

# Memorandum

vancouver school board



DATE: May 15, 2019

TO: Facilities Planning Committee

FROM: David Green, Secretary Treasurer  
John Dawson, Director of Educational Planning

**RE: Long Range Facilities Plan Feedback Overview**

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**ITEM 2.2**

*Reference to Strategic Plan:*

Goal 4: Provide effective leadership, governance and stewardship.

Objective:

- Effectively utilize school district resources and facilities.

## INTRODUCTION

This report is for information.

## BACKGROUND

The draft LRFP was published on February 22, 2019. Since that time the Board has received feedback from stakeholders and the public by the following means:

The purpose of this report is the following:

- To provide an overview of the mechanisms and processes used to receive feedback on the draft LRFP.
- To organize and collate information about how to access feedback gathered on the draft LRFP.

## STAKEHOLDER FEEDBACK

The following stakeholder groups have provided written feedback with specific reference to the seventeen recommendations in the February draft LRFP:

**Figure 1** – Summary of Stakeholder Feedback on Recommendations in draft LRFP

Date	Organization	Document
27-Feb-19	VSTA	<a href="#">VSTA Response to Draft VSB LRFP FPC Feb 27, 2019</a>
17-Apr-19	VESTA	<a href="#">LRFP VESTA Response FPC April 17, 2019</a>
29-Apr-19	DPAC	Open Letter to VSB Trustees - Attached

## DELEGATIONS TO FACILITIES PLANNING COMMITTEE

The draft LRFP was discussed at four Facilities Planning Committee (FPC) meetings:

**Figure 2 – FPC meeting dates**

FPC Meeting Date	Meeting Type
27-Feb-19	Special Meeting of the FPC for LRFP
06-Mar-19	Regular scheduled meeting
13-Mar-19	Special Meeting of the FPC for LRFP
17-Apr-19	Regular scheduled meeting

In addition, District staff met with DPAC on March 7, 2019.

Twenty-one delegations made presentations in reference to the draft LRFP to the Facilities Planning Committee in March and April of 2019.

**Figure 3 – Summary of presentations by delegations**

Date	Name of Presenters	Link to Presentation
06-Mar-19	L. Boldt, local business person	<a href="#">FPC March 6, 2019</a>
06-Mar-19	S. Dahlin, I. Kolsteren, Britannia Board of Management	<a href="#">FPC March 6, 2019</a>
06-Mar-19	I. Monk, K. Lam, Britannia PAC	<a href="#">FPC March 6, 2019</a>
06-Mar-19	L. Chow	<a href="#">FPC March 6, 2019</a>
06-Mar-19	D. Lee, parent of student from Tillicum Annex	<a href="#">FPC March 6, 2019</a>
06-Mar-19	A. Robertson, parent of student from Tillicum Annex	<a href="#">FPC March 6, 2019</a>
06-Mar-19	J. Hornbury, parent of student from Franklin Elementary	<a href="#">FPC March 6, 2019</a>
06-Mar-19	S. North	<a href="#">FPC March 6, 2019</a>
06-Mar-19	A. Leung	<a href="#">FPC March 6, 2019</a>
06-Mar-19	G. Ghoshal, Secretary of Queen Alexandra PAC	<a href="#">FPC March 6, 2019</a>
13-Mar-19	S. Noetzel, Point Grey PAC Co-Chair	<a href="#">FPC March 13, 2019</a>
13-Mar-19	R. Prest, Schools Before Shopping Malls (parent organization)	<a href="#">FPC March 13, 2019</a>
13-Mar-19	C. Chen, commercial broker	<a href="#">FPC March 13, 2019</a>
13-Mar-19	E. Jimenez	<a href="#">FPC March 13, 2019</a>
17-Apr-19	S. Breshears, Parent - A.R. Lord	<a href="#">FPC April 17, 2019</a>
17-Apr-19	P. Finch, Treasurer of the BC Government and Service Employee's Union	<a href="#">FPC April 17, 2019</a>
17-Apr-19	L. Carswell, Parent - Queen Alexandra Elementary	<a href="#">FPC April 17, 2019</a>
17-Apr-19	S. Murthy	<a href="#">FPC April 17, 2019</a>
17-Apr-19	V. Dhaliwal, Gladstone PAC	<a href="#">FPC April 17, 2019</a>
17-Apr-19	D. Broadhurst, Southlands PAC Chair	<a href="#">FPC April 17, 2019</a>
17-Apr-19	R. Prest, "Strong Schools, Strong Communities"	<a href="#">FPC April 17, 2019</a>

## PUBLIC FEEDBACK

The public provided feedback to the draft LRFP in three ways:

- E-mail sent to [LRFP@vsb.bc.ca](mailto:LRFP@vsb.bc.ca)
- Direct response to survey regarding LRFP recommendations
- Trustee dialogue sessions

As of April 30, 2019, 340 individuals provided feedback by e-mail to [LRFP@vsb.bc.ca](mailto:LRFP@vsb.bc.ca)

**Figure 3** – Type of e-mail feedback

E-mail Type	Number
Petition (Same subject and content)	157
Individual Responses	313
Total Received	470

A more detailed summary of feedback received by e-mail will be available in the appendices in the final draft of the LRFP. A weekly compilation of e-mails has been provided to trustees on the trustee memo.

The District hosted two public information sessions where members of the community had the opportunity to discuss the LRFP with District staff and participate in trustee dialogue sessions.

**Figure 4** – Public Information Sessions

Date	Location	Trustee Dialogues
11-Apr-19	Kitsilano Secondary	12
18-Apr-19	Van Tech Secondary	18

The draft LRFP feedback survey summary report and the numerical analysis of survey results are attached to this report and will also be available at [Long Range Facilities Plan](#).

## CONCLUSION

This report is provided for information.

Attachments:

1. Open Letter to VSB Trustees – DPAC
2. LRFP Feedback Survey Summary Report
3. LRFP Feedback Survey Results Analysis

## Open Letter to VSB Trustees

April 29, 2019

Dear Trustees,

Re: LRFP

The Vancouver DPAC officers had the opportunity to meet with Minister of Education Rob Fleming this past Thursday, April 25th. Our conversation focused on the VSB's Long Range Facilities Plan (LRFP) and the changes to the LRFP guidelines and Capital Plan Instructions that became public on April 12th. We would like to share some of our insights from that conversation and to offer our advice to the Board on the direction of the LRFP.

### 1. Meeting with Minister Fleming

The key question we wanted answered in our meeting with Minister Fleming was: What is the relationship between SMP funding, enrolment projections, and capacity utilization? Previous versions of the Capital Plan Instructions were quite clear about this relationship:

SMP projects will not be eligible for capital funding consideration if adequate space is available at nearby schools to accommodate the current student and forecasted student enrolment growth at the identified at-risk school, thus eliminating the need for capital investment.

SMP projects will be eligible for capital funding consideration providing the PDR demonstrates that steps have been taken to optimize space utilization within the school district and / or family of schools within reasonable proximity to the school requiring capital funding.

The central narrative in the draft LRFP builds on this relationship to describe a "patchwork of schools" that will not receive SMP funding because Vancouver has 10,000 empty seats today and over 12,000 empty seats projected in 10 years. Without provincial funding, a number of schools (previously expressed as the equivalent of 14 elementary and 5 secondary schools) would be unlikely to receive seismic upgrades and would end up being closed as parents chose safer schools and the populations of those schools declined. This reasonably created a considerable amount of fear and anxiety within school communities where closure was seen as a possibility.

However, since the revised Capital Plan Instructions do not contain the above paragraphs, it leaves the "patchwork of schools" and "10,000 empty seats" narratives on shaky ground at best.

Minister Fleming declined to provide a direct exposition on SMP funding. As that program extends through 2030, he said that it will be up to successive governments to determine what projects will be funded. However, the Minister strongly recommended that the District

endeavour to submit as many SMP requests as possible as soon as possible, and in particular as many requests as possible for east side schools. We will discuss this more below.

## 2. DPAC positions on LRFP recommendations

Before continuing with our specific recommendations, we would like to turn your attention to the recommendations in the draft LRFP and DPAC's position on each.

We would like to begin by reiterating our request to remove Recommendation #12 from consideration. We would like to emphatically state that parents and school communities should not be forced to carry the emotional burden that comes with the uncertainty of this recommendation. To have made this the reality for the last 2 months with the possibility of the process extending another 7 months is cruel, and we hope future District practices will take into account the impact closure potentials have on school communities and the future viability of schools as many parents will seek a more stable situation for their children rather than endure such processes.

Next, we'd like to state our preference for prioritizing Recommendations #2 (preferred school size) and #13 (right sizing) and making them subject to immediate focus. These recommendations should, in DPAC's opinion, be considered two parts of a single whole and should inform this year's Capital Plan submission, if possible.

Other recommendations that DPAC would assent to are:

- #1 (AP for SMP consultations) - work on a broader AP for public participation is already in progress
- #5 (enrolment data validation)
- #6 (use funds from BC Hydro for schools at Coal Harbour and Lord Roberts Annex)
- #7 (work with CoV on the school at Coal Harbour)
- #10 (updates to 5-year Capital Plan) - with a strong focus on east side schools
- #11 (enrolment management)
- #14 (decision on Carleton Elementary)

We would also assent to the recommendation brought forward by the Superintendent to investigate the implications of the new LRFP guidelines, arrange consultations, and report back to the Board.

At this time, we believe that there are reasons to not pursue the remaining recommendations:

- #3 (consolidate Alternate Programs) - not enough information or support
- #4 (implement French Program Review recommendations) - needs to be aligned with other District priorities
- #8 (Capital Asset Management Plan) - need more information
- #9 (hiring real estate consultants) - need business cases in place before negotiations can be undertaken

- #s 15, 16, and 17 (consider feasibility studies) - need to have confidence in the data

We will reserve commentary on the recommendations that were introduced by trustees at the last Facilities Planning Committee meeting until after they have been discussed tonight.

