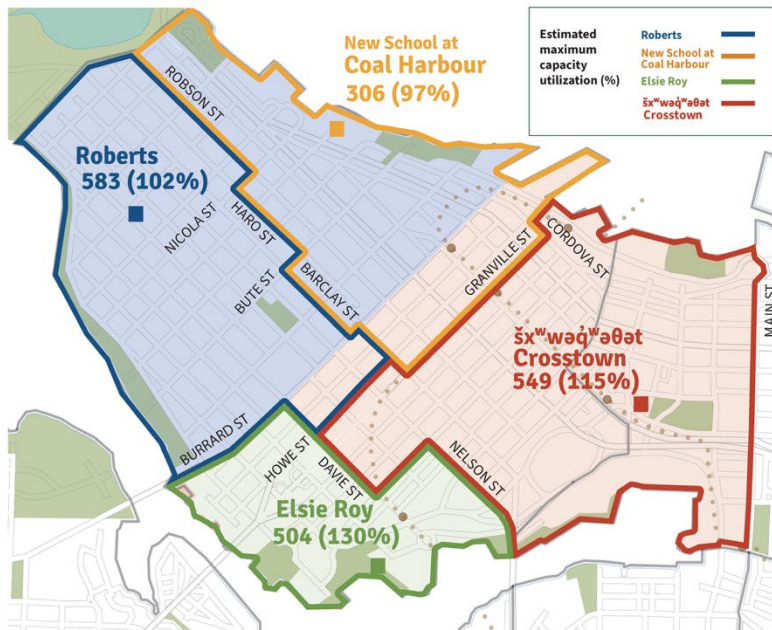
5a. Option A

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

VSB Vancouver School Board

5b. Option B

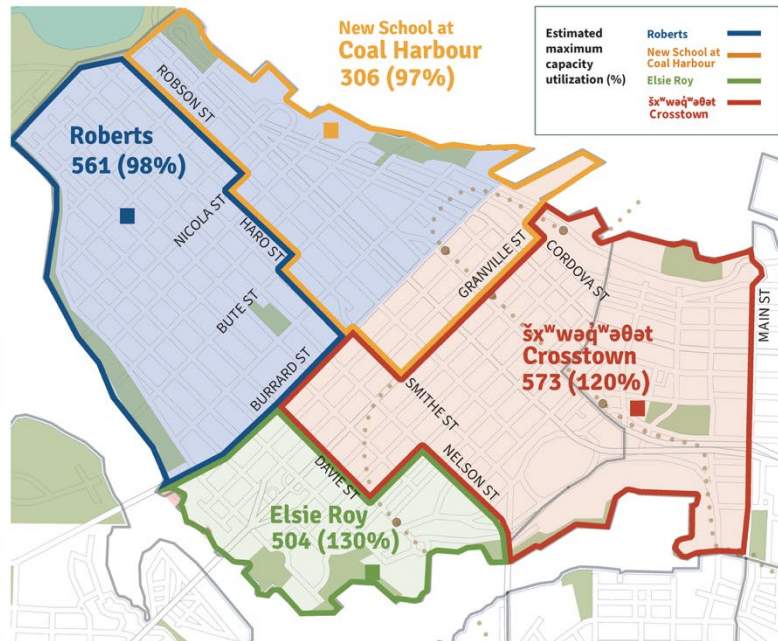
In this option:

The population is relatively balanced.

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

VSB Vancouver School Board

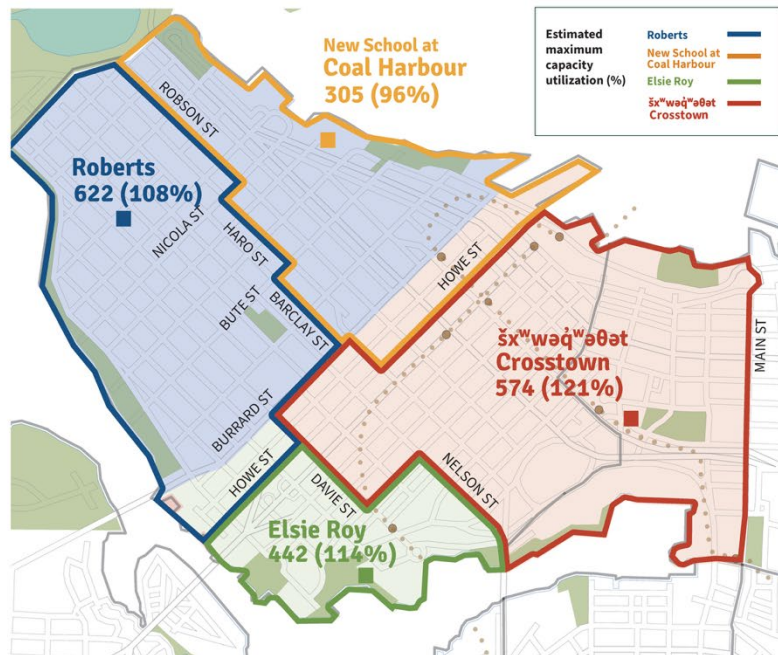
5c. Option C

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 ʂxʷwəqʷəθəʔ Crosstown, where the student population would exceed school capacity.

Please add your comments [here!](#)



OPTION C - CATCHMENT PROPOSAL

VSB 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.

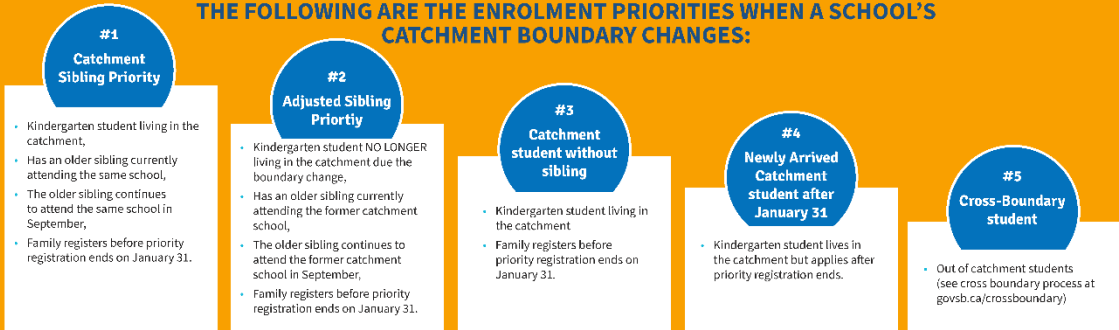
- To get this sibling priority, families must register during the priority registration period.
- This helps keep siblings together and supports continuity for families.

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:



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 underground 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.

APPENDIX D – STAKEHOLDER POWERPOINT PRESENTATION

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



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

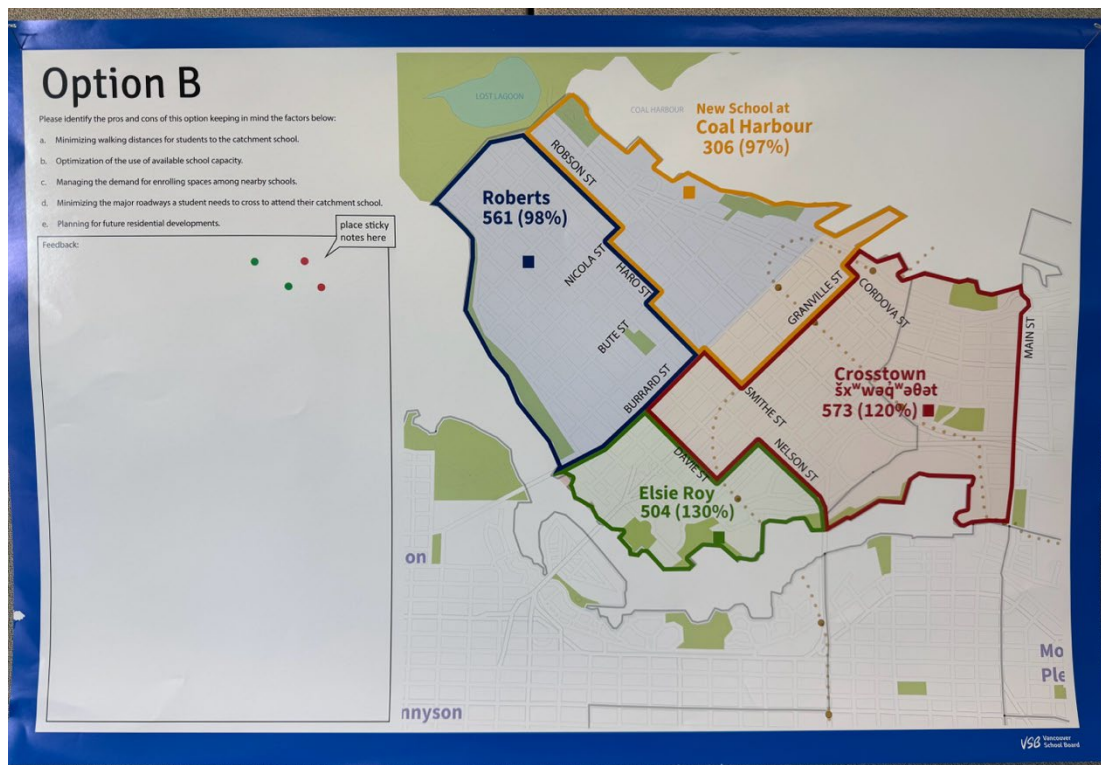
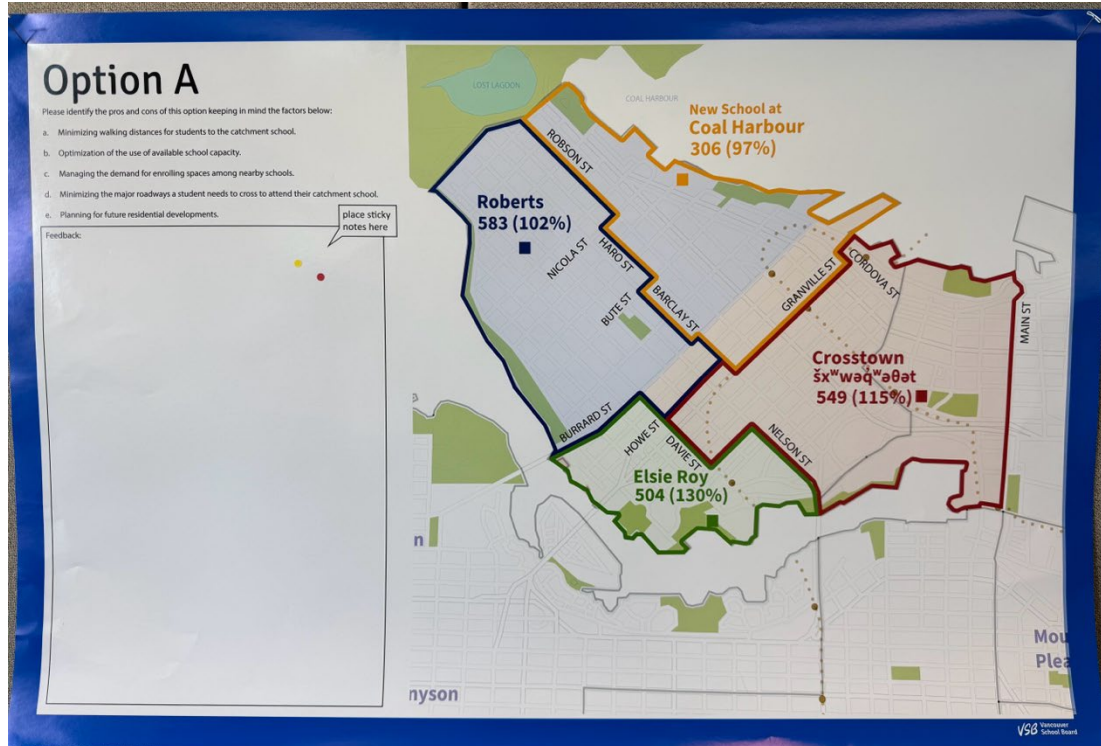
Walking Distances
Walking distances for all blocks in comparison to the adjacent schools have been mapped.

