

NOTICE OF MEETING

FACILITIES PLANNING COMMITTEE

Secretary Treasurer's Office
January 18, 2023
Public viewing via live broadcast

Victoria Jung
Joshua Zhang
Alfred Chien
Lois Chan-Pedley

Helen McGregor, Superintendent of Schools
J. David Green, Secretary-Treasurer

Notice of Meeting

A Meeting of the **Facilities Planning Committee** will be held in room 180 of the VSB Education Centre (1580 West Broadway, Vancouver BC) for **participating trustees, staff, and stakeholder representatives** on **Wednesday, January 18, 2023 at 5:00 pm**. The meeting will be live broadcast for the public.

Trustees:	Preeti Faridkot Janet Fraser (Alternate) Suzie Mah	Jennifer Reddy Christopher Richardson
Student Trustee:	Mia Liu	
Other Senior Management Staff attending:	David Nelson Shehzad Somji	
Reps:	Terry Stanway, VSTA Danielle Durant, VEAES Kelly Egilsson, VASSA Sarah Dash, VEPVPA Tim Chester, IUOE Ajaz Hassan, PASA Suzette Magri, CUPE 15 Vik Khanna, DPAC Neil Munro, Trades Brent Boyd, CUPE 407 Ella Bonvillain, VDSC	Alt: Marjorie Dumont, VEAES (Alt.) Lori Prodan, VEPVPA (Alt.) Tim De Vivo, IUOE Vanessa Mani-Garrett CUPE 15 (Alt.) Skye Richards, DPAC (Alt. 1) Michael Lang, DPAC (Alt. 2) Justin Chapman, Trades (Alt.)
Other Staff:	Ron Macdonald John Dawson Shannon Burton	

FACILITIES PLANNING COMMITTEE

MEETING AGENDA (Revised)

Wednesday, January 18, 2023 at 5:00 pm
Room 180, VSB Education Centre

We are unlearning and relearning on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

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

1. Items for Approval

Presenters

- | | | |
|-----|--|--|
| 1.1 | Consideration of renaming summary report for Lord Roberts Elementary | Shannon Burton, Director of Instruction |
| 1.2 | Proposed Sir Guy Carleton Catchment Changes | J. David Green, Secretary Treasurer/CFO
John Dawson, Director of Educational Planning |

2. Discussion Items

- 2.1 None

3. Information Items

- | | | |
|-----|---|--|
| 3.1 | Enrolment Update | John Dawson, Director of Educational Planning |
| 3.2 | Queen Elizabeth Annex Surplus Consideration | J. David Green, Secretary Treasurer/CFO
John Dawson, Director of Educational Planning |

4. Information Item Requests

Committee members may request by email to the Chair of the Committee follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

Date and Time of Next Meeting

Wednesday, February 15, 2023 at 5:00pm

Facilities Planning Committee

2.1 Purpose/Function:

- 2.1.1 To review and provide recommendations to the Board in regard to assigned facilities planning matters.

2.2 Powers and Duties:

2.2.1 School Closures:

- 2.2.1.1 Review the materials provided by senior staff to the Board regarding a possible school closure and provide a recommendation to the Board as to whether the committee supports the possible closure advancing to the school closure public consultation process phase.

2.2.2 Naming and Renaming Schools:

- 2.2.2.1 Within the constraints of Board direction provided at the outset of any potential school naming or renaming process provide recommendations to the Board.

2.2.3 Student Enrolment:

- 2.2.3.1 Annually review enrolment and enrolment trends and the potential impact on capital planning, student accommodation and catchment changes.

2.2.4 Capital Planning:

- 2.2.4.1 Annually review and make recommendations regarding the draft five year capital plan for submission to the BC Ministry of Education.

2.2.5 Long Range Facilities Plan:

- 2.2.5.1 Annually review and make recommendations regarding the draft long range facilities plan for submission to the BC Ministry of Education.

2.2.6 Facilities Planning Matters Referred to the Committee by the Board:

- 2.2.6.1 Review matters referred and make recommendations as requested.

January 18, 2023

ITEM 1.1

TO: Facilities Planning Committee

FROM: Shannon Burton, Director of Instruction

RE: **Consideration for Re-Naming of Lord Roberts Elementary School**

*Reference to
Education Plan*

GOAL:

The Vancouver School Board will improve student achievement physical and mental well-being, and belonging by...