### 3. 2019/20 Capital Plan submission

We commend the VSB and Ministry for getting thirteen of the top fifteen schools that were prioritized in last year's Capital Plan submission approved, and we're eagerly awaiting the announcements for David Livingstone, False Creek, and Killarney which were listed on the Ministry's March 2019 Progress Report as "proceeding to construction". However, with these approvals, 41 sites still remain on the "future priorities" list, including 40 current standard school sites plus Waverly Annex. We very much hope to see all 41 sites on this year's 5-year Capital Plan submission.

While we recognize that an LRFP that fits with the new guidelines will not be complete before the June 30 Capital Plan submission deadline, we strongly recommend that the VSB look at the priority list from an equity and an "improving student success" lens. As stated above, the Minister of Education suggested that the District should endeavour to submit as many SMP requests as possible as soon as possible, and in particular as many requests as possible for east side schools. We hope that the District will maximize this opportunity and pursue the Capital Plan submission on the basis of making all schools seismically safe. In addition, we hope that the District will prioritize schools that it believes were in the "patchwork of schools" that might not have been previously considered for seismic projects to ensure that they are included now in case the rules change again.

### 4. DPAC LRFP recommendations to the Board

Though we recognize the effort made by staff to bring the draft LRFP to its current form, the draft report does not reflect the spirit of the revised LRFP guidelines. Explicit in the new guidelines is the invitation to school boards to challenge the status quo. DPAC would encourage the Board to do exactly that: Be bold in your thinking and set a progressive agenda that shows true understanding of the educational and community needs of students in Vancouver. We want the Board to consider a vision that is not encumbered by any presumptions about Ministry constraints and instead presents a thoughtful perspective for the Ministry to consider after the fact.

We believe the Board should prioritize the educational needs of students in Vancouver by engaging in a robust, long-range visioning exercise, and by matching the outcome of such an exercise with the work being undertaken by the Superintendent on the model for student success in the district. These two frameworks -- a vision for education in Vancouver, and the student success model -- should form the foundation for this and all future LRFPs. These two

frameworks need to be developed first and the LRFP should wait until they have been completed.

We would like the District to come up with its own formula for calculating capacity utilization that reflects the above-described long-range vision for education. Following the new LRFP guidelines, we hope that formula would include community space for out-of-school childcare, wraparound programming that supports students and their families, and complimentary non-profit programs. The formula should also factor in vulnerability indexes and class composition needs. It should make allowances for art and music spaces, libraries, and other spaces that are not appropriately considered under the previous Ministry formula.

Lastly we'd like the Board to consider that the data analysis used to generate enrolment projections is actively distrusted by parents and other stakeholders. The Minister also stated that his staff has no confidence in the enrolment projections in the current draft LRFP. The Minister suggested that the LRFP needed to be tied to population and development projections from the City of Vancouver. He also mentioned that the previous government was focused on bums in seats whereas he wants to make sure there is space in schools for known developments so that schools don't open too small for their community. We agree with these points and would like to see enrolment projections done transparently with open data and with explicit connections to City Hall.

We look forward to the discussion by the Board tonight.

Sincerely yours,

Shaun Kalley | Vancouver DPAC Chair



## **Draft Long Range Facilities Plan Feedback summary report**

### **Introduction**

The draft Long Range Facilities Plan (LRFP) is a framework to guide facilities planning throughout the District. Feedback about the draft plan was encouraged, including written comments via email, stakeholder input and delegations at meetings of the Facilities Planning Committee. Additional opportunities were provided to obtain public feedback about the 17 recommendations in the draft plan in two public information sessions which included trustee dialogue sessions and an online feedback survey.

Promotion of feedback avenues was promoted via the District's website, at public committee and Board meetings (all of which are livestreamed with live social media reporting by staff and others), mainstream media, the District's social media channels, District Parent Advisory Committee newsletter and two email messages to more than 75,000 parent/guardian addresses.

Public information sessions were held at Kitsilano Secondary on April 11, 2019 and Vancouver Technical Secondary School on April 16, 2019. In addition to informal conversations with attendees, trustees also held dialogue sessions –focused conversations to seek input and feedback on the draft LRFP. A total of 30 dialogue sessions were held (12 at the April 11 meeting and 18 at the April 16 meeting). Notes from all sessions were taken and are available for trustee review as the Board continues its deliberations on a LRFP.

In addition to this direct input to decision-makers, members of the public (particularly parents/guardians of students enrolled in District schools) were encouraged to complete a feedback survey to share their level of support or opposition to the recommendations within the draft LRFP. The survey, accompanied by public information boards, was open from April 11 to April 26 (a one-week extension from the initial close date to encourage greater participation). A total of slightly more than 1,600 visits were made to the survey tool. Overall the response rate to the questions asked was rather low; some questions had as few as 305 responses and as many as 382 responses.

### **Feedback Survey Section 1**

The first section of the survey sought information about participants including demographic and other details to provide a context to responses and gain insight to the values behind the participants' responses.

The majority of respondents identified as parents of students enrolled in schools in the District, and nearly 95 per cent of respondents indicated English as the language most spoken at home.

Three questions were asked to gain an understanding of participants' values.

Participants were asked to rank their top three priorities for schools in Vancouver, out of a total of nine preidentified priorities (with an option to specify another via an open-ended comment box). Based on respondents' selections, the following are participants' top three priorities:

- 1) Seismically-safe schools for all students,
- 2) Quality of educational programs for student learning
- 3) School within walking distance

When asked to rank what they see as the top three challenges for the District to manage its facilities, out of a total of six preidentified challenges, respondents to this question indicated the following:

- 1) Balancing enrolment to address overcrowding at some schools and low enrolment at other schools with too much unused space
- 2) Too many schools at risk in the event of an earthquake
- 3) The cost of maintaining aging schools

When asked to rank what they see as the biggest opportunities for the District to improve the overall safety and quality of schools, respondents to this question indicated the following:

- 1) Generate additional revenue through development or long-term lease of property to improve existing schools, enhance seismic projects or build new schools
- 2) Adjust school capacity to match the enrolment need of the school will help address capacity issues
- 3) Relocate choice and speciality program in schools that are overcrowded to schools with available space to help address capacity issues

## **Feedback Survey Section 2**

The next section of the survey sought feedback on the draft LRFP and its 17 recommendations.

Of those participants who responded to the questions asking if they had read the report (fully or partially) and the executive summary, more than 87 per cent indicated they had fully or partially read the draft plan and 81 per cent indicated they had read the executive summary (which listed each of the 17 recommendations). This detail is important to gauge how informed participants were in their responses in consideration of the technical details of the draft plan and its recommendations.

Respondents were then asked to indicate their level of support along a scale of "Strongly Support, Somewhat Support, Neither Support nor Oppose, Somewhat Oppose, Strongly Oppose" to recommendations within the plan, grouped in categories relating to the topic areas within the draft LRFP.

### **Educational Planning**

Of the four recommendations in the draft plan related to educational planning (Recommendations 2, 3, 4 and 17), there was general support amongst respondents to these

questions. The exception to that support, based on participants' responses, is recommendation 4, which notes implementation of the Board approved motion that the District should continue to explore options that enable the implementation of the French Immersion Program Review. Although there was not expressed opposition to this recommendation, of the 322 respondents to this question, 44 per cent indicated they neither supported nor opposed this recommendation, while 42 per cent indicated they supported (to some degree) the recommendation. This is likely reflective of the concurrent deliberation about the Henry Hudson French Immersion program, and that as a Choice Program, it is not a topic of which most people are familiar with or with which they have strong community ties.

#### Asset Management

Respondents were then asked to indicate their level of support or opposition to three recommendations of the draft plan related to Asset Management (Recommendations 6, 8 and 9). Of the participants who responded to these questions, there was general support. However, of note are the responses to recommendation 9 regarding a three-year budget allocation for real estate consultants to generate capital funds. Although not greatly opposed, respondents did not significantly support this recommendation – only 48 per cent supported the recommendation (to some degree) while 16 per cent neither supported nor opposed, and 36 per cent indicated some level of opposition to the recommendation.

#### Five-Year Capital Plan

There were three recommendations in the draft plan (Recommendations 10, 15 and 16) intended to help guide the District in its five-year capital planning cycle. Respondents were asked to indicate their level of support for each of these recommendations. All three recommendations were supported by participants who responded to these questions.

#### Enrolment Management

The draft LRFP contained three recommendations to guide enrolment management throughout the District (Recommendations 5, 7 and 11). Participants who responded to this set of recommendations indicated there was general support for them. Notably, 43 per cent indicated they strongly support the recommendation that an enrolment data validation process be developed. In addition, 63 per cent of respondents indicated they strongly or somewhat supported recommendation 11, dealing with the exploration of enrolment management options to balance enrolment with capacity in the Kitsilano study area as well as the North and South Hamber study areas.

#### Seismic Mitigation Program

There were three recommendations in the draft plan related to the Seismic Mitigation Program (Recommendations 1, 14). There was general support for these recommendations by those participants who responded. However, while 53 per cent of responses regarding recommendation 14 (related to Sir Guy Carleton use as a temporary accommodation or enrolling school) indicated support of this recommendation to some degree, 42 per cent neither supported nor opposed while only 6 per cent indicated opposition. This feedback is likely reflective of the small community potentially impacted by this matter.

### School Consolidation

Participants were then asked to indicate their level of support or opposition to recommendation 12 of the draft LRFP that the District provide the Board with the name(s) of secondary school, elementary schools and annexes for consideration of closure in the 2020 school year by September 30, 2019.

Respondents to this question indicated opposition to this recommendation with 51 per cent opposed to some degree. However, significantly, 40 per cent of respondents indicated they support this recommendation to some degree, while 9 per cent indicated they neither support nor oppose the recommendation. Together, this represents a divide in opinion on the matter of school consolidations and closures. Considering the Board's decision at the April 29, 2019 public Board meeting to remove this recommendation from the draft LRFP, it may wish to further consult parents, staff and stakeholders on this matter to expand the public conversation. This would help to gain greater certainty about public opinion moving forward to support its decision-making in managing enrolment, addressing deferred maintenance, educational program offerings and how to ensure students attend seismically safe schools.