- 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

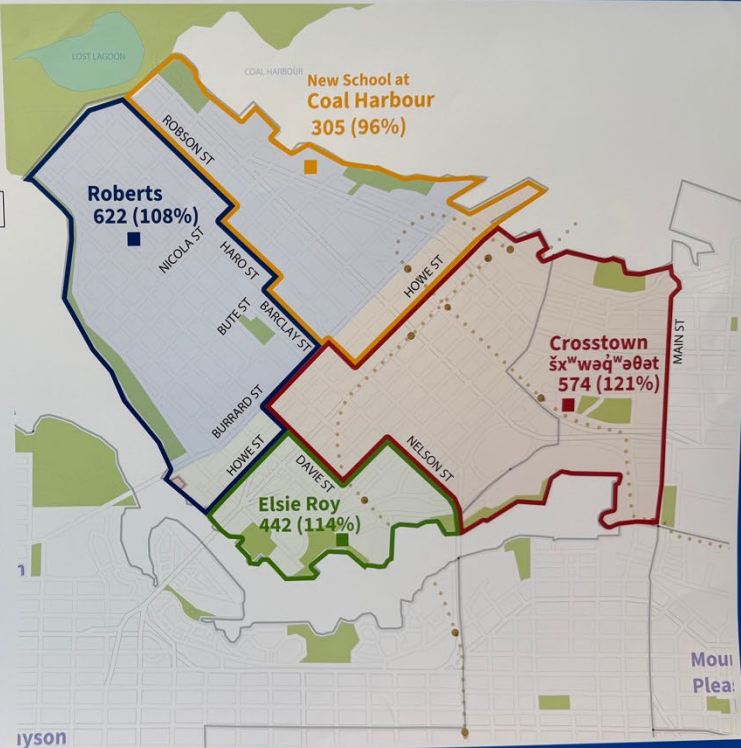
Please identify the pros and cons of this option keeping in mind the factors below:

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

Feedback:

★
Melanie likes this one

place sticky notes here



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	SPECIAL NEEDS SUPPORT REQUIREMENTS + RECOMMENDATIONS FOR THE FACILITIES PLANNING COMMITTEE
Oct 7 to Oct 18	Online survey	don't change to engage, rather the way.
Oct 7 (3:00pm to 7:00pm)	Drop-in public engagement session at Elsie Roy Elementary	Provide info in different languages
Oct 8 (3:00pm to 7:00pm)	Drop-in public engagement session at Crosstown Elementary	Use parent networks to increase engagement
Oct 9 (3:00pm to 7:00pm)	Drop-in public engagement session at Lord Roberts Elementary	Online engagement session to offer another option to engage
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	Keep the info simple
Nov 5	Facilities Planning Committee Summary of public feedback Recommend approval of catchment areas to Board	Provide District Contact Person for individual help!
Nov 26	Public Board Meeting Consider approval of catchment areas	

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 |

November 5, 2025

ITEM 1.2

TO: Facilities Planning Committee

FROM: Shannon Burton, Director of Instruction

RE: Naming of Elementary School at Coal Harbour

[Reference to Education Plan](#)

GOALS AND OBJECTIVES:

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by...
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Goal 2: The Vancouver School Board will increase equity by ...
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.
- Goal 3: The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis and Inuit by...
- Engaging and gathering with the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation).

INTRODUCTION

This report outlines the naming process for the new elementary school in Coal Harbour and includes a recommendation for a name for the new school at Coal Harbour. The process was designed to ensure community involvement, transparency, and adherence to the Vancouver School Board's policies and administrative procedures.

BACKGROUND

The new elementary school at Coal Harbour is currently under construction and is expected to be completed by summer 2026. The school has been temporarily referred to as "the new school at Coal Harbour" until an official name is designated by the Board.

The naming process followed the guidelines set out in [Administrative Procedure 541: Naming New Facilities](#). These guidelines emphasize the importance of place-based names that reflect the significant geography of the area and honor the history of Indigenous Peoples.

A Naming Committee was formed to:

- liaise with the three Host Nations in determining First Nations languages place-based name(s);
- consider a dual English and Indigenous languages place-based name for the school and,
 - if a dual name is to be given, seek community input on possible place-based name(s);
 - provide guidance on the development of an education plan to support understanding the history and significance of the new school name(s);
- make a naming recommendation to the Facilities Planning Committee through the Superintendent.

The committee consisted of:

- Director of Instruction, Educational Services (Chair)
- Director of Instruction, Indigenous Education
- Representatives of the three host Nations
- District Parent Advisory Council (DPAC) representative
- Vancouver Elementary and Adult Educators' Society (VEAES) Representative
- Elementary School Administrator Representative
- Student representative from Vancouver District Students' Council (VDSC)

TIMELINE

On January 15, 2025, the naming process was presented at the Facilities Planning Committee.

The Naming Committee convened on seven occasions:

- February 28, 2025 (online)
- April 14, 2025 (in person)
- May 20, 2025 (in person)
- June 24, 2025 (in person)
- September 4, 2025 (online)
- October 6, 2025 (online)
- October 28, 2025 (online)

On November 5, 2025, the proposed name will be presented to the Facilities and Planning Committee, accompanied by a recommendation for approval to be submitted to the Board at the November 26, 2025 Board meeting.

PROCESS OVERVIEW

The meetings focused on various aspects of the naming process for the new elementary school at Coal Harbour. At each meeting, the AP 541 and process were reviewed and the committee had discussions about the meaning of the place known as Coal Harbour.

The June meeting was held in Coal Harbour at the site where the new school is located. At that meeting, the school community presented their process for determining an English language name and the committee discussed and decided upon the most appropriate English name. The English language name that was selected is Seaside. In addition, at that meeting, Skwxwú7mesh Úxwumixw (Squamish Nation) graciously shared a Skwxwú7mesh sníchim name for consideration.

Due to varied attendance at the meetings and a need for input from all three Host Nation, following the June meeting, the VSB requested all three Inherent Rights Holders have a conversation about the school name and agree upon next steps.

SUMMARY

At the October 28, 2025 Naming Committee meeting, it was decided to present an English language name of “Seaside Elementary” to the Facilities and Planning Committee for consideration.

It was also agreed upon by all three inherent rights holders present that more time was needed for the three Host Nations to discuss the possible translation of “Seaside” into both – hə́qə́mihə́h and Skwxwú7mesh sníchim languages. The committee will reconvene in the new year to allow for updates and discussion. Indigenous Language(s) name(s) may then be gifted for consideration in the spring of 2026.

The school community is deeply committed to learning, and a plan will be developed to ensure both staff and students understand the historical and cultural significance and responsibility of receiving an Indigenous name(s).

RECOMMENDATION

The Facilities and Planning Committee recommends:

THAT the Board approve the name “Seaside Elementary” for the new school facility located at 482 Broughton Street, Vancouver;

AND FURTHER,

That the Indigenous Language(s) name(s) may be added once gifted by the three Host Nations.

November 5, 2025

TO: Facilities Planning Committee

FROM: Jessie Gresley-Jones, Executive Director of Facilities

RE: Potential Closure of Sir Guy Carleton Elementary

*Reference to
Education Plan*

GOAL:

Goal 2: The Vancouver School Board will increase equity by ...

OBJECTIVE(S):

- Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

INTRODUCTION

This report is presented for information. The report contains an update regarding the ongoing process for the potential closure of Sir Guy Carleton Elementary School, details the factors considered by staff in making the consideration of closure recommendation, and outlines the ongoing engagement process.

