

Appendix J: Public Consultation Report by Public Assembly



LONG RANGE FACILITIES PLAN

Public Consultation Report

May 13, 2016

PUBLIC ASSEMBLY

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INTRODUCTION

Meaningful land-use planning involves citizens, in particular those whose lives and communities are most affected by decisions on large scale projects. Vancouver School Board (VSB) committed to a robust and open process whereby citizens, stakeholders, partners and community leaders could offer input into the development of a Long Range Facilities Plan (LRFP).

Involving citizens does not remove decisions from the hands of identified subject matter experts and elected representatives. Instead, it provides the public with genuine opportunities for input. More opportunities to seek input can improve transparency and leave both decision-makers and the public with improved technical and planning literacy and a deeper understanding of the issues, ongoing concerns and priorities surrounding major projects.

The LRFP is a 14-year land-use strategy that will guide ongoing decision-making for VSB's school facilities in areas such as seismic upgrades, school closures, replacement schools and new schools across the city. In order to ensure public voice can help shape this planning framework, the consultation team of staff and consultants engaged the public in a varied discussion on an interim plan that was developed and submitted to the provincial Ministry of Education in January 2016.

At times it was challenging to engage citizens in future-focused planning with unknowable outcomes and target dates possibly years in the future. It is often easier for citizens to see their interests in play and engage when faced with immediate challenges or opportunities, like the consultation on this year's budget. Yet the VSB consultation team was able to achieve more than 2500 touchpoints over a 10-week period, which gave an overarching picture of public values, priorities, concerns and challenges.

Beginning in early February 2016, the consultation team commenced planning for consultation and engagement on the interim LRFP. The team was tasked with developing a set of tools that could explain some of the plan's more complex planning concepts – predictive tools and formulas, capacity utilization of enrolling classrooms and the proposed decision-making processes for closure and seismic planning – in a way that was accessible to non-planners, architects and other specialists.

The consultation communication tools – an LRFP microsite, social media channels, digital and print ads, discussion guides, as well as highly-visual infographics, were developed in order to expand citizen literacy and improve the quality of engagement. A series of workshops, a survey and various stakeholder meetings were designed to test acceptability of some of the key targets and approaches in the plan and to listen for support and challenges.

In short: we were asked to test a draft plan that had emerged through a municipal and technical process and then to subsequently gather public input and report back. This document describes the approach for analyzing and reporting on the feedback provided by all participants the LRFP public consultation process from February – May 2016. It describes the process for planning and carrying out engagement activities and for reviewing and analyzing data generated through that process, in order to inform decisions by VSB staff and elected trustees.

The following report summarizes the following activities:

- Approach and Methodology
- Key Findings
- Key Activities
- Challenges and Opportunities
- Themes and Public Priorities
- Appendices and Resources

Online survey

1646 completed

Six Workshops

225

Kingsgate Mall

350

Stakeholder Meetings

175

6 Pop-Up meetings

115

TOTAL TOUCHPOINTS:

2,511



APPROACH AND METHODOLOGY

Terms of Reference

The foundation for the consultation was the development of terms of reference (TOR) in collaboration with staff, elected trustees and a group of stakeholders who regularly help steward facilities planning (Committee II). This TOR was intended to govern, set parameters and give focus to how we would involve the public and identified stakeholders in our planning and decision-making. (Please see Appendix 1 for the full document) It set guiding principles and measures for successful public engagement.

Principles Guiding the Plan

1. Safe and sustainable schools;
2. Facilities that support innovative, educational approaches, ultimately providing effective learning environments;
3. Schools located where they can support school-aged populations now and in the future;
4. Planning that takes into account economic, community and environmental benefits for students, families and all citizens of Vancouver;
5. Improved facility conditions.



Methodology

The VSB, governed by its terms of reference, developed and implemented a consultation process that followed best practices in the field. These standards/ approaches include International Association for Public Participation (IAP2) values and ethics, deliberative democracy principles, as well as community development and accepted dialogue strategies and practices. We sought respectful, information-driven conversations that allowed ample space to highlight and gather the experiences and knowledge of participants.

We believe that durable solutions combine the knowledge of those who use the system alongside those with technical and planning expertise. To that end we developed a set of activities that would allow the team to gather a broad picture of public values and priorities, coupled with a deeper dive into community perspectives. This ethos also governed the types of outreach activities that were offered: a mix of workshops, open houses, pop up engagements in public spaces, smaller stakeholder conversations, and online engagement including a survey. (See Appendix 5 for the full list of activities)

Online Surveys

A survey was developed to test values, priorities, and key trade-offs in the interim LRFP. The design allowed for extensive open ended questions to allow participants to voice the full range of their perspectives. A representative survey was conducted mirroring the open link survey to support and verify findings.

Format of Face-to-Face Engagement

Workshops

90 minute workshops provided participants with detailed materials, briefings on high-level elements of the plan, an opportunity to ask questions of staff in plenary, facilitated dialogues with VSB and consultation staff on their input into seismic planning, school closures and repurposing schools. Feedback was gathered through notes and feedback forms.

Open Houses

Open houses provided participants with a chance to learn more through detailed boards and through conversation with VSB staff working in key areas related to the interim plan (planning team, demographic analysis, management team). Participants were encouraged to fill out a feedback form or to take the survey onsite or at their convenience.

Stakeholder Meetings

Stakeholder meetings were held with groups by request or convened by the team because of their relevance, specialized knowledge or possible barriers to participation in the broader sessions. These sessions were typically 90 minutes and allowed the team to brief the participants and gather their input. Feedback was harvested through forms or notes by the facilitators.

Pop-Up Engagement

In high traffic public areas, the team would set up opportunities to talk to members of the public, offer resources and to solicit feedback either through the online survey or a feedback form. This was also an opportunity to encourage members of the public to attend workshops and open houses.

Guided by our terms of reference, we sought to reach both those citizens who identify most clearly as members of school communities – parents, students and allied staff – as well as the broader community of concerned and attuned citizens. This goal informed some of our activities. For instance, open house and workshop sessions were offered in community centres and other central community spaces rather than in schools to underline our invitation to a wide-ranging audience. We also reached out to groups like Business Improvement Associations/ Areas (BIAs) and Residents Associations across the city. Heritage organizations were invited to the workshops and open houses, as well as being invited to participate in a new VSB roundtable. We realized a distribution of participants from across the city, verified by postal code and 32% of participants identified as residents. The majority, over 70% identified as parents or guardians. As discussed, we commissioned a public opinion survey that reached a representative demographic sample of Vancouverites. (Appendix 3)

However, we were also aware that parents and students would need to be able to participate via a range of media and allowing for varying levels of time commitment. Our activities and formats meant that participants could drop in to events, ask questions, fill out a form, or stay for a longer, more in-depth facilitated workshop session. Most respondents used our online survey with 55% response rate.

PUBLIC MEETINGS:

DATE	VENUE	HOURS	
MARCH 5	Creekside Community Centre	OPEN HOUSE LAUNCH	1pm – 4pm
APRIL 2	Renfrew Community Centre	WORKSHOP DROP IN OPEN HOUSE	12pm – 1:30pm 1:30pm – 3pm
APRIL 7	Vancouver Board of Education	DROP IN OPEN HOUSE WORKSHOP	6pm – 7pm 7pm – 9pm
APRIL 10	JCC Wosk Auditorium	WORKSHOP DROP IN OPEN HOUSE	1:30pm – 3pm 3pm – 4:30pm
APRIL 24	River District Centre	WORKSHOP DROP IN OPEN HOUSE	1pm – 2:30pm 2:30pm – 4pm
APRIL 30	SFU World Art Centre	WORKSHOP DROP IN OPEN HOUSE	1pm – 2:30pm 2:30pm – 4pm
MAY 8	Creekside Community Centre	REPORT BACK	1pm – 4pm





Diversity and Inclusion

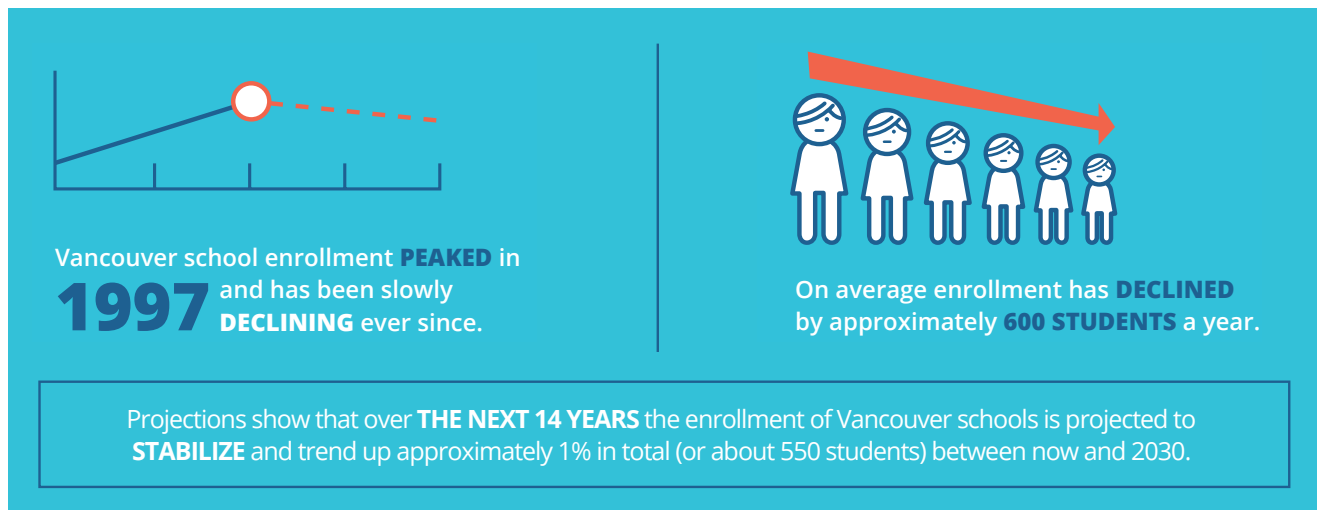
In order to ensure the process was inclusive of a broad range of ages, backgrounds, and levels of knowledge, the team took concrete steps in the provision and development of inclusive consultation activities. First, we ensured the survey was translated into traditional Chinese and promoted broadly in the media and among Chinese speaking communities in the city. Fifty-four surveys were completed in traditional Chinese. We also ensured that there was language facilitation available at most sessions in Cantonese, Mandarin and Punjabi. We also worked with community developers to convene a number of smaller stakeholder conversations in Tagalog, Punjabi, and with Aboriginal families and service providers. Second, as discussed in the previous section, while parents and students are key public audiences, we attempted to broaden our outreach to include citizens who may not have children in the system but are interested in urbanism, heritage, neighbourhood planning, business sectors and public realm. And finally, we committed to social media as a way to access younger digital native audiences who may have less comfort with in-person consultation events.

Expanded Literacy and Knowledge of Key Concepts

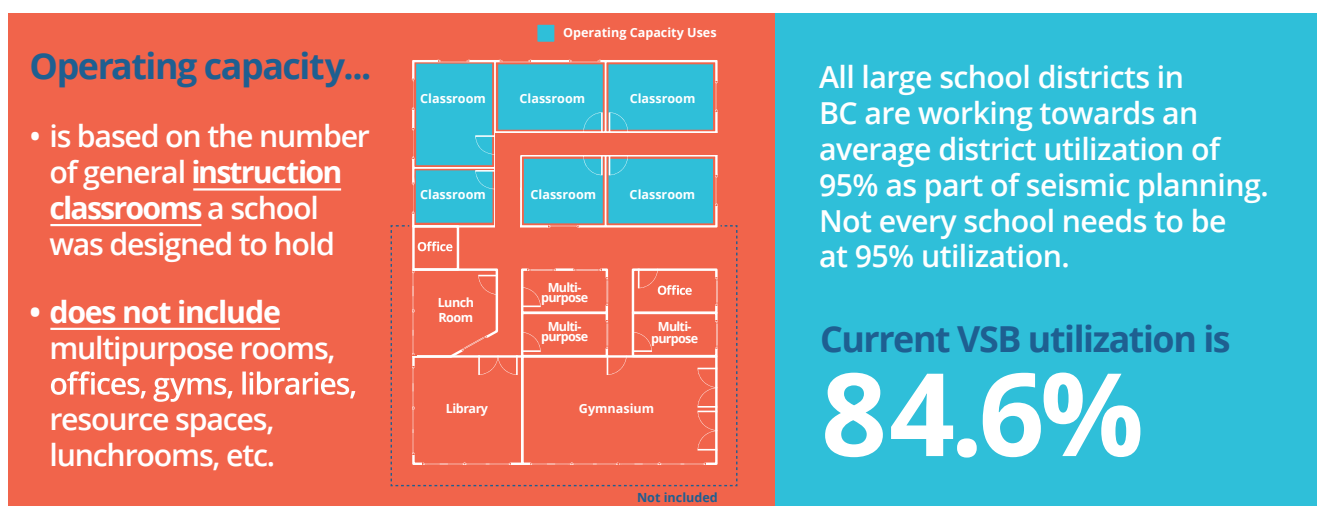
In order to expand literacy of key concepts, we developed knowledge translation tools including infographics and summaries of key themes and areas in the interim LRFP. We used a range of tools including a micro-website, infographics, a printed discussion guide, and social media channels to ensure that participants had a base level of understanding both to improve their literacy and the quality of responses. We provided summaries of:

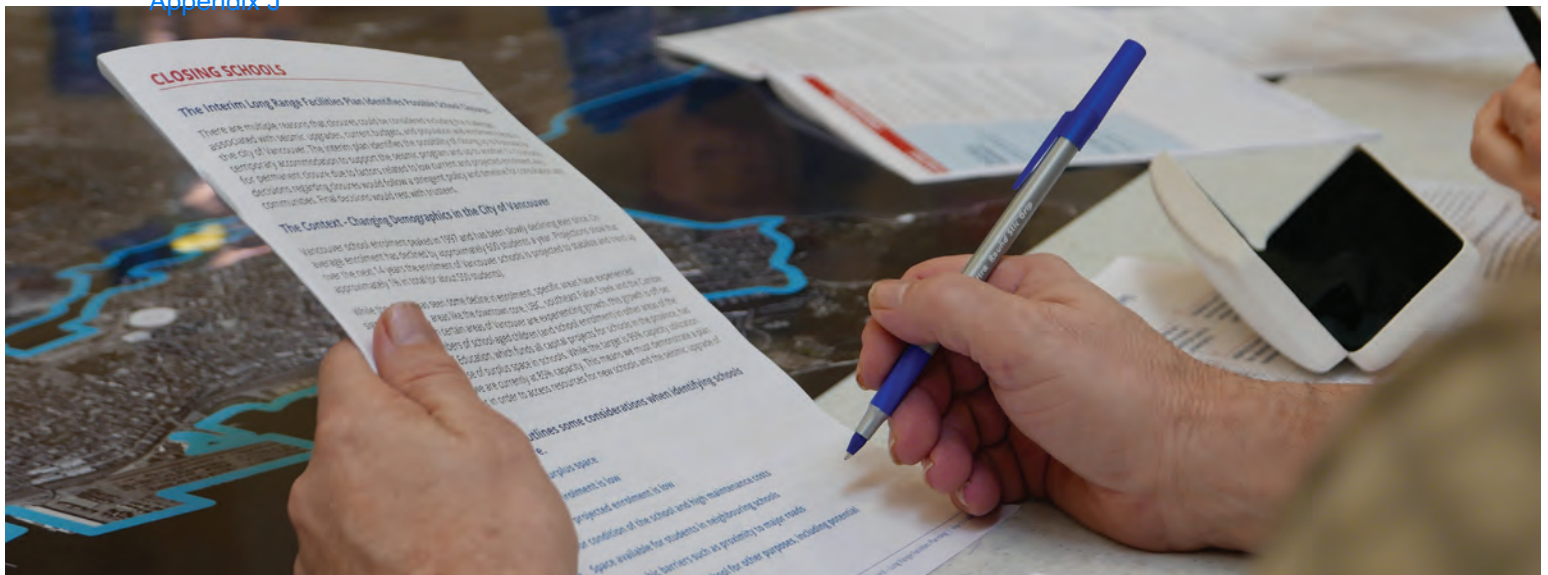
- Demographic Analysis
- Capacity Utilization
- Seismic Program and Risk Factors
- Temporary Accommodation
- Closures
- New Schools
- Heritage Retention

DEMOGRAPHIC ANALYSIS



CAPACITY UTILIZATION





Development of Key Questions and Testing Core Areas

The consultation team was tasked with testing some of the key concepts in the interim LRFP, as well as listening broadly to and harvesting public responses. The Board tasked the team with pursuing more information on key themes via consultation. They included:

1. Responses to Criteria for Selecting Schools for Seismic Upgrade
2. Feedback on Proposed Strategies for Temporary Accommodation during Seismic Upgrades
3. Input into Criteria for School Closures
4. Exploration of Acceptable Use of Surplus Sites Not in Use for K-12 Instruction
5. Exploration of Values Regarding Non-School Sites like Kingsgate Mall
6. Community Input on Heritage Retention
7. Approaches to Ongoing Communication and Engagement on All Elements of LRFP

In addition to these themes, we developed questions that allowed us to understand community values, priorities, usage trends, as well as broad responses to the concepts outlined in the interim plan. We used our quantitative data findings to test trade-offs in key areas regarding closure, partial sale of land and reuse of surplus spaces. We used dialogues and stakeholder meetings to go deeper to identify themes, concerns, preferences and areas of support (Please see full questionnaire in Appendix 2).

Analyzing Data

- We developed a clear picture of priorities, trade-offs and key concerns from the online survey with many opportunities for open-ended responses and reactions. We verified our findings with a representative survey conducted by IPSOS Reid.
- We used a thematic analysis – bundling and counting repetition of key themes – through workshops, meetings, feedback forms and open-ended commentary in the survey. Qualitative analysis software was used to count and verify incidences of key themes or words.
- We synthesized these dual tracks into overarching themes and findings.

KEY THEMES

The following themes emerged through the dialogues and the qualitative feedback forms and open-ended survey questions.

Get On With It:

Desire for Action

- » There was concern about the number of schools across the district identified at high seismic risk. A significant strain of the commentary suggested that the pace of the seismic program should increase. Through dialogue, some citizens and stakeholders reported more support for closures if it meant speeding up the seismic program and providing more spaces for temporary accommodation. Survey responses indicated that seismically safe buildings were a priority and that the public would find school closures acceptable if it meant speeding up the seismic program.

Desire for Clarity

- » A number of stakeholders, parents and groups representing families and students reported that whatever the outcomes of the planning process, they want to know the specifics of whether their schools will be closed, upgraded and/ or the resulting schedules and accommodation. Both the secondary school instructional staff and some of the community stakeholders identified that the “not knowing” or lack of clarity was creating stress and anxiety in their circles. We heard that certainty will allow communities to plan.

Funding Requirements/ Capacity Utilization

- At least 30% of participants at the workshops identified challenges with the key given of the interim plan – the target of 95% capacity utilization as an average across the district. The current average is approximately 84.6%.
- Participants identified that while a school may be under capacity in terms of its enrolling spaces, that non-enrolling spaces may be well-used by the students and staff.
- Respondents questioned the lack of inclusion of music, learning, library and computer spaces as enrolling spaces instead of multi-purpose spaces.
- Participants and especially those participants in stakeholder groups with specific knowledge of the formulas to identify capacity utilization, were concerned that the identification of enrolling spaces were not accurate or up to date in terms of contemporary school usage.
- Another emergent theme was the questioning of why adult education programs, Strong Start early learning programs, and childcare/ out of school care do not figure in capacity utilization when offered on school sites, but in many cases offer valuable educative supports to VSB students and families.
- A smaller cohort named the need for more flexible spaces as key to supporting children with special needs including ELL classes, gifted students and those with learning challenges. Other identified more flexible spaces as a key to new curriculum approaches and innovative learning environments.

- There was an ongoing flag that while schools with calculated and projected lower enrolment may not move up the list for seismic upgrade or may be considered for closure, but may provide a robust community hub for students and families.
- There was discussion that movement of students across catchment to choice programs may not give an accurate or fair picture of school enrolment patterns.
- Overall, participants understood that the target was also given to larger districts across the province.

Forecasting, Adaptability of Planning, and Analysis in Alignment with City of Vancouver Planning Priorities

- Throughout the workshops and meetings there has been a strongly expressed concern about forecasting accuracy in relation to Local Area Planning and land use planning throughout the City of Vancouver.
- The experience of enrolment challenges in key areas of the city prompted a number of respondents to question VSB's alignment with City of Vancouver forecasting and its overall accuracy.
- Enrolment challenges in Yaletown and Mount Pleasant schools were often cited in the qualitative and in person comments/forms.
- Another dominant strand of the conversation has been a question related to whether the plan can adapt to rapidly changing shifts in population, a possible influx of international learners, shifts in affordable housing policy or new family-oriented housing stock within communities targeted for school closures.



Retention of School Lands

- A theme that emerged through the conversations and online commentary was a strongly expressed desire to retain public ownership of VSB school lands.
- Participants expressed concern that if school land was sold and then needed in future, it would be impossible for the VSB to purchase new land in Vancouver's highly exclusive market.
- In our online survey, respondents were supportive of the partial sale of school lands if the planning included uses that were complementary to school uses, or if the funds provided additional benefit to the VSB, either to enhance capital projects or operating expenses. There was strong support for the sale of Kingsgate Mall via the online survey, however, the in-person engagement identified a stream of support for ownership of the land in order to realize ongoing leasing revenues.

Equity and Accessibility

- Through dialogues with groups who identify as vulnerable or have faced barriers to school participation and attendance (Aboriginal students, families and support networks, Filipino communities including children of Live In Care Giver Program workers, Punjabi seniors, Inner City Graduation Strategy Committee) equity emerged as a key consideration in response to the criteria to close schools and accommodate students during seismic upgrades.
- Transportation has been identified as a major challenge for low income families. Even when busing is available, challenges related to missed connections and family capacity to manage more complexity were identified.
- High school students who cannot afford public transportation and cannot walk to a new school may experience hardship related to closures and temporary accommodation.
- Numerous groups described challenges associated with precarious attachment in their lives at home. They may be in and out of foster care. They may have challenges integrating into new communities as newcomers to Canada, or they may develop close relationships with key staff and through a network of support available at schools.
- While some of those services and supports are portable, there was a strong theme of concern that change can be difficult for those with specific challenges where the familiarity of a helping or stable place like school takes on greater significance.
- Participants and survey respondents have identified the challenges posed by closure and repurposing to single parents, parents struggling with mobility, transportation, food security, family supports, subsidized childcare and learning supports.
- Some point to fragility of social networks and importance of school-based supports and how challenging it can be to lose specific place-based contacts. More resilient families and children struggle far less with change and have resources to overcome temporary accommodation and closure.

Childcare

- Childcare was another persistent theme both from parents who fear losing childcare as well as from childcare providers who fear losing already oversubscribed spaces.
- Clearly, childcare has become a necessity for school-aged populations. Working parents, single or dual, often need before and after school care.
- Parents expressed concern about losing access to childcare during temporary accommodation as well as asking whether childcare would move with schools being closed or upgraded.
- Service providers identified a need to work closely with the VSB staff to seek creative solutions and accommodations during times of change or disruption.
- There were questions about the standardized numbers of spaces – 60 – following seismic upgrades or right sizing that could mean for large reductions in existing spaces despite demand.
- There were calls for collaboration, support and work among VSB, City of Vancouver Social Planning staff and community partners to find solutions.

Communications and Relationship Building

- One of the key themes we heard repeatedly was the desire for ongoing relationships with the VSB team regarding facilities planning. The respondents realize that change may happen, but many participants identified that being able to get up to date information, to ask questions, seek clarification and then to ensure that specific challenges can be addressed would ease the stress and disruption of closure and seismic upgrades.
- Some identified this as a confidence builder to increase trust, transparency and the perception of accountability by the public.
- “If we know more, we will feel less anxious and can plan better and get behind your team.”

Opportunities and Possibilities

- The comments and dialogue did turn to opportunities and often it focused on several key themes.
- Many discussed the opportunity to partner with other municipal, intergovernmental and social purpose organizations to develop new models. For example, numerous participants gave the example of bringing partners like Vancouver Coastal Health, Vancouver Public Library, BC Housing, City of Vancouver and VSB together to co-locate services on existing or new school sites.
- Affordable and family housing were often cited as examples of good complementary uses if a portion of school sites were sold or leased.
- They often pointed to the workability of hubs, as providing community supports and an economy of scale.



Design Thinking

- When meeting with urban designers, they asked about developing new forms of learning environments that reflect the way the city is developing and new approaches to learning, like inquiry based models in the new curriculum.
- They discussed siting schools in towers and within residential projects.
- They explored the idea of decentralizing spaces so that schools and classrooms could be mobile and travel to where they were needed or that learning centres might work more as a spoke and hub model so that students could pursue different types of learning across the city, while retaining a “home base”.
- The designers looked at how school sites, particularly high school could be co-developed to align with neighbourhoods or other institutions of higher learning, and could also align with active and sustainable transportation models.



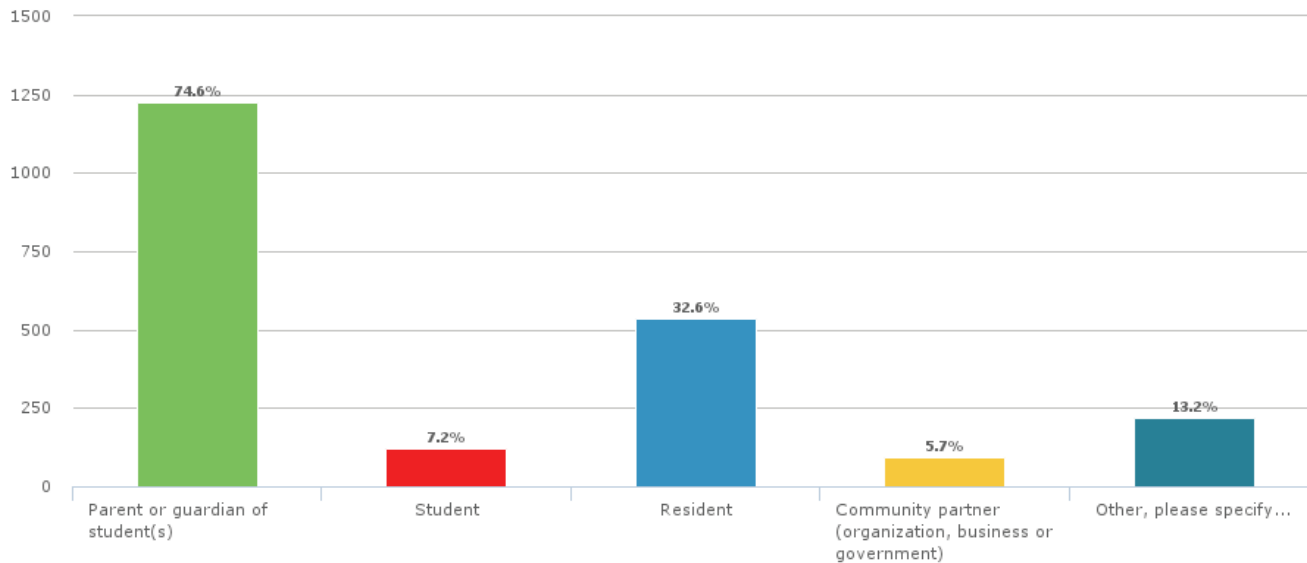
GENERAL FINDINGS - TRADE OFFS

- Innovative learning environments and seismically safe schools are priorities for the majority of survey respondents. (Of note, recreational uses and walkability were less pressing, but remained second tier priorities)
- Through workshops and qualitative comments and we heard there is more support for closures where they expedite the seismic plan.
- There was greater acceptability of closures if there is a clear and demonstrable benefit to students and the VSB overall, like gains in upgrades, replacement schools and schools where they are needed.
- Communication and support for communities through closure and seismic upgrades is paramount.
- There is support for trade-offs that result from closures and partial sale of school properties throughout the survey results and comments, particularly if they can augment capital projects or existing projects.
- There is support for sale of non-school properties. However, there was some divergent discussion about opportunity to retain property and realize revenues from leasing to support VSB operations
- Reuse related to recreation, playing fields, childcare and increased green space have high support.
- Reuse related to leases to business and private schools have low support.
- Mixed use is inconclusive in the survey, but there have been interesting comments and ideas from in person engagement about creative strategies related to co-location and partnerships.
- Comments throughout support a measured plan, with innovative and sensitive approaches to closure, temporary accommodation and reuse to gain safer and better schools across the district. This includes frequent reminders to accommodate or make decisions with a lens on equity and accessibility for all students and families.

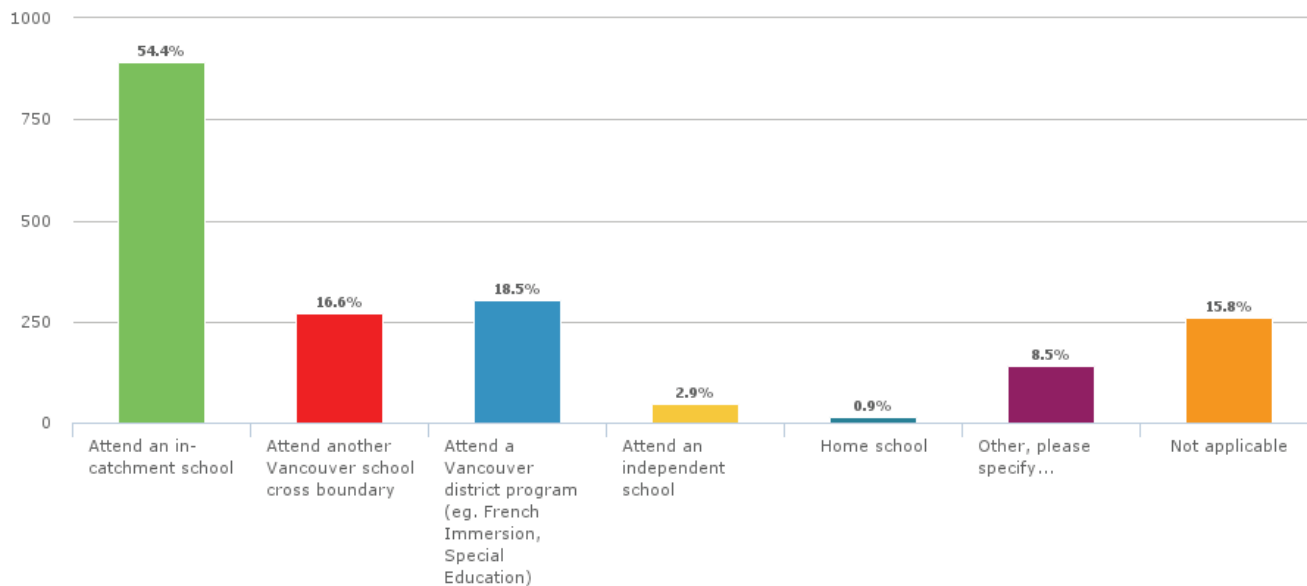
VSB SURVEY FINDINGS - SUMMARY

What is your connection to schools in the VSB?