### Section 3 - Feedback and comments

Participants were invited to provide open-ended comments as part of the feedback gathering survey. More than 200 comments were provided within the survey, which provide a variety of perspectives on several matters relevant to the recommendations as well as the process in its development. Of the comments provided, there is an obvious representation of perspectives shared by specific school and learning communities. Overall, together with observations and feedback gained through the trustee dialogue sessions, these comments can serve to provide greater context as the Board further considers adopting a LRFP.

All comments and notes from the trustee dialogue sessions have been made available to trustees for their review.

### Conclusion

The feedback generated through the two public information sessions, including the trustee dialogue sessions, and the online survey provide contextual details for the Board to further consider adopting a Long Range Facilities Plan. With the introduction of updated guidelines from the Ministry of Education, as well as Board decisions, this consultation process was not linear and had to be adaptable.

The trustee dialogue sessions provided a good validation point as they enabled conversations about potential impacts. Given the changing landscape, the Board may wish to further consult on aspects of a Long Range Facilities Plan, and begin so from a values-based position. The information gathered through the survey can be used as a base line to begin that process. However, it is important to note the low participation rate skews the feedback significantly. The information sessions were not attended by a significantly broad representation of the

community and many attendees also presented their views directly to trustees during delegation presentation (some repeated delegations) and via email/email campaigning. The divided feedback regarding recommendation 12 is an example of where more varied and greater participant input would aid in ensuring people's input is accurately obtained for consideration.

In the future, it is recommended that more adequate time be taken, and varying consultation methods be employed to garner feedback that can confidently be relied upon as representative of learning and school communities.

LRFP

Respondents: 1633 displayed, 1633 total

Status: Closed

Launched Date: 10/04/2019

Data Till: 30/04/2019

1. \* I am a...

	Response Total	Response Percent	Points	Avg
Parent/guardian of a student enrolled in a school of VSB	324	85%	n/a	n/a
A staff member employed by the VSB	14	4%	n/a	n/a
A student enrolled in the VSB	28	7%	n/a	n/a
A resident of Vancouver	14	4%	n/a	n/a
Other	2	1%	n/a	n/a
Total Respondents		382	100%	
(skipped this question)		1251		

2. \* Please provide the FIRST THREE characters of your postal code.

Total Respondents	382
(skipped this question)	1251

3. What language is most spoken in your home?

	Response Total	Response Percent	Points	Avg
English	335	89%	n/a	n/a
Mandarin	12	3%	n/a	n/a
Tagalog	1	0%	n/a	n/a
Punjabi	2	1%	n/a	n/a
Cantonese	13	3%	n/a	n/a
French	3	1%	n/a	n/a
Spanish	2	1%	n/a	n/a
Vietnamese	0	0%	n/a	n/a
Arabic	0	0%	n/a	n/a
Others	8	2%	n/a	n/a
Total Respondents		376	100%	
(skipped this question)		1257		

4. What are your priorities when it comes to schools in Vancouver? Please rank your top THREE priorities? (1 being most important and 3 being least important)

	1	2	3	Response Total	Response Average
Seismically-safe schools for all students	46.19% (97)	27.14% (57)	26.67% (56)	210	1.8
News schools or expansions to existing schools in areas of growth	13.79% (8)	37.93% (22)	48.28% (28)	58	2.34
Innovative and supportive learning environments for 21st Century learning	25.52% (37)	39.31% (57)	35.17% (51)	145	2.1
Specialties and choice programs spread evenly throughout Vancouver	15.56% (14)	44.44% (40)	40% (36)	90	2.24
Community services like before and after-school	17.54% (20)	35.09% (40)	47.37% (54)	114	2.3

programs, breakfast or lunch programs and/or sports and recreation located at or near the school

Schools within walking distance	38.13% (53)	28.78% (40)	33.09% (46)	139	1.95
Environmentally-sustainable schools	7.69% (3)	20.51% (8)	71.79% (28)	39	2.64
Quality of educational programs for student learning	44.32% (117)	38.64% (102)	17.05% (45)	264	1.73
Other – please specify below	50.94% (27)	7.55% (4)	41.51% (22)	53	1.91
				Total Respondents	376
				(skipped this question)	1257

5. If you ranked "other" in the question 4, please describe (max. 200 characters).

				Total Respondents	56
				(skipped this question)	1577

6. What do you see as the THREE biggest challenges for the District to manage its facilities in an effective, economic and efficient way in support of educational goals? Please rank from the list below, the biggest challenges. (1 being most challenging and 3 being least challenging)

	1	2	3	Response Total	Response Average
The cost of maintaining aging schools	26.42% (56)	40.57% (86)	33.02% (70)	212	2.07
Balancing enrolment to address overcrowding at some schools and low enrolment at other schools with too much unused space	42.66% (93)	31.19% (68)	26.15% (57)	218	1.83
Too many schools at risk in the event of an earthquake	41.38% (96)	31.03% (72)	27.59% (64)	232	1.86
Not enough schools with designed with flexible learning spaces	24.59% (30)	43.44% (53)	31.97% (39)	122	2.07
Advancing the sustainability of schools to include improved energy efficiency, outdoor learning opportunities and promote active transportation.	24.86% (43)	31.79% (55)	43.35% (75)	173	2.18
Other – Please specify below	53.01% (44)	15.66% (13)	31.33% (26)	83	1.78
				Total Respondents	363
				(skipped this question)	1270

7. If you ranked "other" in the question 6, please describe (max. 200 characters).

				Total Respondents	88
				(skipped this question)	1545

8. What do you see as the biggest opportunities for the District to improve the overall safety and quality of schools in Vancouver. Please rank the following the list below (1 being the greatest opportunity and 4 being the least opportunity).

	1	2	3	4	Response Total	Response Average
Generate	42.38% (128)	28.81% (87)	18.87% (57)	9.93% (30)	302	1.96

additional revenue through development or long-term lease of property to improve existing schools, enhance seismic projects or build new schools

Relocate choice and speciality programs in schools that are overcrowded to schools with available space to help address capacity issues	25.26% (72)	35.44% (101)	26.32% (75)	12.98% (37)	285	2.27
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Adjust school capacity to match the enrolment needs of the school (right-sizing) will help address capacity issues.	28.47% (80)	30.25% (85)	30.96% (87)	10.32% (29)	281	2.23
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Other opportunity in addition to the list above	41.94% (65)	14.19% (22)	19.35% (30)	24.52% (38)	155	2.26
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Total Respondents	351
(skipped this question)	1282

9. If you ranked "other" in the question 8, please describe (max. 200 characters).

Total Respondents	137
(skipped this question)	1496

10. Have you read the Draft Long Range Facilities Plan?

	Response Total	Response Percent	Points	Avg
Yes, I have read the Draft plan	156	43%	n/a	n/a
I have partially read the Draft plan	160	44%	n/a	n/a
No, I have not read any of the Draft plan	45	12%	n/a	n/a
Total Respondents	361	100%		
(skipped this question)		1272		

11. If you have not read the Draft plan, please tell us why (max. 200 characters).

Total Respondents	68
(skipped this question)	1565

12. Please indicate if you have read the executive summary of the Draft Long Range Facilities Plan with its 17 recommendations?

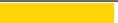
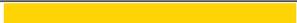
	Response Total	Response Percent	Points	Avg
Yes	283	81%	n/a	n/a
No	68	19%	n/a	n/a
Total Respondents	351			
(skipped this question)		1282		

13. If you have NOT READ the executive summary, please tell us why (max. 200 words).

Total Respondents	65
(skipped this question)	1568

14. Recommendation 2: The District should establish guidelines on preferred school size with the goal of determining appropriate ranges of schools' size to inform planning decisions.

	Response Total	Response Percent	Points	Avg
Strongly Support	99	30%	n/a	n/a

Somewhat Support		124	37%	n/a	n/a
Neither support or oppose		65	20%	n/a	n/a
Somewhat Oppose		28	8%	n/a	n/a
Strongly Oppose		16	5%	n/a	n/a
Total Respondents		332	100%		
(skipped this question)			1301		
15. Recommendation 3: The District should continue the investigation of consolidating Alternate Programs to a central location and initiate a process to identify suitable options to co-locate District Alternate Programs and related services.					
		Response Total	Response Percent	Points	Avg
Strongly Support		47	14%	n/a	n/a
Somewhat Support		76	23%	n/a	n/a
Neither support or oppose		47	14%	n/a	n/a
Somewhat Oppose		68	20%	n/a	n/a
Strongly Oppose		98	29%	n/a	n/a
Total Respondents		336	100%		
(skipped this question)			1297		
16. Recommendation 4: The District should continue to explore options that enable it to implement the Board approved recommendations of the French Program Review.					
		Response Total	Response Percent	Points	Avg
Strongly Support		48	15%	n/a	n/a
Somewhat Support		88	27%	n/a	n/a
Neither support or oppose		143	44%	n/a	n/a
Somewhat Oppose		21	7%	n/a	n/a
Strongly Oppose		22	7%	n/a	n/a
Total Respondents		322	100%		
(skipped this question)			1311		
17. Recommendation 17: The District should consider the implications of the School Consolidation Feasibility Analyses contained in Section 10 of the Draft Plan to inform revisions to the Temporary Accommodation Plan in the Seismic Mitigation Program.					
		Response Total	Response Percent	Points	Avg
Strongly Support		59	19%	n/a	n/a
Somewhat Support		104	33%	n/a	n/a
Neither support or oppose		96	31%	n/a	n/a
Somewhat Oppose		22	7%	n/a	n/a
Strongly Oppose		33	11%	n/a	n/a
Total Respondents		314	100%		
(skipped this question)			1319		
18. Recommendation 6: The Board of Education should reiterate its commitment to use the capital funds generated from the sale of the underground parcel at Lord Roberts Annex to BC Hydro for the construction of Coal Harbour Elementary and a replacement K-7 elementary school at the Lord Roberts Annex site.					
		Response Total	Response Percent	Points	Avg
Strongly Support		116	36%	n/a	n/a
Somewhat Support		90	28%	n/a	n/a
Neither support or oppose		87	27%	n/a	n/a
Somewhat Oppose		10	3%	n/a	n/a
Strongly Oppose		20	6%	n/a	n/a
Total Respondents		323	100%		
(skipped this question)			1310		
19. Recommendation 8: The District should build on the initial work done on a Capital Asset Management Plan to develop a comprehensive strategic plan to guide the District in effectively managing the asset inventory in the future.					
		Response Total	Response Percent	Points	Avg
Strongly Support		120	38%	n/a	n/a
Somewhat Support		109	34%	n/a	n/a
Neither support or oppose		56	18%	n/a	n/a
Somewhat Oppose		19	6%	n/a	n/a
Strongly Oppose		14	4%	n/a	n/a
Total Respondents		318	100%		
(skipped this question)			1315		
20. Recommendation 9: The Board of Education should approve an annual budget allocation for the next three years to hire real estate consultants to negotiate financial arrangements with developers to generate capital fund revenue to support enhancing capital projects and the workforce housing initiative.					
		Response Total	Response Percent	Points	Avg