BACKGROUND

Sir Guy Carleton Elementary School ("Carleton Elementary" or "Carleton") was severely damaged by fire in 2016 and has not been used for student learning since.

At the public board meeting on June 26, 2023, the Board approved a motion to begin public consultation in accordance with Board Policy 14 – School Closure. This process was paused to assess the impact of provincial housing changes and updated city zoning on student enrolment.

In June 2025, updated enrolment projections confirmed that nearby schools can accommodate students both now and in the future.

On October 1, 2025, the Vancouver School Board restarted the public engagement process regarding the proposed closure of Carleton Elementary.

The Board is currently seeking public input as part of the process outlined in [Policy 14 – School Closure](#). Feedback collected through various engagement methods will be considered by Trustees before the Board makes a decision at a special public Board meeting on December 17, 2025.

Timeline and recent process:

August 2016: Carleton Elementary was badly damaged by a fire. Water damage also occurred. The damage has not been repaired because funding was not provided through the Schools Protection Program (i.e. insurance plan administered by the Ministry of Finance).

At the time of the incident, the enrolment at Carleton was 308 students.

September 2016: Following the fire, most Carleton students attended school at Cunningham, others attended nearby schools.

June 2017: The Carleton Elementary restoration and seismic upgrade project was submitted to the Ministry of Education as a priority project within the five-year capital plan. The Ministry did not support the project and funding was not provided.

June 2018: The Carleton Elementary restoration and seismic upgrade project was again submitted to the Ministry of Education as a priority project with the five-year capital plan. The Ministry asked the school district to develop a business case. Based on the business case, in 2019, the Ministry did not approve funding.

January 2023: The Board approved adjusting the Carleton Elementary school catchment to the footprint of the school site.

June 2023: The Board approved a motion to initiate a public engagement process for the proposed closure of Carleton Elementary.

September 2023: The Board directed the update of enrolment projections in response to recent zoning changes and neighbourhood plans approved by the City of Vancouver as well as Provincial housing initiatives. The Board also decided to suspend the public engagement process for the proposed closure of Carleton Elementary until a review of enrolment projections was complete.

June 2025: Updated enrolment projections were presented at the Facilities Planning Committee.

October 1, 2025: VSB restarted the public engagement process regarding the proposed closure of Carleton Elementary.

December 17, 2025: Feedback received will be considered by the Board before a final decision is made at a Special Public Board meeting on December 17, 2025.

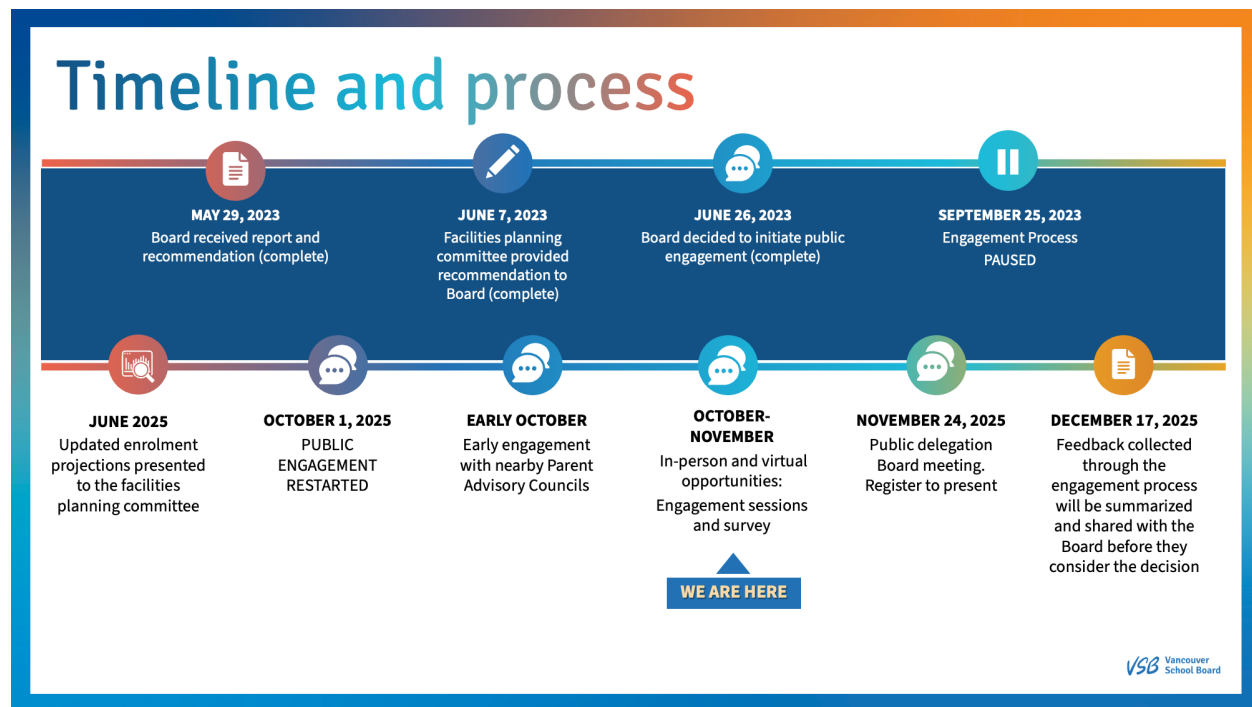


Figure 1: Timeline and process

Engagement activities:

The District follows best practices for public engagement as outlined in the International Association for Public Participation (IAP2). Since October 1, various engagement opportunities have been made available including early engagement with school communities in close proximity to Carleton, stakeholders and inherent rightsholders. Broader public engagement has included an in-person information session at Weir Elementary, an online information session, a survey, a public delegation meeting and email feedback.

- **October 2-December 2:** Engagement period - Feedback accepted via engage@vsb.bc.ca; Information about the proposed closure available on VSB website
- **October:** Early engagement with school communities close to Carleton, stakeholders and inherent rights holders
- **October 21- November 26:** Survey open
- **October 23 & 28:** In-person and online public information sessions
- **November 5, 2025:** Feedback from stakeholders at Facilities Planning Committee
- **November 24, 2025:** Public delegation Board meeting
- **December 17, 2025:** Special Board meeting to consider the potential closure

SCHOOL SITE AND CONTEXT

Sir Guy Carleton Elementary is located at the intersection of Kingsway and Joyce Street. Before the fire, it could enrol up to 465 students (operating capacity).

The school buildings at Carleton include:

- a large masonry building (1)
- a wood frame building (2)
- and a gymnasium building (3)

These buildings have remained vacant since the 2016 fire and continue to deteriorate.

Buildings 4 and 5 were renovated in 2013 and are leased to the Green Thumb Theatre. If the Board decides to close the school, the existing lease will remain in effect.

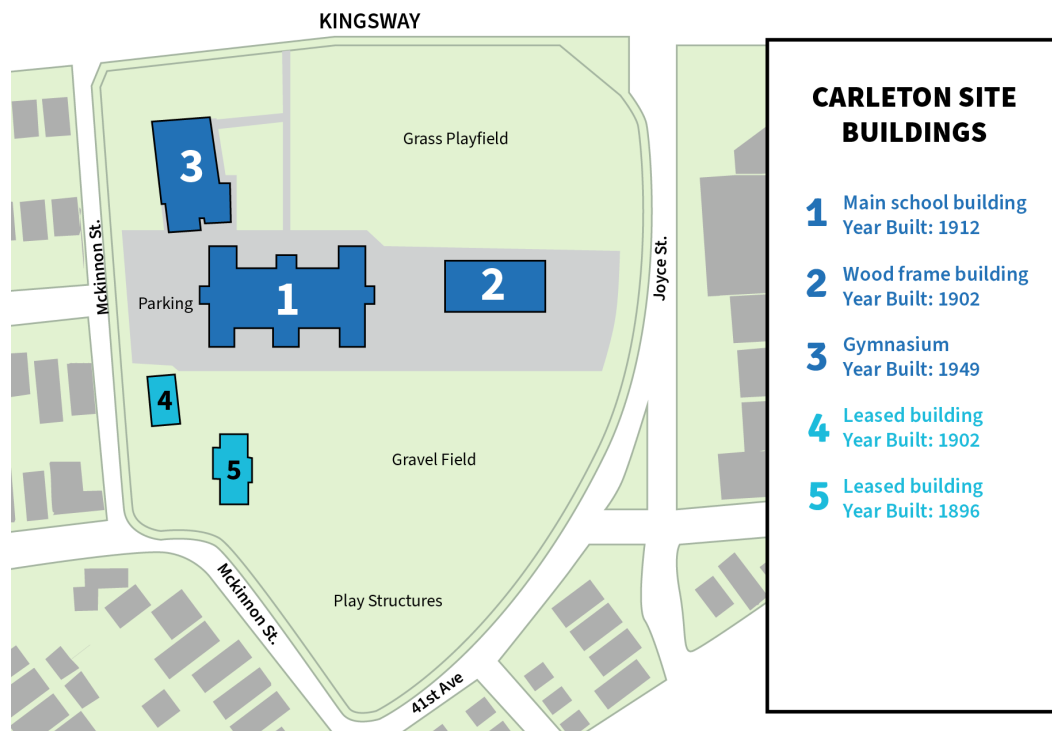


Figure 2 – Carleton site plan

WHY IS CLOSURE BEING CONSIDERED

Maintenance Costs

The Carleton site continues to carry significant maintenance costs, roughly \$65,000 per year (or \$650,000 to date) to keep vacant buildings safe and secure. The unoccupied buildings are vulnerable to vandalism, graffiti and have ongoing issues with flooding of the ground floor. The buildings continue to significantly deteriorate.

Funds are used to make only critical repairs that address vandalism, break-ins, servicing required for sprinkler systems, heating and necessary maintenance. Spending does not include any restorative work or preventative maintenance for the buildings to make them operable.