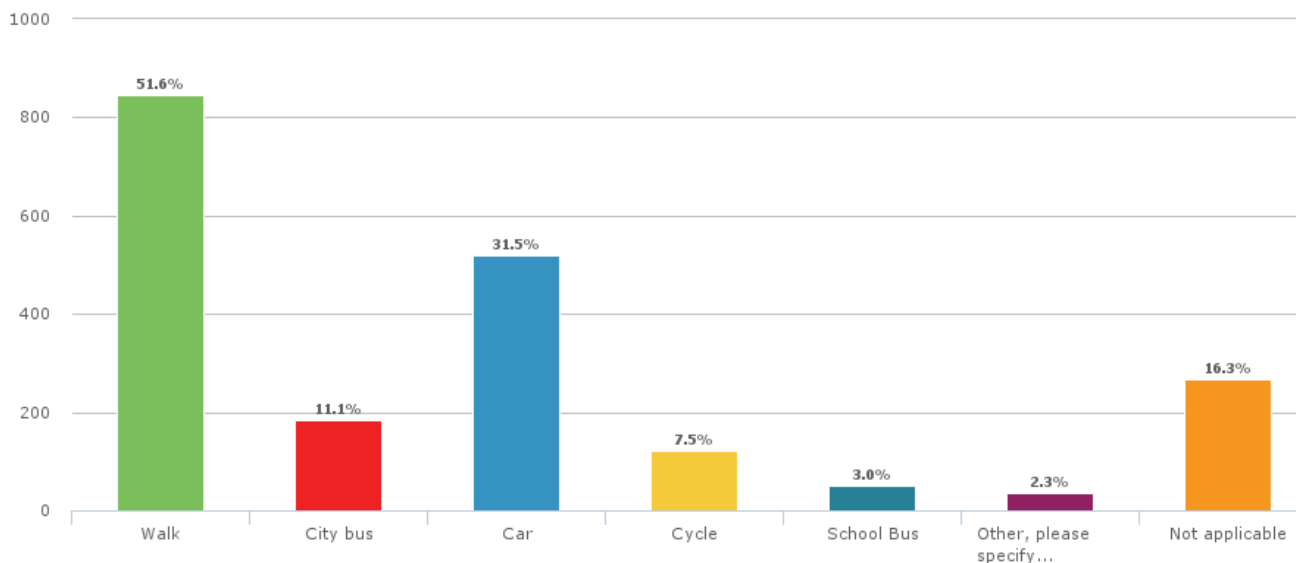
Please check all that apply.



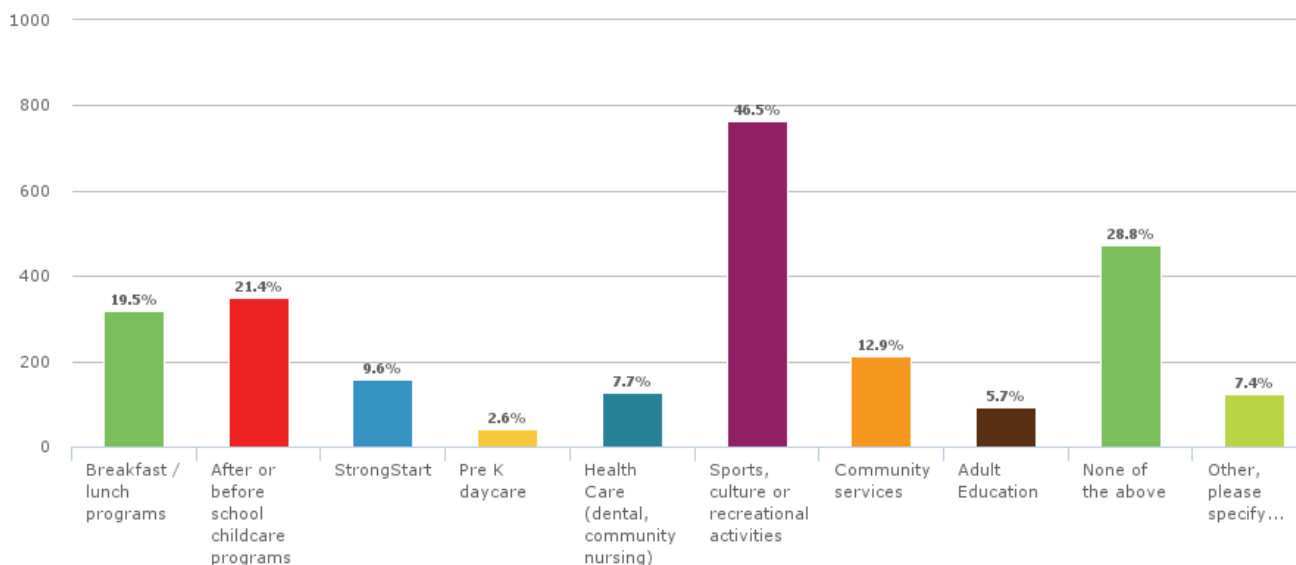
Do you or your child?



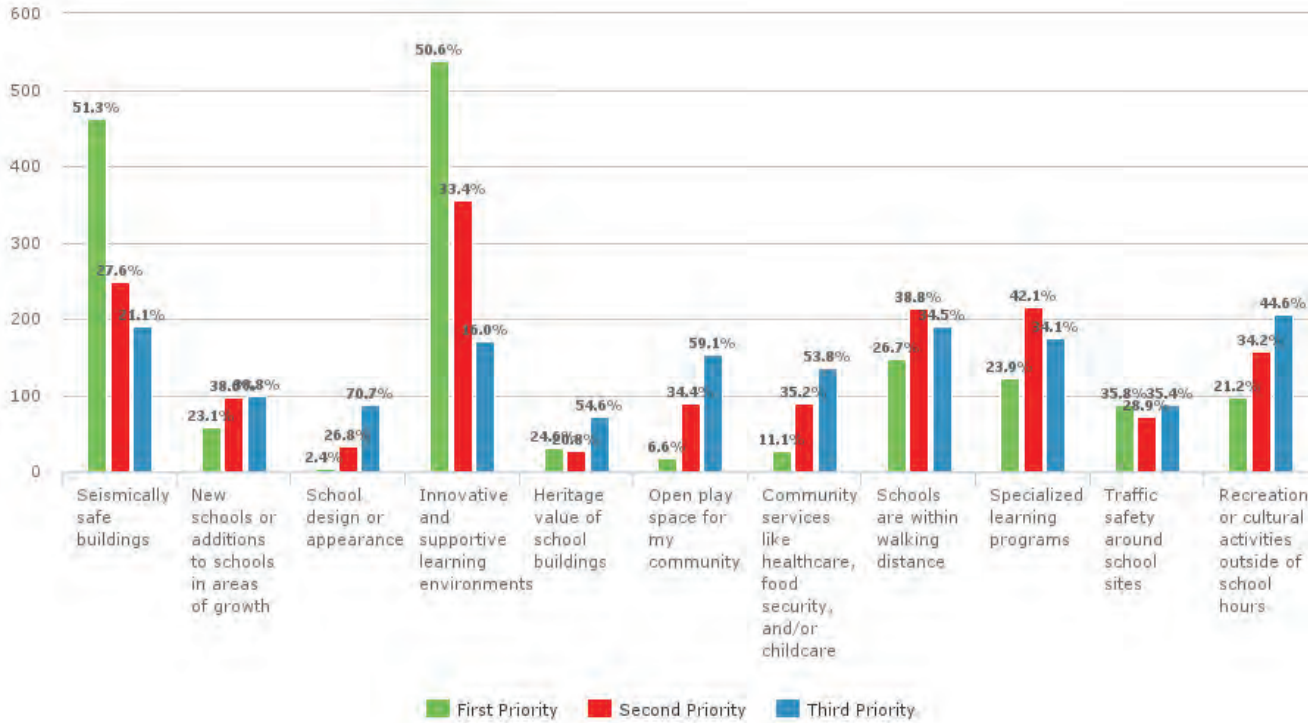
If you are a student or parent / guardian of a student, how do you (they) get to school on most days?



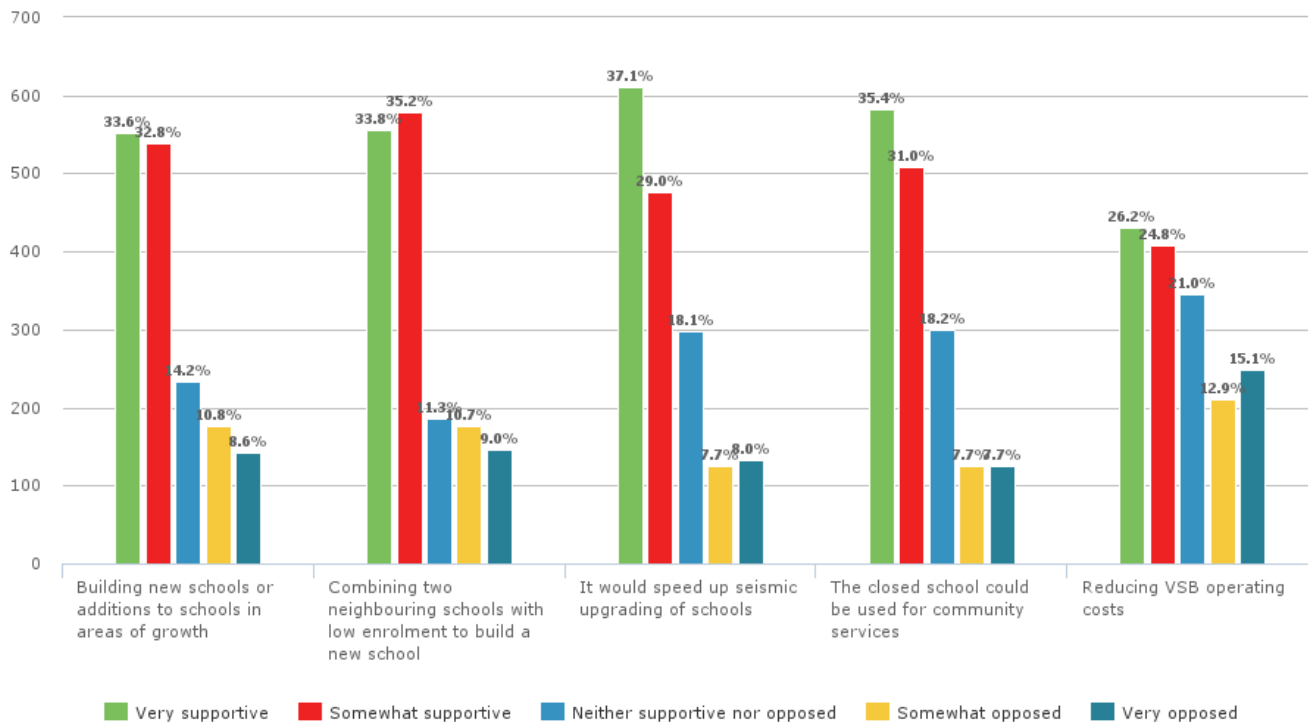
**Do you access any of the following programs at a VSB school?
Please check all that apply.**



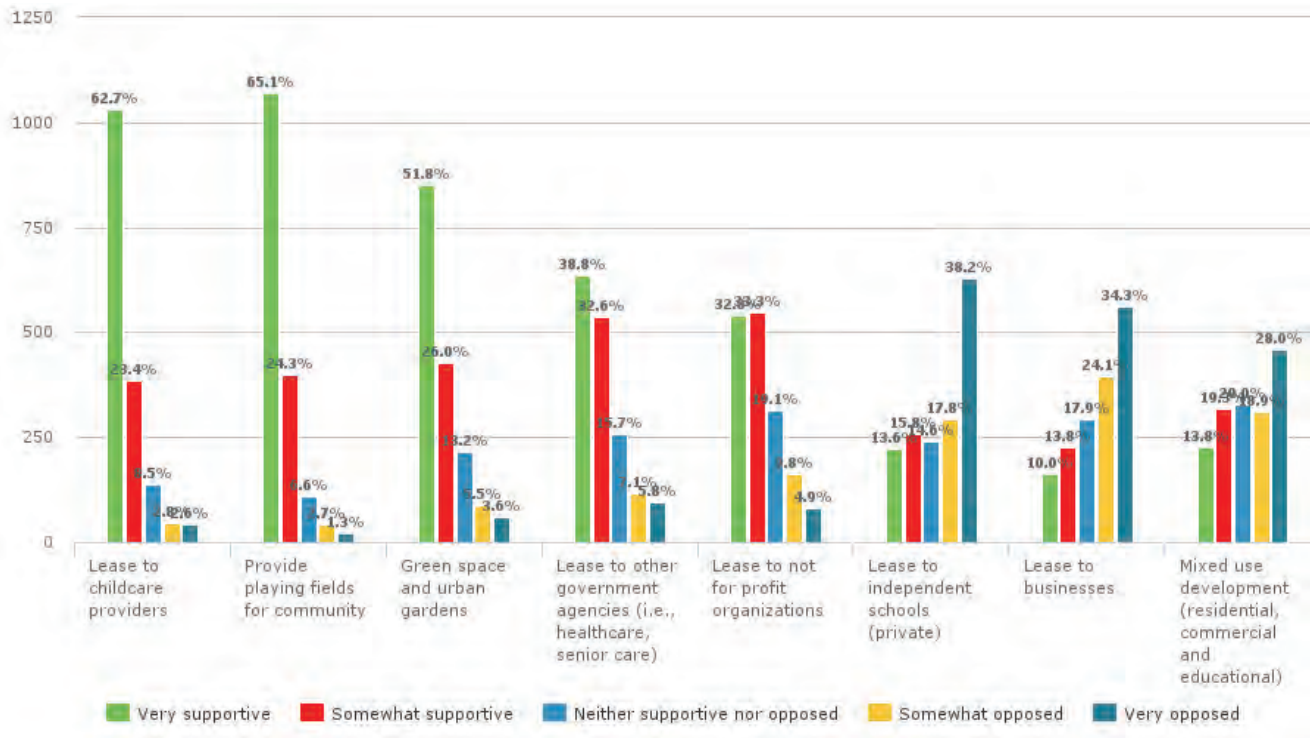
What are your priorities when it comes to schools in Vancouver? Please rank your top three priorities from the list below.



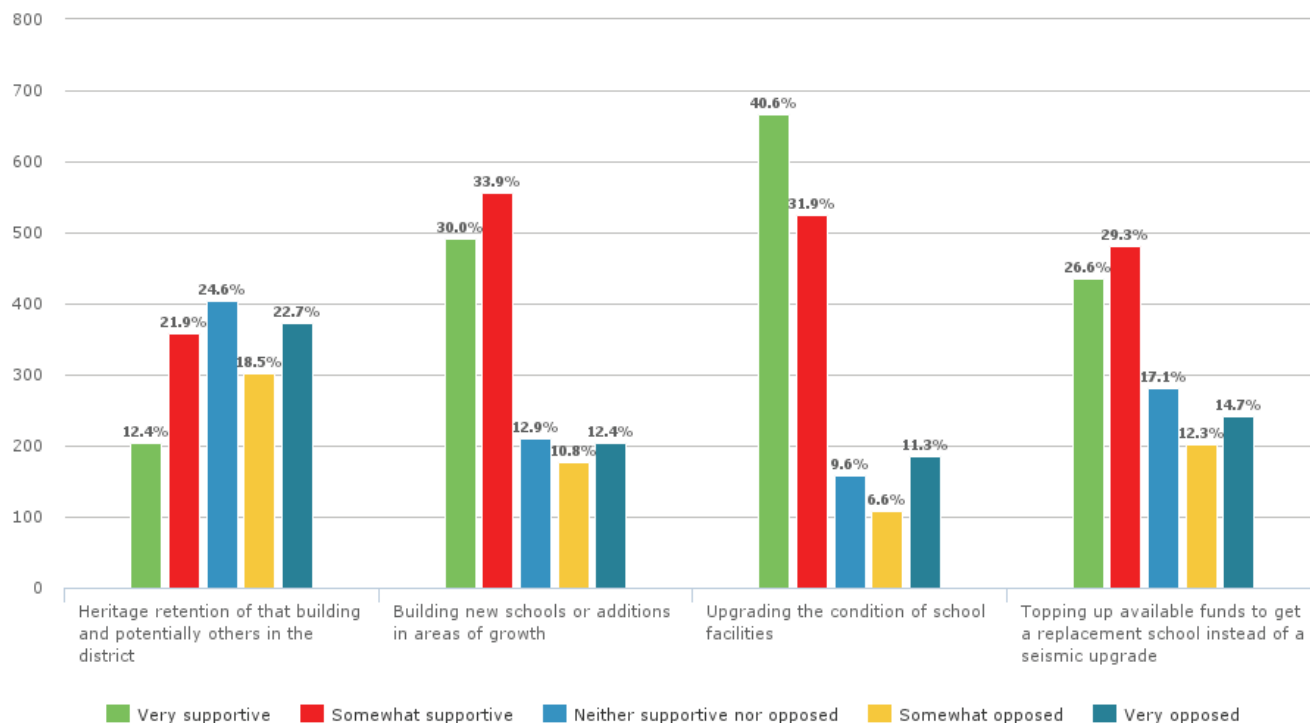
How supportive would you be of closing schools if it means...



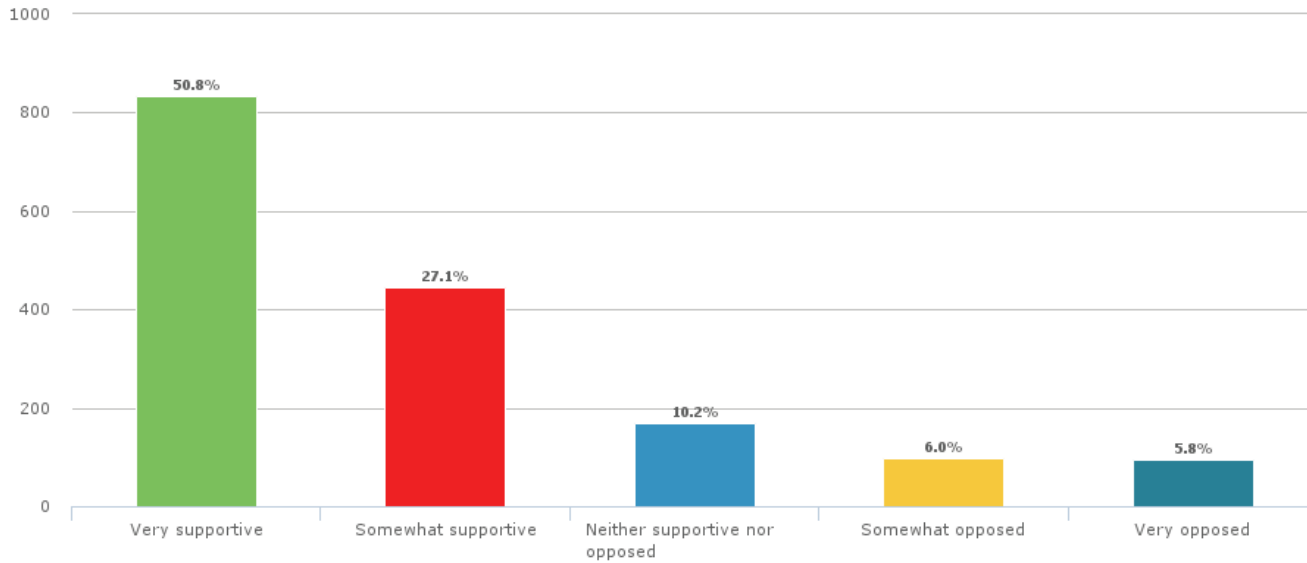
If there are VSB properties or buildings not needed for delivery of K-12 education, what are acceptable uses among the following options?



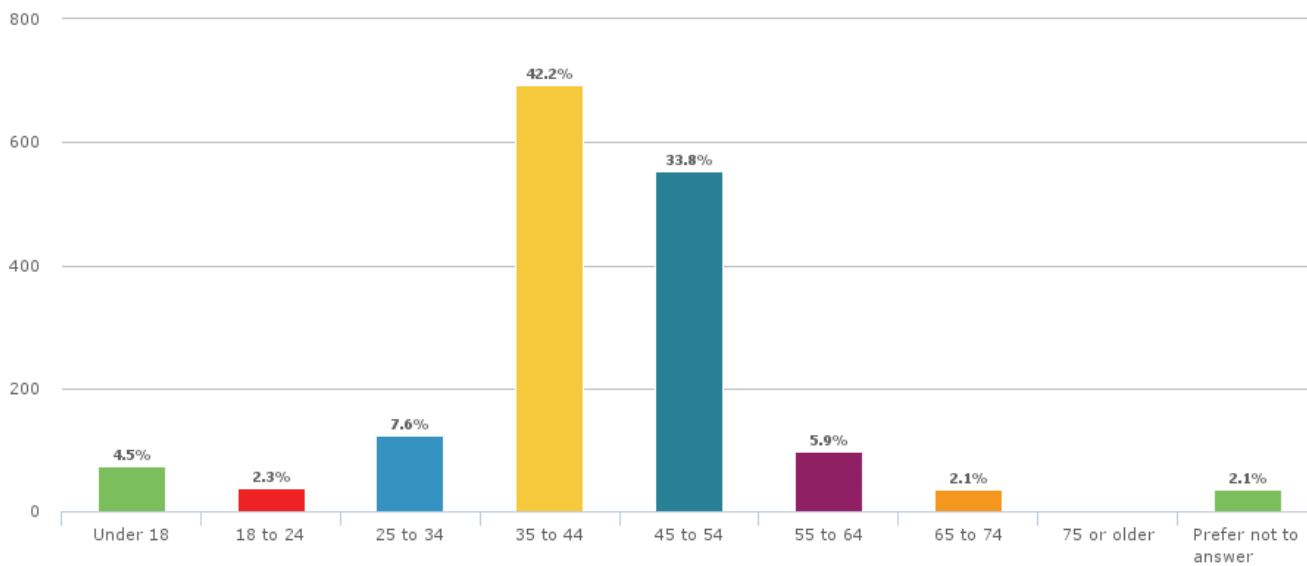
Would you be supportive of VSB developing or selling a portion of school properties if the revenue was used to support?*Note - Proceeds cannot be used for general operating purposes such as educational programming



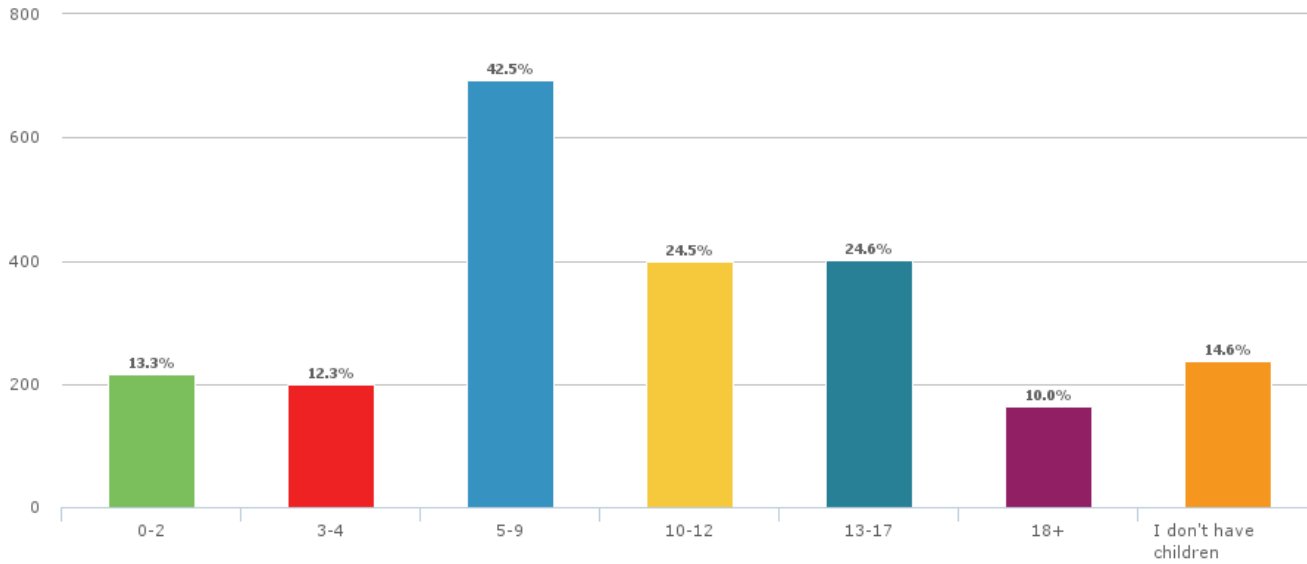
In addition to school properties, the VSB owns four non-school sites (e.g., Kingsgate Mall). Would you be supportive of the VSB selling or developing all or portions of these sites to support capital projects (i.e., new schools, seismic upgrades, replacement schools)?



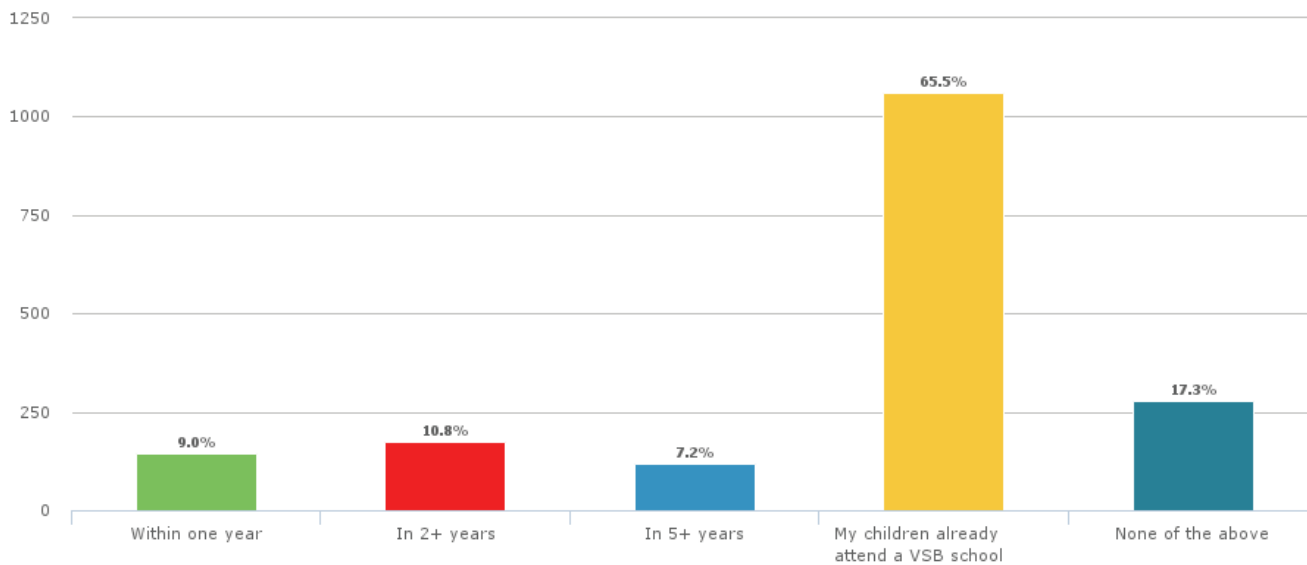
How old are you?



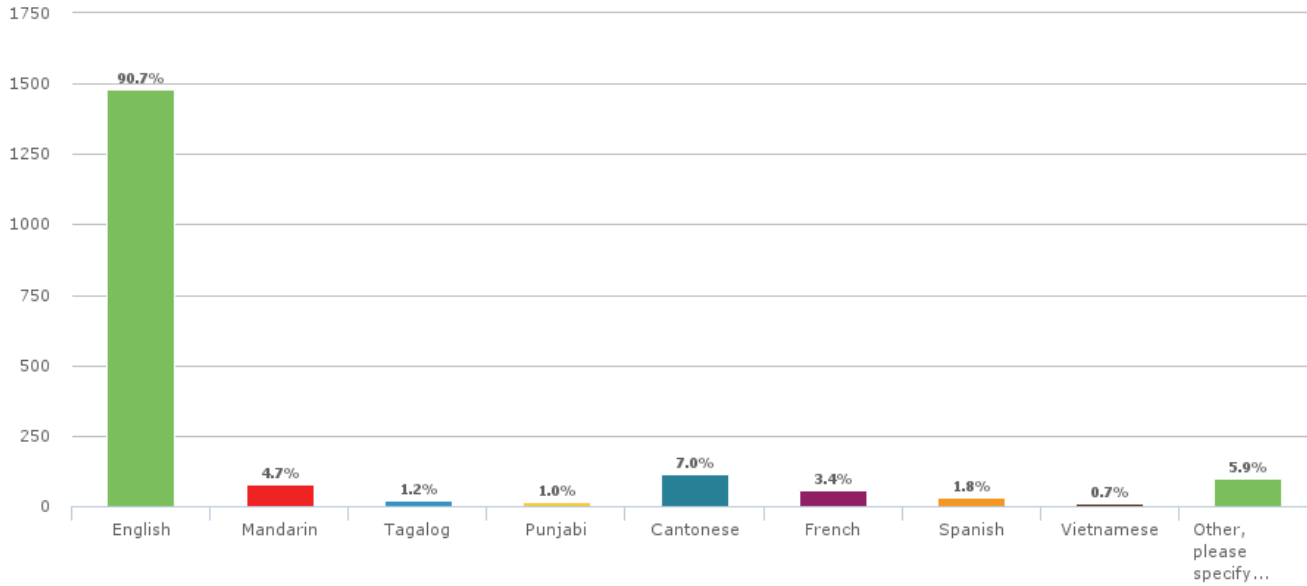
If you have children, how old are they?



Do you plan to have children attend a VSB school in future?



**What is your first language or the language you speak at home?
Please choose all that apply.**





IN CLOSING

The VSB, and in particular, the planning team, is committed to land use planning that involves the public and stakeholders in meaningful ways that create transparent, inclusive and constructive opportunities to share community knowledge, practices, experiences, values, and priorities. What the team heard and synthesized during the 10-week consultation process, was a set of complex responses to a complex social, political and urban context, yet there were some core findings that were common across the diverse perspectives that we have identified here. All the source materials for this report including transcribed flipcharts, forms and notes, and qualitative coding documents will be archived and will be available for review upon request.

As a roadmap for the coming 14 years, the LRFP will be updated and evaluated yearly, but when it comes to implementation, the VSB will continue to engage communities, particularly when it comes to closures, seismic planning and temporary accommodation. There will be focused conversations about how to move forward with community, once implementation schedules are developed. The consultation team would like to thank those who participated for their thoughtful, creative and passionate responses during the consultation.

APPENDICES AND RESOURCES

Appendix 1: Terms of Reference

Appendix 2: VSB Survey Questions/ Results

Appendix 3. IPSOS Reid Survey Results

Appendix 4: Communications and Social Media Analysis

Appendix 5: Summary of Activities and Participation

Appendix 6: Discussion Materials (guides, boards)

Appendix 7: Summary of Qualitative Findings - VSB Survey

Appendix 8: Kingsgate Mall Materials

Appendix 9: Summaries of Workshops and Stakeholder Sessions (to come)



**For more information or background
on any of these findings, please visit:**

www.vsb.bc.ca/VSBengagement

For any questions, please email:

vsbengage@vsb.bc.ca

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TERMS OF REFERENCE VANCOUVER SCHOOL DISTRICT PUBLIC CONSULTATION PROCESS January 2016



LONG
RANGE
FACILITIES
PLAN



INTRODUCTION

Vancouver School District is developing a long-range facilities plan (LRFP). The plan is intended as a dynamic, living document that will establish principles and outline objectives and strategies to guide and inform decision-making on the long-term management of District facilities. It should not be mistaken for an implementation plan. Implementation plans are developed following completion of the LRFP in order to put key strategies and objectives identified into action. The Long Range Facilities Plan will be reviewed and updated annually to track implementation progress.

In partnership with the public and its stakeholders, Vancouver School District and its elected trustees (Vancouver Board of Education {VBE}) are seeking to understand public values, priorities and ideas to inform facilities planning. The public consultation process will bring citizen and stakeholder knowledge and voices into the planning process.

This Terms of Reference document describes the scope and nature of the public consultation to inform, consult and involve citizens and stakeholders in the development of the LRFP. The terms outlined here articulate how we intend to engage citizens and stakeholders and how we will report out to district staff and decision-makers. The terms have been developed in collaboration with elected trustees, staff and stakeholders.

DEFINITIONS:

For the purposes of this document we define key terms as follows:

Decision makers: Elected trustees of the Vancouver Board of Education (VBE)

District Staff: Senior and district management and staff responsible for facilities planning

Citizens: Individual members of the public

Stakeholders: Organizations and associations that participate on VBE standing committees

Organizations/ Partners: Community organizations, businesses and potential partners

Public Consultation: The process of soliciting, summarizing, sharing and incorporating public input for the purposes of plan development.

WORKING PRINCIPLES FOR THE LRFP:

The District is seeking to deliver a Long Range Facilities Plan. The working principles for the plan are to deliver:

- Safe and sustainable schools;
- Facilities that support innovative, educational approaches, ultimately providing effective learning environments;
- Schools located where they can support school-aged populations now and in future; and

- Planning that takes into account economic, community and environmental benefits for students, families and all citizens of Vancouver.