Strongly Support		62	19%	n/a	n/a
Somewhat Support		93	29%	n/a	n/a
Neither support or oppose		52	16%	n/a	n/a
Somewhat Oppose		45	14%	n/a	n/a
Strongly Oppose		71	22%	n/a	n/a
Total Respondents		323	100%		
		(skipped this question)		1310	
21. Recommendation 10: The District updates the addition and expansion project requests in the 2020-2021 Five-Year Capital Plan for Board of Education approval, including determining the need for elementary schools at Olympic Village, East Fraser Lands and WestBrook at UBC, secondary school space at King George Secondary and the need for additional capacity in the North Hamber study area.					
		Response Total	Response Percent	Points	Avg
Strongly Support		109	35%	n/a	n/a
Somewhat Support		130	42%	n/a	n/a
Neither support or oppose		55	18%	n/a	n/a
Somewhat Oppose		14	4%	n/a	n/a
Strongly Oppose		5	2%	n/a	n/a
Total Respondents		313	100%		
		(skipped this question)		1320	
22. Recommendation 15: The District considers the implications of the School Consolidation Feasibility Analyses contained in Section 10 of the Draft Plan to prioritize seismic upgrades for secondary schools.					
		Response Total	Response Percent	Points	Avg
Strongly Support		110	36%	n/a	n/a
Somewhat Support		96	31%	n/a	n/a
Neither support or oppose		47	15%	n/a	n/a
Somewhat Oppose		21	7%	n/a	n/a
Strongly Oppose		35	11%	n/a	n/a
Total Respondents		309	100%		
		(skipped this question)		1324	
23. Recommendation 16: The District considers the implications of the School Consolidation Feasibility Analyses contained in Section 10 of the Draft Plan to prioritize seismic upgrades for elementary schools.					
		Response Total	Response Percent	Points	Avg
Strongly Support		117	38%	n/a	n/a
Somewhat Support		97	31%	n/a	n/a
Neither support or oppose		48	16%	n/a	n/a
Somewhat Oppose		19	6%	n/a	n/a
Strongly Oppose		27	9%	n/a	n/a
Total Respondents		308	100%		
		(skipped this question)		1325	
24. Recommendation 5: The District should undertake an Enrolment Data Validation process for all facility and education planning purposes. This process would consist of an annual validation study of short, medium, and long-range enrolment projections as well as updating student yield metrics for areas of the District with significant development and redevelopment proposed or underway.					
		Response Total	Response Percent	Points	Avg
Strongly Support		135	43%	n/a	n/a
Somewhat Support		96	30%	n/a	n/a
Neither support or oppose		54	17%	n/a	n/a
Somewhat Oppose		17	5%	n/a	n/a
Strongly Oppose		14	4%	n/a	n/a
Total Respondents		316	100%		
		(skipped this question)		1317	
25. Recommendation 7: The District continues to work with the City of Vancouver to construct Coal Harbour Elementary and develop a catchment and enrolment plan for the school.					
		Response Total	Response Percent	Points	Avg
Strongly Support		110	35%	n/a	n/a
Somewhat Support		108	35%	n/a	n/a
Neither support or oppose		81	26%	n/a	n/a
Somewhat Oppose		7	2%	n/a	n/a
Strongly Oppose		4	1%	n/a	n/a
Total Respondents		310	100%		
		(skipped this question)		1323	
26. Recommendation 11: The District continues to explore enrolment management options to balance enrolment with capacity in					

the Kitsilano study area, the North Hamber study area and the South Hamber study area and report to the Facilities Planning Committee on a quarterly basis.

		Response Total	Response Percent	Points	Avg
Strongly Support		69	22%	n/a	n/a
Somewhat Support		127	41%	n/a	n/a
Neither support or oppose		86	28%	n/a	n/a
Somewhat Oppose		12	4%	n/a	n/a
Strongly Oppose		14	5%	n/a	n/a
Total Respondents		308	100%		
(skipped this question)			1325		

27. Recommendation 1: The District should develop an Administrative Procedure setting out guiding principles and detailed procedures for governance and stakeholder consultation for Seismic Mitigation Program projects.

		Response Total	Response Percent	Points	Avg
Strongly Support		128	42%	n/a	n/a
Somewhat Support		114	37%	n/a	n/a
Neither support or oppose		52	17%	n/a	n/a
Somewhat Oppose		11	4%	n/a	n/a
Strongly Oppose		2	1%	n/a	n/a
Total Respondents		307	100%		
(skipped this question)			1326		

28. Recommendation 13: The District should conduct detailed analysis on the impact of reducing school capacity through the Seismic Mitigation Program ('right sizing') in relation to the goals and priorities of the Long Range Facilities Plan.

		Response Total	Response Percent	Points	Avg
Strongly Support		109	35%	n/a	n/a
Somewhat Support		90	29%	n/a	n/a
Neither support or oppose		53	17%	n/a	n/a
Somewhat Oppose		40	13%	n/a	n/a
Strongly Oppose		20	6%	n/a	n/a
Total Respondents		312	100%		
(skipped this question)			1321		

29. Recommendation 14: The District should decide if a seismically upgraded Sir Guy Carleton Elementary should be used as temporary accommodation for the Seismic Mitigation Program or as an enrolling school.

		Response Total	Response Percent	Points	Avg
Strongly Support		88	29%	n/a	n/a
Somewhat Support		72	24%	n/a	n/a
Neither support or oppose		127	42%	n/a	n/a
Somewhat Oppose		9	3%	n/a	n/a
Strongly Oppose		9	3%	n/a	n/a
Total Respondents		305	100%		
(skipped this question)			1328		

30. Recommendation 12: In accordance with Policy 14 – School Closure\*, the District provide the Board with the name(s) of secondary schools, elementary schools and annexes for consideration for closure for the 2020 school year by September 30, 2019.\*Should the Board proceed with considering consolidation or closing of schools, it is committed to doing so in an open, transparent, timely and thoughtful way to ensure that the educational needs of the community are met. Board Policy 14 outlines public and stakeholder engagement should the Board wish to consider school closures.

		Response Total	Response Percent	Points	Avg
Strongly Support		104	31%	n/a	n/a
Somewhat Support		31	9%	n/a	n/a
Neither support or oppose		31	9%	n/a	n/a
Somewhat Oppose		21	6%	n/a	n/a
Strongly Oppose		150	45%	n/a	n/a
Total Respondents		337	100%		
(skipped this question)			1296		

31. Please provide additional comments you would like to share about the Draft Long Range Facilities Plan: (max. 400 characters).

		Response Total	Response Percent
<input type="text" value="view"/>		203	14%
Total Respondents			203



## LRFP

**Respondents:** 1633

**Status:** Closed

**Launched Date:** 10/04/2019

**Data Till:** 30/04/2019

**31. Please provide additional comments you would like to share about the Draft Long Range Facilities Plan: (max. 400 characters).**

1. School closures are never a good idea, because the area can undergo a growth surge. Look at Lord Roberts - almost empty in the 1990's and now it's overflowing. The VSB should work with the city of Vancouver to ensure new family housing is built close to schools with low enrollment, and not in areas where the schools are already over capacity.
2. This survey fails to make the concepts in the LRFP accessible for parents and students. The point of public engagement is to relate issues to people's lived experience and let them exercise their values. I'm a professional engineer and have spent hours reviewing the LRFP, and even I found it hard to answer many of these questions.
3. We need to keep, and possibly EXPAND the MINI program at PW. PW is already at capacity and should NOT be closed/combined with other schools. PW Mini students contribute over 5000 hours of volunteer work to their communities each year. It draws 300-500 applications each year. PW Mini provides place to excel, free of stigma/bullying. The program allows all students to reach their full potential
4. Disappointed with the outreach efforts to ensure adequate community engagement. You can do better.
5. Before building new schools, you need to make the schools we have safe.
6. We understand the challenges that the district is facing with respect to seismic upgrades and capital funding. However, we cannot lose sight of what is important in our city/district in terms of poverty reduction, climate change (i.e. walkable schools), building communities, and making Vancouver a better place for families.
7. This is a poorly developed survey which is clearly designed to engineer a specific result, which is unfortunate, as a more meaningful community engagement process would allow you to develop a facilities plan along with the communities your schools serve, so that the process is collaborative and the output meaningful and acceptable to all parties involved.
8. The district needs strong advocacy to the Ministry to change the way capacity utilization is calculated.
9. closing of schools will not be helping students out that are low income or on ieps closing of schools will only make things worse for these students. students that live in a school boundary should be going to these schools not crossing over to another school cause their friends are going
10. Any question about how we should save money to pay for seismic upgrades is a false choice and is completely insulting. Cost should not be a consideration to make our students safe.
11. I used to feel as if the VSB was on the side of children and parents in advocating for education. This report seems to place money far above education. I am firmly against leasing or selling assets or consolidating schools. In future, the VSB should hire a plain language editor so that reports are comprehensible to parents and students. No regular student will be able to understand this report.
12. The District must remember that students come first; it is important for students to have a safe and supported educational environment and this costs money. Where will the money come from, we already gravely lack appropriate and timely services. Why are we talking about programs when the VSB wants to dismantle programs?
13. Do not make any significant changes regarding school closures of schools with low enrolment without first consulting with families, neighbourhoods and how the impact of school closures/consolidation may be disruptive and devastating to the life of a community.
14. School closures should not be on the table - please explore all other options!
15. Please pressure the government to change the area standards for seismic schools. Adequate spaces for music, drama, PE, arts must be in new and upgraded schools. VSB should also do their own capacity study of schools to see what spaces are considered empty but are being used for vital programs in the schools. Mini schools are unique programs that can't be easily moved - visit them.
16. The public and other stakeholders need clearer information about what the Draft plan considerations really mean. School capacity needs to be calculated differently to include child

care, space for special needs programs, art, etc.