No Funding for Restoration

There are currently no options for re-opening the school in its current state. To return the school to a safe and usable condition, major capital funding would be required from the provincial government. However, VSB has been denied multiple funding requests to repair and seismically upgrade the school because the business case does not support the significant investment in Carleton when sufficient enrolling space is available in the other schools in the area.

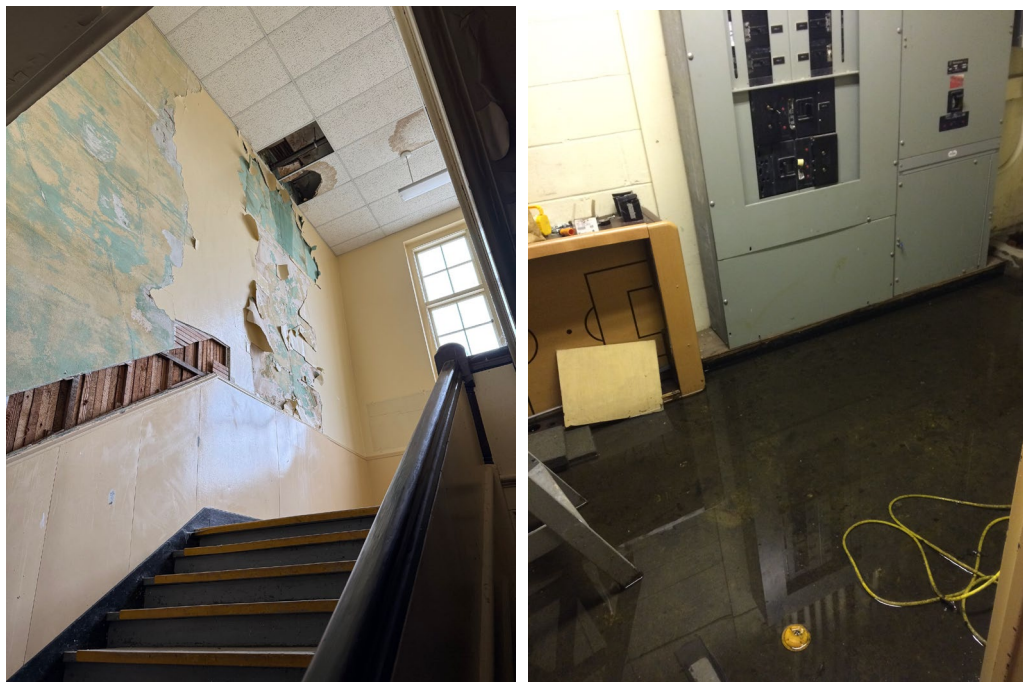


Figure 3: Images of interior deterioration and water inundation captured in winter 2024/2025

No Students Currently Attending Carleton Elementary

On January 30, 2023, the Board approved adjusting the Carleton Elementary school catchment to the footprint of the school site. There are now no families residing within the Carleton school catchment. All students who previously attended Carleton are now attending or have graduated from secondary school. Families in the former Carleton catchment are now part of other catchments.

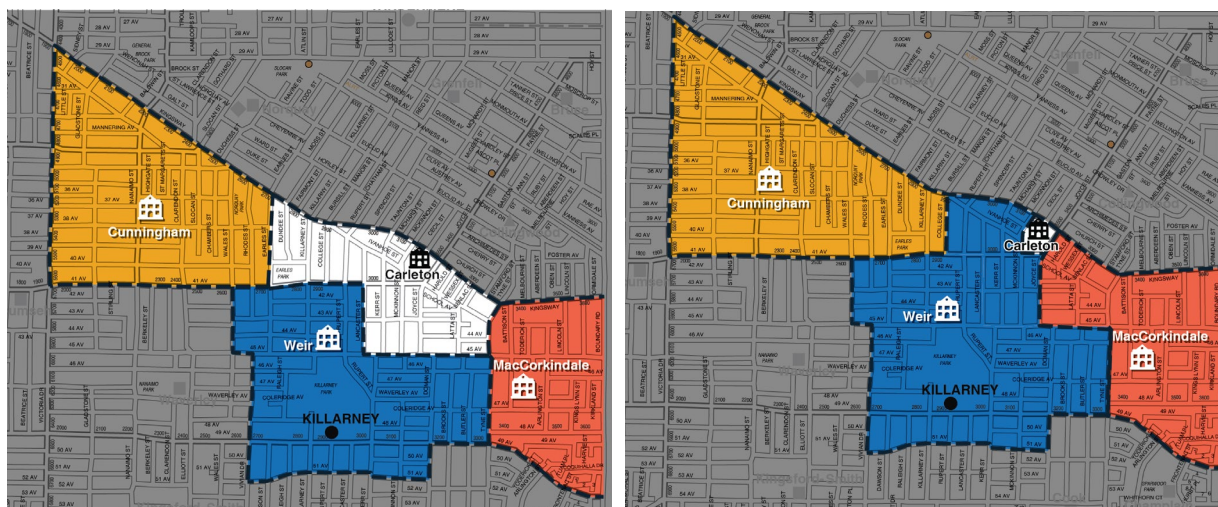


Figure 4: Catchment prior to readjustment in 2023 and catchments after adjustments

Available Space at Receiving Schools

Schools that now serve students from the former Carleton catchment (Cunningham, Weir and MacCorkindale) currently have available space and are projected to be able to accommodate the projected student enrolment for the next 14 years.

School	Operating capacity	Nominal capacity	Enrolment (2024-2025)	Estimated enrolment (2039)
Cunningham	598	660	428	408
Weir	421	465	379	318
Maccorkindale	444	490	294	284

Nominal capacity is the number of students a school was originally built to hold, based on its physical layout. The nominal capacity is used to determine the number of student spaces in a school and is calculated based on the following formula:

- Kindergarten: 20 pupils per classroom
- Elementary: 25 pupils per classroom
- Secondary: 25 pupils per classroom

Operating capacity is the number of students the school can currently support, considering how spaces are used and the required staffing levels. Operating capacity is often lower than nominal capacity due to specialized programming (e.g. Strong Start) or other space uses (e.g. classroom used as staff room).

High Seismic Risk, No Funds to Seismically Upgrade

Carleton is rated H1 for seismic risk - the highest risk category. There are no seismic upgrades or school replacement projects for Carleton currently prioritized or supported by the province because nearby schools have space available to accommodate enrolment. Capital investments in areas with enrolment pressure are prioritized in our five-year capital plan.

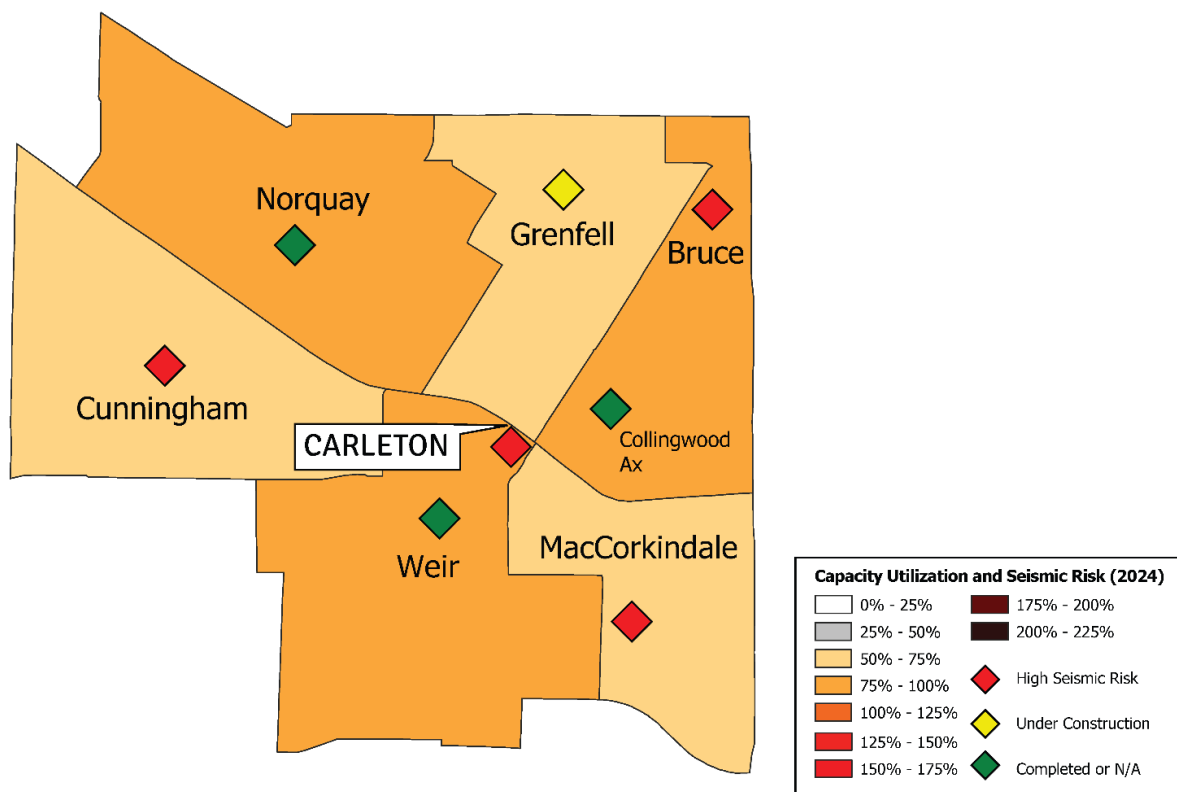


Figure 5: Seismic stats of Carleton Elementary and surrounding schools

Interest from Conseil scolaire francophone de la Colombie-Britannique (CSF)

In January 2024, Conseil scolaire francophone de la Colombie-Britannique (CSF) made a request to VSB to acquire the Carleton school site. CSF would use the school site for a new secondary school for Francophone rights holders in the area.