PRINCIPLES FOR PUBLIC AND STAKEHOLDER CONSULTATION

All public consultation in support of the development of a Long Range Facilities Plan (LRFP) will be governed by the following principles:

1. CREATING SHARED UNDERSTANDING: INFORMATION SHARING

In order to have informed participation in our public consultation work, we must ensure citizens and stakeholders have a shared understanding of:

- The rationale for developing a Long Range Facilities Plan;
- Commitments to government that underpin the planning work and are driving timelines for public engagement. This means clarity about the Ministry of Education requirement that larger school districts target 95% capacity utilization that can be achieved over the long term of seismic upgrading;
- Optimal learning environments; and
- Research and analysis with respect to enrolment and demographic trends, facilities conditions, capacity utilization and seismic risk.

2. AN INCLUSIVE APPROACH: PROMOTING BROAD PARTICIPATION

We are committed to using tools that encourage participation by a broad cross-section of citizens and stakeholders. This commitment will include:

- Using plain language in materials;
- Providing opportunities to participate online;
- Using user-friendly visuals and info-graphics to explain technical information;
- Promoting public consultation activities broadly using social media, paid media, community networks, and street-level spaces on school grounds and throughout larger neighbourhood areas;
- Minimizing language and cultural barriers to participation;
- Going to where stakeholders are, which should include going to existing groups (community meetings, gatherings) and seeking input as well as hosting open-call events; and
- Seeking representative samples of public input as well as self-selecting samples from surveys.

We must “capture the public’s imagination” so that involvement strikes a chord with people’s values, criteria and ideas for schools in their city. This commitment means we will host:

- Creative, participatory exercises that offer opportunities to ask questions, interact with subject matter experts, and promote constructive and future-focused conversations;
- Conversations that seek to understand values as criteria for decision-making, asking what is vital, important and meaningful for participants; and
- Dialogues with an “engaging frame” that seek and share stories and images, as well as facts and data.

3. PROMOTION OF TWO-WAY COMMUNICATION

We are committed to sharing information with the public as well as listening and providing multiple opportunities for dialogue and public input. This commitment means we will:

- Offer opportunities in person, online and throughout our consultation to listen to the ideas, concerns and general input of citizens and stakeholders;
- Clearly summarize and share citizen and stakeholder input; and
- Be responsive to citizens seeking additional opportunities, outside of planned activities, to share input.

4. TRANSPARENCY AND CLARITY

We are committed to delivering all aspects of the project transparently, which means

- Sharing a clear decision-making framework, so the public understands how their input will inform VBE planning and decision-making;
- The public is kept informed as consultation progresses, including how input is considered and used; and
- Sharing a clear methodology for reporting on all forms of citizen and stakeholder input.

PROCESS FOR DEVELOPING THE CONSULTATION PLAN

The process for developing the detailed public consultation plan should be led by a committee including senior staff and elected trustees. The activities would include participating in the development of the plan and providing timely guidance on its implementation.

CONSULTATION TIMELINES

Public consultation activities will take place from February– May 2016 with a summary report and analysis on all findings delivered as soon as possible in early May 2016.

MEETING BEST PRACTICES IN CONSULTATION

Given our principles, we propose a methodology that aligns with best practices in public consultation: the International Association for Public Participation (IAP2) Core Values of Public Participation and the IAP2 Code of Ethics for Public Participation Practitioner. The IAP2 spectrum of engagement outlines the range of approaches possible. The consultation in support of the LRFP will use these standards as a baseline, and in particular:

Fair, Transparent and Legitimate. Where possible, stakeholders will have had the opportunity to influence the design of a consultation program. The public is made aware of opportunities to participate and materials are made available in a manner that encourages public understanding.

Identifying Topics and Decisions for Consultation. Consultation is only conducted when there are decisions that can benefit from public input, and input is used effectively to improve decisions.

Consultation Methods. A range of consultation methods are used to maximize opportunities for participation. Staff and consultants have the necessary skills to implement consultation programs.

Reporting. Consultation reports provide the public and decision makers with a rigorous analysis of input.

PROPOSED METHODOLOGY

The consultation process will employ the first three elements of the IAP2 spectrum: inform, consult, and involve. Guided by the principles outlined here, we will use a range of approaches that build trust and spark meaningful dialogue.

IAP2'S PUBLIC PARTICIPATION SPECTRUM

The IAP2 Federation has developed the Spectrum to help groups define the public's role in any public participation process. The IAP2 Spectrum is quickly becoming an international standard.

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 influences the decision. We will seek your feedback on drafts and proposals.	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 work together with you to formulate 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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English
 繁體中文

VANCOUVER SCHOOL BOARD SURVEY

THE FUTURE OF OUR SCHOOLS

Page 1

The Vancouver School Board (VSB) is seeking your input on a Long Range Facilities Plan.

Language Options: If you wish to take this survey in Traditional Chinese please click "繁體中文" in the top right corner.

What is a Long Range Facilities Plan or LRFP?

- The Long Range Facilities Plan (LRFP) is a roadmap to manage, upgrade and maintain Vancouver's schools to 2030.
- The LRFP will guide activities like building new schools, the seismic upgrading of current schools, moving students while their schools are being upgraded and possible school closures.
- View the [Interim Plan](#) in detail.
- View [Frequently Asked Questions](#) that will help you fill out this survey.

Why take this survey?

- There are elements of the plan that may affect you, whether you are a student, parent or resident of Vancouver.

- The Vancouver School Board will submit a final plan to the Ministry of Education by June 2016.
- Your input will help staff and elected trustees as they shape and finalize the plan.

Please take a moment to consider the following questions and share your thoughts. The survey will take roughly **10 minutes** to complete. Your input is completely confidential. We allow two surveys per IP address. The survey closes at noon on May 1st, 2016.

If you'd like to participate in face-to-face events view the [schedule](#) of workshops and open houses over the month of April.

Page 2

SECTION ONE

What is Your Connection to VSB Schools?

Your answers to the following questions will help us understand your connection to schools in Vancouver.

Please tell us the first three digits of your postal code:

What is your connection to schools in the VSB? Please check all that apply.

- Parent or guardian of student(s)
- Student
- Resident
- Community partner (organization, business or government)
- Other, please specify...

Do you or your child?

- Attend an in-catchment school
- Attend another Vancouver school cross boundary
- Attend a Vancouver district program (eg. French Immersion, Special Education)
- Attend an independent school

Home school

Other, please specify...

Type here

Not applicable

If you are a student or parent / guardian of a student, how do you (they) get to school on most days?

Walk

City bus

Car

Cycle

School Bus

Other, please specify...

Type here

Not applicable

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SECTION TWO

How Do You Use VSB Schools?

We'd like to learn more about how you use schools in the district.

Can you tell us briefly what makes the school or schools you are connected to special, unique or important?

Type here

**Do you access any of the following programs at a VSB school?
Please check all that apply.**

- Breakfast / lunch programs
- After or before school childcare programs
- StrongStart
- Pre K daycare
- Health Care (dental, community nursing)
- Sports, culture or recreational activities
- Community services
- Adult Education
- None of the above
- Other, please specify...

Type here

What are your priorities when it comes to schools in Vancouver?

Please rank your top three priorities from the list below.

	First Priority	Second Priority	Third Priority
Seismically safe buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New schools or additions to schools in areas of growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School design or appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative and supportive learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heritage value of school buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open play space for my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community services like healthcare, food security, and/or childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schools are within walking distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialized learning programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traffic safety around school sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational or cultural activities outside of school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If the above are not priorities for you, please share your priorities.

Type here

Is there anything else you want us to know about your priorities for VSB's schools?

Type here

SECTION THREE

Seismic Upgrades of VSB Schools

Seismically safe schools for all students, staff and users of school facilities is a key goal of the Long Range Facilities Plan. In the VSB, 20 schools have already been seismically upgraded or replaced. There are 69 schools that have high seismic risk. Five of these are currently under construction.

The interim Long Range Facilities Plan outlines factors to identify schools for seismic upgrade including:

- A high seismic risk rating
- High current enrolment and/or high projected enrolment
- Costs associated with maintaining the school (i.e., aging facilities)
- Can support a plan to have usable schools across all areas of the district following an earthquake

Are there other factors we should consider when identifying schools for seismic upgrade?

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SECTION FOUR School Closures

The interim Long Range Facilities Plan outlines possible school closures.

Why?

There are multiple reasons including population and enrolment trends. The number of students attending VSB schools has declined since 1997. However, population is unevenly distributed across the district. Some areas of Vancouver have undergone significant development, resulting in increased student numbers. In other areas, student numbers have been stable or have declined significantly. The Ministry of Education has set targets for the use of surplus space in schools.

A key goal for the interim Long Range Facilities Plan is to get safe, seismically upgraded schools across Vancouver, as quickly as possible. Closing schools can support expediting the seismic program.

VSB must understand public values and priorities in order to complete the plan. We'd like to share some factors for considering schools for closure and get your input.

The interim LRFP outlines some considerations when identifying schools for possible closure.

- School has surplus space
- Current enrolment is low
- Future projected enrolment is low
- Poor condition of the school and high maintenance costs
- Space available for students in neighbouring schools
- Geographic barriers such as proximity to major roads
- Ability to use the school for other purposes including potential revenue generation

Do you have any other considerations to add to this list?

Type here

How supportive would you be of closing schools if it means...

			Neither		
	Very	Somewhat	supportive	Somewhat	Very
	supportive	supportive	nor	opposed	opposed
			opposed		
			Neither		
	Very	Somewhat	supportive	Somewhat	Very
	supportive	supportive	nor	opposed	opposed
			opposed		

Building new schools or additions to schools in areas of growth

Combining two neighbouring schools with low enrolment to build a new school

It would speed up seismic upgrading of schools

The closed school could be used for community services

Reducing VSB operating costs

Are there other outcomes that would lead you to be supportive of closing schools? Please tell us.

Type here

SECTION FIVE
Use of Surplus VSB Buildings and Property

If there are VSB properties or buildings not needed for delivery of K-12 education, what are acceptable uses among the following options?



Lease to childcare providers

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Provide playing fields for community

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Green space and urban gardens

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Lease to other government agencies (i.e., healthcare, senior care)

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Lease to not for profit organizations

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Lease to independent schools (private)

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Lease to businesses

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Mixed use development (residential, commercial and educational)

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Do you have other thoughts about uses for surplus buildings or property?

Would you be supportive of VSB developing or selling a portion of school properties if the revenue was used to support?

**Note - Proceeds cannot be used for general operating purposes such as educational programming*

- | | |
|--|--|
| | <input type="radio"/> Very supportive |
| Heritage retention of that building and potentially others in the district | <input type="radio"/> Somewhat supportive |
| | <input type="radio"/> Neither supportive nor opposed |
| | <input type="radio"/> Somewhat opposed |
| | <input type="radio"/> Very opposed |
| | <input type="radio"/> Very supportive |
| Building new schools or additions in areas of growth | <input type="radio"/> Somewhat supportive |
| | <input type="radio"/> Neither supportive nor opposed |
| | <input type="radio"/> Somewhat opposed |
| | <input type="radio"/> Very opposed |
| | <input type="radio"/> Very supportive |
| Upgrading the condition of school facilities | <input type="radio"/> Somewhat supportive |
| | <input type="radio"/> Neither supportive nor opposed |
| | <input type="radio"/> Somewhat opposed |
| | <input type="radio"/> Very opposed |

Topping up available funds to get a replacement school instead of a seismic upgrade

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

Are there any further thoughts you have about the partial sale or reuse of surplus buildings?

**Note - Proceeds are required to go toward capital projects such as building new schools, maintenance, school additions, heritage retention, seismic upgrades.*

Type here

In addition to school properties, the VSB owns four non-school sites (e.g., Kingsgate Mall). Would you be supportive of the VSB selling or developing all or portions of these sites to support capital projects (i.e., new schools, seismic upgrades, replacement schools)?

- Very supportive
- Somewhat supportive
- Neither supportive nor opposed
- Somewhat opposed
- Very opposed

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Final Comments

Do you have any final thoughts or comments on the LRFP you'd like to share?

Type here

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Thanks for taking this survey. We would like to ask a few more questions that will help us develop a plan that meets citizens' needs.

DEMOGRAPHIC QUESTIONS

The next few questions are for statistical purposes.

How old are you?

- Under 18
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older
- Prefer not to answer

If you have children, how old are they?

- 0-2
- 3-4

- 5-9
- 10-12
- 13-17
- 18+
- I don't have children

Do you plan to have children attend a VSB school in future?

- Within one year
- In 2+ years
- In 5+ years
- My children already attend a VSB school
- None of the above

**What is your first language or the language you speak at home?
Please choose all that apply.**

- English
- Mandarin
- Tagalog
- Punjabi
- Cantonese
- French

Spanish

Vietnamese

Other, please specify...

RESULTS IN TABLES – 13 MAY

What is your connection to schools in the VSB?

Please check all that apply.

Response	Chart	Percentage	Count
Parent or guardian of student(s)		74.6%	1225
Student		7.2%	119
Resident		32.6%	536
Community partner (organization, business or government)		5.7%	93
Other, please specify...		13.2%	217
		Total Responses	1642

What is your connection to schools in the VSB?

Please check all that apply. (Other, please specify...)

#	Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

14.
15.
16.
17.
18.
19.
20.
21.
22. Child Care Operator
23.
24. Retired Vancouver secondary school teacher.
25. Staff
26. Will have a child enrolled in public school in 3 years (son is currently 2 years old)
27. Future parent of student
28. Teacher
29. Retired teacher and resident
30. Grandfather of children enrolled in the Vancouver school system.
31. teacher with VSB
32. PARENT TO FUTURE STUDENTS
33. Friend to many staff working in schools
34. grandparent
35. parent of a toddler who will soon become a student.
36. Parent of future students
37. attend strong start. child starting kindergarten
38. Resident & parent to a child starting kindergarten in 2018
39. parent of child who will start kindergarten this fall (sept 2016)
40. Advocate for Public Education and Democratic Engagement
41. Parent of future student
42. My child will attend public school (kindergarten) in the fall.

43.	teacher
44.	Collingwood Neighbourhood House Before and After School Daycare
45.	taxpayer
46.	Parent of a Vancouver former (now graduated) elementary/highschool student
47.	moving to Vancouver in summer.
48.	parent of future student
49.	teacher on call
50.	Parent of future student
51.	Resident and Parent of future student.
52.	Parent of future student
53.	Teacher
54.	Teacher
55.	Parent of non school age child
56.	Parent of children not yet in school
57.	Teacher
58.	My son will be a student in 2017
59.	Teacher
60.	Expecting parent
61.	Teacher
62.	Teacher
63.	Parent of future student
64.	former student
65.	SSA
66.	Employee
67.	teacher
68.	Teacher
69.	With a toddler who will be enrolled into a VSB elementary school in September 2017
70.	teacher

71.	Employee/ teacher
72.	Alumna of VSB
73.	wife of teacher
74.	VSB employee
75.	Son is a secondary teacher at VSB
76.	Past VSB CST staff
77.	Future parent - Kindergarten 2017
78.	
79.	Educator
80.	Soon to be parent of student (in daycare)
81.	Active Pac member
82.	related to teachers
83.	Teacher
84.	I work for the VSB
85.	STAFF
86.	teacher
87.	employee
88.	Community Partner
89.	teacher
90.	school employee
91.	employee
92.	Teacher
93.	retired VSB staff
94.	Employee
95.	have little ones in the school system
96.	Live across the street so many decisions regarding school affect both our children and our neighborhood
97.	alumni
98.	VSB Inclusion Consultant

99.	Employee
100.	Educator
101.	school principal
102.	Teacher
103.	School volunteer
104.	Teacher
105.	My child will be old enough to go to school in a year and a half.
106.	Alumni
107.	teacher
108.	vsb staff and daughter will attend in-catchment
109.	Teacher
110.	PAC Chair
111.	tenant
112.	volunteer
113.	Service Provider
114.	Alumni
115.	teacher
116.	retired VSB teacher
117.	Employee
118.	grandparent of student
119.	employee
120.	VSB staff
121.	VSB NIGHT CLASSES
122.	My daughter attended Hastings Elementary and Van Tech - graduated a few years ago
123.	Teacher
124.	Grandparent
125.	Parent to be, my son is 3
126.	Teacher

127. Parent of a toddler who will attend one of your schools
128. Work at a VSB Elementary School
129. Educator
130. And a retired vsb teacher, as well as the grandparent of a child set to begin kdg next year.
131. Student Teacher
132. parent of 18 year old living at home who Graduated in 2015
133. Aunt of child attending
134. Resident
135. Resident
136. Teacher
137. Staff
138. artist
139. Teacher
140. Arts educator
141. Teacher
142. Employee
143. Teacher
144. teacher
145. grandparent
146. Employee
147. teacher
148. VSB Employee
149. Work
150. Employee
151. teacher
152. Teacher
153. Child is pre school age
154. Volunteer

155.	Attended Vancouver public school
156.	Parent of future students
157.	Grandparent
158.	may move into district to be closer to work. kids now in burnaby school.
159.	Parent of student to be, daughter born in 2013
160.	Resident of Vancouver, Volunteer worker, Expat, Community support work(Future)
161.	Teacher
162.	family of child who VSB has not served well
163.	have children who will be attending school in next 1-2 years
164.	retired teacher still volunteering in schools
165.	Teacher
166.	Teacher also member of community
167.	Teacher
168.	Teacher
169.	Grandparent
170.	Parent of a pre-school-aged child (2 year-old). Besides being a parent, education and learning is a very important topic to me with my background in developmental psychology and education. I currently work as a Learning Specialist at BCIT.
171.	Grandparent
172.	Strong supporter of the public education system
173.	Parent of future student
174.	Alum
175.	Education Technology & Digital literacy specialist
176.	Teacher
177.	Prospective Teacher
178.	former student
179.	Teacher in another district.
180.	parent of future student
181.	Aunt

182.	teacher
183.	After school music instructor
184.	Teacher
185.	We provide Out Of School Care for a VSB Elementary School.
186.	teacher
187.	Landscape consultant who works with VSB
188.	Mother of future student
189.	Parent of a toddler
190.	Parent of previous students and grandparent of current students. Also previously a secondary teacher/counsellor for VSB.
191.	Parent of two adult VSB educated students and four current primary school children
192.	Attended school in Vancouver.
193.	Highschool alumni, University student
194.	employee
195.	rent gyms
196.	retired VSB teacher, former parent of a student
197.	Graduate of VSB schools
198.	operating before and after school child care within the schools
199.	Parent of former student
200.	VPL Library staff member at a joint-operation public library located in a VSB school
201.	Alumni
202.	Staff
203.	employee
204.	Parent of child entering K on Sept 2016
205.	Grandparent of two children in VSB schools
206.	Parent of future student
207.	Youth and Family Worker
208.	Spouse of vsb teacher

209. Teacher
210. Teacher
211. Supervision Aide
212. parent of graduates and special needs educator
213. Teacher
214. Teacher
215. employee
216. Future Teacher
217. Parent of a 3 year old

Do you or your child?

Response	Chart	Percentage	Count
Attend an in-catchment school		54.4%	893
Attend another Vancouver school cross boundary		16.6%	272
Attend a Vancouver district program (eg. French Immersion, Special Education)		18.5%	303
Attend an independent school		2.9%	48
Home school		0.9%	14
Other, please specify...		8.5%	139
Not applicable		15.8%	259
Total Responses			1642

Do you or your child? (Other, please specify...)

#	Response
1.	neice and nephew attend vsb schools
2.	Just got accepted to French Immersion and wait-listed for English in-catchment
3.	My child was rejected from her in-catchment school (simon fraser) for kindergarten in fall of 2016 due to overpopulation
4.	My child will attend in 2017
5.	will attend when school aged

6.	Home Learners Program
7.	Starts K next year. On waitlist for in catchment
8.	Only because the in-catchment French school was impossible to get into
9.	Not yet enrolled
10.	3 of my kids attended VSB schools from K-12
11.	Volunteer at a VSB school
12.	child attends cross district school in Burnaby
13.	will be attending kindergarten in catchment in fall
14.	French Immersion Pre-School
15.	Distributed Learning at Beaconsfield
16.	I'm a teacher, working in another district ..
17.	Pre-school
18.	Alternative school
19.	I did not put her into Catchment school it is the worst rated
20.	NOT YET SCHOOL AGE
21.	Child has not yet reached school age
22.	My son attends a French School managed by the Francophone School Board
23.	Will be starting school in September 2017
24.	My child will attend an in-catchment school soon.
25.	Go to another catchment
26.	strong start. starting kindergarten
27.	Hope to attend our catchment school
28.	Fresh Air Elementary (Island Discovery Learning Community run by SD40)
29.	In daycare currently; will be in montessori in the fall
30.	one of my kids is also in the SELC program at Norquay
31.	My daughter will enter school next year
32.	Manage a 30 space daycare program at Graham Bruce Elementary
33.	A different district's school, cross boundary
34.	no yet attending any school in Vancouver.








35.	Independent special education
36.	Preschool
37.	I have a 2-year old that will attend school in a few years
38.	Will attend school in 2019
39.	South Hill for Gr. 11&12
40.	Future student (1 yr old)
41.	He will attend an in-catchment school
42.	Child will attend a Vancouver school in the future
43.	Conseil Scholaire Francophone students
44.	I am a former VSB student and my children will attend an in-catchment school soon
45.	I have a toddler and a baby
46.	Alumna
47.	child in preschool. Kindergarten will be Sept 2017
48.	French Immersion
49.	EBUS Distance Ed through School District 91 at Little House Academy
50.	Tyee Montessori - Lottery System for Admission
51.	SPARTS program
52.	Daycare
53.	Odyssey Program at David Thompson
54.	come to the same school
55.	Attended VSB and graduated
56.	Adult Ed
57.	I work for VSB. My child will be attending an in-catchment school in September.
58.	International student
59.	Attend a Alternative Program, cross boundary
60.	Will be starting Kindergarten in a cross-boundary school in September
61.	mini school programme
62.	School is within walking distance, but we our home is considered cross boundary.

63.	I was born and raised in Vancouver and am involved within my community
64.	Also has attended out of catchment and independent school in Vancouver.
65.	Kids have both finished school here in Vancouver
66.	Kerrisdale MACC
67.	Not yet in school
68.	We cross boundary due to wheelchair accessibility
69.	In preschool
70.	Tupper Mini School
71.	Francophone school Board? Anne Hebert
72.	trek outdoor education at Prince of Wales
73.	My daughter is in Bristol presently but may be attending school here in a couple of more years.
74.	one child cross-enrolled into a public b+m school
75.	VSB NIGHT SCHOOL PROGRAMS
76.	I live on a block with an elementary school.
77.	Attend strong start program in catchment
78.	Will attend an out-of-catchment school next year
79.	Community partnership
80.	Not applicable
81.	My daughter will start kindergarten in Sept. She is registered at our catchment school and is wait listed for French immersion.
82.	Strong start and have two kids who will be attending VSB schools in 2 yrs
83.	Toddlers
84.	University
85.	We don't have an in catchment school (international village) so we are assigned to an out of catchment school.
86.	will start Kindergarten in fall - in-catchment is full, so will attend nearby school
87.	Child to start in 2 years
88.	Employed at a high school
89.	Normal school

90.	And some have recently graduated from local public schools
91.	DL through another school district
92.	my child attended an in-catchment school
93.	Inner-city employee
94.	Csf
95.	Will attend school in Sept 2017
96.	Will attend public school out of Vancouver will commute for democratic school but would rather our school could rent a Vancouver school board building
97.	Mini school
98.	Not yet
99.	Too young still
100.	neice and nephew attend vsb school
101.	Vancouver Home Learners
102.	attend school in burnaby
103.	Preschool
104.	I am a private tutor. Certified teacher but unable to find work in that field. Especially since I will not teach in private schools.
105.	Daycare
106.	
107.	Mini School
108.	children past students, now in college
109.	Killarney pre school
110.	One child attends mini school
111.	Grandchild will be school aged in 4 yrs
112.	not yet school age
113.	Attended an in-catchment/district program school (elementary) and a cross boundary/district program (high school)
114.	daycare
115.	Niece And Nephew do
116.	Will be attending in the future.

117. EastSide Alt @Templeton
118. Alternative
119. Child is 1.5 years old.
120. I have four grandchildren currently attending an in-catchment school.
121. Attend strong start
122. Francophone public school within Vancouver
123. Attend a local university
124. Also use Lord Roberts school grounds
125. Attend a public school out of district
126. Gulf Island SD 64 - Windsor House
127. Child attends Windsor House, public school in SD64
128. Starting kindergarten Sept 2016
129. Child will attend catchment school in Sept 2016
130. Granchildren
131. started off in french immersion catchment, but have moved and are now cross catchment
132. used to attend school here
133. Mini School
134. Out of district
135. Teach French immersion
136. Teach social development in private special needs program
137. Work at a Band School
138. In preschool
139. Gladstone Education Centre

If you are a student or parent / guardian of a student, how do you (they) get to school on most days?











Response	Chart	Percentage	Count
Walk		51.6%	847
City bus		11.1%	183
Car		31.5%	518
Cycle		7.5%	123
School Bus		3.0%	50
Other, please specify...		2.3%	37
Not applicable		16.3%	267
		Total Responses	1642

If you are a student or parent / guardian of a student, how do you (they) get to school on most days? (Other, please specify...)

#	Response
1.	We hope to walk if we get off the wait list
2.	We live two blocks from simon fraser but now we'll have to drive
3.	scooter or skateboard
4.	walk to out of school care program at catchment school and driven by van from to and from there
5.	I drive as they are too young to walk
6.	Drive and walk 2 blocks as there's no parking available near the school (require 4 hours only 2 hours available)
7.	Bus and Canada line
8.	Son drives to school to teach
9.	scoot
10.	they would walk to permanent location of school but must be carpoled to swing site while the school is being re-built
11.	one walks, one gets lift or takes bus (different high schools)
12.	One walks to elementary school and the other takes the bus to high school

13. Which student, I have more than one.
14. Daycare provider's car to begin with, then hopefully walk or bike.
15. Carpool
16. School is within walking distance however kids are driven to school as I am on my way to work.
17. board
18. skytrain
19. wheelchair accessible van
20. walk or drive to night school
21. Will walk when old enough
22. We are not sure yet, as the out-of-catchment school is far away
23. Not applicable
24. school bus to temporary site during seismic upgrade
25. I drive them (foster children kept in former school)
26. Canada Line
27. School is in seismic upgrade so at a swing site normally walk
28. Dropped off by out of school care
29. Before and After School care van
30. depending on location - walk, car or school bus
31. They used to walk or bike but we would drive them on bad weather days
32. No bus runs that way and too far to walk. My mom baby sits them can't take them to school as she doesn't drive
33. One cycles, other is dropped off on way to work
34. Car pool
35. drive 1/2 way, walk 1/2 way
36. Combination drive/walk
37. Mom drives them to school

**Do you access any of the following programs at a VSB school?
Please check all that apply.**

Response	Chart	Percentage	Count
Breakfast / lunch programs		19.5%	320
After or before school childcare programs		21.4%	351
StrongStart		9.6%	158
Pre K daycare		2.6%	42
Health Care (dental, community nursing)		7.7%	127
Sports, culture or recreational activities		46.5%	764
Community services		12.9%	212
Adult Education		5.7%	94
None of the above		28.8%	473
Other, please specify...		7.4%	122
Total Responses			1642

**Do you access any of the following programs at a VSB school?
Please check all that apply. (Other, please specify...)**

#	Response
1.	PAC speakers
2.	Kids are young, have grand parents as day care, parents of students have full time jobs.
3.	rent space for music program
4.	after school enrichment
5.	Some of the above
6.	so many! outreach programs, specialized programs... i could give a list of 50!
7.	VPL library
8.	Red Fox
9.	The adult ed courses at vsb no longer send out paper flyers, I did not know it was at Langara. I have done Cont Ed at VSB for over 20 years, and loved it - however prices continue to climb
10.	NA
11.	night school
12.	I have volunteered in two school-based programs.
13.	PAC sponsored educational sessions for parents and community activities for families
14.	none yet
15.	Although many parents have requested it, our daughter's school declines to provide after school childcare.
16.	We plan to access these services in the future
17.	counsellors
18.	After school clubs at school.
19.	Hot lunch program, that I pay for to raise funds for the school.
20.	RSVP program
21.	We are on a waiting list for after-school care
22.	We used to attend Strong start when the children were younger

23.	Attend Strong Start and rec programs on site, plan to use pre-k daycare, before/after-school care, possibly breakfast/lunch programs
24.	Use their playgrounds and attend bootcamp classes held outside an elementary school
25.	Hot lunch has been discontinued
26.	My child used to use the before/after schoolcare
27.	CAMP Pre school
28.	Summer classes
29.	After school program (art, cooking)
30.	Schoolyard greening committee
31.	Community schools programs
32.	
33.	Choir
34.	I would like after school are but still waiting after 28 months!!!!
35.	We support Tupper elementary's programs which invite the community (i.e. musical performances).
36.	I have accessed lunch programs, strong start and sports activities previously, just not at the moment.
37.	YMCA daycare
38.	elementary school - we did use the before and afterschool care program
39.	Informal meeting place for neighbourhood families
40.	We had lunch program, but it was cancelled. We were very disappointed
41.	Sports teams who rent school gym weekday evenings.
42.	We participated in the lunch program until it ended at our school.
43.	Voting
44.	Used to take part in lunch program and before and after care while in elementary
45.	employment, parent liason
46.	Batman
47.	Clubs at tupper
48.	Home-Work Club

49.	In the past we used out of school childcare but kids have aged out now
50.	Gladstone Secondary robotics program
51.	Elementary Band program, Mini School
52.	
53.	mentorship with elementary students
54.	not yet
55.	we would access after school programs if there were enough spots...been on waitlist for 3 years. there is a lost opportunity there - more parents would pay for good after/before school care if vsb provided it.
56.	Gifted program
57.	Used to access before/after school child care
58.	We would love to be in before or after school care, but there are no spaces
59.	Not applicable
60.	Various music programs
61.	have participated in Night School programs
62.	Before / after care thru neighbourhood house
63.	Support workers, learning aid assistants
64.	IEP
65.	Adult education
66.	VSB run after school programs, gymnastics run by kitsalano gymnastics, noon hour programs run by the PAC and independent contractors,
67.	Voting
68.	we are currently wait listed for after school care.
69.	Music education
70.	My daughter currently attends Strong Start at Queen Alexandra during daycare and will attend before and after school care here Wolfe. we won't participate in the lunch program though since it's designed as a fundraiser instead of a support to families.
71.	speech pathology, SetBC
72.	Used to have school lunch when it was offered.
73.	I attend Boot Camp on the grounds of Queen Victoria

74.	Also have kids go to a preschool on site at the school
75.	School Community Events
76.	VSB Summer courses
77.	Preschool
78.	General sense of community of neighbourhood families
79.	We have been told there is no room for our child in the after school program for the out of catchment school we have been bumped to this year, partially because we didn't sign up way in advance. We had no way of knowing what school we would be bumped to however.
80.	Summer camps
81.	I was a student previously
82.	no space in before/after school programs - otherwise would attend
83.	Venture
84.	Outdoor facilities (playground and soccer field)
85.	
86.	Mini school program
87.	学校的热午餐
88.	have volunteered with youth , now planning to work/volunteer with school children
89.	after school care but at community centre
90.	polling station
91.	Tutoring
92.	We use daycare
93.	Minischool
94.	I am a volunteer literacy tutor for grades 1-5
95.	MTP Days
96.	N/A at this point
97.	When my child reaches school age, I plan on accessing most of these programs.
98.	PAC provides Hot lunches.
99.	no frills volleyball, adult volleyball after school
100.	We used to do the hot lunch program until it was cut by the VSB

101.	We have used the playground for 5 years.
102.	clubs
103.	Only looking for well delivered academic programs
104.	music, band, drama
105.	band
106.	Student Support Workers
107.	Special lunch day
108.	Parenting education courses
109.	Buying veggies from the school farm program
110.	Definitely used before/after school care in her younger days as well as extra curricular activities
111.	Soon we will have access to a gym class after school which will serve as somewhat of a childcare after-school program that is otherwise unavailable.
112.	They cancelled the hot lunch which I paid for in full every month
113.	School yard for playing and gardening as we live in an apartment.
114.	currently we are between programs, we did strong start and used before and after school child care, we will be using sports teams in a few years
115.	Kidsafe
116.	There are no extra programs offered at our school
117.	we used to & wish to see this continue for others
118.	Community events and collaborations
119.	Music programs
120.	Fruit program, early intervention reading assistance
121.	All from a teacher's perspective, my students use them all.
122.	ELL

**What are your priorities when it comes to schools in Vancouver?
Please rank your top three priorities from the list below.**

	First Priority	Second Priority	Third Priority	Total Responses
Seismically safe buildings	462 (51.3%)	248 (27.6%)	190 (21.1%)	900
New schools or additions to schools in areas of growth	59 (23.1%)	97 (38.0%)	99 (38.8%)	255
School design or appearance	3 (2.4%)	33 (26.8%)	87 (70.7%)	123
Innovative and supportive learning environments	537 (50.6%)	355 (33.4%)	170 (16.0%)	1062
Heritage value of school buildings	32 (24.6%)	27 (20.8%)	71 (54.6%)	130
Open play space for my community	17 (6.6%)	89 (34.4%)	153 (59.1%)	259
Community services like healthcare, food security, and/or childcare	28 (11.1%)	89 (35.2%)	136 (53.8%)	253
Schools are within walking distance	147 (26.7%)	214 (38.8%)	190 (34.5%)	551
Specialized learning programs	122 (23.9%)	215 (42.1%)	174 (34.1%)	511
Traffic safety around school sites	88 (35.8%)	71 (28.9%)	87 (35.4%)	246
Recreational or cultural activities outside of school hours	98 (21.2%)	158 (34.2%)	206 (44.6%)	462

How supportive would you be of closing schools if it means...