- VBE needs to become fiscally strong and should not keep open schools with low enrolment that students can be taught in nearby schools. Schools undergoing seismic upgrade should also have budgets to have items replaced that are not covered in seismic. Ie new windows, flooring, carpets, water fountains. Huge discrepancy between new schools being built ie Maple Grove and schools like Wolfe .
- 17.
18. There's simply not enough time for the public to digest and understand the whole plan. The LRFP itself needs more detailed analysis and validation. Please do not pass it at this time!.
19. I don't understand why schools previously on the School closure list, like Gladstone, are not on the list now and why Windermere is now on the list. Also wondering why no AP classes offered at Windermere and students have to travel to Churchill to get this opportunity. In Burnaby, honours and AP classes are offered at all secondary schools, so no one is left out.
20. Families are leaving Vancouver due to high housing prices driven by money laundering and foreign investment. As those factors are reigned in housing prices will decline and families will return. We need to keep our schools open to support that return to Vancouver.
21. Workforce housing initiative should not be included in VSB school facilities planning. it is about providing safe and effective learning environments.
22. I have already sent a letter to the Trustees with additional comments
23. Schools are the heart of our communities and strong consideration should be made before closing them. Many students on the East side struggle to get to school due to lack of parent involvement. Moving these students to schools that are farther away will only add to this absenteeism.
24. The plan does not factor in detailed stakeholder participation for any of the recommendations. E.g, negotiating with the Ministry on the outdated and inaccurate capacity calculation. Also, investigating any special education needs in the various communities. Also, the huge impact multi-streaming the various district choice programs in a single location. This plan needs more due process.
25. It is clear that some schools have either be closed or sized down. I strongly suggest to keep ownership of public space. Work together with other groups and other levels of government to utilize the available space for the public good. Eg. - housing for teachers, continuing education facilities for teachers, spaces for non-profit or for-profit organisations that support continuous learning
26. The district needs to do more to get increased capacity in the South Hamber area. Including Brock in the group hampers the case. It is not a feasible alternative for 90% of the people affected by the overcrowding.
27. Closing or consolidating under-enroled schools is a smart move, and I support doing that, even if it means my children's school is closed. There are many schools in close proximity to each other, many more than we need, and too many schools are in need of major repairs and seismic upgrades. Close some schools to allow the others to flourish, and allow the district to have funds to build new school
28. I think there are many issues with the LRFP and it should be reimagined. Surplus capacity badly needs to be recalculated and the viewpoint needs to become much more holistic to not include only financial concerns but the tiny humans whose lives will be very much affected. We can be much more creative and do much better. Thank you.
29. Some of the capacity, current and projected school enrolment numbers within the lrfp are incorrect. It is concerning that the data the Trustees will be using to decide on school closures is inaccurate. I a one sized school fits all does not work for all . My high functioning autistic kids have benefited from a small k-7 school. Doubt they would have been as successful in a 400+.
30. Given the Minister's letter from April 12, it looks like another draft will be in order that doesn't focus so much on capacity.
31. successful district programs (such as the Point Grey Mini) have a culture that can't be built and replicated easily. Point Grey Secondary School is an outstanding neighbourhood school, a city landmark, and a supportive learning environment where 950+ students call it their second home. My family and particularly my son do not want to see it closed.
32. 1. The Jericho Lands are expected to have a population of 10,000 once developed. How will that impact the schools in the Point Grey neighbourhood? 2. How committed is the VSB to acting on the recommendations of the French Immersion Working Group? Capacity utilization figures for Early French Immersion schools would be very different if K enrollment were not so restrictive.
33. I am opposed to any school consolidations based on maximising "capacity utilisation" rather than \*optimising\* enrolment based on functional criteria. The draft LRFP does not consider optimal enrolment levels at all!!
34. Although I find taking importance in seismically safe schools, it shouldn't be the top priority

- because at the end of the day, education is the main point we should focus on. With a school like my own, I find it is a lot more important to focus on instead of how safe it is against earthquakes. It may be very wishful thinking but I believe that earthquakes may not happen until further on.
35. Hello, as a student who attends Ideal Mini School, I do not believe it is ethical to relocate our program. The environment we have at our school is special, like a family. We support each other and our program. To relocate it you would be depriving us of our education and confidence as students. DO NOT RELOCATE OUR SCHOOL!
36. SAVE IDEAL MINI DO NOT RELOCATE US! IT IS UNFAIR TO US STUDENTS WHO WANTED A SMALLER MORE ACCEPTING ENVIRONMENT. IT HELPS US FEEL MORE CLOSE AS A COMMUNITY AND BUILDS COMMUNICATION SKILLS. MANY OF US WOULD NOT HAVE APPLIED IF NOT FOR THE UNIQUE ENVIRONMENT
37. I strongly oppose all initiatives that attempt to capitalize existing assets, particularly real estate development, in order to pay for the current or future operating costs. I strongly oppose the closure or sale of schools, annexes, or property. Assets like Queen Elizabeth Annex will be needed by future generations (at UBC, Jericho lands and Dunbar) and have taken generations to build.
38. SAVE IDEAL MINI SCHOOL! No relocation, it will oppose what the school's policies and ideals are all about.
39. It is very important to also think about the student's point of view towards their lowering rather than the risked if having an earthquake
40. Closure and "consolidation" into "mega schools" is the wrong way to go in education. More teachers, smaller classes in smaller schools located in more neighborhoods is what is needed.
41. I support all strategies that will ensure seismic upgrades happen as quickly and efficiently as possible. It is not very clear how or whether the three recommendations under the "Seismic Mitigation Program" heading will result in more schools receiving seismic upgrades more quickly.
42. Before closing a school, a clear strategy plan should be provided to the community that it will affect. A school is one of the pillars of a non-religious community and its closure impacts heavily on it. In this plan, a clear explanation of the possibilities as well as the future should be described.
43. Queen Elizabeth Annex is a small scale French Immersion school with a strong community of students, parents and teachers.
44. Considerations for the student, I would say, are the primary issue to consider when we talk about school closure, such as the French immersion program at QEA. This program is in high demand, every year, with long waiting list. Students I admitted into the program form, with their teachers and parents, a strong community that foster positive learning. School mergers will be costly in the long run.
45. Queen Elizabeth Annex is a small scale French Immersion school with a strong community of students, parents and teachers. Empty classrooms, such as at QEA, are used as indicators of "non-enrolling space", yet QEA is restricted to K-3 and has not been allowed to expand into the empty classroom. This measure creates a false representation of enrolment at Vancouver schools. QEA has a 130+ child waitlist
46. Empty classrooms, such as at QEA, are used as indicators of "non-enrolling space", yet QEA is restricted to K-3 and has not been allowed to expand into the empty classroom. This measure creates a false representation of enrolment at Vancouver schools. QEA has a 130+ child waitlist every year and yet it will never appear to be at greater than 80% capacity.
47. Lack of before an after school is a significant factor in determining enrollment at under utilised schools. This should be an urgent priority and will provide immediate results. Closing schools should be a last option given the lead time it takes to build new schools.
48. I strongly oppose all initiatives that attempt to capitalize existing assets, particularly real estate development in order to pay for the current or future operating costs. In particular I strongly oppose the closure or sale of schools, annexes, or property. These assets will be needed by future generations and have taken decades and generations to build.
49. The projected population growth at UBC, Jericho lands and Dunbar means public school lands such as Queen Elizabeth Annex need protection from divestment.
50. Queen Elizabeth Annex is a small scale French Immersion school with a strong community of students, parents and teachers. Queen Elizabeth Annex is in high demand, with large enrolment wait lists every year. Small schools such as Queen Elizabeth Annex are beneficial to many different kinds of learners and allow for a comprehensive learning environment. With a forested field enclosed in the schoolyard
51. This constant threat of closing schools is a major source of stress for children and families- revise what it means for a school to be considered at capacity - consider afterschool space in capacity

as it is often just as important for child health to have connected afterschool space - shelve the idea of closing schools until deep collaboration with local communities NOT developers

52. Hi I am a grade 10 at Ideal Mini School. This program has played a large part in my life and help me cultivate my confidence,so much so that recently we took our team to the SFU ethics bowl. I would hate to lose the special enviroment this place provides us. We grow as a community and lets us show who we are with out restrictions such as socials standards at larger schools. We hope to keep our sch

53. As student at Ideal Mini School, it is quite upsetting to see that a thriving standalone school is on a list stating that the school may be relocated. I am about to finished my third year at this amazingly unique school, and it'd be a shame if it were to be relocated. Ideal thrives from it's separate campus from bigger schools. Our open house is run by students and every student knows each other.

54. I am a grade 10 student who has been studying at Ideal Mini school for 3 years. Ideal Mini has a small environment which I helps us grow in ways that a larger school would not be able to offer. This school has tougher me important lessons about leadership and important life skills and that is thanks to it's location so moving this school would inhibit our ability to learn these unique lessons.