CSF is a unique school district in British Columbia that provides French-first language education to students across the province. CSF is not geographically bound, has schools throughout the province and serves Francophone students province-wide, ensuring access to education in French for those with rights under Section 23 of the *Canadian Charter of Rights and Freedoms*.

On May 23, 2025, the British Columbia Supreme Court, in *Conseil scolaire francophone de la Colombie-Britannique v British Columbia and Vancouver School Board*, 2025 BCSC 962, declared that:

In addressing the [CSF]'s requests for underutilized or surplus sites and facilities, the [Vancouver School Board] must reasonably consider and proportionately balance the importance of minority language education as a value underpinning section 23 of the Charter.

The VSB will consider the following information provided by the Conseil on July 9, 2024:

Sir Guy Carleton Elementary School

The Conseil has an immediate need for a site for a second secondary school in Vancouver to deliver constitutionally guaranteed educational services.

École secondaire Jules Verne ("Jules Verne") is the only secondary school located in Vancouver and serves students residing in Vancouver, Richmond, parts of Burnaby and New Westminster. It was built to accommodate 350 students. In the 2023-24 school year, 527 students are enrolled. To accommodate the additional students, the Conseil has divided the woodworking shop to create additional classrooms (eliminating its ability to offer a woodworking course). Students at Jules Verne are accommodated in portables on the school site (that were meant to serve École Rose-des-Vents

elementary students) and use classroom space in the École Rose-des-Vents elementary school facility. The Conseil also leases the basement of the 7th Day Adventist Church to provide additional classroom space.

Further, enrolment at Jules Verne is depressed by the long travel times experienced by most students who attend. The vast majority of section 23 parents living in the Jules Verne catchment area live much closer to an English-language secondary school. A secondary school on the Guy Carleton Elementary School site would be far more accessible to many of those families – such that the Conseil’s secondary enrolment numbers would increase.

Once École Rose-des-Vents is relocated, Jules Verne will take over the entire site. However, the site will still be inferior to VBE sites as it is significantly smaller than all VBE secondary sites and there is no sports field.

It is important to note: no decision has been made about the school closure. Before the Board can consider the sale or lease (disposal) of a site it must first make the decision on the proposed school closure. A separate formal process for land disposition will take place, should the Board choose to proceed under Policy 20 – Disposal of Land or Improvements. While there is interest in the site from the CSF, the current engagement is focused solely on whether the Board will formally close the school.

ENROLMENT CONSIDERATIONS

Carleton Historical Enrolment

In the years leading up to the 2016 fire (between 2007 to 2013), Carleton experienced gradual enrolment decline.

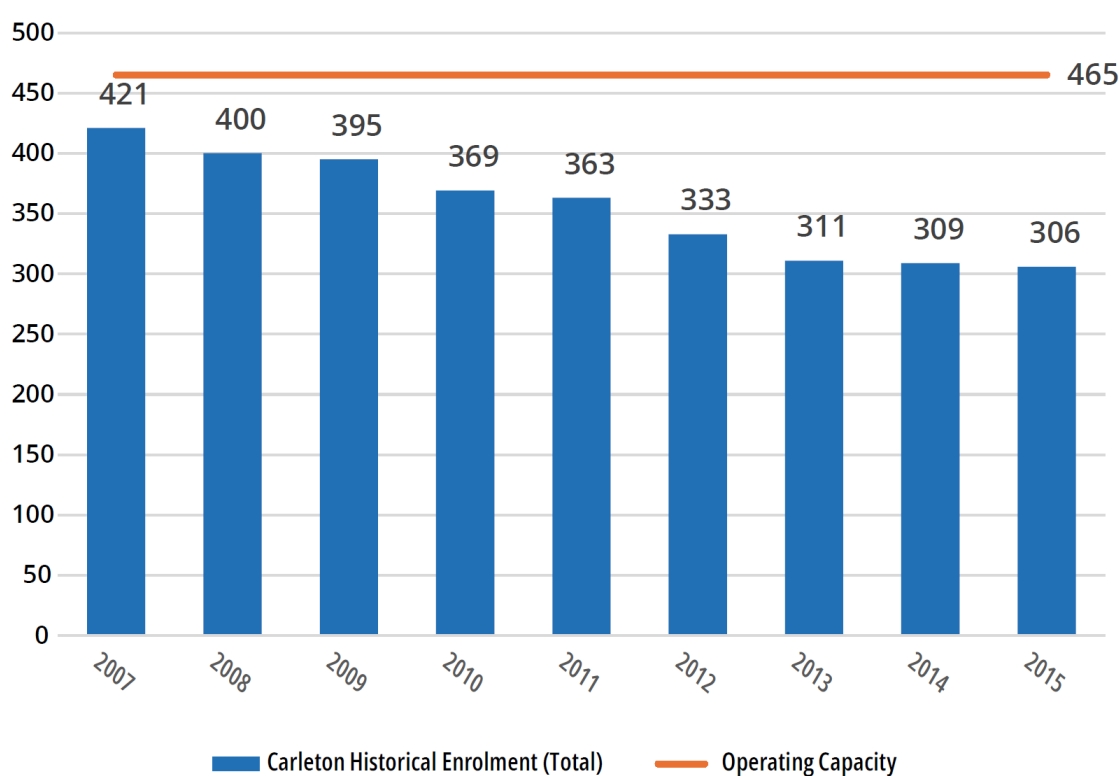


Figure 6: Historic enrolment of Sir Guy Carleton Elementary compared to operating capacity

Total Combined Enrolment at Schools Near Carleton

A gradual enrolment decline in the schools surrounding Carleton (Cunningham, Weir, MacCorkindale, Norquay, Grenfell, Bruce and Collingwood Annex) was observed from 2007 to 2021. Moderate enrolment growth has occurred since 2021. The Carleton fire in 2016 reflects the drop in available operating capacity from 2016 onwards.

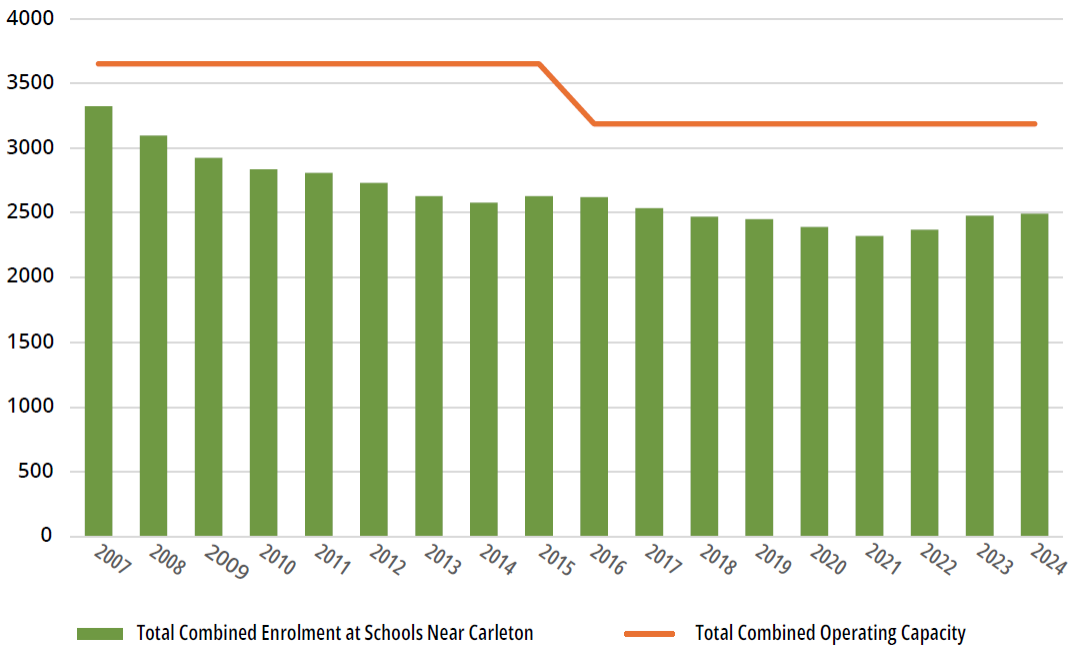


Figure 7: Combined enrolment of schools near Carleton compared to total operating capacity

Enrolment Projections

In June 2025, updated enrolment projections were provided to the Board outlining several forecasts broken down by catchment. Enrolment projections guide both operational and capital planning decisions. Current data shows relatively stable student enrolment in this area.

Increased student enrolment from new developments in the area can be accommodated within existing nearby school facilities. The enrolment projections in the next board consider the impacts of increased development potential in the area as well as growth in the region.

Read the Enrolment Update Report: govsb.ca/enrolment-update-report

Historical and Projected Enrolment at Schools Near Carleton

This graph below illustrates projected enrolment for the schools surrounding Carleton (Cunningham, Weir, MacCorkindale, Norquay, Grenfell, Collingwood Annex and Bruce). Nominal capacity is the number of students a school was originally built to hold, based on its physical layout. Operating capacity is the number of students the school can currently support, considering how classrooms are used and staffing levels.

2039 forecast: The projection uses localized data from Baragar planning software plus local knowledge of development potential. The Baragar plus local knowledge model combines demographic data with local development information and enrolment assumptions and projects enrolment to remain within the operating capacity. It is important to note given the neighborhood-level factors, Baragar plus local knowledge projections only extend to 15 years into the future.

2053 forecast: The projection uses Metro Vancouver population data, which is less precise due to the long-term outlook but remains the best available source for extended planning. Even under this higher growth forecast, effective enrolment management strategies can be used to accommodate students within existing capacity.