OBJECTIVE(S):

Improving school Environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

BACKGROUND

Many schools in the District named, many years ago. Some schools were named after prominent historical figures of the time. School names often hold strong and endearing connections for current and past students, families, staff, and the broader community. In some cases, school names are perceived by their communities to be neutral and/or negative for various reasons. The District is committed to following a clear, transparent, inquiry-based process by which historical names of school buildings may be reviewed and considered for possible renaming. This process is outlined in Administrative Procedure 541 Appendix A (attached).

This report outlines the process and timeline followed, as outlined in AP 541 Appendix A, in completion of the *Consideration of Renaming Summary Report* as required in Part I of AP 541 Appendix B (attached).

The Facilities Planning Committee will review the information in the *Consideration of Renaming Summary Report* and make a recommendation to the Board to either proceed to rename the school or retain the current school's name as per Part II of AP 541 [Appendix B](#).

OVERVIEW OF THE PROCESS

Spring 2022: The Lord Roberts school community requested Lord Roberts Elementary School be considered for renaming. This is one of the possible pathways outlined in AP 541 Appendix A by which the name of an existing school facility will be reviewed and considered for possible renaming.

October 2022: Request was sent to the VTF, CUPE 15, DPAC, and VDSC to identify a representative to participate in an ad hoc working group to complete of Part I of the *Consideration of Renaming Summary Report*.

December 2022: Ad hoc working group meeting was held. This meeting was co-chaired by the Director of Instruction, School Services and the District Principal, Educational Planning. In attendance was the Lord Roberts principal, a DPAC and VDSC representative.

During the meeting, the working group:

- Reviewed AP 541 Appendices A and B
- Discussed the school community request to have the school's name reviewed
- Discussed research related to Lord Roberts previously conducted by members of the school community
- Created a working draft of the *Consideration of Renaming Summary Report*, discussed, and worked on all inquiry questions within the report
- Created a shared document in which working group members could contribute and edit the draft report

January 2023: Part I of the *Consideration of Renaming Summary Report* (attached) was finalized for the review and consideration of the Facilities Planning Committee.

RECOMMENDATION

It is the role of the Facilities Planning Committee to review and consider the information contained in Part I of the *Consideration of Renaming Summary Report* and to complete Part II of the report which contains a recommendation for consideration by the Board.

It is recommended that:

- Lord Roberts Elementary School be renamed, **OR**
- The current name, Lord Roberts Elementary School, be retained.

Attachments:

1. Appendix A-- AP 541
2. Appendix B--*Consideration for Renaming Summary Report* (AP 541 – Appendix B) for Lord Roberts Elementary School

Administrative Procedure 541 – Appendix A

RE-NAMING EXISTING SCHOOL FACILITIES

Background

Many school buildings were named decades ago in memory of prominent historical figures from the past. School names may hold strong and endearing connections for some current and past staff and students. It is for this reason the District is committed to following a clear and transparent process by which historical names of school buildings can be reviewed and considered for possible renaming. The District will consider proposals to re-name a school where the existing name is deemed to no longer be serving the needs of the school population or the community and no longer aligns with the District's core values and strategic priorities.

Procedures

1. The name of an existing school facility will be reviewed and considered for possible renaming under one of four possible pathways:
 - 1.1. The school building has been approved and funded to undergo a full replacement as part of the seismic mitigation program. An automatic review of the school name for possible renaming will occur as soon as possible following approval of funding.
 - 1.2. The school community brings forward a request that the school name be reviewed and considered for possible renaming. This request can be initiated by the school administration, staff, students (secondary), and the Parents' Advisory Council. This request must have been thoroughly discussed by each of these groups prior to formally requesting a review of the school name occur.

The request to have a school name reviewed shall be submitted, in writing, to the attention of the Secretary Treasurer and shall be signed by the School Principal and the School PAC Chair.
 - 1.3. The Board passes a motion requesting a school name be reviewed.
 - 1.4. One or more school communities are amalgamated into one site. This does not apply in instances of an annex and its main school being accommodated at one site. In these instances, the name of the main school shall be used for the amalgamated site, unless identified for possible renaming as per sections 1.1, 1.2, 1.3.
2. If one of the four pathways in section 1 have been met a *Consideration for Renaming Summary Report* (Appendix B) will be completed by an ad hoc working group and submitted to the Facilities Planning Committee for consideration.
 - 2.1. The working group will be assembled by the Director of Instruction for the school who will also chair the committee.
 - 2.2. Representatives on the *Consideration for Renaming Committee* will include:

- 2.2.1. The School Principal who shall serve as representative and liaison to the school community.
- 2.2.2. The District Principal, Educational Planning who will represent the District and serve as liaison to District staff as necessary.
- 2.2.3. A representative from VTF, CUPE, DPAC, and VDSC who shall represent their organizations and liaise with them as necessary. It is recommended that representatives named for this step not be from the school site.
- 2.3 The *Consideration for Renaming Summary Report* (Appendix B) will be submitted to the Facilities Planning Committee for review once complete.
- 2.4 The Facilities Planning Committee will make a recommendation to the Board to either retain the current school name or to start a renaming process for the school.
- 3 If approved for renaming by the Board, a joint District, school and community-based *School Renaming Committee* will be struck at the school level.
 - 3.1 The terms of reference for the *School Renaming Committee* will be to research and propose a new name for the school site.
 - 3.1.1 The identification of a place-based name is to be prioritized by the committee. The committee should carefully consider the relationship between the school building and the land on which it is located selecting a name. Generally, schools will not be named after individuals.
 - 3.1.2 The committee will consult with the Indigenous Education Department should there be an interest in seeking an Indigenous place-based name, or a dual English and Indigenous name, for the school facility. The Indigenous Education Department will seek guidance from the appropriate local Nation(s).
 - 3.2 The *Renaming Committee* will consist of a:
 - 1 District Administrator Educational Planning
 - 1 Director of Instruction Educational Services (Committee Chair)
 - 1 Principal (school site)
 - 1 PAC representative (school site)
 - 1 VTF representative (school site)
 - 1 CUPE representative (school site)
 - 1 Student representative – secondary schools (school site)
 - 1 Community representative (local area)
 - 3.2.1 Other District or community staff can be engaged as required to support the work of the School Renaming Committee.
 - 3.3 The committee will be responsible for developing a plan and timeline for involving students, parents, staff and community representatives.
 - 3.4 The committee will present a final report to the Board summarizing the process, findings and the recommended name/names to the Board for consideration.

3.5 The final decision will be made by the Board. The Board is not bound by the recommendations of the School Renaming Committee.

4. An official public dedication ceremony will be held at the school being renamed.
5. An education and communication plan will be developed and implemented to support understanding the history and significance of a new school name and to teach the proper pronunciation of the name given, when appropriate.

Reference: Sections 22, 65, 85 School Act

Adopted: May 4, 1992

Revised: September 1994; January 1999; October 2000; September 24, 2018, May 11, 2022

Administrative Procedure 541 – Appendix B

RE-NAMING EXISTING SCHOOL FACILITIES

The process of considering a school for renaming is guided by Administrative Procedure 541 Appendix A (Renaming Existing School Facilities)

Administrative Procedure 541 Appendix A outlines 3 pathways for a school to be identified for possible renaming.

1. The school has been approved and funded for full replacement as part of the seismic mitigation program.
2. The school community, including students*, staff, and PAC, have put forward a request, in writing, to the Superintendent to have the school's name reviewed and considered for possible renaming.
3. By passing of a Board Motion for a review of the school name. (Policy 2)
4. One or more school communities are amalgamated into one site.

*grade 6 to 12 students

Please indicate which of the following pathways for renaming review have taken place:

☐ funding has been advanced (Project Agreement) for seismic replacement of the school

☒ review has been supported by school community

☐ Board Motion has been adopted to review the name

At least one of the above must be indicated for a review to proceed.

Process:

The following information will be reviewed and considered by the Facilities Planning Committee. The Committee will make a recommendation following discussion which will be forwarded to the Board for decision.

Part I: Information for Consideration of Facilities Planning Committee

Current School Name: Lord Roberts Elementary School

Information on the school namesake

Birth: September 30, 1832

Death: November 14, 1914

Occupation(s): Rose to the rank of Field Marshal in the British Army

Citizenship: British

Other relevant demographic information:

Lord Frederick Sleigh Roberts was the son of General Sir Abraham Roberts. He was educated at Eton, Sandhurst, and the Addiscombe Military Academy before joining the East India Company Army as a Second Lieutenant with the Bengal Artillery. He fought in the Indian Rebellion during the siege and capture of Delhi and earned the Victoria Cross for gallantry. Lord Roberts transferred to the British Army in 1861 and continued to serve in a number of military campaigns including those in Abyssinia and Afghanistan. In 1900 Lord Roberts took over the command of British forces in the Second Boer War, in South Africa. During this war, Lord Roberts was responsible for the "scorched earth policy." This was the burning of farms and homesteads in retaliation for attacks on the British supplies arriving by train. Families whose homes were destroyed by this policy had to move into concentration camps. Conditions in the concentration camps deteriorated rapidly as the number of people forced into them increased. The camps were unsanitary and lacked space, food, medicine and medical care. An estimated 26,370 women and children died in the camps. It is also reported that Lord Roberts used civilian hostages to protect trains from attack by Boer units. One of Lord Roberts' purposes in southern Africa was to claim land victory for the British and is widely thought to have participated in actions that disenfranchised and discriminated against black Africans.