55. I think Ideal Mini School should stay in its current location because relocation would completely change the program and not for the better. Ideal Mini is a very independent and special learning environment, it has strong family values and helps kids that need a smaller learning environment and less of the overbearing pressure of high school.

56. I Believe ideal mini should stay in its own building because it has an amazing culture that would be ruined if it is relocated somewhere else. The main difference that sepperates ideal mini from other mini schools is that it has strong family values and traditions that strive in such a small school.

57. Please keep Ideal Mini School as its own stand alone facility. If it were relocated into a wing of a high school the culture, values, and uniqueness would be lost. Do not relocate or close this program.

58. I'm a Grade 10 student at Ideal Mini School, and it's my third year here. Ideal Mini is one of the schools mentioned on the draft plan to be considered for closure or upgrades. Ideal should be a standalone building because we have our own culture; it is created within this small environment. I initially came to Ideal because of the small environment as well as the warm ambiance and the unique look

59. I strongly oppose the potential decision of the VSB to close down / relocate Ideal Mini School. This building Ideal Mini students collaborate, study& come together in enables the students to thrive in a socially aware environment. I've grown so much the past few years and thru this school, I was able to discover myself and become capable & confident. Making a better society, Ideal embraces al

60. As a student from Ideal Mini School, I think that we should be given a standalone campus for school. Simply put, the culture of this school is just not able to be reflected if we were put into the wing of another school. For example, we host many events (some of which is for academic purposes) in which we utilize the fact that we only have one hallway or that everyone is so well acquainted with ea

61. Empty classrooms, such as at QEA, are used as indicators of "non-enrolling space", yet QEA is restricted to K-3 and has not been allowed to expand into the empty classroom. This measure creates a false representation of enrolment at Vancouver schools. QEA has a 130+ child waitlist every year and yet it will never appear to be at greater than 80% capacity.

62. Queen Elizabeth Annex is a small scale French Immersion school with a strong community of students, parents and teachers. Queen Elizabeth Annex is in high demand, with large enrolment wait lists every year. Small schools such as Queen Elizabeth Annex are beneficial to many different kinds of learners and allow for a comprehensive learning environment. With a forested field enclosed in the schoolya

63. Maximizing capacity so there are no flex spaces is not the answer. Crowding more kids into a school that then has less resources will not have Educational Benefit, it will only be cost saving.

64. While I am strongly in support of school closures where there is legitimately a decline in enrolment causing schools to be empty. I am equally strongly opposed to using tactics to make schools look under-enrolled. For instance empty classrooms used for special needs are not "non-unenrolling space". Queen Elizabeth Annex is a crucial French school in the community.

65. Please see email from: ohagan.sarah@gmail.com Thank you!

66. While I support the recommendations, I do not trust the Boards ability to implement them properly. VSB actions infer a belief that parents and children exist to serve the interests of the

VSB as an institution. It is the reverse - the VSB exists to serves families. The VSB has been lost for many years and this culture needs to get fixed NOW.

67. Question 30 is worded in a way that does not allow one to oppose the closure of schools. The question assumes there will be closures and asks about the communication aspects. This does not address the fundamental question of closure itself.
68. Queen Elizabeth Annex elementary school is a community school that fosters the learning of French, a second official Canadian language. Children learn and share ideas and culture in classrooms and outdoors (Chaldecott Park, forest and playing field). To consolidate this program and school to another location is disrupting an established community and strong education system. Education is priority
69. We chose QEA elementary school for its French immersion program and strong community support (families). Having French as a second language has infinite benefits for our children.
70. Annex schools provide a special learning environment for students. Education needs to be a priority of VSB when considering any consolidations/closures.
71. The language of this survey is inaccessible to many - perhaps the majority - of parents and has led to my becoming uninterested in completing it
72. The projected population growth at UBC, Jericho lands and Dunbar means public school lands such as Queen Elizabeth Annex (École Primaire de Jules-Quesnel) need protection from divestment or long term leases.
73. Queen Elizabeth Annex is a small scale French Immersion school with a strong community of students, parents and teachers. Queen Elizabeth Annex is in high demand, with large enrolment wait lists every year
74. Choice schools sites such as Ideal Mini should not be moved to alternate location as they would cease to be able to provide the amazing development opportunities for students who may be lost in larger schools
75. The projected population growth at UBC, Jericho lands and Dunbar means public school lands such as Queen Elizabeth Annex need protection from divestment.
76. The education and safety of our children should be a top priority of the community as a whole. We need more schools not less. Closing neighbourhood schools is bad for communities and the future. I do not trust the basic number premises of the LRFP. We need to invest generously in education for our children and our future generations in order to maintain the health and vibrancy of Vancouver.
77. no schools should be closed. close cross boundary movement and neighbourhood schools will thrive again. all students should walk to and from school, which would impact health and wellness, community building and enrollment.
78. I think it is short sighted and harmful to close schools that are vital community spaces. I also think it is pertinent that nearly all of the schools considered for closure are on the east side. This seems inequitable, and these are the neighbourhoods that most desperately need community spaces.
79. Don't close schools!
80. Closing schools is not an option. It's not just about how many kids go there, but also the impact they have as a community space.
81. There were too many data flaws in the original LRFP. Decisions based on this context may be misguided. It should be recreated with consultation.
82. School's that are at capacity or over capacity shouldn't be expanded, but students referred to schools who are at low capacity. It's always the east side schools that get hardest, and is an issue of power and privilege. The east side can't always afford to transit to more populated schools in the west.
83. VSB Communications Department: The release of this survey was too late in the game. It was released AFTER the DPAC survey about the LRFP, and the Strong Communities Survey about the LRFP. That is not acceptable to me. VSB Planning Department: I have a big issue with Recommendation #2. Optimal school sizes are NOT in form of MEGA-SCHOOLS yet I feel that the Province & District is moving that way.
84. I am strongly opposed to the school board examining the closure of so many schools on Vancouver's east side. It seems there is a responsibility of the VSB to make sure kids on the east side have access (within walking distance) to good schools, and that money must be invested to upgrade those schools if need be. Many of the students attending east side schools come from vulnerable communities.
85. The cost of real estate and maintenance are so high that once a school closes, the cost of reopening or rebuilding a school once it has closed will be prohibitive. Neighbourhood schools are

important. Creative solutions should be explored that would see schools used as community hubs (perhaps coordinated with the City) in areas where there is capacity rather than closing and consolidating schools.

86. I strongly disagree with the proposal that Templeton Secondary be closed. This is a ridiculous idea
87. Being a parent of a child in a Vancouver school has been an unending battle. Please protect students, schools, and programs -- stop cutting and trying to close schools.
88. If the VSB is serious about the public consultation process then it needs to commit to writing the material to be shared with the public in clear, plain language that is accessible to the average interested citizen. The current long range plan, including its executive summary, is written for a more expert audience, and not supporting a genuine consultative process.
89. School closures should be avoided as schools are key components of communities/neighbourhoods etc. Key older schools such as Britannia, Templeton and Van Tech are rich with tradition diversity and heritage value. They also span significantly different neighbourhoods and would be poorer if amalgamated.
90. The Plan has virtually no analysis of the negative outcomes of school closures. No discussion of impact on families, disruption of established routines, school friendships, neighborhood cohesion, environmental impact, ability of children to bike or walk to school, etc. These negative incomes are serious considerations that ought to be given equal weight to the benefits of the Plan.
91. please provide a detailed review of each school to expand on its classification (H1, H2 etc.) so that families understand the potential safety risks in the event of a major earthquake; provide a plan with timeline for all the schools not identified in the SMP
92. I am concerned that enrollment projections are based on current enrollment patterns and not actual neighborhood demographics. East side schools have long been viewed as inferior and many families commute to the west side. Enhancing east side schools and specialty programs within them will help balance enrollment. Also demographics will change as city zoning changes adding increased density.
93. I feel strongly about the need for seismically-safe schools for all students. However, I am dissatisfied with the VSB's handling of the current proposals. There seems to be little recognition of the anxiety and stress experienced by students and parents out of both fear of 'the Big One' and fears about loss of school communities. VSB should have a trained counselor to address these issues.
94. How did the LRFP project the future enrolment trend? Did it consider city of vancouver Zoning change and new rental housing being built or going through zoning application? Current east side low enrolment and over crowd on west side is the result of long time neglects by the city and vsb on lack of investment to east side schools.
95. Get your money somewhere else. Using/selling our childrens community schools to generate money is so backwards! Keep schools in the communities that the kids live in, change the boundaries to make sense to the communities the schools are in. Fix schools for the children NOT for VSB use (garibaldi annex for example! SHAME). East Van needs safe schools kids and families can walk to.
96. I worry that we are being pressured into selling off assets that have taken generations to assemble, to try to cope with the chronic underfunding of the system for the last couple of decades. We need to think of he future and resist these pressures at all costs. We also need to involve the community' more in this work.
97. Please work to integrate VSB SMP/LRFP processes with the City of Vancouver's Resilient Program. Please work to challenge existing Area Standards and metrics for assessing enrolment. Instead conduct assessments of actual use-of-space and adapt assessments accordingly. Please provide better support for students, teachers and families to cope with the anxiety surrounding these planning processes –
98. The fact that nothing has been done in decades to maintain and rebuild our schools is shameful. Families, especially in the east side of Vancouver are paying the price for this negligence. Just fix all the schools, use the extra "space" in a creative and community responsive way. Leave the schools and the students where they are and just fix the buildings.
99. It is frustrating that the VSB continues a negative focus to its actions. There is little in this document that focuses on the easiest ways to improve revenue generating opportunities. Immediately allow for community groups to rent out outdoor fields, gyms, kitchen and etc from 3pm to 9pm everyday and all weekend. All schools and school yards sit empty all weekend. Shame!
100. We need to prioritize school programs over maintaining every existing school.
101. VSB has the opportunity to provide new schools for students in making better use of old schools