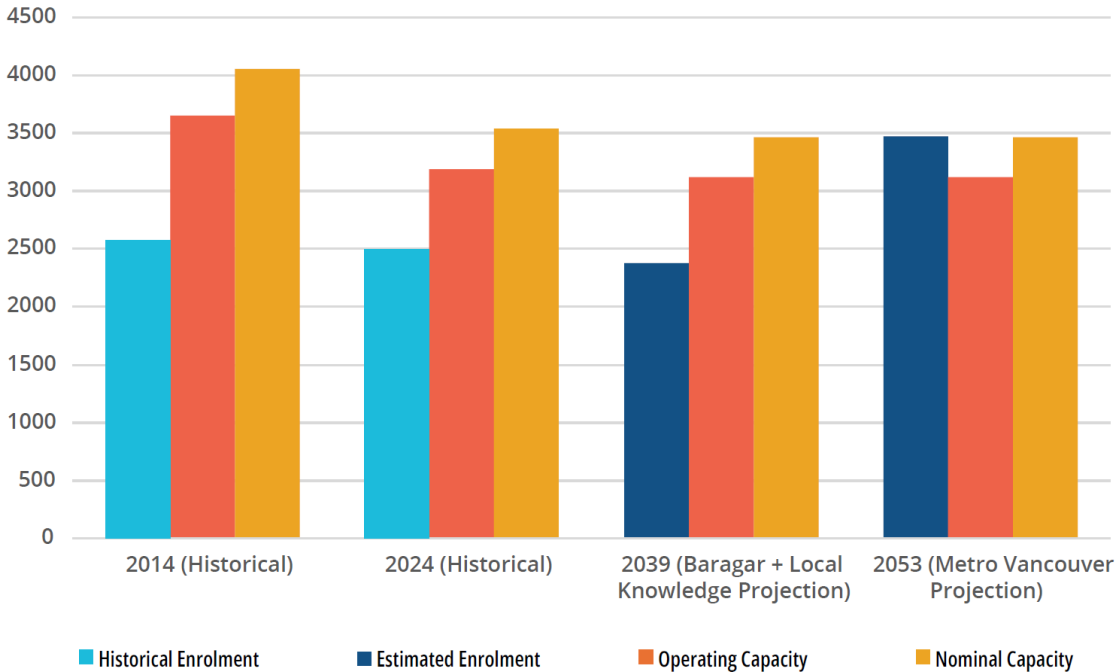


Figure 8: Historic enrolment of schools near Carleton Elementary compared to forecasted enrolment

It is important to note that in September 2025, Metro Vancouver’s average annual net population growth projection was revised from 50,000 to approximately 42,500 residents per year, reflecting the impact of recent federal policy changes affecting immigration and non-permanent residents. While Metro Vancouver is still anticipated to grow in future years, it is growing at a slower and less predictable pace. The Metro Vancouver population modelling included in the June VSB enrolment update is not reflective of this most recent change. As this data was just released, staff are reviewing the impact of the revised Metro Vancouver projections and will continue to monitor any future changes.

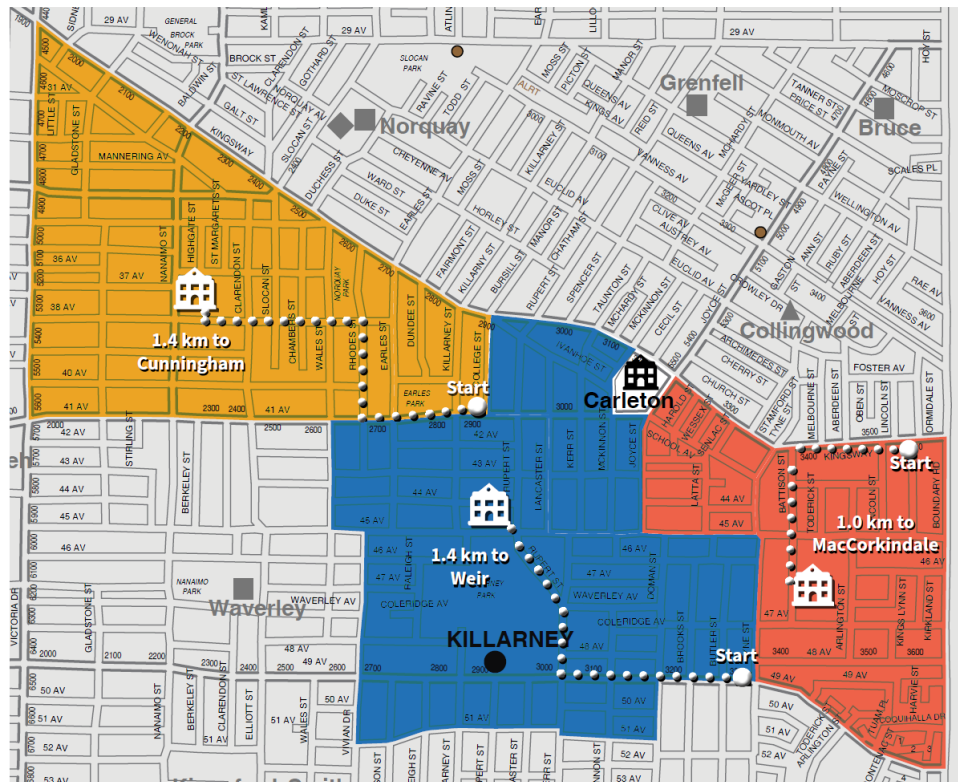
Traffic and travel considerations

When considering catchment boundary adjustments, two of the factors analyzed are walking distances for students residing in the catchment and the overall size of the catchment. This analysis took place as part of the 2023 Carleton catchment boundary adjustment process.

Maximum walking distances (distance from home to school) are shown on the map.

- the Cunningham catchment has a maximum distance of 1.4 km
- the Weir catchment has a maximum walking distance of 1.4 km
- the MacCorkindale catchment has a maximum walking distance of 1 km

The average maximum walking distance within elementary catchments is approximately 1.27 km



SUMMARY

VSB does not have the funds to restore Carleton Elementary, and the provincial government has not approved funding to restore it. Approximately \$65,000 in VSB operating funds are spent annually to keep the school buildings secure and safe. These funds could be directed toward supporting students and schools in active use.

- The school buildings have not accommodated students since 2016
- The school buildings are costly to maintain
- The school buildings have a high seismic risk rating
- The school buildings cannot be used in their current state
- Conseil scolaire francophone (CSF) has requested to acquire the site to build a secondary school

DISCUSSION

At the November 5, 2025 Facilities Planning Committee meeting, inherent rights holder representatives and stakeholder representatives will have the opportunity to share their views and engage in discussion regarding the Proposed Closure of Sir Guy Carleton Elementary School.

As part of the ongoing engagement process, stakeholder representatives were invited to present to the Facilities Planning Committee and to share a written submission. This evening, we will hear from two registered groups, District Parent Advisory Council and Professional and Administrative Staff Association (PASA). Following these presentations, committee trustees will have the opportunity to ask the presenters clarifying questions.

Attachments:

- PASA Response to Proposed Closure of Sir Guy Carleton Elementary School
- VEPVA and VASSA Response to Proposed Closure of Sir Guy Carleton Elementary School

**Flavia Coughlan**

Secretary Treasurer | CFO
Vancouver School Board
1580 West Broadway
Vancouver BC, V6J 5K8

Oct 18, 2025

Dear Flavia,

Thank you for your letter dated October 2, 2025, regarding the proposed closure of Carleton Elementary. On behalf of the VSB Professional and Administrative Staff Association (PASA), I would like to express our support for the formal closure of the Carleton site.

Carleton Elementary site has been non-operational and non-enrolling for nearly a decade following the fire incident. During this time, students appeared to have successfully transitioned to Cunningham Elementary and other nearby schools, including Weir Elementary which is seismically safe. It appears that the surrounding communities have adapted well to this change, while the Carleton site has remained unused. Based on the stakeholder engagement workshop held on October 15, 2025, we understand that future enrollment projections remain within capacity, even with Carleton's closure. Therefore, we believe the closure will not negatively impact short- or long-term enrollment needs.

Maintaining a mothballed facility for such an extended period places unnecessary strain on already limited resources and funding. These funds could be better allocated to support active school sites and enhance educational outcomes. Additionally, the building has suffered significant damage and would require substantial investment to be restored for future use. We understand that the District's request for restoration funding was not approved by the Ministry, nor was the capital plan for seismic upgrades or replacement supported. Given these circumstances, we are in favour of the closure of Carleton and do not support the District to continue to spend additional funding on a non-enrolling and severely damaged facility that lacks the necessary funding for restoration and seismic safety.

Thank you for your attention to this matter and please reach out if you have any questions.

Sincerely,

Kerry Chuah
President
Professional and Administrative Staff Association



Vancouver Elementary Principals' and Vice Principals' Association

A Chapter of the British Columbia Principals' and Vice Principal's Association



Vancouver Association of Secondary School Administrators

A Chapter of the British Columbia Principals' and Vice Principal's Association

October 31, 2025

RE: Proposed Closure of Sir Guy Carelton Elementary School

Thank you for the opportunity to provide feedback on this proposed closure. We appreciate the processes under way for all inherent rights holders to engage in this conversation. VEPVPA and VASSA support the decision the board makes that meets the goals of the Long Range Facilities Plan and demonstrates responsible and efficient management of the operations budget and sees resources being aligned with the Ed Plan to meet the needs of students in the district.

Respectfully submitted,

Stephen Leung, President

Dana Aweida, Treasurer

On behalf of VEPVPA

Angie Haveman, VASSA President

Brent Schieman, VASSA 1st Vice President

Dale Ambrose, VASSA Facilities Planning Committee Representative

On behalf of VASSA

November 5, 2025

TO: Facilities Planning Committee

FROM: Adrienne Stewardson, District Principal of Early Learning and Child Care

RE: Child Care Update

*Reference to
Education Plan*

GOAL:

Goal 2: The Vancouver School Board will increase equity by:

OBJECTIVE:

- Improving stewardship of the District's resources by focusing on effectiveness, efficiency, and sustainability.