Lord Roberts was known to be a strong advocate of rifle shooting. He spoke at events such as the Bisely Rifle Association meeting (1902).

Sources:

Pretorius, S (2019) *Anglo Boer War; Concentration camps in the South African War? Here are the real facts*. As seen at:
<https://theconversation.com/concentration-camps-in-the-south-african-war-here-are-the-real-facts-112006>

Mendes, C (2019) *The Concentration Camps of the Anglo-Boer War*. Available at:
<https://www.warhistoryonline.com/history/concentration-camps-anglo-boer.html?chrome=1>

Hunter, D (2019) *Henry Hudson*. Available at:
<https://www.thecanadianencyclopedia.ca/en/article/henry-hudson>

Encyclopedia Britannica (2022) *Frederick Sleigh Roberts, 1st Earl Roberts: British Field Marshal*. Available at: <https://www.britannica.com/biography/Frederick-Sleigh-Roberts-1st-Earl-Roberts>

(1902, Sept 10) "Important Remarks by Lord Roberts": Snap Shooting at Short Range. *Darling Downs Gazette: Australia*

Wikipedia (2022) Frederick Roberts, 1st Earl Roberts. Available at:
https://en.wikipedia.org/wiki/Frederick_Roberts,_1st_Earl_Roberts

“Concentration Camps in the South African War? Here are the Real Facts (University of Pretoria, 2020); https://www.up.ac.za/research-matters/news/post_2999519-concentration-camps-in-the-south-african-war-here-are-the-real-facts

Jewell (2003); The British Concentration Camp Policy during the Anglo-Boer War, South African Journal of Military Studies, Bloomsburg University/West Virginia University 31 (1).

Namesakes’ connection to Canada? (To British Columbia? To Vancouver?)

Lord Roberts has no connection to British Columbia or Canada.

Namesakes connection to Indigenous communities in Canada?

Lord Roberts has no connection to Indigenous communities in Canada.

Did the namesake have a connection to education?

Lord Roberts has no specific connection to local education. His name is associated by several rifle associations and shooting venues, such as the Lord Roberts Centre (Bisely, Surrey UK) which houses a shooting range, workshops/lessons related to shooting, and the National Small Bore Rifle Association.

Was the namesake a member of a group underrepresented in current VBE school names?

Lord Roberts was not a member of a group underrepresented in current VBE school names.

What is the primary legacy of the namesake? Is this legacy one that has positive associations within the community?

- a) *contributions and impact on education? Children and youth?*
- b) *contributions to literature? Science? Arts? Medicine? Technology?*
- c) *contributions to advancement of progressive laws related to human rights and freedoms?*
- d) *Other contributions?*

The primary legacy of Lord Roberts does not have positive associations within the community. The primary association with the name is his role in the implementation of concentration camps that held civilians and in which thousands of people died.

The PAC (supported by school-based staff) have requested the school to be considered for re-naming. One family has identified the school's name as being triggering as related to their own family's history impacted by the Lord Roberts name and legacy in South Africa.

Does the primary legacy of the namesake align with District Mission and Values of respect, cooperation, and social responsibility?

The primary legacy of Lord Roberts does not align with the District's Mission of Values of respect, cooperation and social responsibility.

Is the school's name strongly connected to the school identity? What is the current feeling within the school community about the possibility of changing the name?

Lord Roberts Elementary School opened in 1907, so the building and school community has been known by this name for over 100 years. However, the legacy of this name, as shared by the PAC on their website <http://www.lordrobertspac.ca/our-school-name.html> is no longer one with which the community wants to identify. There is strong support from PAC and unanimous support from staff for the proposal to change the school name.

Other information and/or considerations in regard to the legacy and contributions of the namesake?

The Roberts PAC has articulated feelings about the name on their website: <http://www.lordrobertspac.ca/our-school-name.html>

The Roberts PAC has indicated they have parent/guardian survey results and meeting minutes related to discussion in the community related to this matter. School staff have indicated support for the re-naming process.