	Very supportive	Somewhat supportive	Neither supportive nor opposed	Somewhat opposed	Very opposed	Total Responses
Building new schools or additions to schools in areas of growth	552 (33.6%)	538 (32.8%)	233 (14.2%)	177 (10.8%)	142 (8.6%)	1642
Combining two neighbouring schools with low enrolment to build a new school	555 (33.8%)	578 (35.2%)	186 (11.3%)	176 (10.7%)	147 (9.0%)	1642
It would speed up seismic upgrading of schools	610 (37.1%)	476 (29.0%)	298 (18.1%)	126 (7.7%)	132 (8.0%)	1642
The closed school could be used for community services	582 (35.4%)	509 (31.0%)	299 (18.2%)	126 (7.7%)	126 (7.7%)	1642
Reducing VSB operating costs	431 (26.2%)	407 (24.8%)	345 (21.0%)	211 (12.9%)	248 (15.1%)	1642

SECTION FIVE Use of Surplus VSB Buildings and Property
If there are VSB properties or buildings not needed for delivery
of K-12 education, what are acceptable uses among the following
options?






	Very supportive	Somewhat supportive	Neither supportive nor opposed	Somewhat opposed	Very opposed	Total Responses
Lease to childcare providers	1030 (62.7%)	385 (23.4%)	139 (8.5%)	46 (2.8%)	42 (2.6%)	1642
Provide playing fields for community	1069 (65.1%)	399 (24.3%)	109 (6.6%)	44 (2.7%)	21 (1.3%)	1642
Green space and urban gardens	850 (51.8%)	427 (26.0%)	216 (13.2%)	90 (5.5%)	59 (3.6%)	1642
Lease to other government agencies (i.e., healthcare, senior care)	637 (38.8%)	535 (32.6%)	257 (15.7%)	117 (7.1%)	96 (5.8%)	1642
Lease to not for profit organizations	539 (32.8%)	547 (33.3%)	314 (19.1%)	161 (9.8%)	81 (4.9%)	1642
Lease to independent schools (private)	224 (13.6%)	259 (15.8%)	240 (14.6%)	292 (17.8%)	627 (38.2%)	1642
Lease to businesses	164 (10.0%)	226 (13.8%)	294 (17.9%)	395 (24.1%)	563 (34.3%)	1642
Mixed use development (residential, commercial and educational)	226 (13.8%)	317 (19.3%)	329 (20.0%)	310 (18.9%)	460 (28.0%)	1642

Would you be supportive of VSB developing or selling a portion of school properties if the revenue was used to support?









***Note - Proceeds cannot be used for general operating purposes such as educational programming**

	Very supportive	Somewhat supportive	Neither supportive nor opposed	Somewhat opposed	Very opposed	Total Responses
Heritage retention of that building and potentially others in the district	204 (12.4%)	359 (21.9%)	404 (24.6%)	303 (18.5%)	372 (22.7%)	1642
Building new schools or additions in areas of growth	492 (30.0%)	557 (33.9%)	211 (12.9%)	178 (10.8%)	204 (12.4%)	1642
Upgrading the condition of school facilities	667 (40.6%)	524 (31.9%)	158 (9.6%)	108 (6.6%)	185 (11.3%)	1642
Topping up available funds to get a replacement school instead of a seismic upgrade	436 (26.6%)	481 (29.3%)	281 (17.1%)	202 (12.3%)	242 (14.7%)	1642








In addition to school properties, the VSB owns four non-school sites (e.g., Kingsgate Mall). Would you be supportive of the VSB selling or developing all or portions of these sites to support capital projects (i.e., new schools, seismic upgrades, replacement schools)?

Response	Chart	Percentage	Count
Very supportive		50.8%	834
Somewhat supportive		27.1%	445
Neither supportive nor opposed		10.2%	168
Somewhat opposed		6.0%	99
Very opposed		5.8%	96
		Total Responses	1642






How old are you?

Response	Chart	Percentage	Count
Under 18		4.5%	74
18 to 24		2.3%	38
25 to 34		7.6%	124
35 to 44		42.2%	692
45 to 54		33.8%	553
55 to 64		5.9%	97
65 to 74		2.1%	35
75 or older		0.0%	0
Prefer not to answer		2.1%	35
		Total Responses	1638










If you have children, how old are they?

Response	Chart	Percentage	Count
0-2		13.3%	216
3-4		12.3%	200
5-9		42.5%	692
10-12		24.5%	398
13-17		24.6%	401
18+		10.0%	163
I don't have children		14.6%	238
		Total Responses	1627

Do you plan to have children attend a VSB school in future?

Response	Chart	Percentage	Count
Within one year		9.0%	145
In 2+ years		10.8%	175
In 5+ years		7.2%	117
My children already attend a VSB school		65.5%	1059
None of the above		17.3%	280
		Total Responses	1617

**What is your first language or the language you speak at home?
Please choose all that apply.**

Response	Chart	Percentage	Count
English		90.7%	1481
Mandarin		4.7%	77
Tagalog		1.2%	20
Punjabi		1.0%	17
Cantonese		7.0%	115
French		3.4%	56
Spanish		1.8%	29
Vietnamese		0.7%	11
Other, please specify...		5.9%	97
		Total Responses	1632

**What is your first language or the language you speak at home?
Please choose all that apply. (Other, please specify...)**

#	Response
1.	
2.	Hainan
3.	Turkish
4.	Indonesian
5.	Hebrew
6.	European languages
7.	Italian
8.	Not willing to disclose
9.	Swedish
10.	Farsi (Persian)
11.	Ukrainian
12.	Italian

13. Serbian
14. Taiwanese
15. Slovak
16. Greek
17. German
18. Hungarian
19. Finnish
20. Korean
21. Farsi
22. Polish
23. Portuguese
24. Bengali
25. German
26. Japanese
27. Japanese
28. Persian
29. Hungarian
30. Korean
31. hindi
32. korean
33. Japanese
34. German
35. Czech
36. Thai
37. Farsi
38. ITALIAN
39. Japanese
40. hindi
41. Greek

42. German
43. Hebrew
44. Turkish
45. russian
46. Russian
47. Taiwanese
48. German
49. Hebrew
50. Macedonian
51. Portuguese
52. Brazilian Portuguese
53. German
54. Romanian; Serbian
55. Japanese
56. GAELIC
57. Hindi
58. Portuguese (From Brazil)
59. German
60.
61. Polish
62. Serbian
63. Japanese
64. german
65. French
66. Urdu
67. POLISH
68. Dutch
69. Ilongo
70. Tamil

71. Bosnian
72. Urdu, Hindi, Afrikaans
73. Japanese
74. russian
75. Dutch
76. German
77. Greek
78. Greek
79. Dutch
80. Japanese
81. Chinese dialect
82. Czech
83. Arabic
84. farsi
85. Farsi
86. German
87. ASL
88. Do not wish to identify myself
89. Japanese and German
90. serbian
91. Japanese
92. Japanese
93. German
94. Korean
95. Hebrew
96. German
97. Japanese

Ipsos Public Affairs



Vancouver School Board Long Range Facilities Plan Survey

DRAFT REPORT

May 7, 2016



Methodology

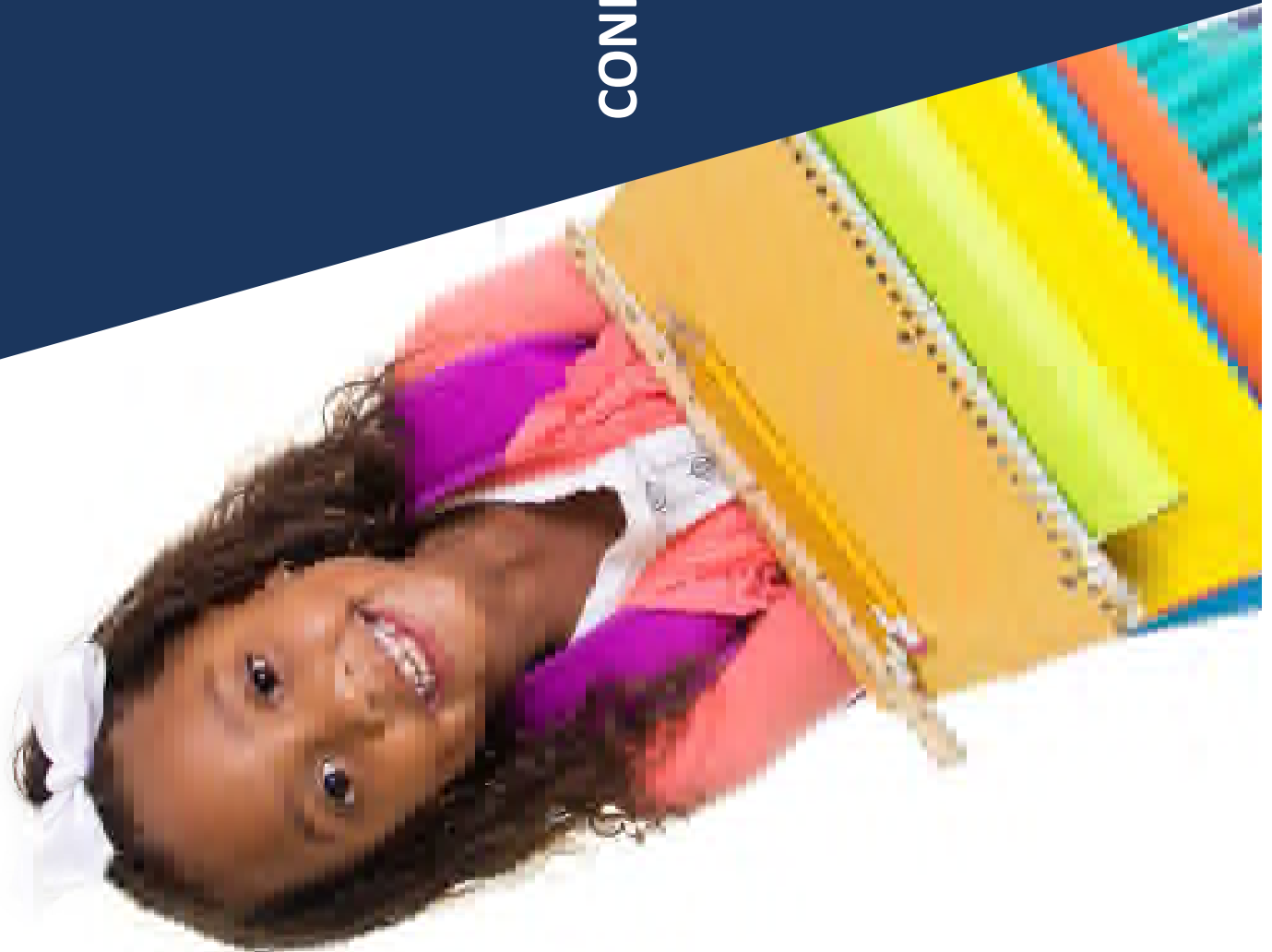
- This report presents the findings of a representative online survey of 400 adult City of Vancouver residents.
- The survey was fielded from April 21-26, 2016.
- The data were statistically weighted to ensure the sample's overall age and gender composition reflects that of the actual City of Vancouver population according to Census data.
- The precision of Ipsos online polls is measured using a credibility interval. In this case, the poll is accurate to within ± 5.6 percentage points had all adult Vancouver residents been polled.

Interpreting and Viewing the Results

- Some summary statistics may not match their component parts. The numbers are correct and the apparent errors are due to rounding.



CONNECTION TO VSB SCHOOLS



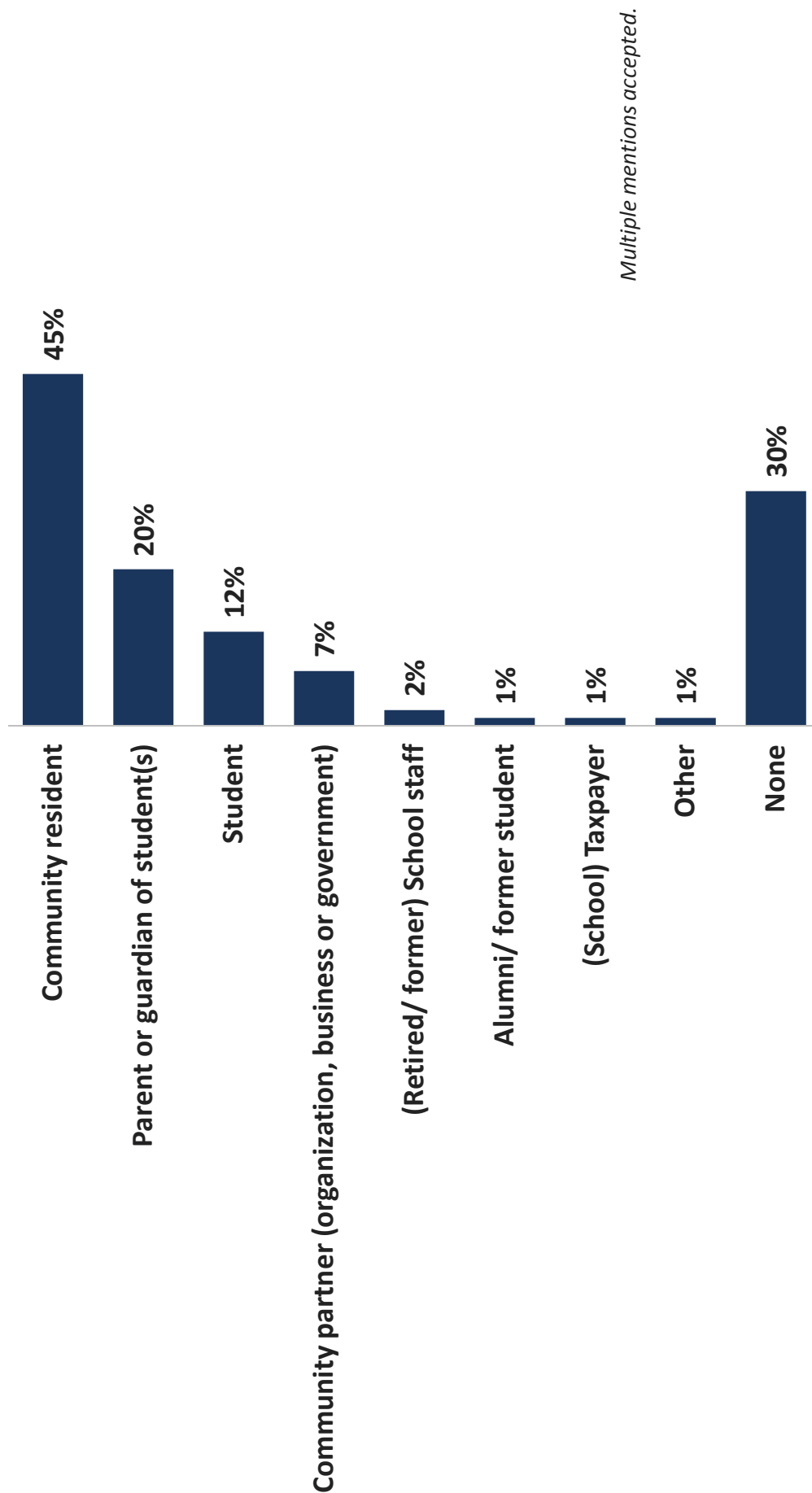
Connection to Schools in the Vancouver School Board Area

- When asked to identify the ways in which they have a connection to schools in the Vancouver School Board area, respondents most commonly mention ‘community resident’ (45%), followed by ‘parent or guardian of student(s)’ (20%) and ‘student’ (12%).
- Other ways that respondents say they are connected to VSB schools include ‘community partner (organization, business or government)’ (7%), ‘(retired/former) school staff’ (2%), ‘alumni/former student’ (1%), ‘(school) taxpayer’ (1%) and ‘other’ (1%).
- Three-in-ten (30%) say they have no connection to schools in the Vancouver School Board area.
 - Respondents who are more likely to say ‘none’ include older residents (37% of 55+ years vs. 23% of 18-34 years, 31% of 35-54 years) and those without children under the age of 18 living at home (37% vs. 7% of those with children at home).

Multiple mentions accepted.



Connection to Schools in the Vancouver School Board Area

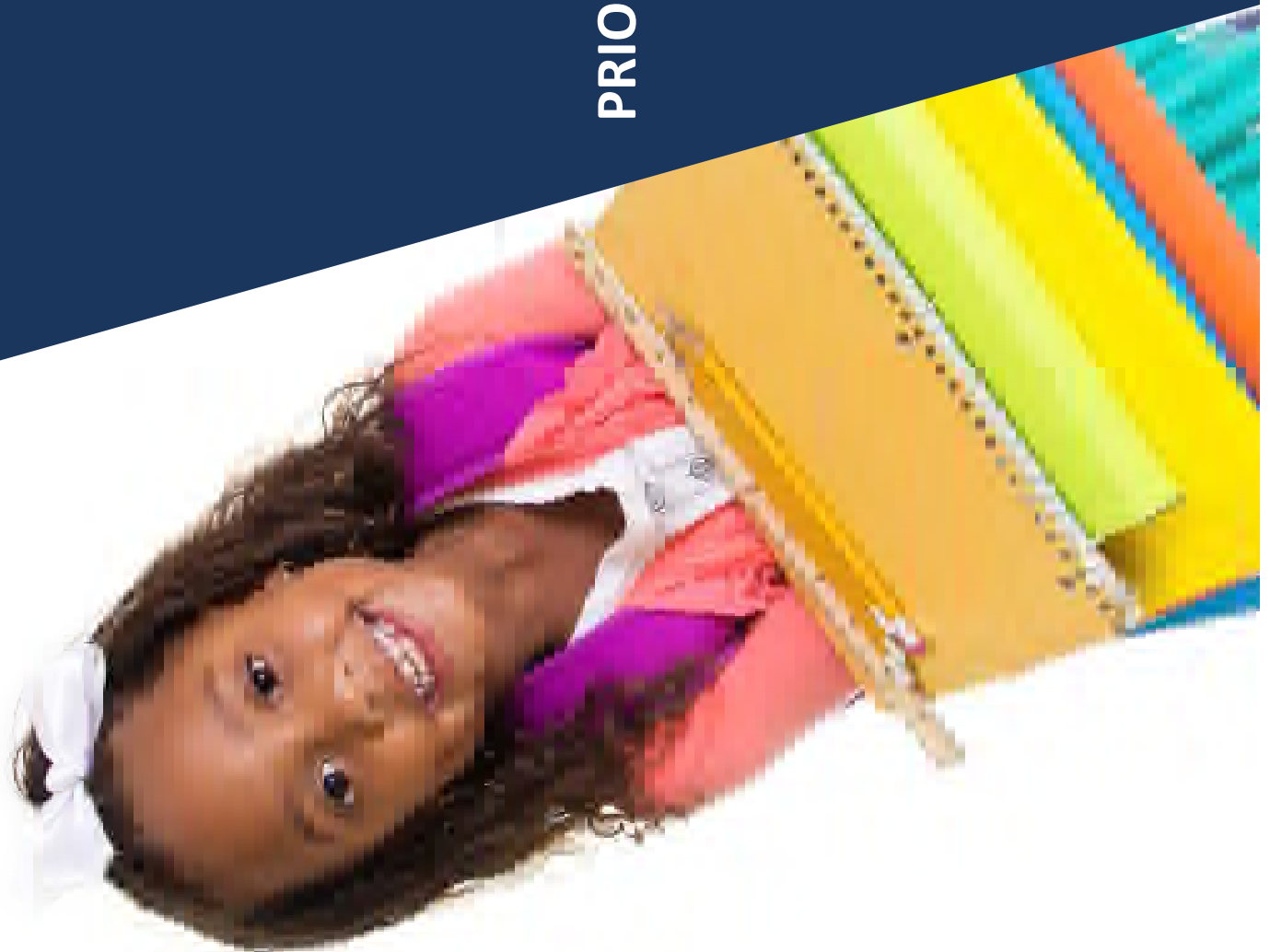


Q1. In which of the following ways do you have a connection to schools in the Vancouver School Board area?
 Base: All respondents (n=400)





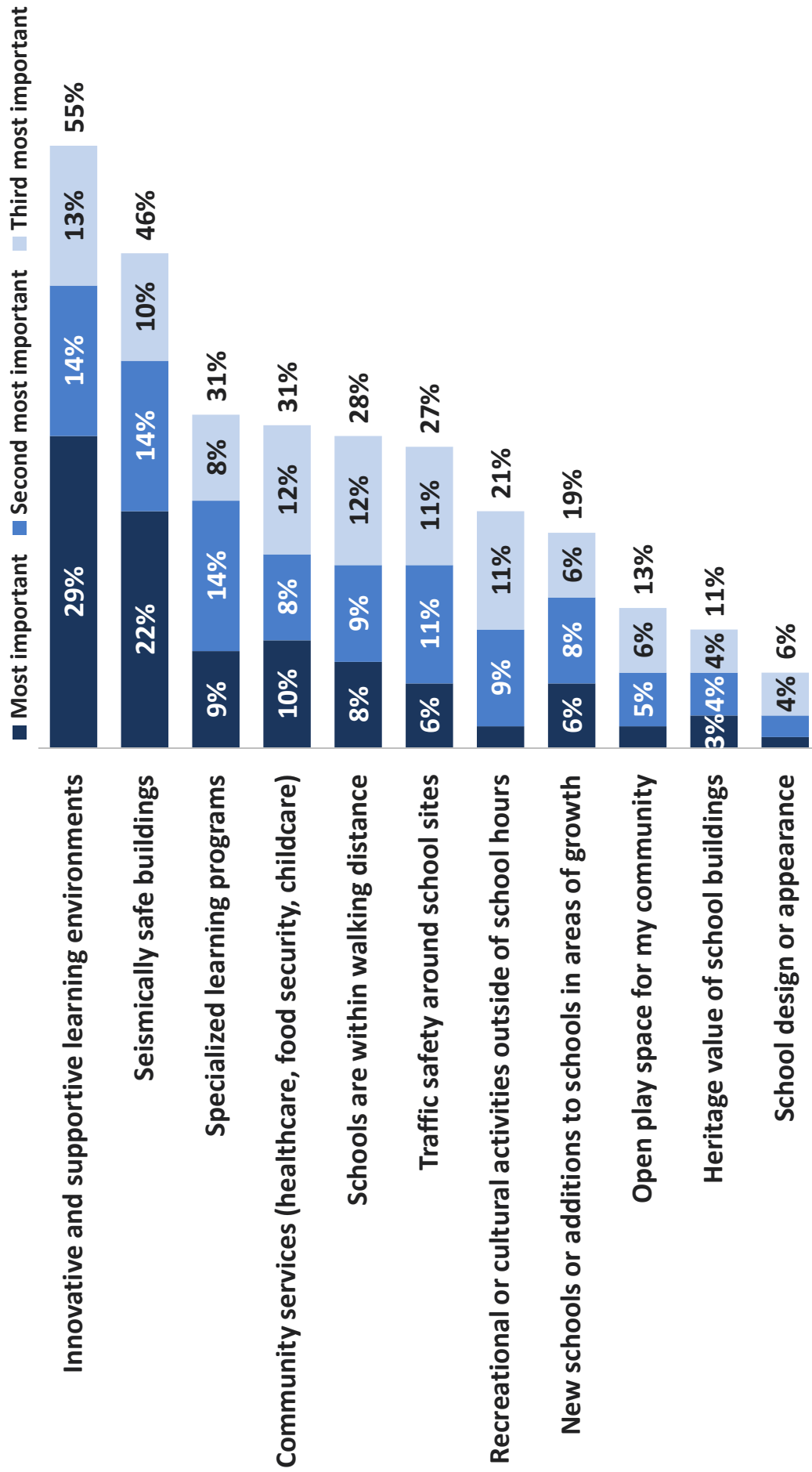
PRIORITIES



Top Three Priorities

- Respondents were presented with a list of priorities for Vancouver schools and asked to rank their top three priorities.
- Overall, ‘innovative and supportive learning environments’ comes out on top, garnering 55% of total mentions, including 29% of citizens identifying this as their most important priority.
- ‘Seismically safe buildings’ is a close second, with 46% total mentions, including 22% most important.
 - Older residents are more likely to mention seismic safety (54% total mentions among 55+ years vs. 39% of 18-34 years, 46% of 35-54 years).
- In comparison, less emphasis is placed on ‘specialized learning programs’ (31% total mentions), ‘community services like healthcare, food security, and/or childcare’ (31%), ‘schools are within walking distance’ (28%), ‘traffic safety around school sites’ (27%) and ‘recreational or cultural activities outside of school hours’ (21%).
 - Walkability is more important to women (32% vs. 23% of men) and those living in households with children under the age of 18 (39% vs. 24% of those living in households without children).
 - Traffic safety is more important to those who are 35-54 years (33% vs. 20% of 18-34 years, 28% of 55+ years).
- Residents’ least important priorities are ‘new schools or additions to schools in areas of growth’ (19% total mentions), ‘open play space for my community’ (13%), ‘heritage value of school buildings’ (11%) and ‘school design or appearance’ (6%).
 - Mentions of ‘school design or appearance’ are higher among men (10% total mentions vs. 2% of women) and younger residents (10% total mentions among 18-34 years vs. 4% of 35+ years).

Top Three Priorities



Q2. Which of the following are your top priorities when it comes to schools in Vancouver? Please rank your top three priorities.

Base: All respondents (n=400)





SCHOOL CLOSURES



School Closures

Respondents were shown the following information regarding considerations in identifying schools for possible closure.

The challenges associated with seismic upgrades, current budgets, and population and enrolment trends may mean the Vancouver School Board needs to close some schools.

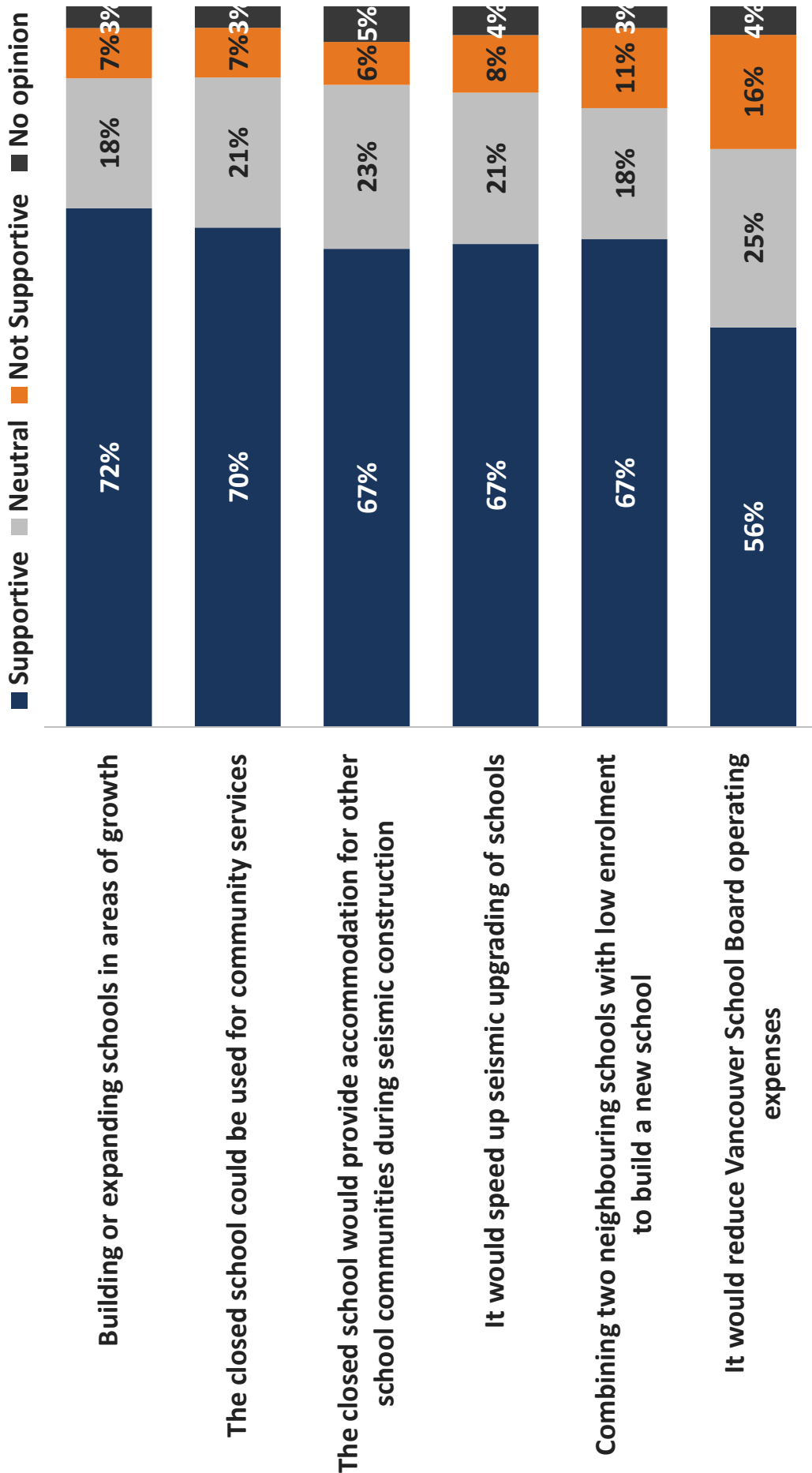
The interim LRFPP outlines some considerations in identifying schools for possible closure.

- *School has surplus space*
- *Expected future enrolment is low*
- *Poor condition of the school and high maintenance costs*
- *Space available for students in neighbouring schools*
- *Geographic barriers such as proximity to major roads*
- *Ability to use the school for other purposes including potential revenue generation*

Support for School Closures

- Residents are most supportive of closing schools if it means:
 - ‘Building or expanding schools in areas of growth’ (72% supportive, 18% neutral, 7% not supportive);
 - ‘The closed school could be used for community services’ (70% supportive, 21% neutral, 7% not supportive);
 - Support is higher among older residents (75% of 55+ years vs. 63% of 18-34 years, 71% of 35-54 years).
 - ‘The closed school would provide accommodation for other school communities during seismic construction’ (67% supportive, 23% neutral, 6% not supportive);
 - Support is higher among men (72% vs. 61% of women).
 - ‘It would speed up seismic upgrading of schools’ (67% supportive, 21% neutral, 8% not supportive); and,
 - ‘Combining two neighbouring schools with low enrolment to build a new school’ (67% supportive, 18% neutral, 11% not supportive).
- Relatively fewer (56%) say they are supportive of closing schools if it means ‘it would reduce Vancouver School Board operating expenses’ (25% neutral, 16% not supportive).
 - Support is higher among older residents (66% of 55+ years vs. 48% of 18-34 years, 56% of 35-54 years) and those living in households with children under the age of 18 (69% vs. 53% of those living in households without children).