INTRODUCTION

This report provides an update regarding child care on VSB school grounds. The report was prepared in response to the motion passed by the Board on February 26, 2024, which directed staff to report back to the Board twice a year through the Facilities Planning Committee, providing updates on the progress of the following initiatives:

- The Board continues its advocacy for enhanced child care services in Vancouver, recognizing the key role these services play in our community.
- The Board and staff continue to collaborate with the City of Vancouver on the creation of child care spaces in Vancouver.
- The staff, as directed continue their work on implementing increased quality child care on school grounds and, where possible, identify school board locations of possible child care sites.
- The staff, as directed continue to apply for child care capital funding to address the gap in child care spaces in Vancouver, including the possibility of prefab (modular) child care buildings.

This report is provided for information.

CHILD CARE MINOR CAPITAL FUNDING

As identified in the June 2025 child care update, New Spaces funding was secured in April 2024 for four VSB sites including: Gordon Elementary, Cunningham Elementary, Queen Victoria Annex, and Moberly Elementary. Gordon Elementary was completed in October 2024, adding 20 before and after school care spaces. Cunningham opened in September 2025 with 50 spaces. Queen Victoria Annex and Moberly are anticipated to open in the spring of 2026, pending final inspections from Vancouver Coastal Health and the City of Vancouver.

Three Requests for Expressions of Interest (RFEIs) will be posted on BC Bid for the development of new out-of-school care programs. One program will offer outdoor childcare at False Creek Elementary School, while the other two will be located at Trudeau Elementary and Tecumseh Elementary—both schools are currently without on-site out-of-school care programs. At Trudeau and Tecumseh, the programs will operate from activity rooms within the schools. The exact licensed capacities of all three programs are to be determined following licensing inspections by Vancouver Coastal Health (VCH).

Funding decisions from the Ministry of Education and Child Care have not been received for the additional six minor capital applications submitted in September 2024 and a new call for submissions has not been issued. If funding is unsuccessful for the previously submitted projects, these applications will be revised and resubmitted. In preparation for the next funding cycle, four additional minor capital project sites have been identified. Depending on the decisions from the previous applications, these new applications may be submitted once the intake opens.

CHILD CARE SPACES UPDATE

At the end of the June 2025, there were 5,206 licensed childcare spaces. This increased to 5,422 licensed spaces as of October 31, 2025. The table below provides a summary of the newly licensed spaces as well as those discontinued at the end of June 2025.

The number of new licensed childcare spaces created on school board property since June 2025 is 287.

Total Licensed Spaces End of School Year 2025		5,206
New Licensed Spaces		
New School Age Spaces		
Britannia Elementary		12
Cunningham Elementary		50
Dickens Elementary		14
Gordon Elementary		16
Henderson Elementary		18
Hudson Elementary (MPR on 3 rd floor)		30
L'Ecole Bilingue Elementary		15
Roberts Annex		48
Total		203
New 0-5 Spaces		
Shannon Park Annex		84
Total		84
Total New Licensed Spaces		287
Licensed Spaces Discontinued at the End of June 2025		
School Age		
Henderson Annex	CSF Program Self Closed	36
Seamless Day	Pilot Program Ended	12
Preschool		
McBride Annex	Program Self Closed	19
0-5		
Hudson	Final Licensing was approved for 65 not the anticipated 69	4
Total Discontinued Licensed Spaces		(71)
Total Licensed Spaces as of October 31, 2025		5,422

CHILD CARE COST RECOVERY MODEL

Based on feedback from child care operators, modifications have been made to the implementation of the cost recovery rental rates previously shared with the Facilities Planning Committee in June 2025. Rental rate changes will be implemented as follows:

- **September 1, 2025 - A 3% rental rate increase** marks the initial step toward full cost recovery rental fees, which will be phased in over three years.
- Further increases will occur annually beginning **April 1, 2026**, continuing each April for two additional years until full cost recovery is reached.
- Full cost recovery rates will be reviewed annually. If adjustments are necessary, updated rates will be communicated at least 60 days before the April 1st update.

In the future, rental rate adjustments will coincide with operators' fiscal years, with new rates effective every **April**. This schedule reflects input received from operators.

Annual Rates per square foot	Current Rate	Full Cost Recovery
Exclusive Space	\$9.70	\$16.41
Shared Space	\$3.88	\$6.71
Annual Support Space Fee (flat fee)	\$3,031.65	\$3,312.77

We will continue to collaborate with operators and provide further details and support as these changes are implemented.

SUMMARY OF NEXT STEPS

The following next steps were identified in the June 2025 report and will continue to be the guiding principles for the work moving forward in the 2025-2026 school year.

- **Continued Advocacy and Collaboration:** Continue working closely with the City of Vancouver, child care operators, the Park Board and other community stakeholders to advocate for enhanced child care services and identify new sites for potential child care spaces.
- **Support for Child Care Operators:** co-develop and maintain effective support for operators.
- **Child Care Capital Plan Development:** Finalize and implement the Child Care Capital Plan in conjunction with the VSB's Five-Year Capital Plan, ensuring timely identification and development of additional child care spaces.
- **Submit Future Funding Applications:** Continue identifying additional sites and submit applications for the ChildCareBC New Spaces Fund.
- **Cost Recovery Model:** Communicate and support the implementation of the cost recovery model to ensure full cost recovery and better stewardship of resources by school year 2027-2028.

RECOMMENDATION

This report is presented for information.

November 5, 2025,

TO: Facilities Planning Committee

FROM: Jessie Gresley-Jones, Executive Director of Facilities

RE: Facilities Updates: Major Capital Projects, Annual Facilities Grant, and BC Parks Foundation Grants

[Reference to Education Plan](#)

GOALS AND OBJECTIVES:

- Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Goal 2: The Vancouver School Board will increase equity by...
- Improving stewardship of the District's resources by focusing on effectiveness, efficiency and sustainability.

INTRODUCTION

This report provides an update on Major Projects, Annual Facilities Grant, and the new BC Parks Foundation Grants. This report is for information.

MAJOR CAPITAL PROJECTS

A summary of Ministry of Education and Child Care ("MECC") supported major capital projects underway is provided in the following table:

School Name	Project Type	Project Phase	Anticipated Occupancy Date for School Community
Henry Hudson Elementary	New Replacement School	Complete	September 2024
Henry Hudson Elementary - 6 Classroom Addition	School Addition	Occupancy	Fall 2025
*New Elementary School at Coal Harbour	New School	Construction	Fall 2026
Sir William Grenfell Elementary School	Seismic Upgrade (demolition of old building)	Construction	2026
New Elementary School at Olympic Village	New Elementary School	Conceptual Design & Rezoning	2029

**The Coal Harbour project is funded from MECC restricted capital and local capital.*

The four ongoing projects will provide an additional 1,580 seismically safe elementary spaces. The new school at Olympic Village will have NLC space available for licensed school-age care. The new school at Coal Harbour targets to have 69 spaces (pending for licensing approval) school-age care in the multipurpose room and a

small group room. A 65 space 0-5 childcare facility will be provided on Level 4 of the building, and it will be operated by the City of Vancouver's designated childcare service provider.

School Name	Nominal Capacity	Classrooms/Learning Spaces
Henry Hudson Elementary Expansion	145	1K/5E
New Elementary School at Coal Harbour	340	2K/12E
Sir Wilfred Grenfell Elementary School	465	2K/17E
New Elementary School at Olympic Village	630	4K/22E

Details regarding project budget allocation and spending to date are provided in the following table:

School Name	Total Budget	Spent to date
Henry Hudson Elementary Expansion	\$ 15,472,038	\$ 9,236,000
New Elementary School at Coal Harbour	\$ 41,960,000	\$28,787,733
Sir Wilfred Grenfell Elementary School	\$ 29,226,200	\$ 9,311,855
New Elementary School at Olympic Village	\$ 150,607,519	\$ 1,662,000

2025-2026 ANNUAL FACILITIES GRANT

The Ministry of Education and Child Care (MECC) provides funding in the form of an Annual Facilities Grant for the purpose of maintenance and capital renewal and enhancement of School facilities. The grant funding is based on the Ministry's fiscal year (April 1 to March 31) and consists of a capital component and an operating component.

A summary of the 2025-26 AFG funding allocation is shown below.

AFG Funding	Funding
Capital Component	\$ 13,468,525
Net Operating Component	\$ 2,047,901
Total Grant	\$ 15,516,426

VSBC Assets and Infrastructure

VSBC has more than 110 sites and relies on funding provided by the MECC for the renewal and enhancement of these facilities. Specific sources of Ministry provided capital funds include:

- The Annual Facilities Grant (AFG) fund to maintain building infrastructure. This is provided annually with the amount determined in the spring of each year.
- 'Minor' Capital programs provide funding for specific MECC objectives – playgrounds, food infrastructure, carbon emission reduction, and school improvements. These are based on annual competitive requests and vary year to year.
- 'Major' Capital programs provide funding on a project-by-project basis – for large expenditures such as new school and seismic mitigation projects.

As capital assets age, a need develops for renewal and re-investment to maintain the facility's functionality – as well as address specific educational requirements and demand. VSBC's "deferred maintenance" balance as identified by the most recent facility audits is in the range of ~ \$ 1.0 billion dollars.