Part II: Recommendation of Facilities Planning Committee to the Board

- That the school be renamed.
- OR
- That the school's name be retained.

Adopted: May 11, 2022

January 18, 2023

ITEM 1.2

TO: Facilities Planning Committee

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

RE: Proposed Sir Guy Carleton Catchment Changes

Reference to **GOAL:** The Vancouver School Board will increase equity by....
Education Plan: **OBJECTIVE:** Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

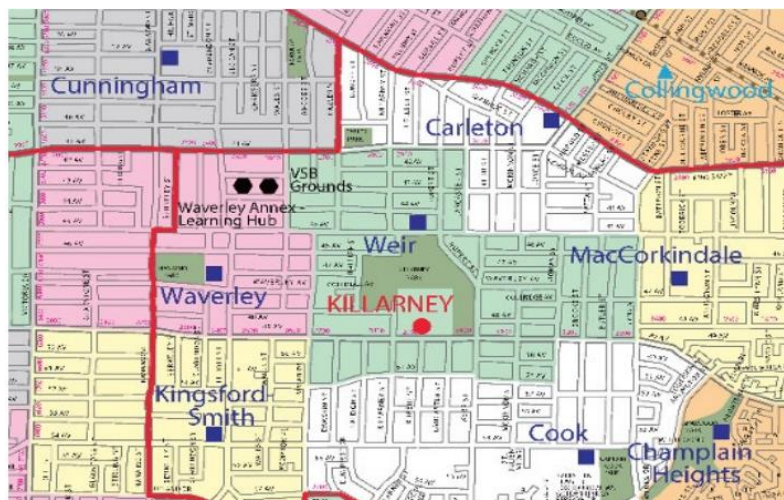
INTRODUCTION

This report contains a recommendation for a boundary change for Sir Guy Carleton Elementary catchment.

BACKGROUND

At the June 15, 2022 meeting of the Facilities Planning Committee, district staff presented a report on proposed boundary changes for the Sir Guy Carleton Elementary School. The proposed boundary change would see the Carleton catchment being dissolved into the Cunningham (where many Carleton already attend), Weir and MacCorkindale catchments, leaving a remnant Carleton catchment. During the construction phase of the recent Weir seismic mitigation project, Weir students have been temporarily accommodated at MacCorkindale and Champlain Heights. With the completion of the Weir project, there will be surplus capacity at both Weir and MacCorkindale that can be used to accommodate students from the Carleton catchment.

Figure 1 –Existing Catchment Boundaries – Carleton and Surrounding Schools

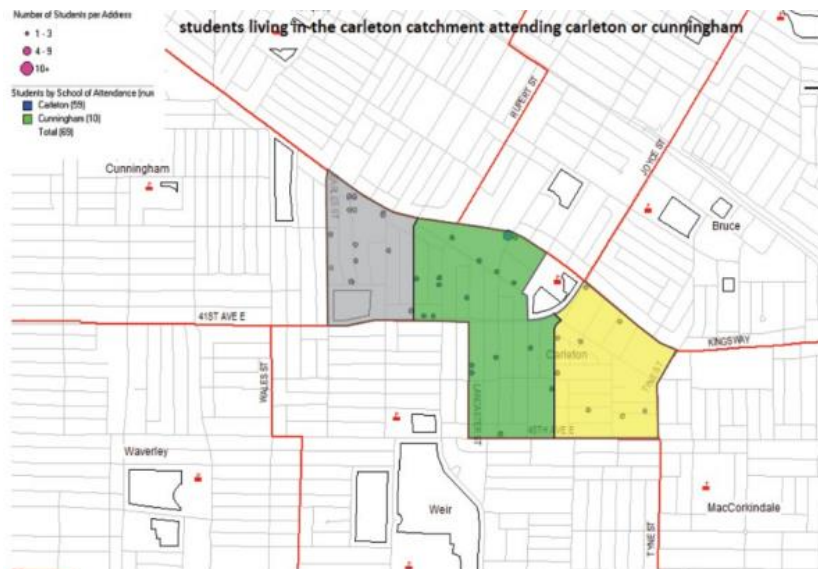


PROPOSED BOUNDARY CHANGE

The proposed Carleton catchment adjustment is to divide the existing Carleton catchment into four pieces (Figure 2):