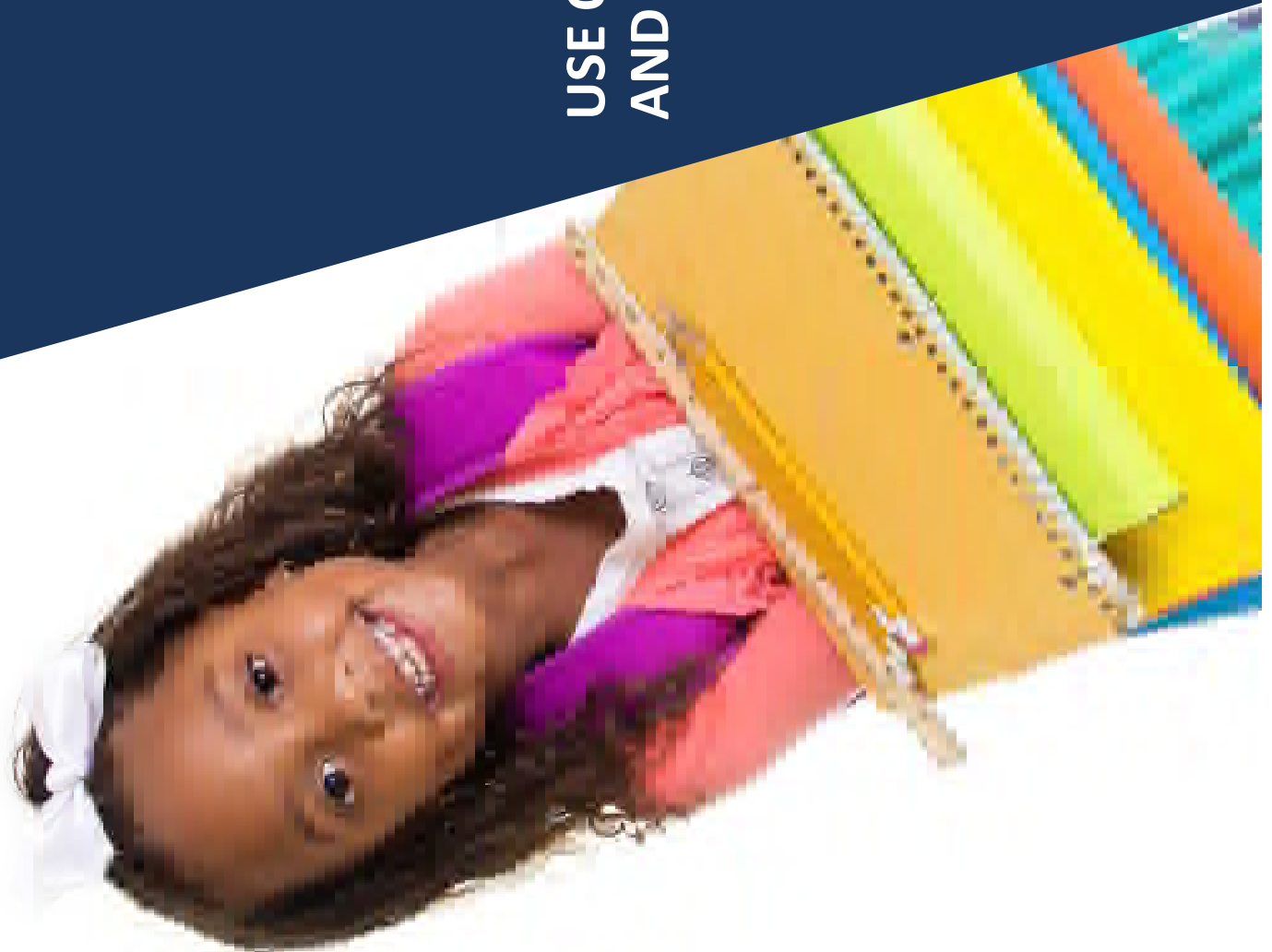
Support for School Closures



Q4. How supportive would you be of closing schools if it means...?
 Base: All respondents (n=400)



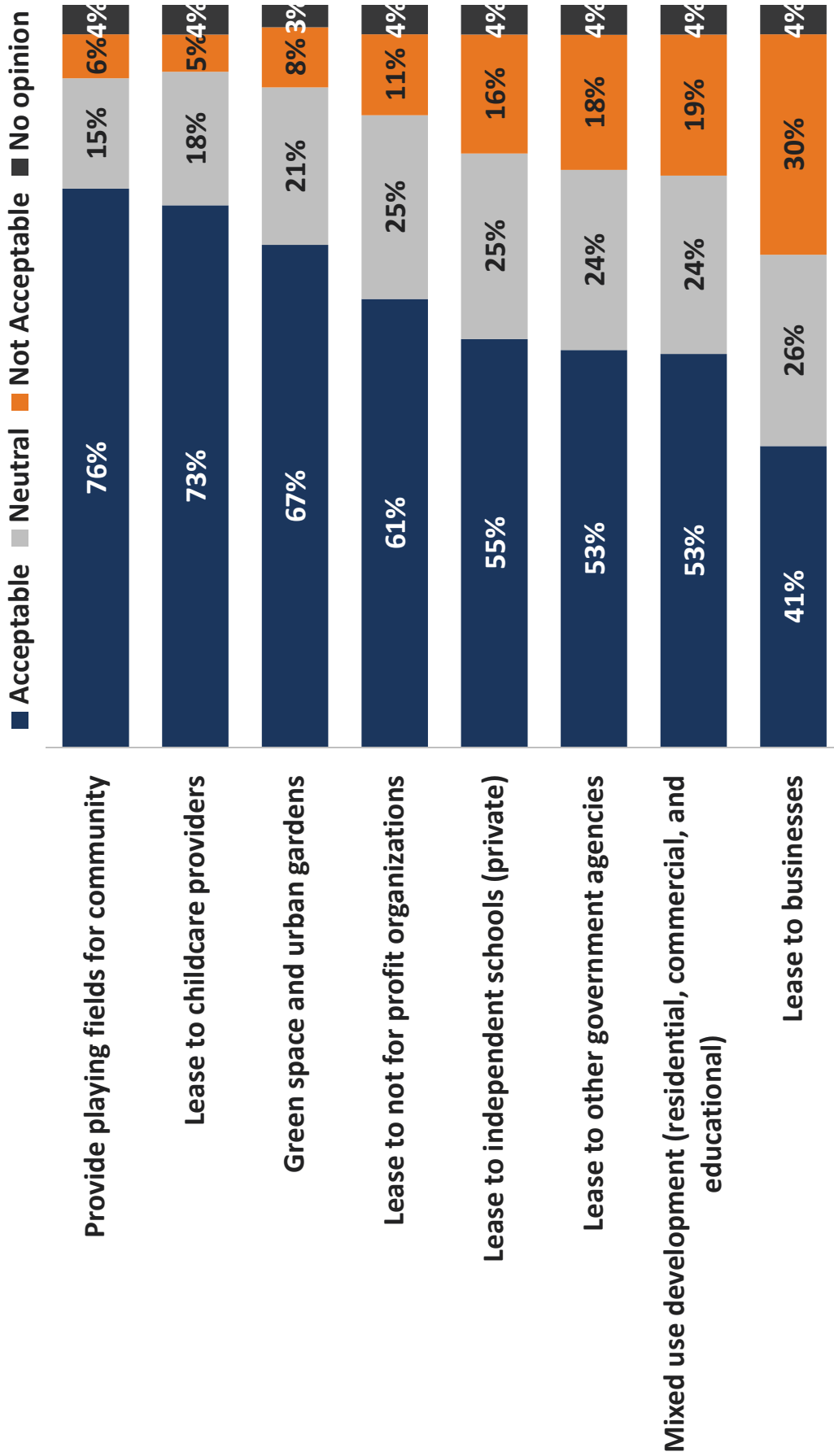
USE OF SURPLUS VSB BUILDINGS AND PROPERTY



Acceptable Uses for Surplus VSB Buildings and Properties

- A clear majority say the following are acceptable uses for surplus VSB buildings and properties:
 - ‘Provide playing fields for community’ (76% acceptable, 15% neutral, 6% not acceptable);
 - ‘Lease to childcare providers’ (73% acceptable, 18% neutral, 5% not acceptable);
 - ‘Green space and urban gardens’ (67% acceptable, 21% neutral, 8% not acceptable); and,
 - ‘Lease to not for profit organizations’ (61% acceptable, 25% neutral, 11% not acceptable).
- Just over half consider the following to be acceptable uses for surplus VSB buildings and properties:
 - ‘Lease to independent schools (private)’ (55% acceptable, 25% neutral, 16% not acceptable);
 - ‘Lease to other government agencies’ (53% acceptable, 24% neutral, 18% not acceptable); and,
 - Perceived acceptability is higher among men (62% vs. 46% of women) and those living in households with children under the age of 18 (63% vs. 50% of those living in households without children).
 - ‘Mixed use development (residential, commercial, and educational)’ (53% acceptable, 24% neutral, 19% not acceptable).
 - Perceived acceptability is higher among men (60% vs. 46% of women) and those living in households with children under the age of 18 (63% vs. 50% of those living in households without children).
- Fewer (41%) say it would be acceptable to ‘lease to businesses’. One-quarter (26%) are neutral while three-in-ten (30%) consider this to not be an acceptable use of surplus VSB buildings and properties.
 - Perceived acceptability is higher among men (47% vs. 34% of women) and those living in households with children under the age of 18 (50% vs. 37% of those living in households without children).

Acceptable Uses for Surplus VSB Buildings and Properties



Q5. There may be some Vancouver School Board properties or buildings not needed for delivery of K-12 education. How acceptable do you think each of the following uses are for these properties/ buildings?

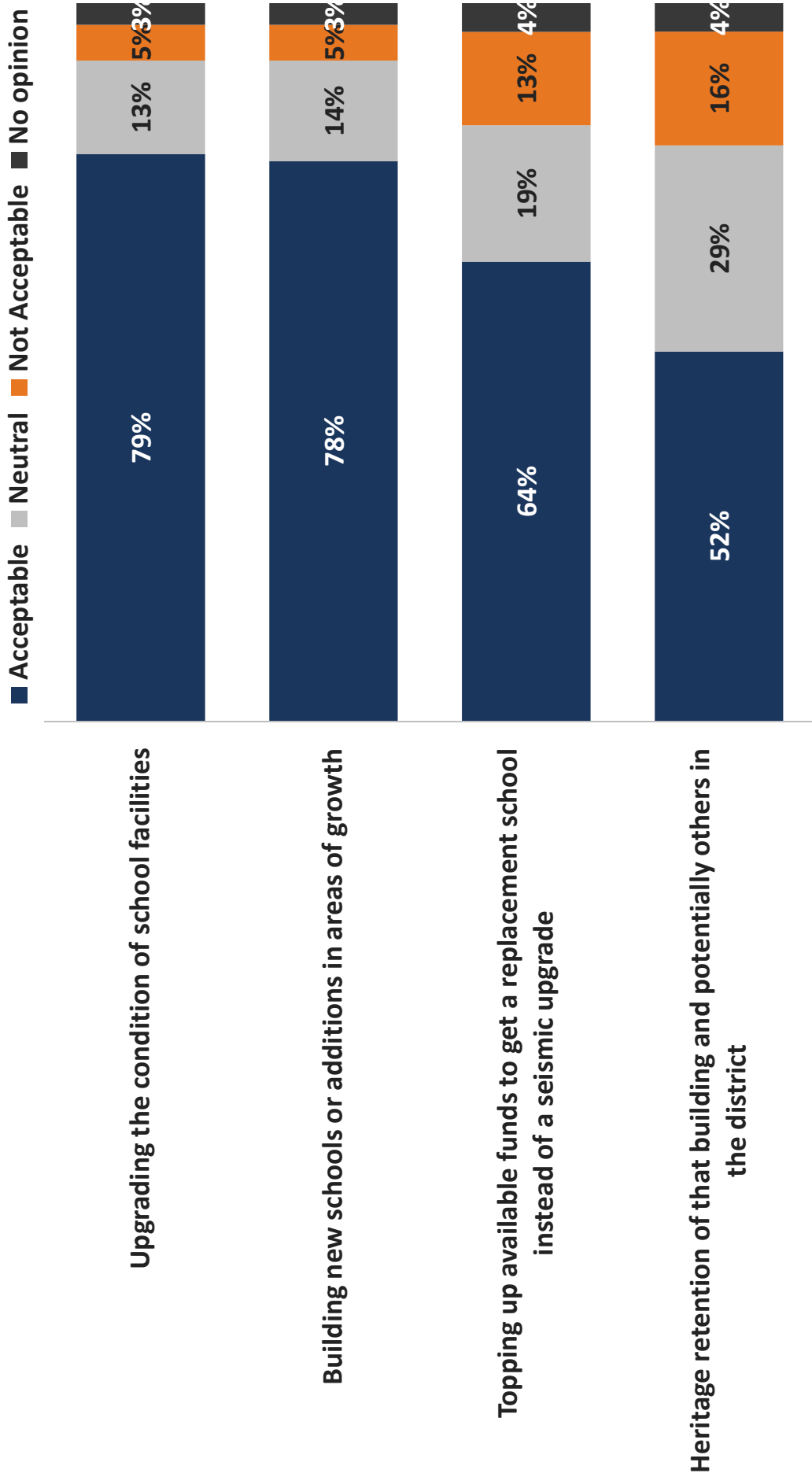
Base: All respondents (n=400)



Acceptability of Developing or Selling Portion of School Properties by Revenue Use

- More than three-quarters of residents say it would be acceptable for the Vancouver School Board to develop or sell a portion of school properties if the revenue was used to support:
 - ‘Upgrading the condition of school facilities’ (79% acceptable, 13% neutral, 5% not acceptable); and,
 - ‘Building new schools or additions in areas of growth’ (78% acceptable, 14% neutral, 5% not acceptable).
 - Perceived acceptability is higher among those living in households with children under the age of 18 (87% vs. 77% of those living in households without children).
- Nearly two-thirds (64%) say it would be acceptable to develop or sell a portion of school properties if the revenue was used to support ‘topping up available funds to get a replacement school instead of a seismic upgrade’ (19% neutral, 13% not acceptable).
- Only half (52%) say it would be acceptable to develop or sell a portion of school properties if the revenue was used to support ‘heritage retention of that building and potentially others in the district’ (29% neutral, 16% not acceptable).

Acceptability of Developing or Selling Portion of School Properties by Revenue Use



Q6. How acceptable do you think it is for the Vancouver School Board to develop or sell a portion of school properties if the revenue was used to support each of the following?

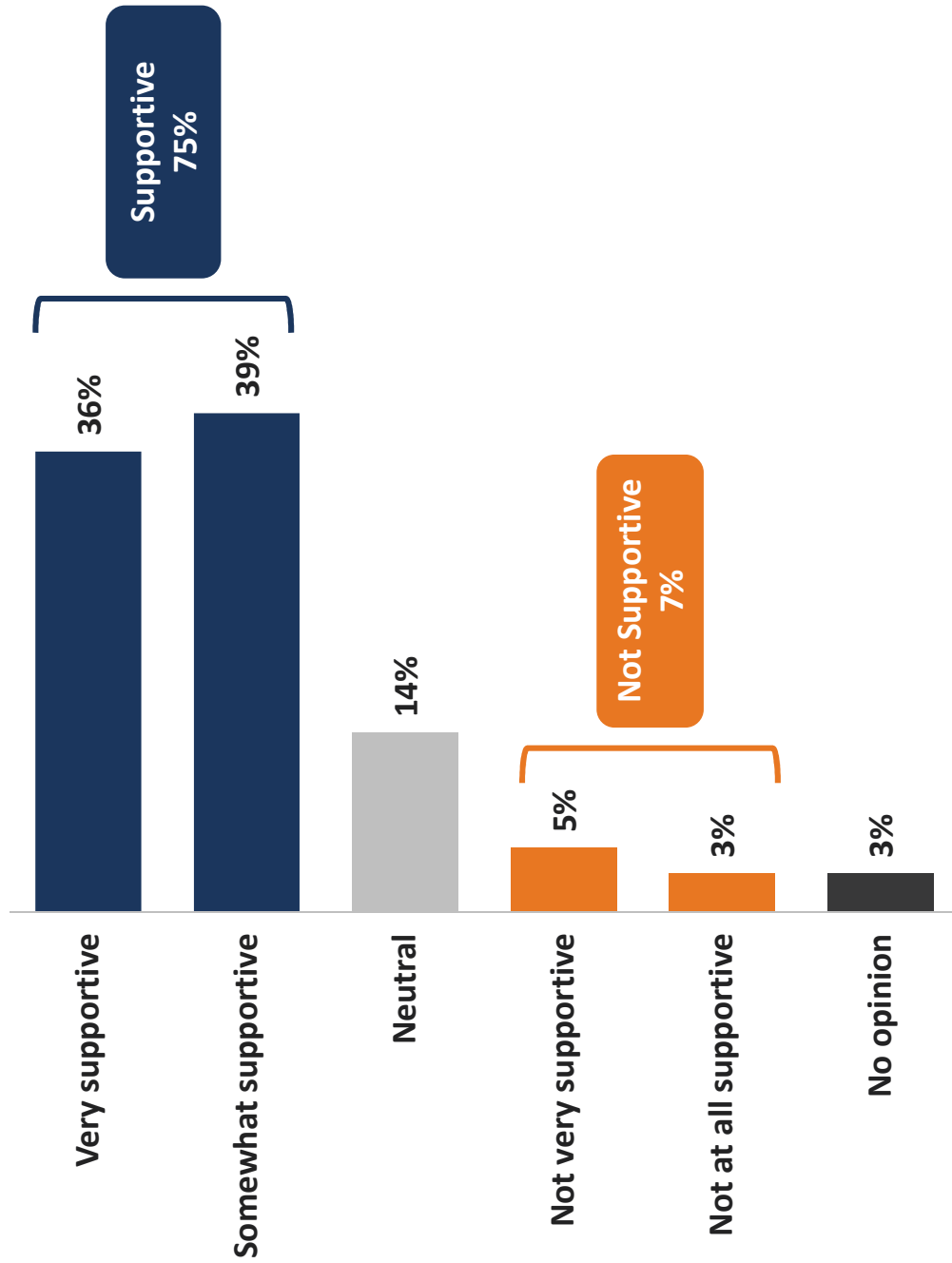
Base: All respondents (n=400)



Support for Selling or Developing Non-School Sites

- Overall, three-quarters (75%) of residents say they would be supportive of the Vancouver School Board selling or developing all or portions of its non-school sites such as Kingsgate Mall. This includes 36% saying ‘very supportive’ and 39% saying ‘somewhat supportive’.
- Another 14% are neutral, while less than one-in-ten (7%) are not supportive (includes 3% ‘not at all supportive’, 5% ‘not very supportive’).
- Overall support is consistent across all key demographic subgroups.

Support for Selling or Developing Non-School Sites

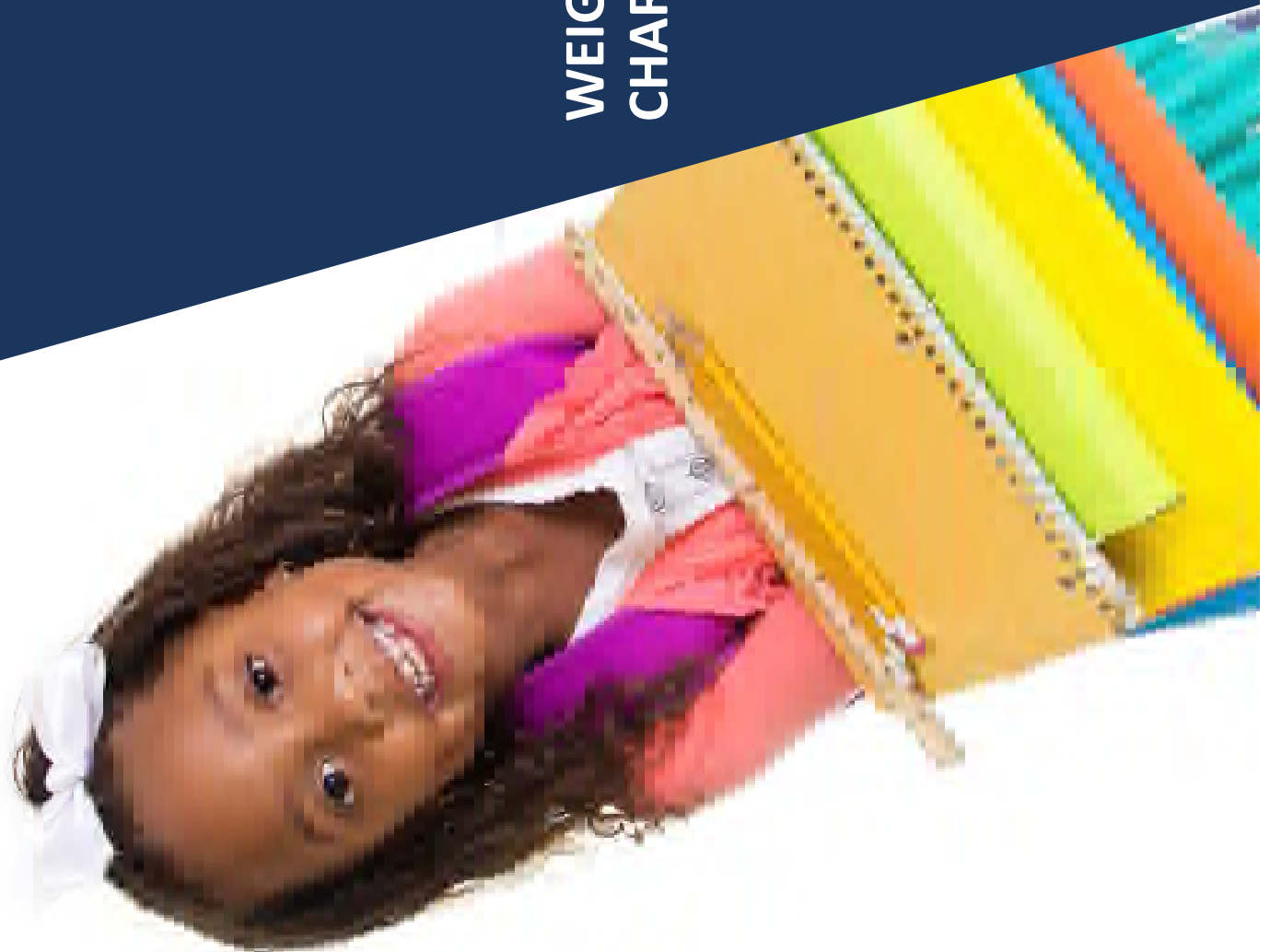


Q7. In addition to school properties, the Vancouver School Board owns four non-school sites (ie., Kingsgate Mall). Would you be supportive of the Vancouver School Board selling or developing all or portions of these sites to support capital projects (ie., new schools, seismic upgrades, replacement schools)?

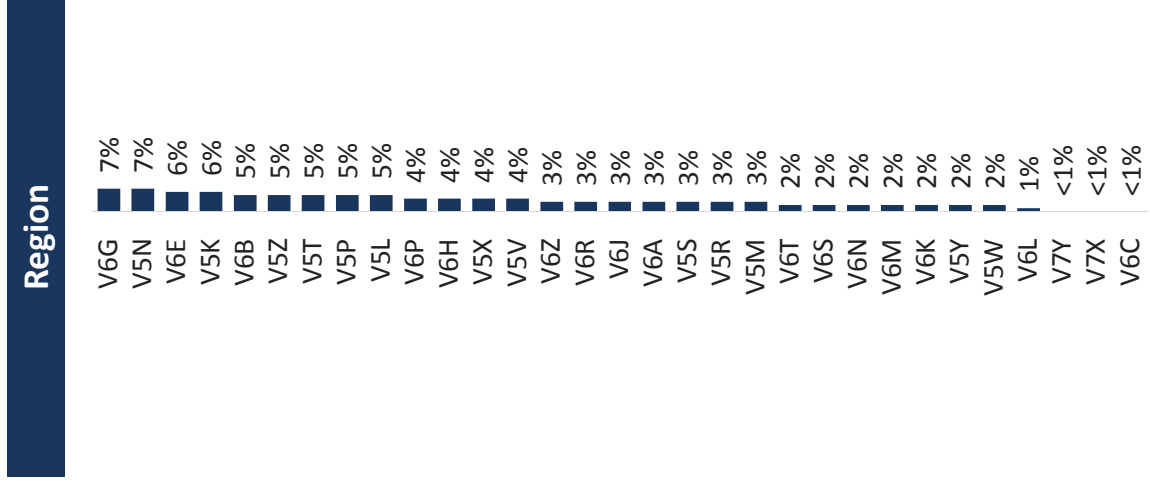
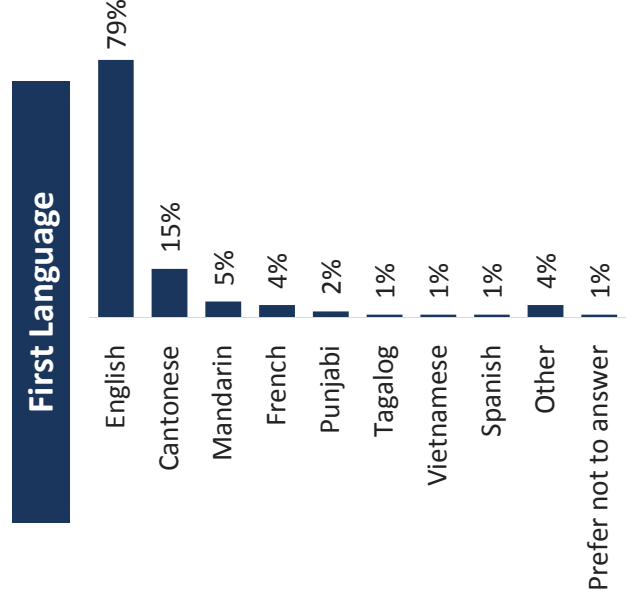
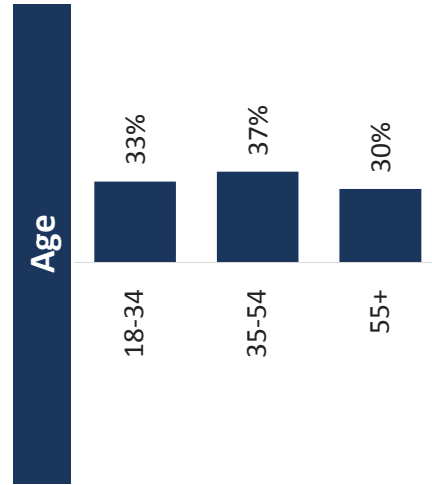
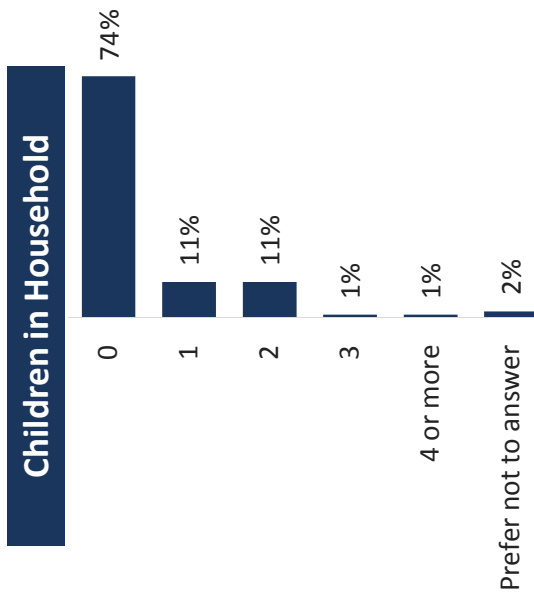
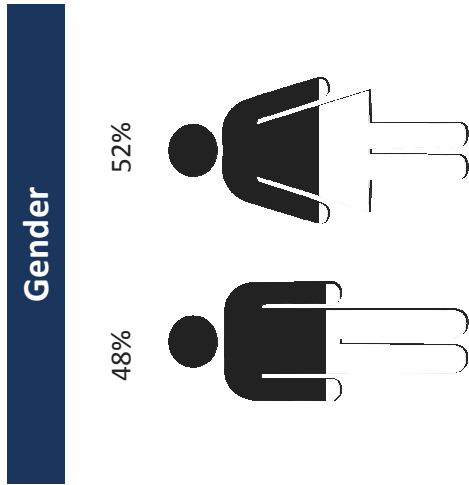
Base: All respondents (n=400)



WEIGHTED SAMPLE CHARACTERISTICS



Weighted Sample Characteristics





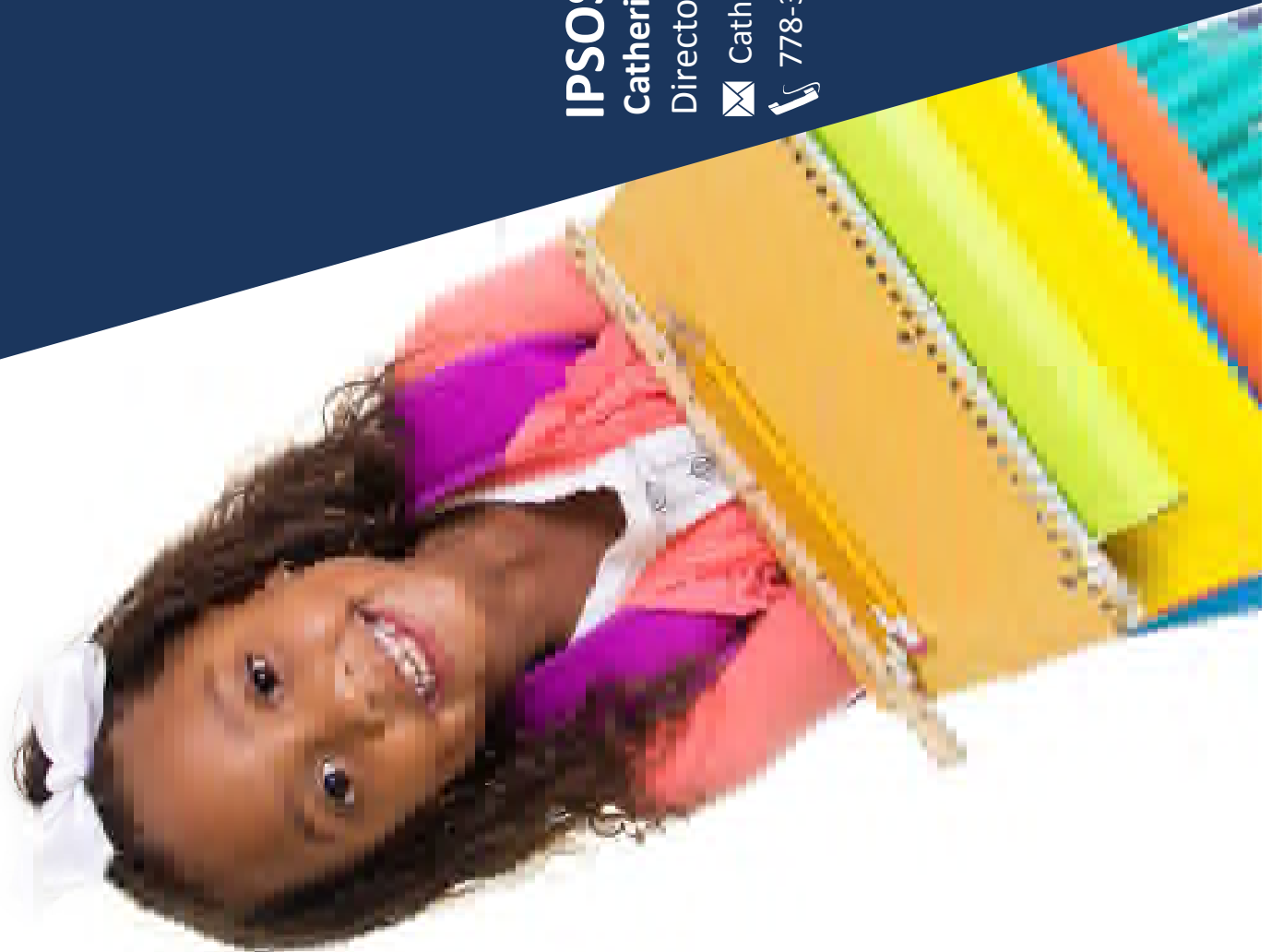
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VSB ENGAGEMENT COMMUNICATIONS AND SOCIAL MEDIA OVERVIEW

Communications and Promotion of Public Engagement

The LRPF consultation team used a variety of tools to get the word out about opportunities to participate in the consultation. A mix of earned media outreach, social media engagement and paid and community focused mail-outs and distribution were used to reach school oriented and more general citizen audiences.