102. It's just a building. Close underutilized schools and improve programming.
- I am against the proposed closure of Tillicum Annex in particular as I calculations used to determine that enrolment will decline over the next years is inaccurate and flawed. Families are moving to this area and the needs will increase, not decrease. Tillicum Annex uniquely supports the aboriginal, special needs and at risk students in its catchment area.
- 103.
- The wording of this survey is not transparent. I would like to oppose school closures, but there is in fact no opportunity to do so except through commenting. All children in Vancouver should have the ability to walk to school. This will not be possible if you close schools.
- 104.
- Please ensure there is little impact to the most underserved communities: those impacted by extreme poverty and indigenous. It needs to be as easy as possible for families to access schools and related support services. Additionally, saving money over the long term and planning for energy efficiency and sustainability to mitigate climate change should be behind all plans for upgrades and new build
- 105.
- My child attend Queen Elizabeth Annex, which has a large campus with trees and forests that all children play regularly. The school is an awesome community in which all students know one another and most parents are heavily involved in their children's education. It is a great community that truly benefits all children and families, in their education and lives.
- 106.
- Please strongly consider the impact that consolidation and class size have on students who, while they do not have a designation, require a more intimate, small-class atmosphere. Small schools such as Queen Elizabeth Annex are beneficial to many different kinds of learners and allow for a comprehensive learning environment. QEA is a haven for highly sensitive kids. The forest is a calming balm.
- 107.
- The LRFP is clearly deeply flawed as many parents, community members (including professionals in various relevant fields) and employee groups have suggested. It ought not be used as a basis for much of anything. The neglect of qualitative data - we are talking about children after all - was an inexcusable omission, as the Lord and Queen Alex parents pointed out clearly and with analyses.
- 108.
- I think we often don't consider the teachers response to the LRFP, there needs to be a way to consolidate schools so that teachers can still retain positions and they are supported in this plan
- 109.
- I've read the report and I still found this survey to be so unclear that despite reading the questions numerous times it still isn't clear how to respond to indicate my profound concerns with an approach that discounts community use of non-enrolling space, ignores that east side schools have more students with an IEP needing more specialized spaces and identifies more east side schools for closure
- 110.
- THANK-YOU for consulting with your partners - esp. parents and the public. EDUCATING and INVOLVING your partners in a meaningful manner MAKES a BIG DIFFERENCE. PLEASE MAKE THE RESULTS OF THIS SURVEY PUBLIC and easily accessible to all. When announcing your decisions PLEASE DEMONSTRATE how this survey feedback has influenced the decisions you have made.
- 111.
- I am confused about the issue of capacity as some schools show low capacity when in fact I know students are turned away from these schools. Some schools have portions of their buildings not being used and therefore less staff and enrolment availability but it's being reflected in the facilities report as being under capacity when in fact these schools are at capacity and turning kids away.
- 112.
- To reiterate from above, if only 50% of a school is available for students, and 100% of that 50% is full of students, please do not say the school is only at 50% capacity. It is misleading to everyone, especially the media.
- 113.
- This survey is slanted and biased in a way that will not generate a free informed public response. Same of the prioritization questions are so structured as to provide a 'would you rather lose a toe or a finger' style scenario -
- 114.
- We cannot simply consolidate students in a facility to operate at maximum capacity without significantly investing in the quality of the physical environment of those spaces, supporting access to nature, risky play and creativity.
- 115.
- "right-sizing" means getting rid of space used for music, arts and sports. This has a negative impact on quality of education.
- 116.
- Schools are community hubs and many benefit from smaller schools. Use land to diversify use (eg housing, community centres, childcare) but keep schools open. Population may grow in that area in 20-30 years with YVR densification and we will want that school then.
- 117.
- The Draft LRFP is one of the worst-written reports I have ever seen released to the public. The recommendations in the Executive Summary are almost impossible to support or oppose because of how they are written. I hope you won't take "Neither support nor oppose" as de facto support. Consider rewriting the report for clarity and then re-issue this survey.
- 118.

119. I would like to see more options that involve community partners and incorporate the individual needs of school community members.
- I would like all students in Vancouver to be in safe schools as quickly as possible. I also like the idea of moving choice programs in full schools to other schools that have room because I think it is important for kids to be in their catchment schools over kids from other parts of the city that are in choice programs.
- 120.
- It is illogical to start closing good, human scaled neighbourhood schools to ship kids to giant anonymous central schools. The thinking is all wrong. There are ways to use the spaces and upgrade the spaces you have. I strongly oppose you developing lands. I am specifically upset about the mistreatment of tGrandview. If the city/prov can fix the real estate crisis they created, families willreturn
- 121.
- The VSB should stop threatening to close schools. They have threatened to close two schools my children have attended and successfully closed one of them after years of uncertainty. This constant insecurity is crushing. We are happy at Templeton school, now it is under threat, and I am devastated to have to go through this again. Just stop threatening our schools.
- 122.
- Closing schools is too divisive and displacing for students. Find more creative ways to lease or otherwise utilize unused space for other social needs. STEM at Templeton needs to be maintained or expanded not threatened!
- 123.
- Ignoring the changes wrought by our skewed housing market is denying reality. The VSB needs to work w/ the city to create affordable housing for families to stop the exodus of students & families.
- 124.
- My children's school PAC has informed parents that Templeton High School has been listed as a school on the possible closure list. Please do not close Templeton. It certainly feels like I have had to fight for my children's schools to remain accessible since they started their education. Please understand that in East Van children and parents needs their kids to be able to walk/ride to school.
- 125.
- There are big impact on closing of schools in the year of 2020. Should there be a survey for students too?
- 126.
- Major flaw: Lord Nelson is not counted as a feeder school for Templeton (seeFIGURE 8.2-22, page 87)..major oversight or convenient/non-transparent redrawing of catchment boundaries for Templeton?
- 127.
- do not close schools
- 128.
- This is not real engagement. you are not providing many of my preferred options. this is a farce! I don't know how any non-english speakers would manage this 'survey' DO BETTER for ALL kids
- 129.
- I strongly oppose closing schools, particularly in areas where students are at risk of not attending a school that is not within walking distance. Also, demographics are changing so quickly in the city right now that I feel it is unlikely that the VSB and it's consultants can accurately predict school enrolment, and finally kids need to get to school on foot or bike to help slow climate change
- 130.
- Undervalues neighborhood schools. Does not adequately consider whether schools are in safe/health (away form busy roads) locations. Does not consider how location and integration with local community contributes to the learning environment. Strongly opposed to any closure of Templeton Secondary as Templeton is the safest most nurturing school for east van students.
- 131.
- I believe that alternate/choice programs such as Ideal Mini School would be negatively impacted by consolidation into larger schools. This program has allowed my children to thrive in a small and supportive setting.
- 132.
- Board and Community should advocate for the additional funding from the Province to deal with immediate seismic renewal. We need more investment in public education!
- 133.
- Any consolidation plan needs to carefully consider the needs of the customers of the VSB (i.e. the students and parents). This requires careful and proactive consultation with representative groups for each individual school. Consolidation not just about asset management - needs of students and unique attributes of each school need to be factored into decision making. This requires time
- 134.
- This survey was poorly done and shows that the VSB needs to put more effort in public/parent engagement.
- 135.
- Stop talking about closing schools.
- 136.
- Closing schools at more than 80% capacity is ludicrous. Land is valuable. You need to keep it. You'll never be able to afford to buy any more.
- 137.
- This survey is difficult to understand for the average person. I stopped answering because I have a hard time following the issues.
- 138.

139. It's my opinion that closing schools in the VSB is shortsighted for the long term
140. My comment is about this survey. I am university educated yet I found the language in this survey quite challenging to understand and follow. How does this accommodate our parents for whom English is not their first language?
141. No Closure schools in Vancouver East Side.
142. Don't close schools!!! Open them up to use by community groups so that the space is used. Once they're gone, they're too expensive to rebuild if we need them later.
143. Empty classrooms, such as at QEA, are used as indicators of "non-enrolling space", yet QEA is restricted to K-3 and has not been allowed to expand into the empty classroom. This measure creates a false representation of enrolment at Vancouver schools. QEA has a 130+ child waitlist every year and yet it will never appear to be at greater than 80% capacity.
144. coordination between the multiple levels of government should be improved so that population projections and school capacity planning get aligned. also, funds received by the city of vancouver from commercial real estate developers should be assigned to VSB to help support school construction and maintenance.
145. For question 30 - do not engage in a process that would result in any recommendation to close schools.
146. I think parents and families need more than one year of notice before closing a school. It is very easy to close a school and almost impossible to build one in Vancouver. Would also like to see more sharing of facilities between parks board and VSB. Great chance to build synergy new playing fields and shared rec and gym space. Also suggest opening up all parking on VSB property for paid after hrs.
147. The city has changed and continues to change. That needs to be thoroughly analyzed before making hard decisions.
148. remember the importance of the auditorium in a school
149. I would also like to emphasize that many schools were found on the East side and were listed to be closed where they are at full capacity if not beyond capacity. Another note I have noticed is that the new public schools made on the West side are also SIGNIFICANTLY better than the schools on the East side, they are environmentally sustainable and are much more expensive.
150. This survey is faulty in that a simpler format is needed for families who don't understand the terminology. Most parents will not have read the LFRP draft and therefore won't understand what is being asked. In the future, a simpler, information/question formula would be better.
151. Right sizing schools is not happening. The new Tennyson school is smaller than the of and will have even fewer students. French is a right in Canada so we should be make enough spaces. It is not a choice. And seismic upgrading should be a provincial and federal issue.
152. This plan is difficult to find here and on your website. I strongly oppose closing under-enrolling east side schools in favour of keeping annexes open. Enrollment could be managed by limiting outside-catchment choices. If equity is truly a priority for VSB, it needs to take into account the inequity between rich and poor schools in terms of parental involvement and spending power and advocacy power
153. The board should be dedicated to responding to parent concerns. The decision to relocate French Immersion students at Henry Hudson to Stratchcona is opposed by its parents and damaging to the French Immersion Program, the decision to close Kindergarten classes in both Ecole Bilingue and Trafalgar is also conter to parent wishes and damages the program and the school community.
154. School closure is so bad! really sad and angry that you want to close point grey secondary that is within walking distance of my family! so bad! so sad!
155. I am a parent for the child enrolled in Point Gray Secondary Grade 8, we heard that the school is in the list of potential closure. It is a school with history, heritage building and well-designed education program. Our kid started to learn violin last year, it helps him with other studies. We totally understand that the facility need improvement, while there should be lots of options.
156. It is very important to our neighbourhood that we not lose our local high school.
157. The survey should be honest that it is gathering information to try to support school closures. That is clearly an undertone of many questions. Apart from the major social and learning disruption that closing schools has on kids, closing schools in neighbourhoods will lead parents to drive kids to schools outside of walking distance and increase our carbon footprint. Please think more broadly!
158. How about an analysis and explanation regarding why the vast majority of schools being considered for closure or in dire need of updating are on the East side?