Allowable AFG Capital Projects

VSBC follows MECC Capital Plan Guidelines when developing the yearly AFG expenditure plan. There are nine categories of eligible annual facility grant expenditures:

- **Accessibility:** Improvements related to access for persons with mobility issues or physical disabilities.
- **Asbestos Abatement:** Removal of asbestos containing materials.
- **Electrical Systems:** Improvements or replacements of power supply and distribution systems, fire protection systems, and technology infrastructure.
- **Exterior Wall Systems:** Improvements to protect the fabric of the building, including exterior painting, window, and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation.
- **HVAC:** Improvements, replacements or provision of heating, ventilation, air conditioning systems.
- **Interior Construction:** Improvements related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming.
- **Plumbing:** Improvements, replacements or provision of washroom and plumbing systems, and safe drinking water.
- **Roofing:** Scheduled roof replacements and major roof repairs.
- **Site Upgrades:** Site improvements including site drainage; repairs to sidewalks, parking lots, sites access/egress, paved work areas, paved play areas and play fields; repairs, upgrading or replacement of playground equipment; perimeter fencing; contaminated soil remediation; underground storage tank removal; sewer or water services; underground irrigation systems; traffic safety.

Current Status of AFG Capital Projects

The breakdown of the projects completed year-to-date is provided in the following table.

AFG Capital Projects by Category	Actual ('000)	Budget ('000)
Accessibility Upgrades:	\$290	\$1,351
Main projects on the list:		
- Lord Roberts Elementary stair lift upgrades/install (In progress)	\$180	
- Power doors upgrades (In progress)	\$10	
- Sensory rooms conversion (In progress)	\$57	
- Point Grey accessible washroom conversion (In progress)	\$43	
Specific changes in this category include:		
- No changes to project list		
Asbestos Abatement:	\$400	\$902
Main projects on the list:		
- Asbestos inventory and Assessment Project (In progress)	\$271	
- Various sites pipe insulation replacement (In progress)	\$69	
Specific changes in this category include:		
- Asbestos Inventory and Assessment Project (Change Orders due to changed regulatory requirements, WorkSafe BC) (In progress)	\$60	
Electrical Systems:	\$711	\$2,198
Main projects on the list:		
- High-voltage vaults upgrade (Complete)	\$53	
- LED Lighting systems install (In progress)	\$136	
- Emergency lighting upgrades (In progress)	\$30	
- Fire alarm systems upgrades (In progress)	\$250	
- Fire alarm systems annual survey (In progress)	\$50	
- Security alarm systems upgrades (Deferred)	\$85	
- Telephone systems upgrades (In progress)	\$20	

AFG Capital Projects by Category	Actual ('000)	Budget ('000)
Specific changes in this category include:		
- Templeton Secondary added to security alarm systems upgrades. - o The funds were reallocated from other sites to address Templeton due to the emergency nature of the work and complete failure of the legacy security system on site. Without resolution, this would leave the often-vandalised site without the security monitoring and potential for incurring high costs to patrol the premises with third-party security personnel (In progress)	\$50	
- Replacement of obsolete fire alarm annunciator panel and auto-dialer previously used for security monitoring, following system upgrades performed by Telus and obsolete twisted pair legacy underground phone lines being replaced with fiber optic cables. Funded within the scope of telephone systems upgrades approved project. (In progress)	\$37	
Exterior Wall Systems (painting):	\$1,032	\$1,530
Main projects on the list:		
- Facilities exterior windows repairs/upgrades (In progress)	\$60	
- Facilities exterior windows roll shutters install – vandalism response (In progress)	\$186	
- Facilities exterior walls prep and painting (In progress)	\$143	
- Facilities doors and hardware upgrades (Complete)	\$145	
- Facilities exterior steps and landings (wood) (In progress)	\$60	
- Building envelope upgrades/repairs (Complete)	\$103	
Specific changes in this category include:		
- Douglas Elementary exterior doors replacement after failure	\$35	
- Roll shutters for Cook Elementary and Bruce Elementary have been added to address ongoing vandalism concerns that have otherwise high costs to repair broken windows, glass panes, and doors. These installations are funded through savings realized from roofing projects - \$300,000 - that received no bids, as well as cost efficiencies from the Ed Centre chiller installation, which came in \$150 lower than the original estimate used during project list approval earlier in the year.	\$300	
HVAC:	\$625	\$1,566
Main projects on the list:		
- Ed Centre chiller replacement/heating Coils (In progress)	\$779	
- Dust collection systems (Complete)	\$120	
- DDC control systems upgrades	\$60	
Specific changes in this category include:		
- Workshop dust collection system for the carpentry shop partially deferred while engineering design work is completed. Funds are being allocated to other HVAC projects within district facilities	(\$334)	
Interior Construction Upgrades:	\$1,031	\$1,626

AFG Capital Projects by Category	Actual ('000)	Budget ('000)
Main projects on the list:		
- Washrooms upgrades	\$98	
- Gym flooring upgrades (Complete)	\$170	
- Interior flooring upgrades (In progress)	\$250	
- Interior T-Bar ceiling upgrades/repairs (Complete)	\$50	
- Drapery renewals (Complete)	\$125	
- District facilities elevators (In progress)	\$161	
- Workshops safeguarding (In progress)	\$78	
- Property Loss Prevention Program (In progress)	\$84	
- Ventilation systems repairs (In progress)	\$15	
Specific changes in this category include:		
- No Changes to the list as approved		
Plumbing:	\$508	\$1,226
Main projects on the list:		
- Fire sprinkler upgrades (In progress)	\$125	
- Water conservation (In progress)	\$25	
- Backflow preventers (In progress)	\$23	
- Water pipes replacement (In progress)	\$85	
- Hot Water Tanks Upgrades (Complete)	\$100	
- Boiler Upgrades (Complete)	\$150	
Specific changes in this category include:		
- No Changes to the list as approved		
Site upgrades:	\$732	\$828
Main projects on the list:		
- Playgrounds renewal/safety (In progress)	\$267	
- Parking lots (In progress)	\$38	
- Drains (In progress)	\$160	
- Fences and gates upgrades	\$126	
- Tree management	\$141	
Specific changes in this category include:		
- Additional fencing at Carr, Jamieson and x'pey Elementary schools due to identified student safety issues		
- Unforeseen sub-surface issues at Roberts Elementary drains replacement project that delayed and escalated costs for the project (In estimate)		
Roofing:	\$1,656	\$2,415
Main projects on the list:		
- David Thompson Secondary (Complete)	\$1,271	
- Lord Selkirk Elementary (Complete)	\$160	
- Portable buildings roofing (Complete)	\$66	
Specific changes in this category include:		
- The David Thompson Secondary roofing project exceeded the approved budget of \$1,271K, coming in at \$1,418K. Following scope revisions, the final contract was awarded.	\$89	

AFG Capital Projects by Category	Actual ('000)	Budget ('000)
- Ed Centre brick wall weather proofing was advanced to preserve the failing building envelop. The project was coordinated with planned cleaning and further prioritized because of the condition after the cleaning (In progress)	\$70	
AFG Operating:	\$522	\$1,874
Total:	\$7,507	\$15,516

Changes to the 2025-2026 AFG Spending Plan

To date, 47% of the available funds have been expended. This is reflective of a large amount of work that takes place during the summer period while schools are closed.

The majority of work remains on-track and in the anticipated budgets for each sub-category. Some project changes have been identified and advanced. These include tender results for HVAC projects lower than the anticipated budget, as well as increased costs for some drainage projects that have encountered unforeseen site conditions. Cost escalation for materials continues to be observed as well as unpredictable, but typically longer lead times for materials. There also remains significant uncertainty in the labor market that caused some projects to be shifted within the anticipated schedules. All projects will be reported to MECC at the closing of the fiscal year including details of variances and changes.

BC PARKS FOUNDATION GRANTS

The Vancouver School Board has established a partnership with the BC Parks Foundation. As part of the Foundation's "Learning by Nature" initiative, a unique Federal–Provincial–Private partnership, they have set out to increase biodiversity and natural areas at all schools in BC. VSB is one of six founding school districts in the program.

BC Parks Foundation Partnership – Learning by Nature Initiative

The initiative aims to expand equitable access to nature directly on school grounds. VSB is one of six founding school districts, alongside Surrey, Central Okanagan, Comox Valley, Prince George, and Stikine districts.

On July 22, 2025, the VSB Board Chair and Vice Chair joined the Honourable Julie Dabrusin, Minister of Environment and Climate Change, the Honourable Tamara Davidson, BC Minister of Environment and Parks, and the BC Parks Foundation to announce and celebrate the official launch of the Learning by Nature initiative at General Wolfe Elementary. Through the Government of Canada's Climate Action and Awareness Fund, this province-wide program is receiving \$1.8 million in federal funding, alongside a \$1.5 million contribution from the Province of British Columbia, and support from private partners.

Spark Grant Program

The first program under this initiative is the Spark Grants which support biodiversity and student engagement in nature learning. The Foundation has committed \$60,000 annually to VSB to be distributed to schools for biodiversity projects in amounts of up to \$3,000 per school / project. In 2024, 22 schools received funding through applications submitted by 27 educators and referrals from facilities staff. Projects range from pollinator gardens to Indigenous plantings and will be completed by June 2026. The outcomes will be reported to the Foundation by the VSB's Sustainability team. Applications for the 2026/2027 school year are expected to open in Fall 2025. [An interactive map displaying the network of participating schools can be found here.](#)

PHOTOS OF THE STUDENT CO-LED DESIGN SESSION



30 students in grades 2-7 gathered in the library for the co-design session with landscape architects.



Students worked in small multiage groups to decide which features they would most like to see in Grenfell's new outdoor learning area. Discussions were lively, creative, and thoughtful.



Each group presented their design to the room and had the chance to have a closer look and discussions.

SUMMARY

VSΒ's participation in the Learning by Nature initiative by the BC Parks Foundation represents a significant opportunity to enhance biodiversity, outdoor learning, and student engagement across the district. Through the Spark Grant and Nature Park programs, VSΒ schools are gaining access to sustained funding and groundbreaking programming that supports environmental education, climate resilience, and Indigenous ways of knowing and being. As a founding district, VSΒ is well-positioned to lead and shape the future of nature-based learning in BC.

RECOMMENDATION

This report is provided for information.