We made broad use of existing school and VSB relationship channels to get the word out including: Parent Advisory Committees, School Administrators, Community Centres, Residents Associations, VSB rental groups, and VSB Community stakeholders. Groups were sent regular newsletter updates, links to a consultation website, and posters promoting specific workshops and events.

Tools

- **Newsletters**
 - Four newsletters were distributed to all school networks, stakeholders and staff during the period of the consultation. They provided updates on the process and opportunities to participate. Newsletters were provided in pdf versions as well as word, so that schools could include the content in their newsletters and regular materials sent home with students.
- **Postcards**
 - Thousands of postcards promoting the online survey and the website were distributed at events, pop-ups and were mailed out to 750 rental groups including childcares and other groups leasing VSB spaces.
 - Postcards promoting a consultation event at Kingsgate Mall were distributed to residents in the immediate vicinity of the property.
- **Flyers**
 - Flyers with a calendar of workshops and activities were distributed at all events and pop-ups.
- **Paid Advertising – Print**
 - Calendar style ads were placed in the print versions of the Vancouver Courier, Sing Tao and Ming Pao. Distribution numbers for these outlets are available upon request.
- **Earned Media**
 - VSB's media and communications team led media relations and ensured all coverage of the LRFP and ongoing VSB coverage provided context and mention of public consultation events.
- **Poster Distribution**
 - The team hired a poster distribution service to hit neighbourhoods that were closest to consultation events. Over 2000 posters went up across the city during the consultation period.

Digital Tools and Engagement

A primary hub for the consultation activity was a VSB Engagement microsite embedded within the main VSB site, as well as a discrete Twitter feed, and ongoing use of the existing VSB Facebook channel and the VSB landing page.

Over the roughly 12 weeks that the campaign was active, the VSB Engagement site had 11,526 visits by 4,530 unique visitors.

According to the microsite analytics, the biggest source of website traffic was the Vancouver School Board's website with Fluid Surveys, Facebook, Twitter and web searches rounding out the top 5.

Website Referral Traffic – Overview

Source	Unique Views
vsb.bc.ca	2,238
Fluid Surveys	831
Facebook	370
Twitter	320
Web Search (Google, Bing, Yahoo, etc.)	191
River District	35
webmail.vsb.bc.ca	34
Vancity Buzz	12
Pan Vancouver	10

Despite investing in online advertising and advertorials with Postmedia Network, Vancouver Courier, The Tyee, Sing Tao, and Vancity Buzz, neither of these sources resulted in a significant spike in referral traffic. Social media sites like Facebook and Twitter remained the strongest.

Direct Traffic Breakdown

Landing Page	Unique Views
Home Page: “What is a VSB Long Range Facilities Plan?”	5,468
How To Get Involved	1,619
Resources and Documents	1,331
Home Page / Archives	482
School Closures FAQ	453
Enrollment FAQ	285
Capacity Utilization FAQ	274

The home page “What is a VSB Long Range Facilities Plan?” was the most popular landing page on the website, with over half of unique visitors reaching the site through this page.

Social Media

Twitter

Twitter was incredibly useful in building a community around the campaign and keeping it in the public eye. After a little more than three months, @VSBEngagement gained 335 targeted followers and triggered 145,054 impressions.

Engagement Summary

Summary	January	February	March	April	May
Tweets	2	19	28	45	8
Tweet Impressions	1,054	30,800	36,700	54,500	22,000
Profile Visits	361	2,499	2,157	2,472	599
Mentions	5	20	31	56	16
New Followers	36	112	94	89	10

Over the 12 week campaign, the social media team was able to build an organic following of 335 followers at @VSBEngagement. We sent 208 unique tweets and generated unique 128 mentions by third party accounts.

We only made limited use of Paid Twitter advertising, using a \$115 spend targeted to survey promotion in the final weeks of the campaign. The promoted tweets resulted in 7,462 impressions and activated 66 engagements (RTs, mentions, or favourites), for an average cost-per-engagement of \$0.57.

While the quantitative results were positive, the qualitative results were quite strong. Our audience of 335 followers included some of the key stakeholders and influencers in Vancouver on these issues. They followed the page and engaged with the content, just as we had planned. In some instances, we even witnessed people who had been publicly critical of this work, start sharing and promoting our content.

Facebook

We used Facebook a bit more strategically to promote this work. Since Facebook is relatively consumer oriented, we didn't want inundate our followers with content targeted to a specific audience segment. Subsequently, we boosted key posts to drive awareness of our engagement events and conversions to our Fluid Survey.

Engagement Summary

Posting Date	Reach	Actions
April 30 – Survey Promotion	15,230	255
April 28 – Survey Promotion	12,612	335
April 19 – Kingsgate Mall Event	9,913	96
April 19 – Video LRFP	3,324	26
April 8 – Survey Promotion	18,793	603
March 30 – Survey Promotion	14,556	622
March 22 – Survey Promotion	8,828	337
March 16 – Survey Promotion	4,848	233
March 8 – Survey Promotion	7,030	334
February 29 – Engagement Events	2,531	181

We made limited use of paid Facebook advertising, using it to promote survey promotion and engagement events. The promoted tweets resulted in 97,665 impressions and activated 3,022 engagements (website click-throughs, likes, comments, etc.)

Appendix 5

SUMMARY OF ACTIVITIES

The following charts the summary of meetings, workshops and public outreach activities in support of the LRFP public consultation.

EVENT	TYPE	DATE	SUMMARY	#s
Committee II	Stakeholder Meeting	Feb 23	Initial presentation and feedback on interim LRFP	25
Parents Advocacy Network	Stakeholder Meeting	Mar 1	Briefing and Listening Session with members of PAN. Allan Wong in attendance.	22
Vancouver Secondary Teachers Association	Stakeholder Meeting	Mar 3	Briefing and Listening Session, VSTA Executive Committee	17
Open House Creekside Community Centre	Public activity	Mar 5	Launch of survey and open public consultation process. Staff on hand to share info and answer questions	60
Collingwood Outreach	Pop up engagement	Mar 30	Pop up to engage patrons at Collingwood Neighbourhood House	25
Workshop/ Open House	Public activity	April 2	Interactive workshop and open house – Renfrew Community Centre	70
Workshop/ Open House	Public Activity	April 7	Interactive workshop and open house – VSB Main Offices	15
Workshop/ Open House	Public Activity	April 10	Interactive workshop and open house – Jewish Community Centre	2
City of Vancouver, Children, Family & Youth Advisory Committee	Stakeholder Meeting	April 14	Briefing and Listening Session - City Hall	18
VPL Public Outreach	Pop up Engagement	April 16	Pop up in promenade of main branch, public library. Encouraging patrons to learn, take workshops and fill out survey	40
City of Vancouver Joint Childcare Committee	Stakeholder Meeting	April 21	Briefing and listening session – VSB offices	25
Workshop/ Open House	Public Activity	April 24	Interactive workshop and open house – River District – southeast Vancouver	35

VPL Public Outreach	Public Activity	April 24	Pop up in promenade of main branch, public library. Encouraging patrons to learn, take workshops and fill out survey	35
Workshop/ Open House	Public Activity	April 30	Interactive workshop and open house – SFU Woodwards Downtown Vancouver	10
VPL Public Outreach	Pop up Engagement	May 1	Pop up in promenade of main branch, public library. Encouraging patrons to learn, take workshops and fill out survey	25
West End Community Centre	Pop up Engagement	May 1	Pop up in lobby. Encouraging patrons to learn, take workshops and fill out survey	12
Kingsgate Mall	Public Activity	May 1	Public activity – drop in dialogue at Kingsgate Mall.	350
CUPE Local 407	Stakeholder Meeting	May 2	Meeting with executive, briefing and listening session	4
Aboriginal Families, Students & Service Providers	Stakeholder Meeting	May 4	Meeting with members of Metro Vancouver Aboriginal Executive Council, families, students and service providers – Aboriginal Friendship Centre	10
Inner City Graduation Strategy Team	Stakeholder Meeting	May 5	Briefing and Listening Session with constituent members of Graduation Strategy Committee, initiative to improve graduation rates for inner city children. Ray Cam, ALIVE. Pacific Community Resources Society, Pathways to Education, Britannia Community Centre were in attendance.	8
DPAC	Stakeholder Meeting	May 5	Briefing and listening session – VSB offices	12
Moberly Public Outreach	Pop Up Engagement	May 6	Pop up session before school to connect with South Asian families of students and preschool aged children in Strong Start. Punjabi language outreach.	22
Punjabi language session	Stakeholder Meeting	May 6	Evening session with seniors and community leaders - listening and briefing session. Punjabi/ English	4
Filipino, Tagalog Outreach	Stakeholder Meeting	May 7	Dinner session with members of Filipino community – listening and briefing session. Tagalog/ English	12



VSB
LONG
RANGE
FACILITIES
PLAN

DISCUSSION GUIDE:

THE FUTURE OF OUR SCHOOLS

Vancouver School Board Long Range Facilities Planning

March – May 2016

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INTRODUCTION

The future of our school facilities is of critical importance.

The Vancouver School Board has more than a hundred schools across the city to manage and maintain. Just as the City of Vancouver develops local area plans to guide long-term land use planning, the Vancouver School Board must create a Long Range Facilities Plan (LRFP) to outline specific goals and targets for the management of its properties.

The LRFP is a framework to help achieve an important goal – getting students and staff into safe, seismically upgraded schools as quickly as possible. It also aims to ensure we have schools where they're needed to meet future enrolment demands.

This 14-year plan offers a starting point for setting priorities and a roadmap for moving forward. It will be reviewed every year to reflect demographic shifts in the city of Vancouver and changes in district priorities. It is not an implementation plan.

Decisions about specific schools will involve more detailed study, further community and stakeholder consultation and direction from elected trustees.

What Is This Discussion Guide?

This guide is a non-partisan resource designed to share information in order to support workshop discussion and dialogue. **In this guide you'll find the following:**

- **Explanation of the Process**
- **Basics of School Facilities Planning**
- **Key Concepts and Considerations**
- **Your Opportunities to Participate**



WHAT WILL A SUCCESSFUL PLAN LOOK LIKE?

The interim plan includes five guiding principles:

- **Safe and sustainable schools;**
- **Facilities that support innovative, educational approaches, ultimately providing effective learning environments;**
- **Schools located where they can support school-aged populations now and in future;**
- **Planning that takes into account economic, community and environmental benefits for students, families and all citizens of Vancouver; and**
- **Improved facility conditions.**

WHAT IS IN THE INTERIM LRFP?

- **The interim plan identifies priorities for seismic upgrading, including schools slated to proceed through the seismic mitigation process over the next 3 to 5 years.**
- **It does NOT identify schools that will be closed.**
- **Following public input, an updated plan will be submitted to trustees for review and consideration in June.**



WHAT HAS BEEN THE PROCESS TO DATE?

What has been the process of developing an LRFP to date?

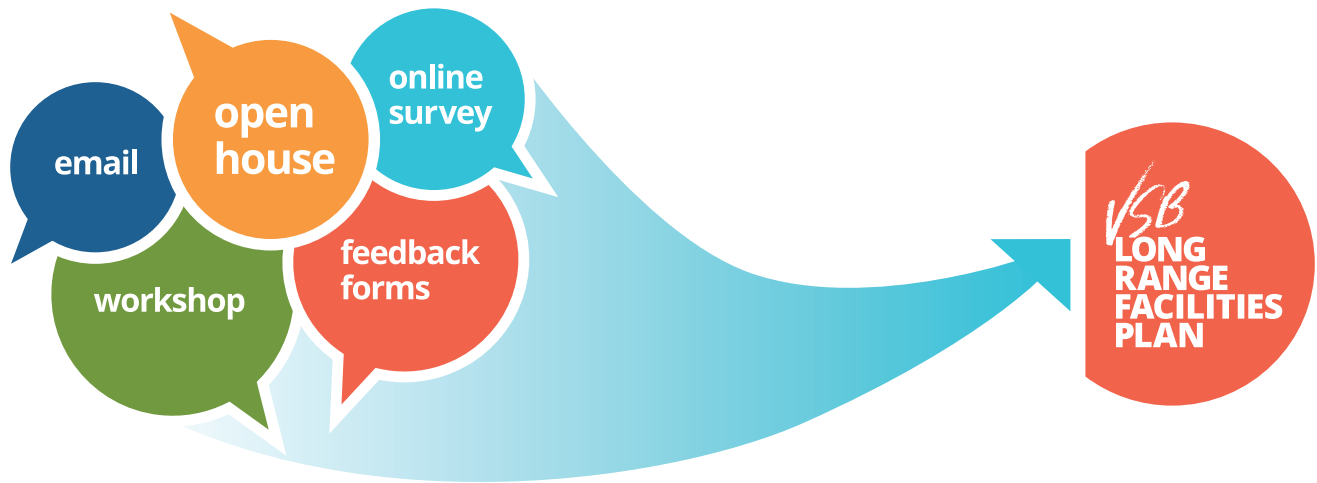
Developing a long range facilities plan is good practice for any school district – it is essential to create a framework to guide decision-making and to establish a transparent set of goals and targets that can be evaluated and measured.

The Vancouver School Board was in the process of developing its LRFP when the Ministry of Education asked for the plan to be submitted by January 31, 2016.

Early in 2016, VSB staff prepared a report on an interim plan for trustees and stakeholders to review. Trustees voted on this interim plan, and with their direction, staff submitted the package to the Ministry of Education by the deadline.

Now staff and trustees are bringing some of the key considerations in the LRFP to the public for input and consultation.

Through a process of engagement and dialogue, we hope to hear from the public and stakeholder groups to help shape development of an updated Long Range Facilities Plan. The updated plan will be submitted to the Ministry of Education in June 2016.

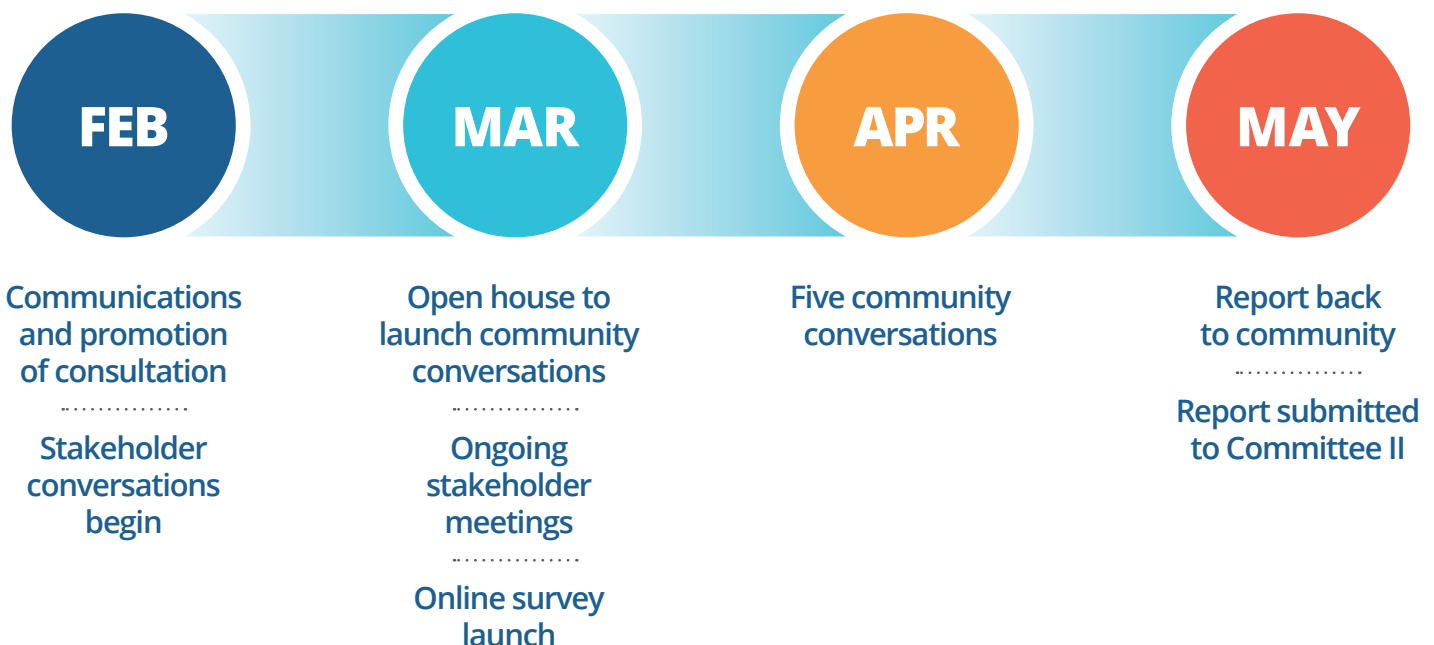


THE PUBLIC PROCESS

Community dialogue on the LRFP began in late February and will complete in early May. As part of the consultation process we are committed to sharing information and research, and most importantly, listening to your ideas and perspectives regarding schools and neighbourhoods.

We are holding workshops, open houses, and have posted an online survey, in order for you to get information about the interim plan and to add your voice to the mix. We will be reporting out at the end of the process to reflect back what we have heard.

How did we arrive at this process? Early in January, in collaboration with staff, trustees and VSB stakeholder groups, we developed terms of reference for how to engage the public. The process has been designed to be inclusive, transparent and in keeping with best practices in public participation. Read the full terms of reference by visiting www.vsb.bc.ca/vsbengagement. The schedule and process in brief, is outlined here.



FREQUENTLY ASKED QUESTIONS & GLOSSARY

The following section identifies key concepts and questions raised by the Long Range Facilities Plan.

Q: Why is submitting a LRFP necessary?

Getting students and staff into safe schools as quickly as possible is key. The Vancouver School Board relies on the Province to fund the seismic mitigation program. The Ministry of Education has asked for a plan that shows how the district will manage excess capacity, deal with temporary accommodation during seismic upgrades and demonstrate priorities for both seismic upgrades and building new schools where we need them over the course of the seismic program.

Q: The Province says it will finish seismic upgrades by 2030. Does that mean the plan has to account for everything that will happen between now and 2030?

No. The plan is a roadmap for the next 14 years. It is not an implementation plan. If there are changes to enrolment, demographics, educational or housing policies the plan can and will be adjusted. In fact, the plan is updated and adjusted annually.

Q: How many Vancouver schools need seismic upgrading?



20
SCHOOLS

ALREADY UPGRADED OR BUILT through funding from the Ministry under the seismic mitigation program.



5
SCHOOLS

CURRENTLY BEING UPGRADED OR REPLACED.



24
SCHOOLS

APPROVED to undertake project definition planning.



40
SCHOOLS

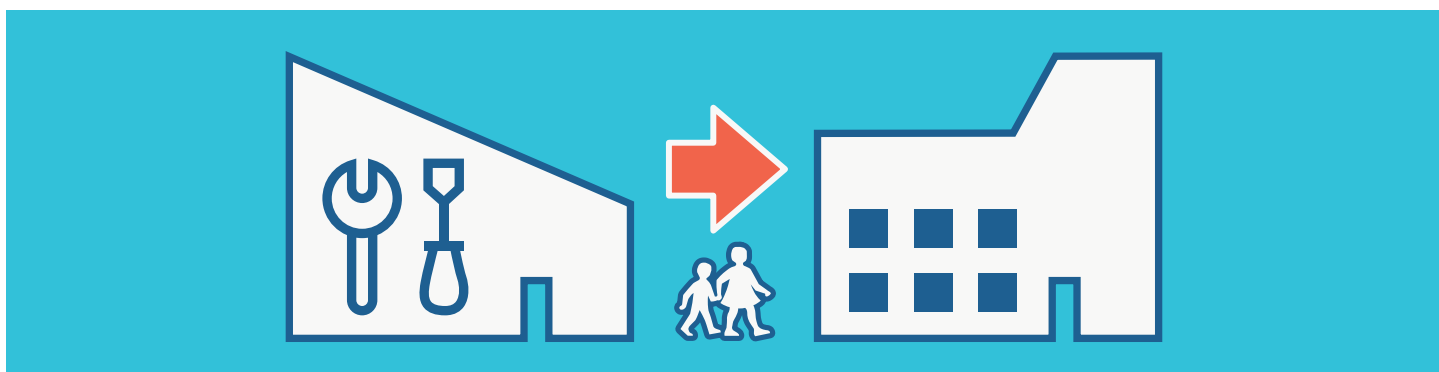
NOT YET RECEIVED SUPPORT from the Province to proceed.



69
SCHOOLS

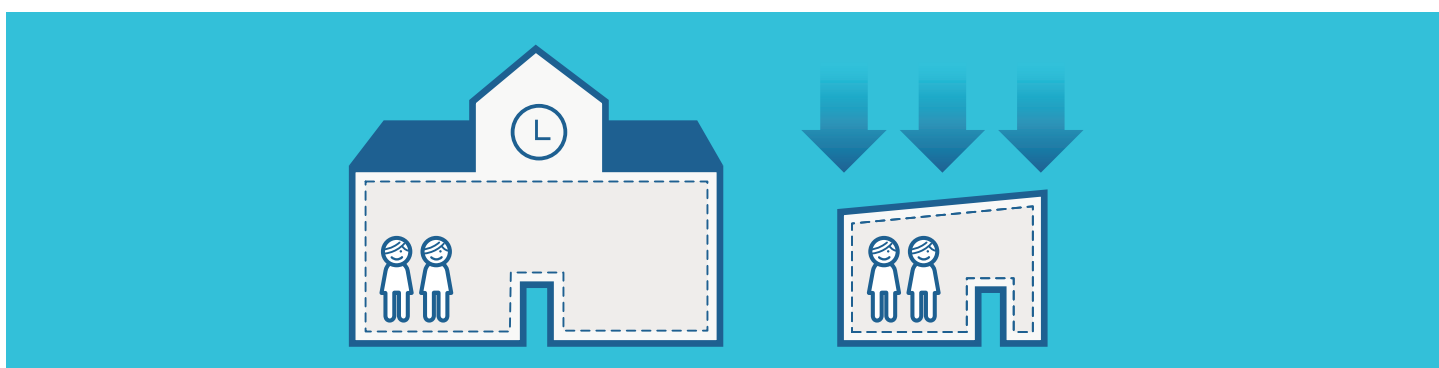
CLASSIFIED AS HIGH SEISMIC RISK and still require mitigation.

Q: What is Temporary Accommodation During Seismic Upgrading?



Temporary accommodation is when available space in a school or schools is used to accommodate staff and students whose school is undergoing seismic upgrading. A range of possible strategies are required. In some cases the VSB may need to make use of entire school buildings in order to provide space for students and staff in schools undergoing construction. Excess space or capacity in schools with lower enrolment can also be used to accommodate students and staff whose schools are being upgraded. Different strategies will need to be used in combination to ensure schools can be upgraded quickly.

Q: What is Right Sizing?



Right sizing involves the reducing school space to align with the number of students enrolled in a school. When we re-build schools as part of the seismic program, there may be opportunities to make the schools smaller in order to reduce school capacity. Right sizing, alone, has a limited use for achieving the goal. VSB staff project that capacity can be reduced by approximately 1000 spaces over the course of the seismic program.

Q: What is Repurposing?

Repurposing is one of the ways in which surplus district capacity can be used to provide temporary accommodation for students and staff. It is important to note that in this option an entire school would be identified as a temporary accommodation site, and closed as a regular catchment school. The current students and staff would be consolidated within neighbouring school(s).

WHAT IS 95% CAPACITY UTILIZATION?

The following section identifies key concepts and questions raised by the Long Range Facilities Plan.

Q: What is 95% Capacity Utilization?

Larger urban districts like Vancouver are working towards capacity utilization rates of 95% as a condition for approval of additional capital expenditures.

In short, this means that in order to access capital funding for new schools and ensure the seismic upgrading of schools continues to move forward as quickly as possible, the district must outline a plan to increase current utilization rates.

Q: Does meeting Ministry of Education criteria mean all schools have to be at 95% capacity utilization?

The Ministry is requiring Vancouver School Board to work towards an average capacity utilization of 95% across the district. That means some schools could be at 95% or above while others would be lower. The target is an average of 95%.

	Number of Schools	Enrolment*	Operating Capacity	Utilization
Annexes (Elementary)	15	1,435	1,875	76.5%
Elementary (Main Schools)	77	27,701	32,485	85.3%
Secondary Schools	18	21,251	25,225	84.2%
TOTAL	110	50,387	59,583	84.6%

* Includes International Students; excludes Adult Education and Distributed Learning Students

Q: Is capacity utilization calculated the same as class size?

It is not the same. Capacity utilization is based on operating capacity, not class size. The number of students for operating capacity is lower than the number for class size. This allows for flexibility at the district level in making decisions regarding educational programming.

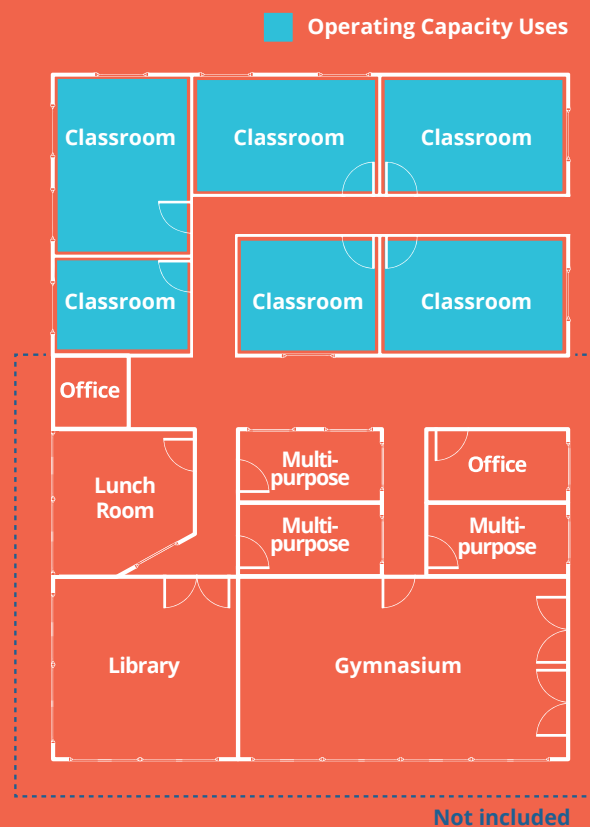
The actual number of students enrolled in a class is governed using the class size formula, not the operational capacity. A school can be at 95% operating capacity and be under prescribed class size maximums.



What does 95% Capacity Utilization mean?

Operating capacity...

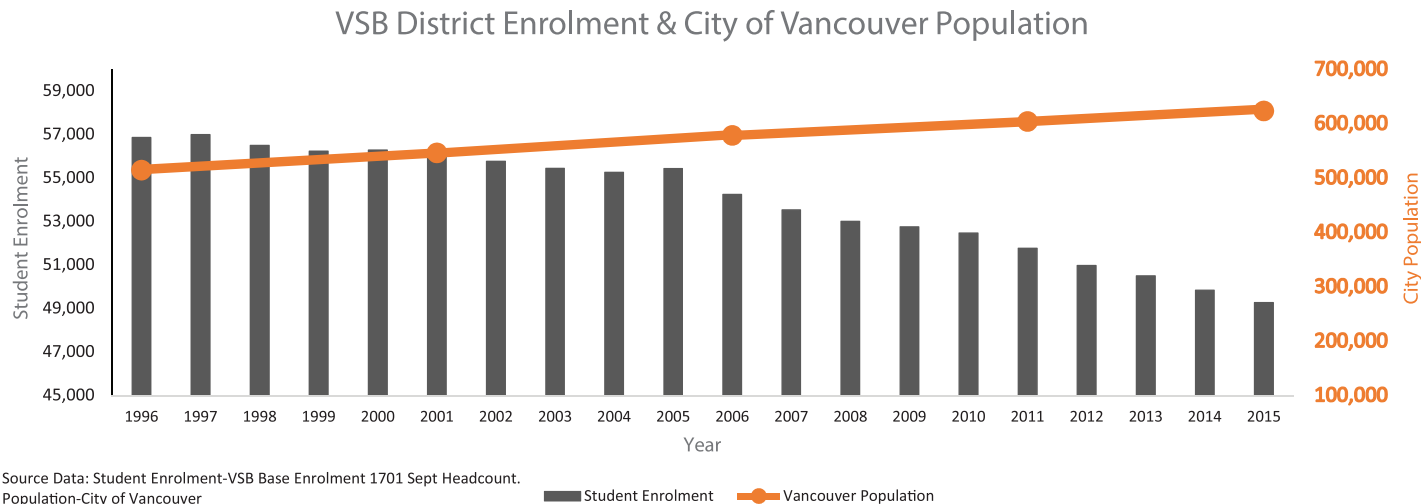
- is based on the number of general instruction classrooms a school was designed to hold
- does not include multipurpose rooms, offices, gyms, libraries, resource spaces, lunchrooms, etc.



All large school districts in BC are working towards an average district utilization of 95% as part of seismic planning. Not every school needs to be at 95% utilization.

Current VSB utilization is
84.6%

POPULATION AND ENROLMENT TRENDS



Q: Aren't we seeing growth in the City of Vancouver? Why are there schools with lower enrolment?

While the overall population of the city has increased, there are fewer school-aged children. Vancouver has the lowest number of children per household in BC, at 1 per home. Vancouver school enrolment peaked in 1997 and has been slowly declining ever since. On average, enrolment has declined by approximately 600 students a year. Projections show that over the next 14 years the enrolment of Vancouver schools will stabilize and trend up by approximately 1% (about 550 students) by 2030.

The district has experienced enrolment growth in some communities such as the downtown core, UBC, southeast False Creek and the Cambie corridor. Future areas of growth are also being taken into consideration in planning for the future. Although certain areas of Vancouver are experiencing growth, this growth is off-set by decreased numbers of school-aged children (and school enrolment) in other areas of the city. Overall, the growth in some areas has not offset the overall decline in student enrolment.

Q: How does VSB monitor the growing or declining enrolment numbers?

The VSB monitors the current and projected enrolment of both the district as a whole and the local areas/catchments within it, using projection tools and through ongoing dialogue with City of Vancouver planners.