159. I will send an email.
160. It is not acceptable to close all those east side schools. Every other possible option should be explored before that is considered.
161. it does appear that some of the secondary schools offer more than others and are very over populated. Is there any way to extend similar programs to those schools that currently have low capacity in areas that could use the school closer to their homes?
162. The VSB continues to hire different contractors for each seismic project, rather than hiring one that has done decent work, and having them correct past mistakes. The cheaper contractors result in greater remedial work in the long run.
163. My daughter is about to start school at Templeton High School and they have incredible programs that attract Cross-Boundary students. I did not see how the specialized programs / cross boundary demand fit into your analysis and I think it is VERY shortsighted to only look at in-catchment demand when other factors are at play for long range planning. This is very concerning.
164. This work needs to be done in conjunction with the city's new neighbourhood plans, new housing guidelines (more family oriented suites), and existing renewal plans such as Britannia community centre area. If Britannia Secondary will be unavailable for 3-5 years, that might change thoughts about Templeton.
165. What a terribly constructed survey. I have a PhD and it was incredibly difficult to wade through the obtuse language here. Do you expect parents to understand your questions and give meaningful responses? Or is this just another example of token consultation with the community. What I would love to see is a new version of the survey in plain language.
166. No school should be closed. Ever. Every student should first enroll in their catchment school. After that, there should be limited cross-boundary enrollment allowed and only based on strong reasons. Eg;- French immersion entrance exam, sports emphasis, special needs eligibility, music/dance program audition etc. Majority of students should attend their catchment school only.
167. re: Consolidation in the Britannia/Templeton area, Templeton appears to be a better option.
168. I am firmly opposed to the VSB publishing lists of schools targeted for closure before fully exploring ways of using other assets as opportunities to generate revenue. Schools are such a fundamentally important part of building and maintaining communities that they should be considered for closure only as a last resort. Also, the VSB needs to communicate better with the City of Vancouver
169. I strongly oppose school closures, but if you need to "consolidate" schools, I think that the kids need to get something in return and not just be moved to another crumbling school. For example, if Britannia is closed, why not build a new school at Templeton that would accommodate both Brit and Temp kids?
170. As a former VSB teacher (who has worked in both the Britannia and Templeton catchments) I specifically chose to move to my neighbourhood because it is in the Templeton catchment and NOT in the Britannia catchment. If the school consolidation results in my our catchment high school being Britannia, I would seek to register my children cross boundary at Vantech.
171. School closures should not be an option particularly on the the east side where many families need to be able to walk to school. Furthermore, there is increasing densification on the east side.
172. I find many of these recommendations hard to follow. What info believe is closing schools harms children. I believe the over demand on the west side is partly due to these kinds of discussions. We need schools geographically distributed throughout the city. ESPECIALLY on the east side as moving many of these children would negatively impact their educ. They need to go to schools where they live.
173. Consider the right sizing of school in high growth areas (i.e., Eric Hamber school), but before considering closure of schools (mostly in east Van), invest in more community programs for these schools to increase local enrolment at these schools
174. There is a lot of value in schools having extra space. Extra space enhances student learning and I think is worth the cost of maintaining.
175. Community schools are a pivotal point of contact for entire neighbourhoods, beyond being places of learning. Every school has a unique personality, its own community—an ecosystem that has great value to those who are part of it and the greater world. Redistributing its students and teachers to nearby schools destroys something that is increasingly fragile and rare in the world today.
176. The Board needs to consider the unique programming and response to student, family and community needs in inner city and eastside schools that accommodate students in poverty and

- provide much needed enrichment and opportunities. Schools like Templeton, Britannia, and Strathcona need to be preserved and enriched, not closed and consolidated.
177. It's my opinion that closing schools would be more detrimental to the communities affected than the impact of saving money across-the-board. It is unfair to the communities that are affected.
178. Clsoing schools is not a solution. It will increase school commuting times, make schools larger and more impersonal, rightsizing of schools is a better solution (not in the sense of closure)
179. redrawing boundaries will help with overcrowding of schools. once you change boundaries beginning a certain school year, you can still accept siblings & current student that may now fall outside of the catchment.
180. The methodology should focused on actual use of schools vs only classroom teaching. VSB should compare their overall spent on the West vs E.Side, should take advantage of real Estate value and community impacts if consolidation happens.
181. I think that there should be equitable distribution of programs around the district. For example, it is unfair that Jamieson gets a music program while the rest of the district, at least those on the east side, do not have any music programs at all. The VSB needs to create more enhancing and desired programs on the eastside so that students and parents do not migrate to the westside.
182. I was concerned that Tye Elementary is considered for relocation since it is at maximum capacity, has low seismic risks and has a community of parents who have raised and spent tens of thousands of dollars on school improvements in the past 1-5 years. School fundraisers take enormous effort but result in new bike racks, landscaping, benches, playground equipment and much more that can't be moved
183. Please provide a plan for Quilchena Elementary - a high-risk school, but as a parent I've seen little information moving forward. Great to see macro plans city-wide, but my three children are at Quilchena - will we be moving? If so, when? Where? (most people acknowledge that Quilchena will likely be closed down since there are NO plans to seismically upgrade). Just want to know so to plan.
184. With due respect, this survey was poorly designed and scripted. You will attain more and much better feedback with surveys that are better designed. It is possible to make a survey a pleasant experience and still achieve your business need.
185. IT needs to be updated to reflect the April 12 letter from Minister Fleming and the updated guidelines for LFRP. No decision should be made until the VSB updates accordingly
186. If you're allowing feedback of 400 characters, please allow a text box big enough to see all of the text at once for the sake of editing! Additionally, if you are trying to maximize operating funds, then why does School Cash Online accept credit cards? The VSB will be spending thousands in credit card fees. Parents have paid by cash/cheque until now, so restricting to debit is reasonable.
187. VSB needs a long range plan: one that focuses on student safety and education. there is no need to have students at schools with high seismic risk when mitigation measures (e.g. seismic desks) are available. i am not opposed to school consolidation but with advance notice (min 2 years). We chose our community in part so that we can walk/bike to school.
188. Absolutely no school closures are necessary, they result in a major disturbance to staff parents and students.. capacities of 30 students per class are not feasible in every school due to Vancouverites being out priced in the real estate market in many areas of Vancouver, why should our children suffer relocation because we can't afford to stay in our neighbourhoods.Please leave schools open
189. I support optimizing school capacity through closures. I strongly oppose the sale of school real estate for short or medium term benefit. Land is a long term asset that should be kept.
190. The LRFP is based on data quality that can not be trusted and needs to be further explored. The data does not reflect what is actually happening in schools. In light of Minister Flemmings new LRFP guidelines, the current vsb LRFP should be rewritten to include the new guideline requirements
191. Pt. Grey school has outstanding transit access (including adjacency to a future 41 B-line route), enabling many, many students to easily take transit to this school. It has among the best transit access of VSB secondary schools. Transit accessibility should be a critical factor in determining secondary school catchments and in considering school closures.
192. New and larger schools should be built to accommodate a growing population in Vancouver
193. This survey was crafted to ensure the VSB received the answers it needed to close schools and sell school property. The LRFP presents false dichotomies and oversimplifies the choices. Why is BC funding private and ind. schools at the expense of the public school system. We will not allow selling of school property based on 8 yr enrol proj.
194. It is imperative that schools be made seismically safe as soon as possible. It will take several

years to address the deficiencies in all facilities. I call on the Board to install in all seismically High risk schools 'seismic desks' and early warning systems by September 2019.

195. Recommendation of extending the decision process until sufficient feedback and consultation are being put into consideration/  
I recognize the challenges with maintenance and aging schools. However, I strongly feel that (1) no school property should be sold, though leases should be considered and (2) maintaining
196. presence of neighbourhood schools within walking distance is essential for families and communities. I support exploration of mixed use within schools eg. community or child care use without full closure.e
197. If you sell the land, you will never be able to buy it back when needed. Government have to plan for very long term
198. The VSB needs to strongly advocate for replacing aging schools that need seismic upgrades as the most fiscally and socially responsible choice over the long-term.  
Your capacities are so skewed and the cross-boundary students further scew schools actual in catcment capacity. Schools that you have listed as 60% are full (closed to cross-boundary). You
199. are prioritising the safety of wealthy families and discriminating against those who are low-mid income and cannot afford to cross-boundary. My children's school are seismically unsafe and not a priority.  
Your plans leave the East Van area with no elementary schools/highschools. Van Tech is already
200. at capacity!!!! The homes in East Van are \$1.7 million and you are leaving parents to commute with their kids to a school that will be 45-60 minutes away. Not acceptable but the Vancouver West residents are all being taken care of.  
This survey is HORRENDOUS. I'm surprised you got anyone to complete it. I feel like your are just
201. throwing the dreadful financial situation back at us to clean up the mess this province is in. Schools are old, unsafe, under enrolled, closing them is NOT the acceptable answer. More funding it the only reasonable solution. Don't dump this lack of solutions on us and call it 'engagement'.
202. On site before and after school care is vital for many parents. Programs should be expanded if demand is not met
203. I'm concerned about how the capactiy is calculated. I would like there to be more documentation on how this was carried out, and what the assumptions are.