KEY ELEMENTS OF THE PLAN & CONSIDERATIONS

An important part of this dialogue is public input on key elements of the interim LRFP. This section will identify key elements and considerations in several key areas:

- **The Seismic Program**
- **Temporary Accommodation During Seismic upgrades**
- **School Closures**
- **New and Replacement Schools**

SEISMIC UPGRADE OF SCHOOLS

Factors for Identifying Schools for Seismic Upgrade

- High seismic risk
- High current and projected enrolment
- High maintenance costs
- Will support a plan to have sufficient usable schools across all areas of the district (following an earthquake)

STRATEGIES FOR TEMPORARY ACCOMMODATION

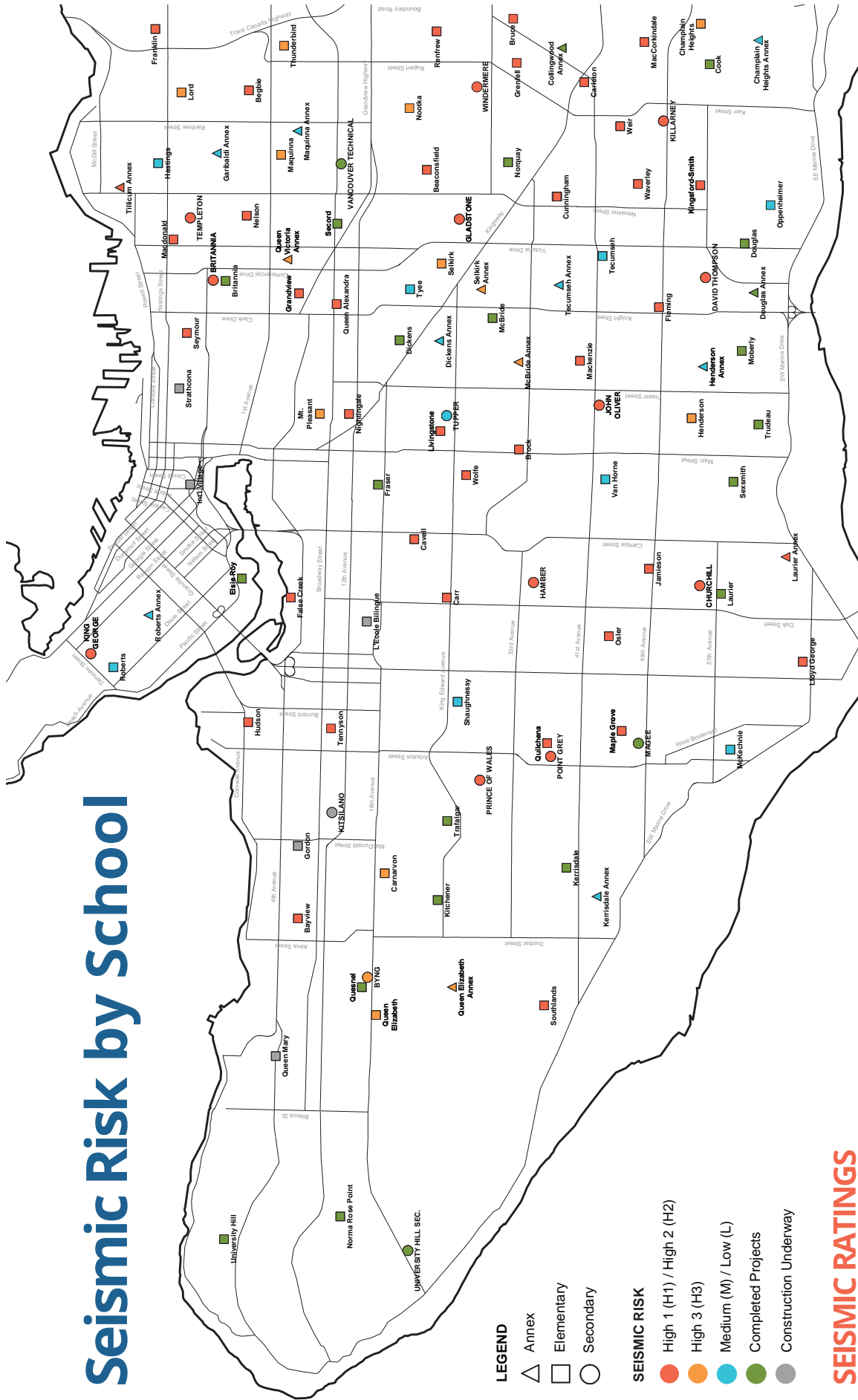
Challenges For Seismic Upgrading of VSB schools

- We must identify enough spaces for *temporary accommodation*, meaning a space where students can go to learn while their own school is being seismically upgraded.
- BC Ministry of Education is requiring districts to make use of existing surplus capacity to provide temporary accommodation.
- Up to the equivalent of 8 schools (6 elementary, 2 secondary) may need to be closed for regular school catchment use and repurposed for temporary accommodation to complete the SMP by 2030.

FACTORS FOR IDENTIFYING SCHOOL SITES TO REPURPOSE FOR TEMPORARY ACCOMMODATION

- The school has surplus space and expected future enrolment is low
- Students attending the school can be accommodated within neighbouring schools
- Travel time between the repurposed school and the schools that will undergo seismic work
- Capacity to accommodate both primary and intermediate grades at the site (elementary schools)
- Site can be used to accommodate more than one seismic project over time
- Site can accommodate possible portables.

Seismic Risk by School



- LEGEND**
- △ Annex
 - Elementary
 - Secondary
- SEISMIC RISK**
- High 1 (H1) / High 2 (H2)
 - High 3 (H3)
 - Medium (M) / Low (L)
 - Completed Projects
 - Construction Underway

SEISMIC RATINGS

High 1 (H1)	High 2 (H2)	High 3 (H3)	Medium (M)	Low (L)
<p>High 1 (H1) Most vulnerable structure: at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural seismic upgrades required.</p>	<p>High 2 (H2) Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural seismic upgrades required.</p>	<p>High 3 (H3) Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural seismic upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.</p>	<p>Medium (M) Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.</p>	<p>Low (L) Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.</p>

STRATEGIES FOR TEMPORARY ACCOMMODATION

STRATEGY	CONSIDERATIONS
<p>SURPLUS SPACE</p> <p>Using surplus space in operating schools to host students from other schools during seismic upgrading.</p>	<ul style="list-style-type: none"> • Makes use of available space now. • Student population from a school being upgraded would go to two different neighbouring schools. • Can be challenging for host schools to share space over many years. • Most of this space is on the east side of the district, which would significantly increase the travel time for schools accessing this space from the west side. • Very limited number of co-host sites are available.
<p>CLOSE & REPURPOSE SCHOOLS</p> <p>Close and then repurpose schools and use them as temporary accommodation.</p>	<ul style="list-style-type: none"> • Houses an entire school population during seismic upgrade. • School would be formally closed. • We could reuse the site many times. • Current students and staff populations would be combined with neighbouring schools. • Might mean high seismic risk buildings could be in use. • Though they take longer to establish we can get sites closer to where we need them.
<p>USE VACATED SCHOOLS</p> <p>Use schools and annexes that have already been closed.</p>	<ul style="list-style-type: none"> • Can mean using buildings at seismic risk. • No schools would be displaced or have to host. • Would mean two schools accessing the site with similar schedules. • Currently there are no schools available and we will only have one for possible use in 2017.

STRATEGY	CONSIDERATIONS
<p>PURCHASE PORTABLES</p> <p>Purchase portables to create temporary accommodation.</p>	<ul style="list-style-type: none"> • Allows students to stay on school sites during construction. • Can also be moved to sites as needed. • Must meet city building requirements which add considerable costs. • Impacts playfields and outside areas available to staff and students. • Funding would likely have to come from VSB and would be costly potentially delaying projects from moving forward in a timely fashion.
<p>LEASE SPACE</p> <p>Leasing commercial or institutional spaces.</p>	<ul style="list-style-type: none"> • Costs can be very high and funding would likely have to come from VSB. • Sites will require extensive renovations and tenant improvements to be suitable for use as a school. • Difficult to find suitable available space that includes necessary space for outdoor play and can accommodate education delivery. • Difficult to find available spaces near schools being upgraded.

CLOSING SCHOOLS

The Interim Long Range Facilities Plan Identifies Possible School Closures.

There are multiple reasons that closures could be considered including the challenges associated with seismic upgrades, current budgets, and population and enrolment trends in the city of Vancouver. The interim plan identifies the possibility of closing up to 8 schools for temporary accommodation to support the seismic program and up to another 12-13 schools for permanent closure due to factors related to low current and projected enrolment. Any decisions regarding closures would follow a stringent policy and timeline for consultation with communities. Final decisions would rest with trustees.

The Context - Changing Demographics in the City of Vancouver

Vancouver school enrolment peaked in 1997 and has been slowly declining ever since. On average enrolment has declined by approximately 600 students a year. Projections show that over the next 14 years the enrolment of Vancouver schools is projected to stabilize and trend up approximately 1% in total (or about 550 students).

While the district has seen some decline in enrolment, specific areas have experienced significant growth, areas like the downtown core, UBC, southeast False Creek and the Cambie corridor. Although certain areas of Vancouver are experiencing growth, this growth is off-set by decreased numbers of school-aged children (and school enrolment) in other areas of the city. The Ministry of Education, which funds all capital projects for schools in the province, has set targets for the use of surplus space in schools. While the target is 95% capacity utilization across the District, we are currently at 85% capacity. This means we must demonstrate a plan to achieve the target in order to access resources for new schools and the seismic upgrade of existing schools.

The interim LRFP outlines some considerations when identifying schools for possible closure.

- **School has surplus space**
- **Current enrolment is low**
- **Future projected enrolment is low**
- **Poor condition of the school and high maintenance costs**
- **Space available for students in neighbouring schools**
- **Geographic barriers such as proximity to major roads**
- **Ability to use the school for other purposes, including potential revenue generation**



NEW SCHOOLS AND REPLACEMENT SCHOOLS

New Schools

The Interim LRFP identifies several areas of the district which will experience, or continue to experience, significant growth in student population. Currently one new elementary school is under construction at International Village in the downtown area. It is projected that four additional new elementary schools and one significant secondary school addition will be required to address projected enrolment growth within areas of Vancouver.

It is important to note that the district already has insufficient space to accommodate in-catchment students in a growing number of school catchments including False Creek, Fraser, Cavell, and Elsie Roy.

It is unlikely the Ministry of Education would advance the capital funding required to construct new schools within these areas of enrolment growth given the current number of surplus seats available within Vancouver schools.

Replacement Schools

As part of the seismic mitigation program there may be some opportunities to replace older school buildings with new replacement schools. Replacement schools have several key advantages over a seismically upgraded older building. These include reduced maintenance and upkeep costs, a greater likelihood they will be usable following a significant seismic event, and the opportunity to redesign teaching and learning spaces.

In this context we would be interested in hearing your thoughts about the possibility of consolidating two neighbouring schools, both with low enrolment and both requiring seismic upgrading, in order to make a business case to build one new replacement school for this community.

Additionally, we would be interested to hear your thoughts about the possibility of selling portions of school properties and/or non-school properties, owned by the VSB, in order to provide top-up funding to support construction of a replacement school (new build) instead of a seismic upgrade.



For **more information**
on any of these themes,
to take an **online survey**
or to see a **detailed version**
of the plan, please visit:

www.vsb.bc.ca/VSBengagement

For any questions, please email:
vsbengage@vsb.bc.ca

[@VSBengagement](#)

[#VSBEngage](#)



The Future of Our Schools: Community Conversations

Section 1: What is a Long Range Facilities Plan?



1



What is a Long Range Facilities Plan?

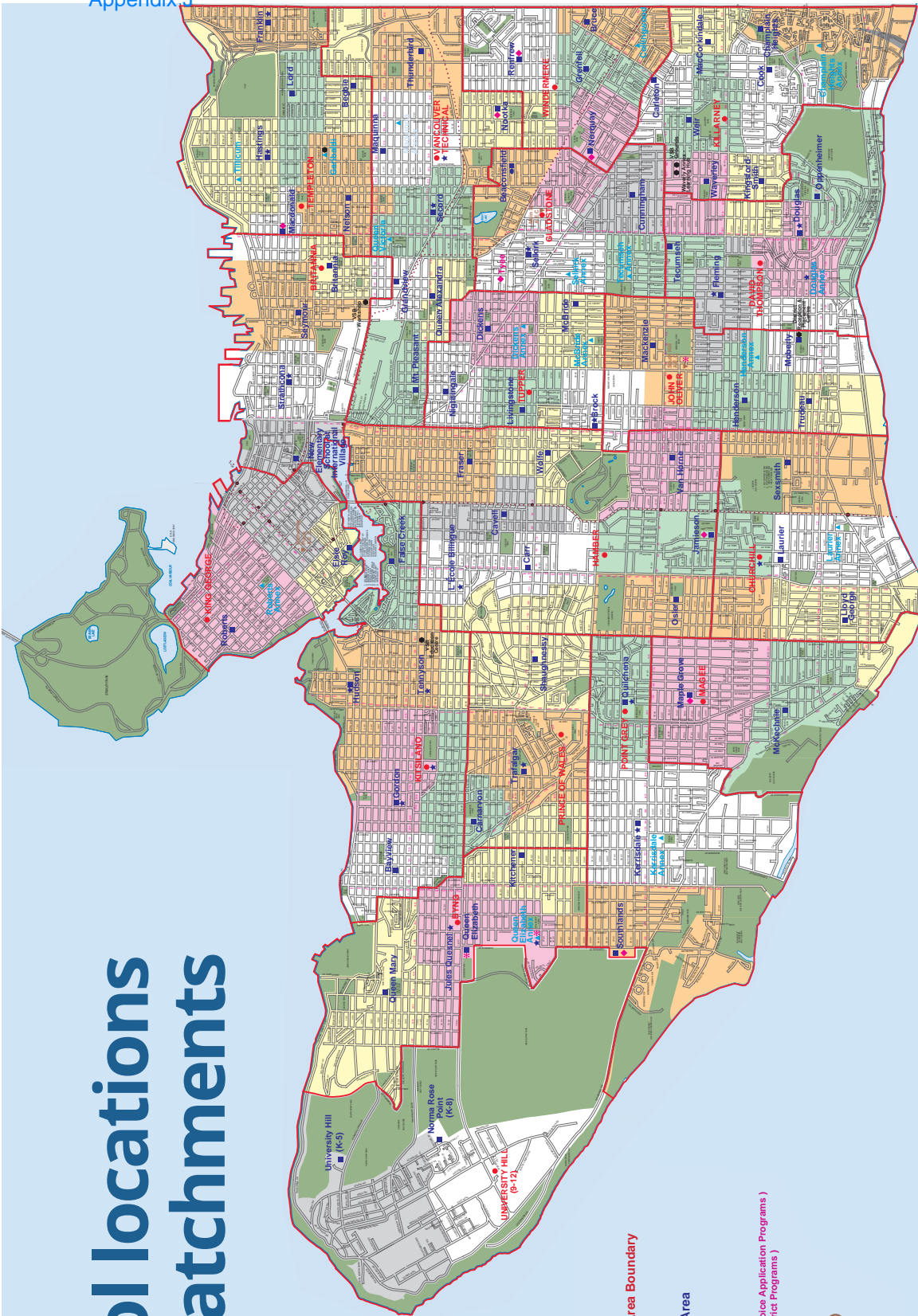
It is a road map to guide VSB school facilities to 2030.

It is reviewed and adjusted annually.


It is not an implementation plan.



School locations and catchments




- LEGEND**
- Secondary School
 - ▬ Secondary School Attendance Area Boundary
 - Elementary School
 - Elementary School Attendance Area
 - ▲ Annex
 - ★ French Program (See French Programs Map)
 - ◆ Elementary District Program (Choice Application Programs) (See 'Ready Reference' For All Other District Programs)
 - Elementary Home Learners
 - * Temporary Accommodation Site
 - ▲ Adult Education Centre (A.E.C.)
 - District Services
 - Park
 - Rapid Transit



VSB
LONG RANGE
FACILITIES
PLAN

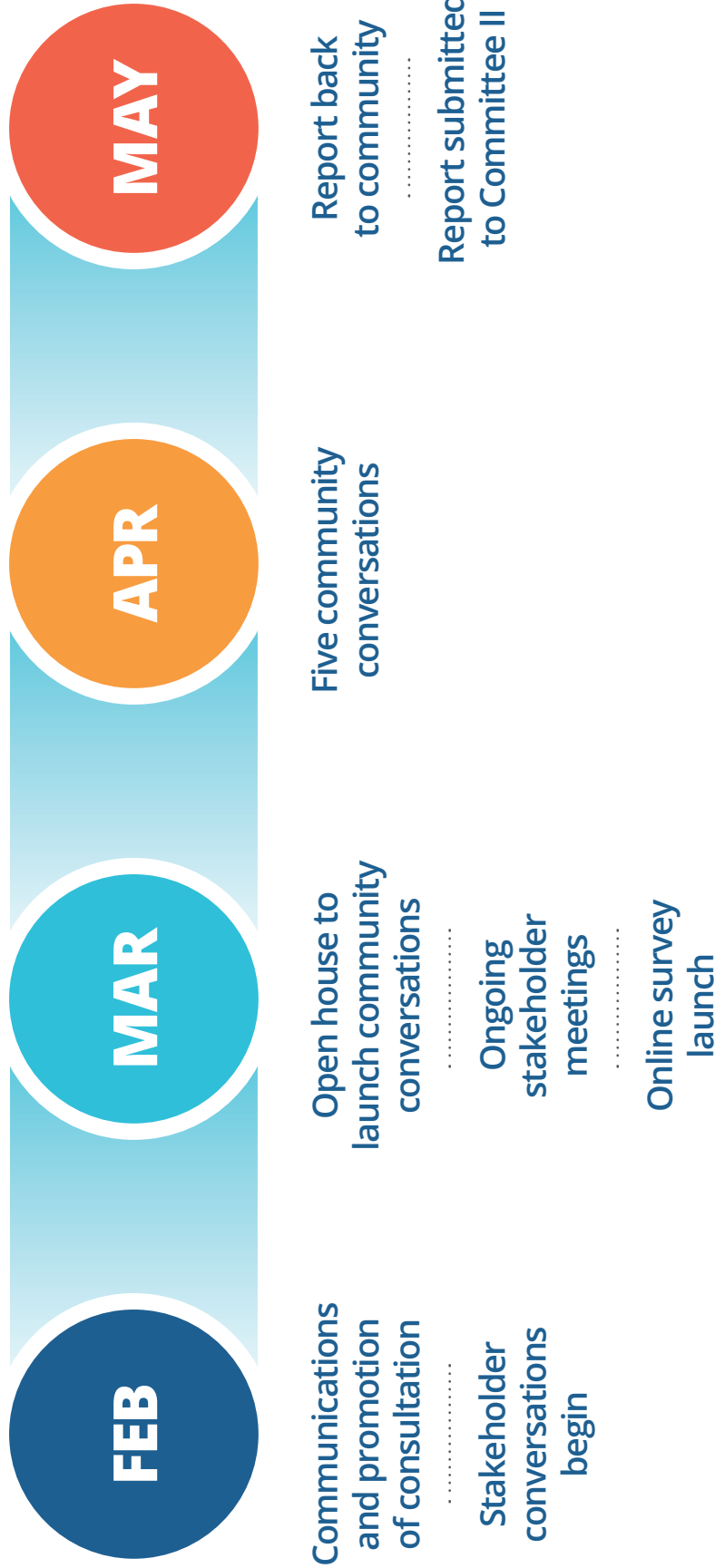
Section 1:
What is a Long Range Facilities Plan?




1

287


Our process and timelines





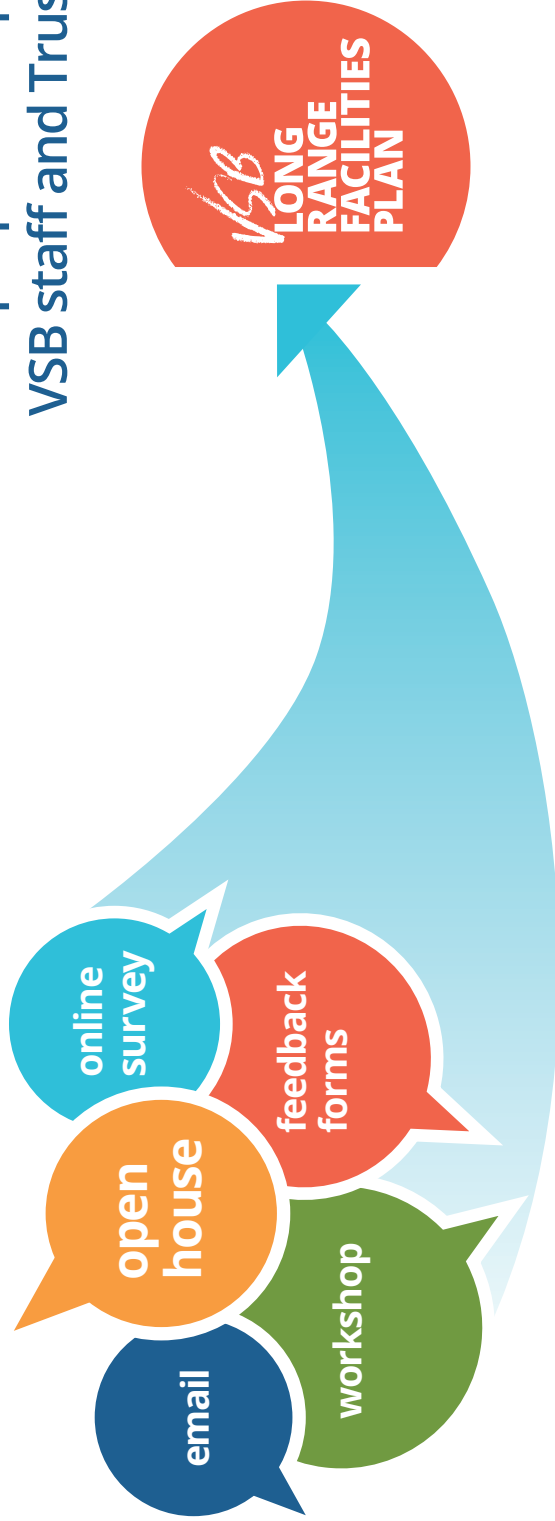
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Section 1:
What is a Long Range Facilities Plan?



How will your input inform the Plan?

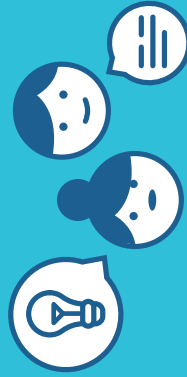
- ① Share your perspectives via...
 - online survey
 - open house
 - email
 - workshop
 - feedback forms
- ② We will share what we have heard on May 8th and prepare a report for VSB staff and Trustees.



1 Section 1: What is a Long Range Facilities Plan?

A decorative footer banner with a dark blue background. On the left is a red circle with the 'VSB LONG RANGE FACILITIES PLAN' logo. To its right is the text 'Section 1: What is a Long Range Facilities Plan?' followed by a large white circle containing the number '1'. On the far right is a colorful graphic featuring icons of a house, a school, a bus, and a person, set against a background of overlapping circles in various colors.

How can you have a say on the VSB's Long Range Facilities Plan?



COMMUNITY DIALOGUE ON THE LONG RANGE FACILITIES PLAN STARTS LATE FEBRUARY 2016

We will share information and research, and most importantly, listen to your ideas and perspectives regarding schools and neighbourhoods.



We will be holding **OPEN HOUSES, WORKSHOPS**, posting **ONLINE SURVEYS** and multiple opportunities for you to get more information and add your voice to the mix.



Please watch our **WEBSITE**, our **SOCIAL MEDIA FEEDS** and your own **SCHOOLS** and **PARENT ADVISORY COMMITTEES** for updates on how to stay informed and involved.
Learn more at: vsb.bc.ca/VSBEngagement

1

Section 1:
What is a Long Range Facilities Plan?

VSB
LONG
RANGE
FACILITIES
PLAN



Principles guiding the Plan

1. Safe and sustainable schools
2. Facilities that support innovative, educational approaches, ultimately providing effective learning environments
3. Schools located where they can support school-aged populations now and in the future
4. Planning that takes into account economic, community and environmental benefits for students, families and all citizens of Vancouver
5. Improved facility conditions



1

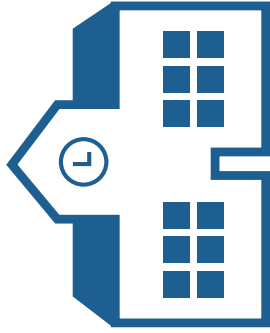
Section 1:
What is a Long Range Facilities Plan?

VSB
LONG
RANGE
FACILITIES
PLAN

VSB at a Glance

110 VANCOUVER PUBLIC SCHOOLS

15	77	18
Annex	Elementary	Secondary



2015/16 ENROLMENT
50,387 x 
 (including International Students)

5 SCHOOLS UNDER SEISMIC CONSTRUCTION

Strathcona
 Kitsilano
 Gordon
 L'école Bilingue
 Queen Mary

1 NEW SCHOOL IN CONSTRUCTION
 International Village

PROJECTED NEW SCHOOLS
4

MAJOR ADDITIONS NEEDED
2

CURRENT OPERATING CAPACITY

59,585 x 

1

VSB LONG RANGE FACILITIES PLAN

Section 1:
 What is a Long Range Facilities Plan?



Section 2: Foundations of the Long Range Facilities Plan

2



Why do we need a Long Range Facilities Plan?

1. It is an important planning tool
2. It provides a framework for decision making regarding the seismic upgrading of schools
3. It identifies current and future enrolment
4. It identifies the number of spaces and/ or schools needed for temporary accommodation during seismic upgrading of schools
5. It identifies the number of schools to be closed/consolidated
6. It is updated annually in order to be responsive and adaptive to changing conditions
7. It outlines a plan to reduce surplus space in schools with a target of 95% district-wide utilization by 2030

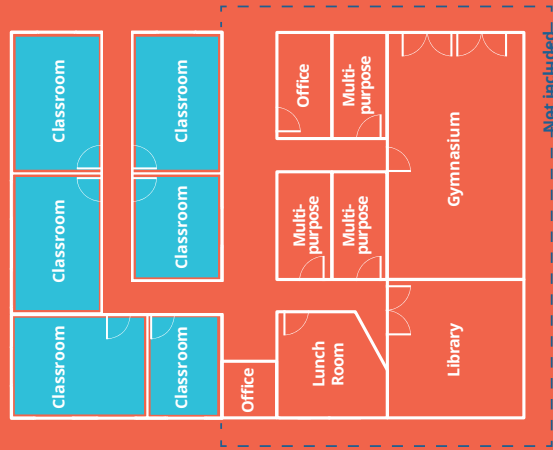


What does 95% District Utilization mean?

Operating capacity...

- is based on the number of general instruction classrooms a school was designed to hold
- does not include multipurpose rooms, offices, gyms, libraries, resource spaces, lunchrooms, etc.

■ Operating Capacity Uses



All large school districts in BC are working towards an average district utilization of 95% as part of seismic planning. Not every school needs to be at 95% utilization.

Current VSB utilization is
84.6%



2

Section 2:
Foundation of the Long Range Facilities Plan

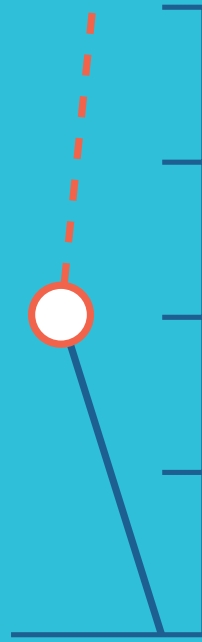
VSB
LONG
RANGE
FACILITIES
PLAN

Total Capacity Utilization

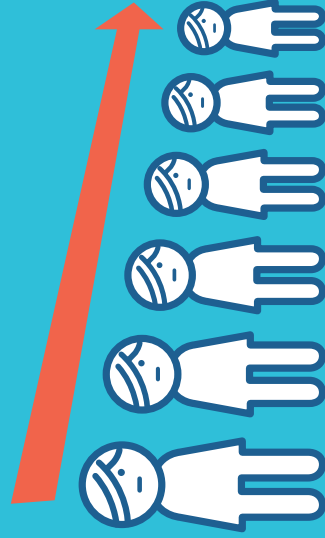
	Number of Schools	Enrolment (includes International Students; excludes Adult Education and Distributed Learning Students)	Operating Capacity	Utilization
Annexes (Elementary)	15	1,435	1,875	76.5%
Elementary (Main Schools)	77	27,701	32,485	85.3%
Secondary Schools	18	21,251	25,225	84.2%
TOTAL	110	50,387	59,583	84.6%



Aren't we seeing growth in the City of Vancouver? Why are there schools with lower enrolment?



Vancouver school enrolment **PEAKED** in **1997** and has been slowly **DECLINING** ever since.



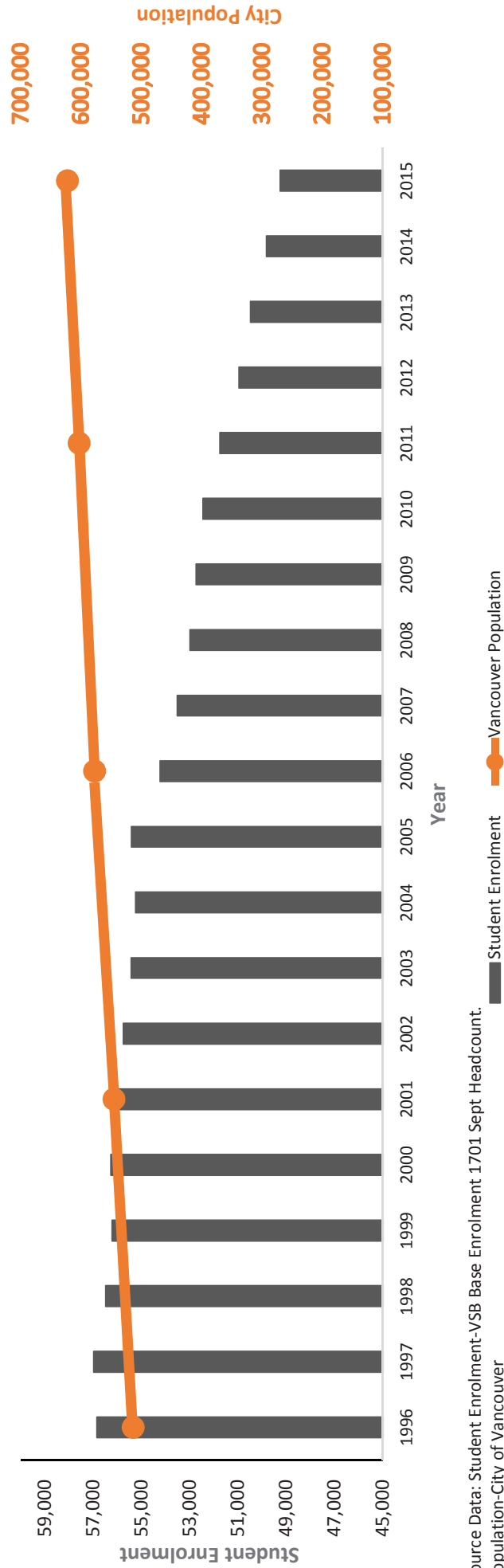
On average enrolment has **DECLINED** by approximately **600 STUDENTS** a year.

Projections show that over **THE NEXT 14 YEARS** the enrolment of Vancouver schools is projected to **STABILIZE** and trend up approximately 1% in total (or about 550 students) between now and 2030.



Vancouver enrolments and population trends

VSB District Enrolment & City of Vancouver Population



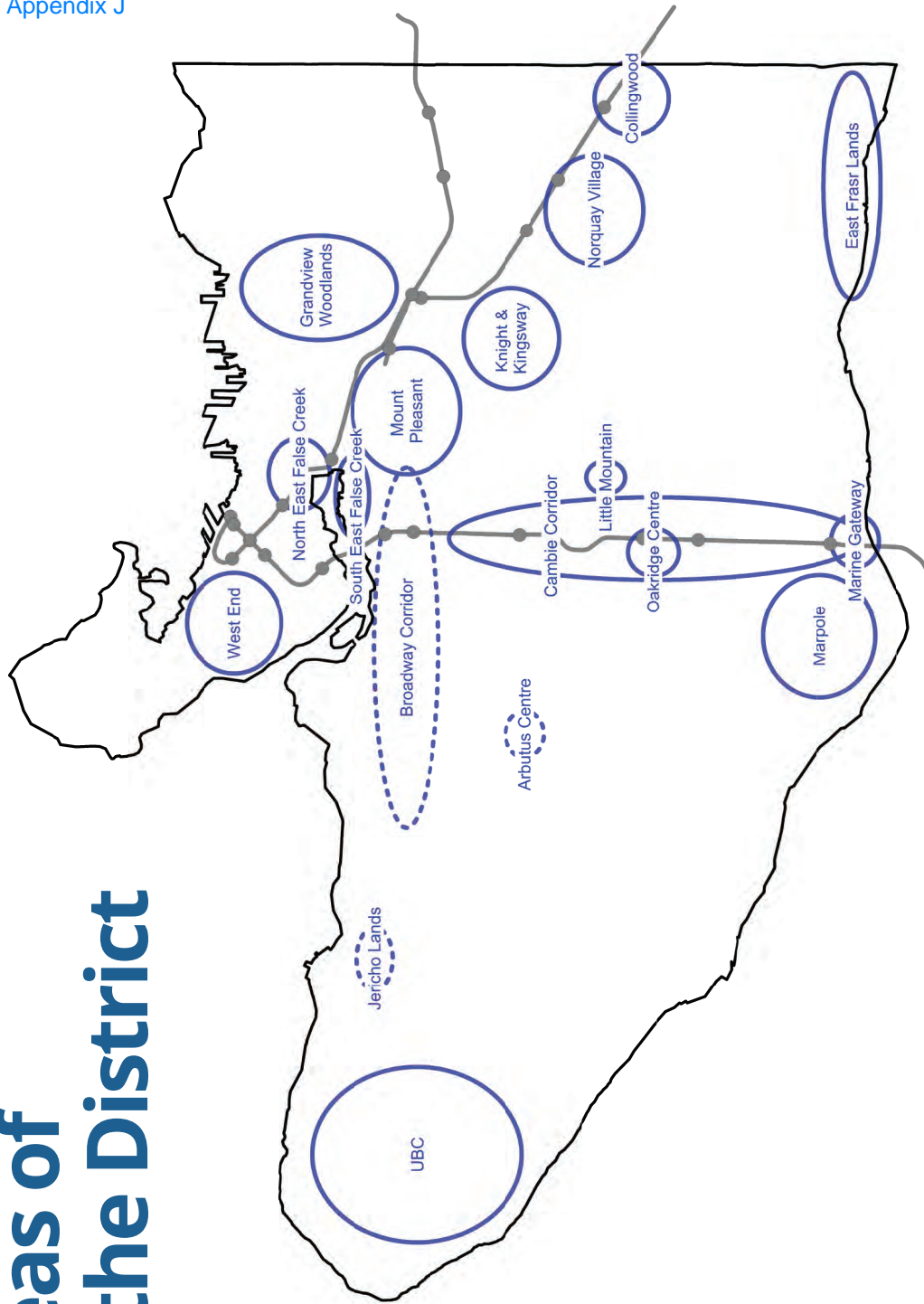
Source Data: Student Enrolment-VSB Base Enrolment 1701 Sept Headcount.
Population-City of Vancouver



2


Section 2:
Foundation of the Long Range Facilities Plan

Project areas of growth in the District




UBC/City Planning Program Areas and Future Potential Development Areas

- LEGEND**
- City/UBC Planning Program Area
 - Future Potential Development Areas
 - Rapid Transit Line



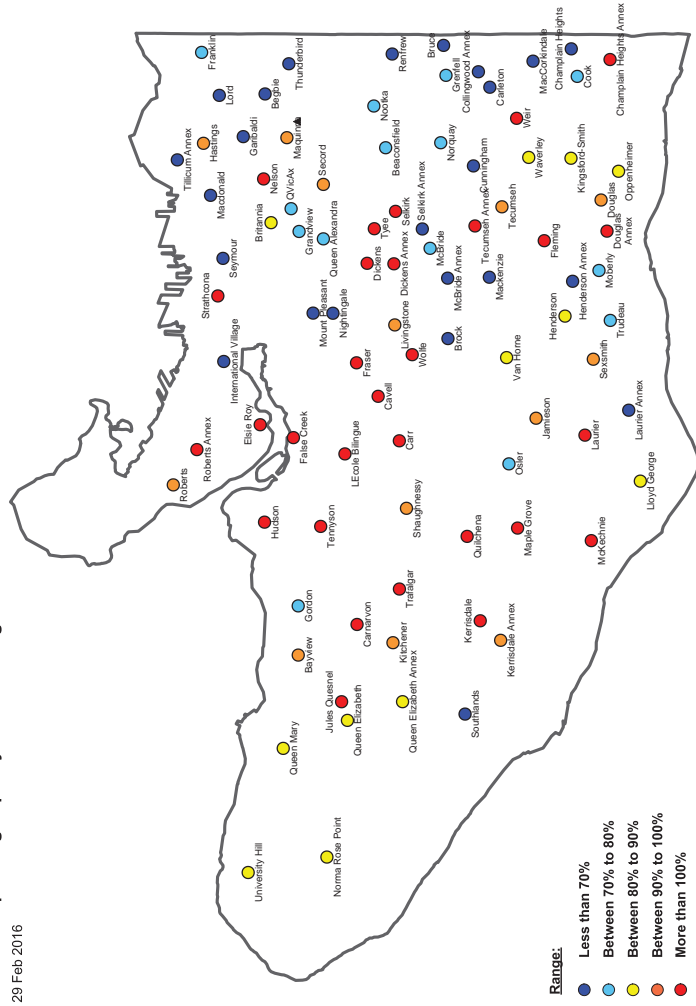
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Section 2:
Foundation of the Long Range Facilities Plan

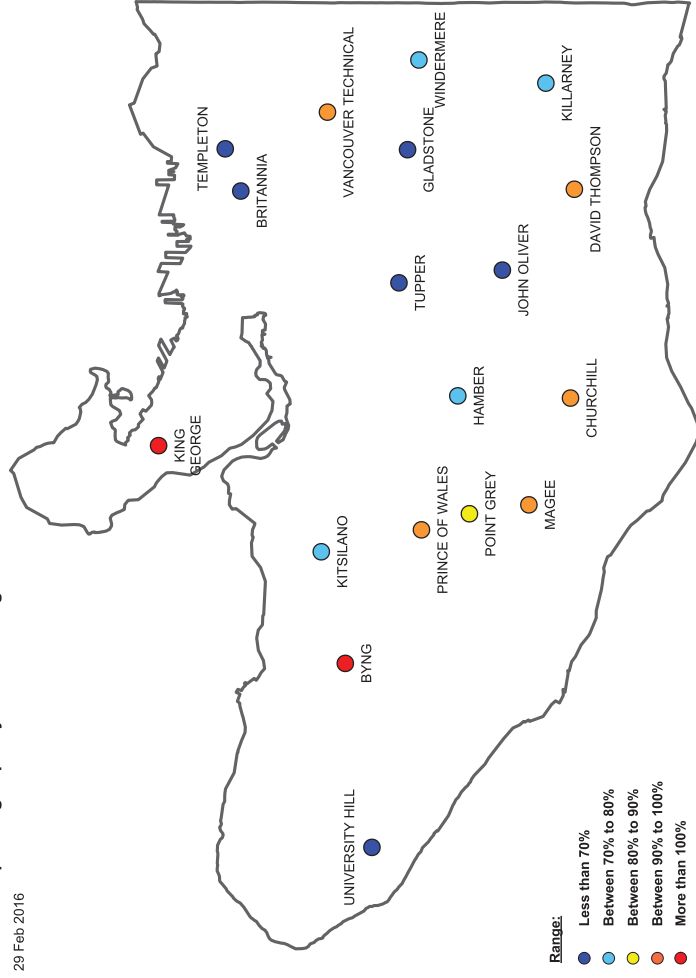



Elementary/Secondary Capacity Utilization

2015 Elementary School Utilization Map
Based on Operating Capacity and excluding International Students
29 Feb 2016




2015 Secondary School Utilization Map
Based on Operating Capacity and excluding International Students
29 Feb 2016





2

Section 2: Foundation of the Long Range Facilities Plan

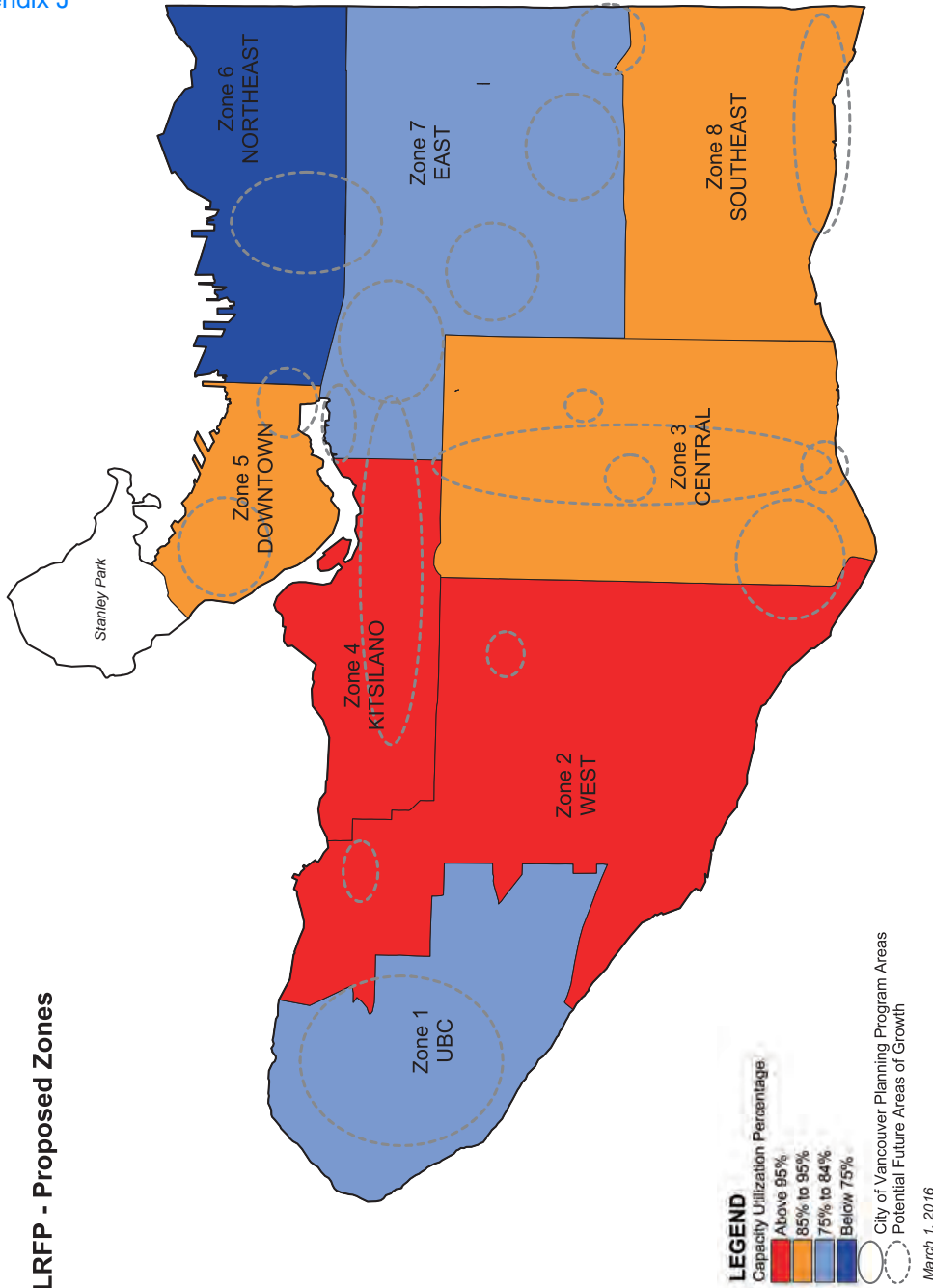


300

Projected Enrolment

1. Enrolment is projected to level out and increase slightly – by approximately 550 students – by 2030
2. Enrolment changes are not uniform across the District
3. Enrolment growth alone will not allow the District to achieve 95% capacity utilization

LRFP - Proposed Zones



2

Section 2:
Foundation of the Long Range Facilities Plan








Section 3: The Seismic Mitigation Program

3

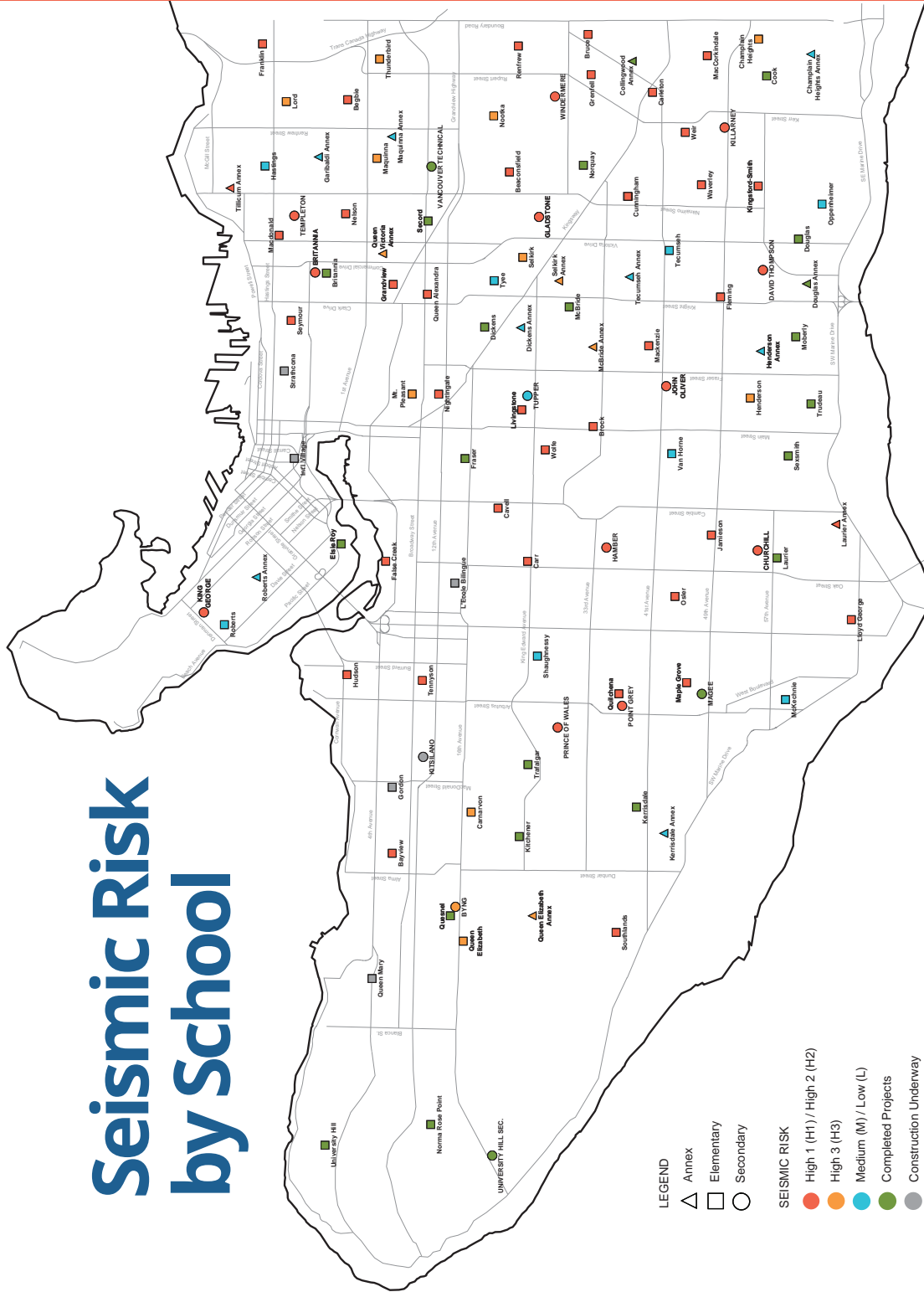


How many Vancouver Schools need Seismic Upgrading?

	20 SCHOOLS	ALREADY UPGRADED OR BUILT through funding from the Ministry under the seismic mitigation program.
	5 SCHOOLS	CURRENTLY BEING UPGRADED OR REPLACED.
	24 SCHOOLS	APPROVED to undertake project definition planning.
	40 SCHOOLS	NOT YET RECEIVED SUPPORT from the Province to proceed.
	69 SCHOOLS	CLASSIFIED AS HIGH SEISMIC RISK and still require mitigation.



Seismic Risk by School



SEISMIC RATINGS

High 1 (H1)

Most vulnerable structure; at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural seismic upgrades required.

High 2 (H2)

Vulnerable structure; at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural seismic upgrades required.

High 3 (H3)

Isolated failure to building elements such as walls are expected; building likely not repairable after event. Structural and non-structural seismic upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.

Medium (M)

Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.

Low (L)

Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.



Will Seismic Upgrading Be Finished in 2030?



The Province has committed to complete the Seismic Mitigation Program by 2030.

The Long Range Facilities Plan outlines a road map for achieving this goal.



What are some of the considerations in identifying schools for seismic work?

- Have a **HIGH SEISMIC RISK RATING (H1 OR H2)**
- Have a planned utilization of approximately **95% OR GREATER**
- Have **HIGH COSTS** associated with maintaining the school (aging, facility condition)
- SUPPORT A PLAN** to ensure the VSB has sufficient usable schools across all areas of the district following an earthquake

Q5: What else should be considered?

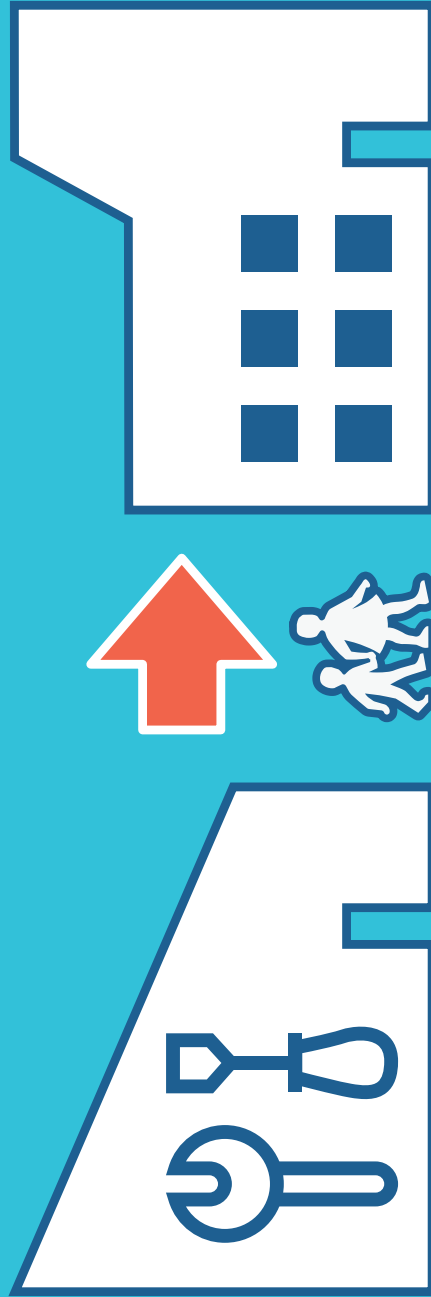


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Section 4: Temporary Accommodation



What Is Temporary Accommodation?



TEMPORARY ACCOMMODATION, also referred to as “**SWING SPACE**”, means that schools undergoing construction may have their students **RE-LOCATED** for a temporary period of time to a different school or schools.

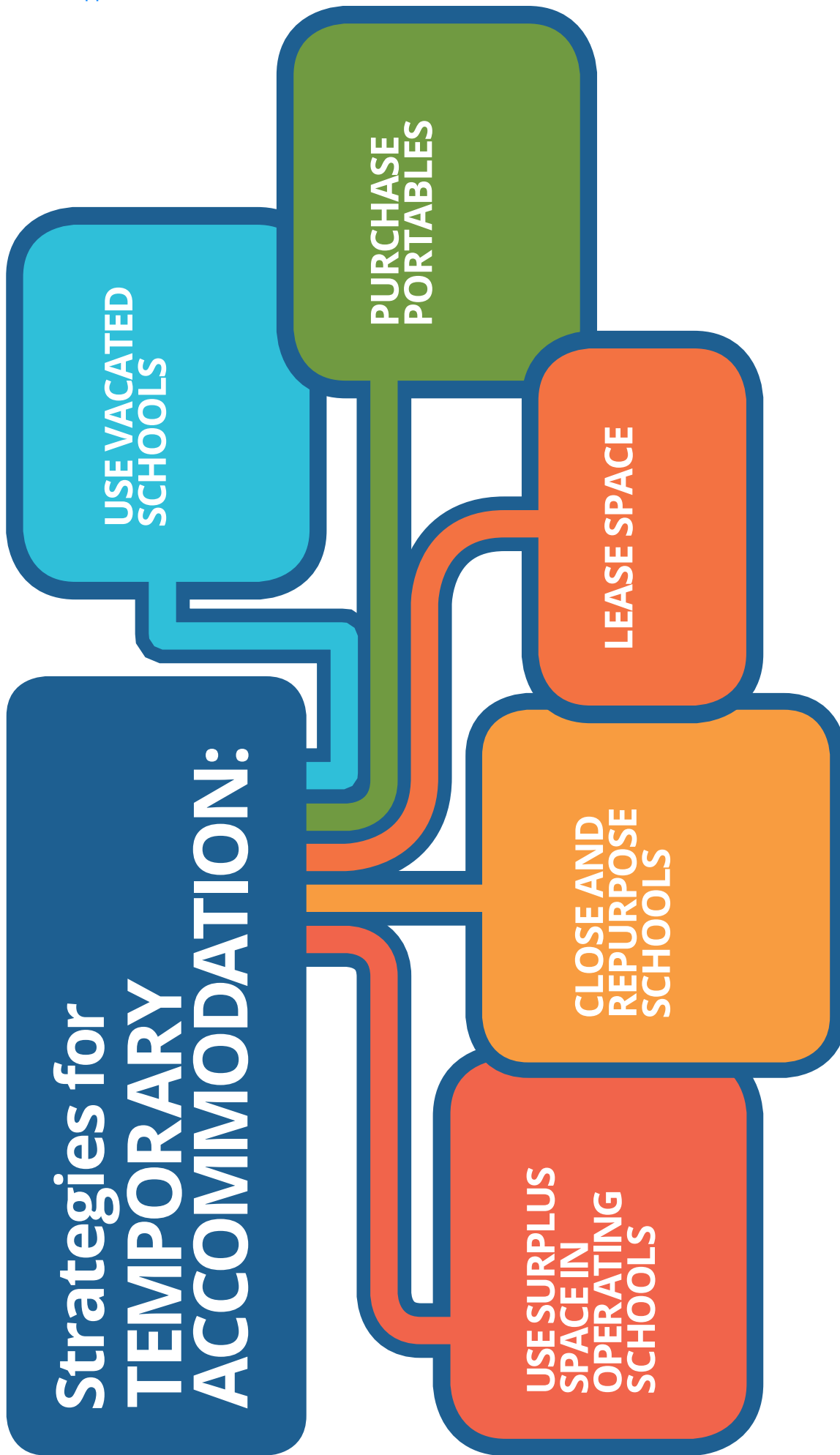
EXCESS SPACE or capacity in schools with lower enrolment can be used to accommodate students and staff whose schools are being upgraded.



What Is Temporary Accommodation?

1. Where students are housed while their school is undergoing seismic construction.
2. Up to the equivalent of 8 schools (6 elementary, 2 secondary) may be required to be repurposed to complete the Seismic Mitigation Program by 2030.
3. Ministry of Education is requiring districts to make use of existing surplus capacity to provide temporary accommodation.





Considerations for selecting schools to repurpose for temporary accommodation

<input type="checkbox"/> The school has surplus space and expected future enrolment is low	<input type="checkbox"/> Students attending the school can be accommodated within neighbouring schools	<input type="checkbox"/> Travel time between the repurposed school and the schools that will undergo seismic work
<input type="checkbox"/> Capacity to accommodate both primary and intermediate grades at the site (elementary schools)	<input type="checkbox"/> Site can be used to accommodate more than one seismic project over time	<input type="checkbox"/> Site can accommodate possible portables

Q: What do you think? What would you add?

Your feedback is valued!

5

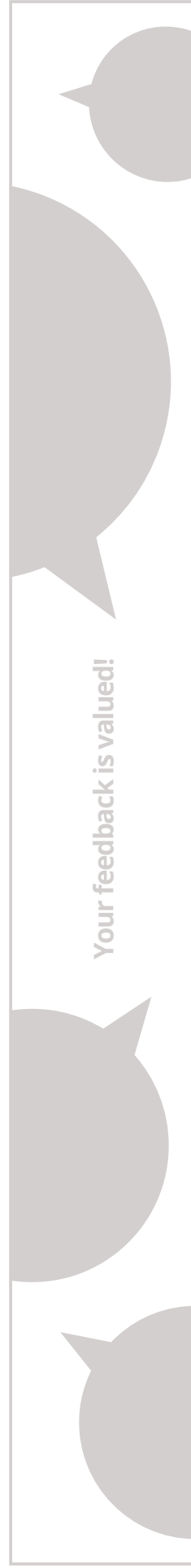
Section 5: School Closures



Factors to consider when identifying schools for possible closure:

- 1** The school has surplus space
- 2** Expected future enrolment is low
- 3** The condition of the school and the cost to maintain it
- 4** Students can be accommodated within neighbouring catchment schools
- 5** Travel distance to other schools and proximity to busy roads
- 6** Seismic risk of the building
- 7** Ability to use the school for alternative purposes; revenue generation

Q: What else should we consider?



School closures

Strategies to reduce surplus space include:

RIGHT-SIZE SCHOOLS:

Reduce school capacity when possible through seismic work.

REPURPOSE SCHOOLS:

Close schools and repurpose for temporary accommodation for seismic projects.

CLOSE SCHOOLS:

In addition to reducing capacity from right-sizing and repurposing, approximately 5000 additional spaces would need to be closed in order to achieve a district target of 95% utilization. This could translate to 11-12 elementary schools and 1 secondary school. VSB could look for other uses for closed school building/properties.




Section 6: New Schools and Rethinking Surplus Space



What are the possibilities for new schools?



Section 7: Heritage Retention



7



What is the VSB doing to retain heritage?



Vancouver has

36 SCHOOLS

on the Vancouver Heritage Registry



HERITAGE HAS BEEN RETAINED

through a number of school seismic upgrades



19 SCHOOLS

on the Vancouver Heritage Registry
REQUIRE FUTURE SEISMIC WORK



ADDITIONAL COSTS TO RETAIN HERITAGE

ARE NOT funded by the Province as part of the Seismic Mitigation Program



These are some of the schools on the Heritage Register that have been retained and seismically upgraded by the VSB.



Kerrisdale Elementary (A)



Roberts Elementary (A)



Strathcona Elementary (A)



Kitchener Elementary (A)
Partial retention (heritage building only)



Queen Mary Elementary (B)
Partial retention (red building only)



Kitsilano Secondary (B)
Heritage facade retention



Byng Secondary (B)
Partial upgrade



Vancouver Technical Secondary (B)
Full upgrade

Heritage Designations:

A - Primary Significance

Represents the best examples of a style or type of building; may be associated with a person or event of significance.

B - Significant

Represents good examples of a particular style or type, either individually or collectively; may have some documented historical or cultural significance in a neighbourhood.



Survey Question: Do you have any other considerations to add to this list?

Many survey respondents expressed concerns about how school closures and temporary accommodation would impact lower income families, especially single mothers. There is also much concern over the possibility of VSB selling existing lands and buildings. Few respondents asked for the VSB to work more closely with the City to determine development plans and projections.

Participants' Quotes

"I would be concerned that some of these considerations could negatively impact schools in lower income neighbourhoods and could have an adverse affect on the quality of the life of those families who are already struggling."

"Please don't *sell* the land or building, however. It will be 1.) impossible to recover in the future, and 2.) no study can accurately predict population patterns far into the future, it would be very short sighted if we found ourselves needing the very schools we closed in, say fifteen years."

"School closures should avoid already disadvantaged communities or neighborhoods."

"Projected enrollment should be updated yearly since the demographics of some Vancouver neighbourhoods are changing quickly (e.g. East Vancouver)."



Illustration 4 - Most frequently used terms in response to the survey question

Survey Question: Do you have other thoughts about uses for surplus buildings or property?

Many respondents expressed a strong opposition to any building or land within the public domain to be leased to private K-12 schools or to be sold. Respondents would like to see the spaces used in ways that benefit the community and the public and not private interests. Some suggested temporary conversion to affordable housing while others expressed a preference for green space, cultural use, childcare or adult day-care. Regardless of usage, many would like to see time limitations and leasing limits put in place to allow the VSB to take over these spaces when needed. Mixed use and modular construction/right sizing was offered as an approach that while addressing capacity utilization also provides flexibility.

Participants' Quotes

"Generally speaking, the measure should be "how much does the proposed use benefit the local community and society at large".

"Do not lease them to private schools from K-12. The public systems and private system must continue to be separated."

"Need to be able to take back the property for school use if needed in future."

"I think that it is time to think "out of the box" regarding school buildings and properties so that the space can have multiple purposes and uses when enrolment fluctuates. For example, is it possible to build schools in pods so that parts of it can be rented out to daycare providers when school age enrolment declines. What about offering senior services in part of the space. People seem to get freaked out about allowing "other" people into a school, but our children are surrounded by "other people" all the time. I'm not suggesting you have strangers roam the halls, but there must be some creative ways of separating / integrating spaces across our broad community members."

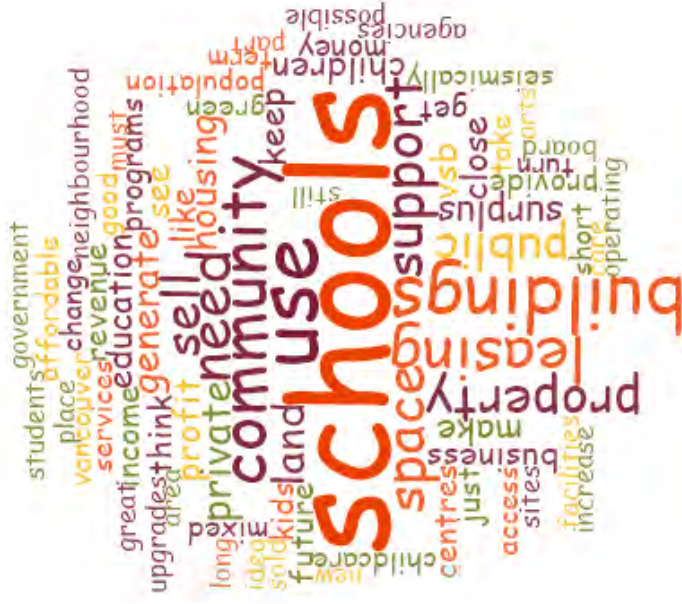


Illustration 5 - Most frequently used terms in response to the survey question

KINGSGATE MALL INFO SHEET

Thanks for dropping by our pop-up dialogue session at Kingsgate Mall. We are currently consulting the public on our interim **Long Range Facilities Plan**. This plan includes all school and non-school properties. The Kingsgate Mall site is one of four non-school properties. **VSB owns three other properties, all of which are currently used by the district. They include:**

- The nursery/grounds facility at 5905 Wales
- The VSB works yard at 1549 Clark Dr
- The Education Centre at 1580 W Broadway

WE ARE HOPING TO DO TWO THINGS IN SUPPORT OF OUR LONG RANGE FACILITIES PLAN:

1. **Share information about the VSB's connection to the Kingsgate Mall site.**
2. **Learn more about what patrons and local community members value about the mall and this property now and in future.**

FACTS-IN-BRIEF

- Vancouver School Board (VSB) **owns the Kingsgate Mall land.**
- VSB and City of Vancouver **acquired parcels of land at the current mall's location in the late 1800's.** Mount Pleasant School was built in 1892. The City transferred all of the land to VSB in 1962. The area became a traffic and commercial hub and a new school was built in a nearby residential area. The property was vacated in 1972 and the mall was constructed in 1974, including a commercial lease.
- There is a **long-term lease** on the building and retail operations, which is owned and operated by the Beedie Group.
- VSB **has not made any decisions** about the lease at Kingsgate Mall or our interest in the property.
- Development in Mount Pleasant area is governed by the City of Vancouver. Kingsgate Mall is currently zoned for commercial use. **If any changes were to occur at the site there would be extensive consultation with area residents and the City.**
- VSB is **committed to providing information** about our relationship with the property and seeking public input about its values and ideas for the site before beginning to consider the Board's future interest in the property.



Tweet your ideas to **@VSBengagement**
#vsbengage #kingsgate
www.vsb.bc.ca/VSBengagement



**Did you know
the Vancouver School Board
owns the Kingsgate Mall land?**

Join us for a pop up discussion about what you value about Kingsgate mall now and in future.

Stop by Kingsgate Mall (370 East Broadway)
anytime between

1:00-4:30pm | May 1st

Tweet your ideas anytime to
@VSBengagement #vsbengage #kingsgate
www.vsb.bc.ca/VSBengagement

VSB is looking at all its properties as part of a Long Range Facilities Plan.



 **DID YOU KNOW**
the **Vancouver School Board**
owns the **Kingsgate Mall** land?

VSB is looking at all its properties
as part of a Long Range Facilities Plan.

**Join us for a pop up discussion about what
you value for Kingsgate Mall now and in the future.**

Stop by Kingsgate Mall (370 East Broadway)
anytime between
1:00 – 4:30pm | Sunday May 1st

Tweet your ideas anytime to
@VSBengagement #vsbengage #kingsgate
www.vsb.bc.ca/VSBengagement