- The west section – shaded gray - of the existing catchment would become part of the Cunningham catchment
- The central section – shaded green - of the existing catchment would become part of the Weir catchment
- The eastern section – shaded yellow - of the existing catchment would become part of the MacCorkindale catchment
- The new Carleton catchment boundary would encircle the school – there are no residents within the proposed new Carleton school catchment boundary

Figure 2- Proposed Catchments for Carleton, Cunningham, Weir and MacCorkindale



ANALYSIS

Catchments areas for schools are governed by the *School Act*. Section 75.1 of the *School Act* states that:

- (1) A board must establish for each school in its school district, except for a Provincial resource program, a catchment area consisting of a geographical area around the school that includes all or part of the school district.
- (2) A board may amend the catchment area established for a school under subsection (1).

The Cunningham, MacCorkindale and Weir schools have established catchment areas, as does the Carleton school. As mentioned above, the proposed boundary changes, if approved, would add geographic areas to the existing catchments for Cunningham, MacCorkindale and Weir schools and reduce the geographic area of the Carleton school. The additions to the geographic areas of the three schools are identified below by street boundaries:

Addition to Cunningham Elementary Catchment

- North side of Kingsway Avenue between Earles Street and College Street
- East side of College Street between Kingsway and 41st Avenue
- South side of 41st Avenue between Earles Street and College Street
- West side of Earles Street between Kingsway Avenue and 41st Avenue

Addition to Weir Elementary Catchment

- North side of Kingsway Avenue between College Street and McKinnon Street
- North side of 41st Avenue between McKinnon Street and Joyce Street
- East side of McKinnon Street between Kingsway Avenue and 41st Avenue
- East side of Joyce Street between 41st Avenue and 45th Avenue
- South side of 41st Avenue between College Street and Lancaster Street
- South side of 46th Avenue between Lancaster Street and Joyce Street
- West side of College Street between Kingsway Avenue and 41st Avenue
- West side of Lancaster Street between 41st Avenue and 45th Avenue

Addition to MacCorkindale Elementary Catchment

- North side of Kingsway between Joyce Street and Tyne Street
- East side of Tyne Street between Kingsway Avenue and 45th Avenue
- South side of 45th Avenue between Joyce Street and Tyne Street
- West side of Joyce Street between Kingsway Avenue and 45th Avenue

The addition of these geographic areas to Cunningham, Weir and MacCorkindale will reduce the geographic area of Carleton, as described below:

New Carleton Elementary Catchment

- North side of Kingsway Avenue between McKinnon Street and Joyce Street
- East side of Joyce street between Kingsway and 41st Avenue
- South side of 41st Avenue between McKinnon Street and Joyce Street
- West side of McKinnon Street between Kingsway Avenue and 41st Avenue

ENGAGEMENT

The process to change catchment boundaries is outlined in [Administrative Procedure 305 – School Catchment Boundaries](#), which states that, “School communities impacted by boundary changes will have the opportunity to provide feedback and input on proposed catchments.” As required by the Administrative Procedure, district staff is required to initiate a public consultation process and hold at least one public consultation meeting to discuss the proposed change. An extensive engagement process was undertaken with the impacted communities and is summarized in the attached Engagement Summary Report. The report outlines efforts made to ensure clarity and transparency to the school communities affected by the proposed boundary catchment changes.

CONCLUSION

The attached Engagement Summary Report contains the results of a survey that was completed by a small group of respondents. The 62% the respondents were in favour of the proposed changes to the catchments for the four schools and 23% of the respondents were not in favour. The remaining 15% expressed they were maybe in favour or were unsure.

The objective of the engagement was to inform affected communities about the proposed changes, gather feedback regarding the engagement activities, and if approved, to gather qualitative information about how to best facilitate this change. The engagement findings showed that most were in favour of the proposed changes with many remarking in the survey, at information sessions and through email, that this change should have been made sooner by the District.

RECOMMENDATIONS

It is recommended by the Facilities Planning Committee that the following motions be considered by the Board of Education at the January 30, 2023 Public Board Meeting.

It is recommended that the catchment for Sir Guy Carleton Elementary School be the geographic area defined by the following:

- North side of Kingsway Avenue between McKinnon Street and Joyce Street
- East side of Joyce street between Kingsway and 41st Avenue
- South side of 41st Avenue between McKinnon Street and Joyce Street
- West side of McKinnon Street between Kingsway Avenue and 41st Avenue

It is recommended that the following geographic area be added to the existing catchment of Cunningham Elementary:

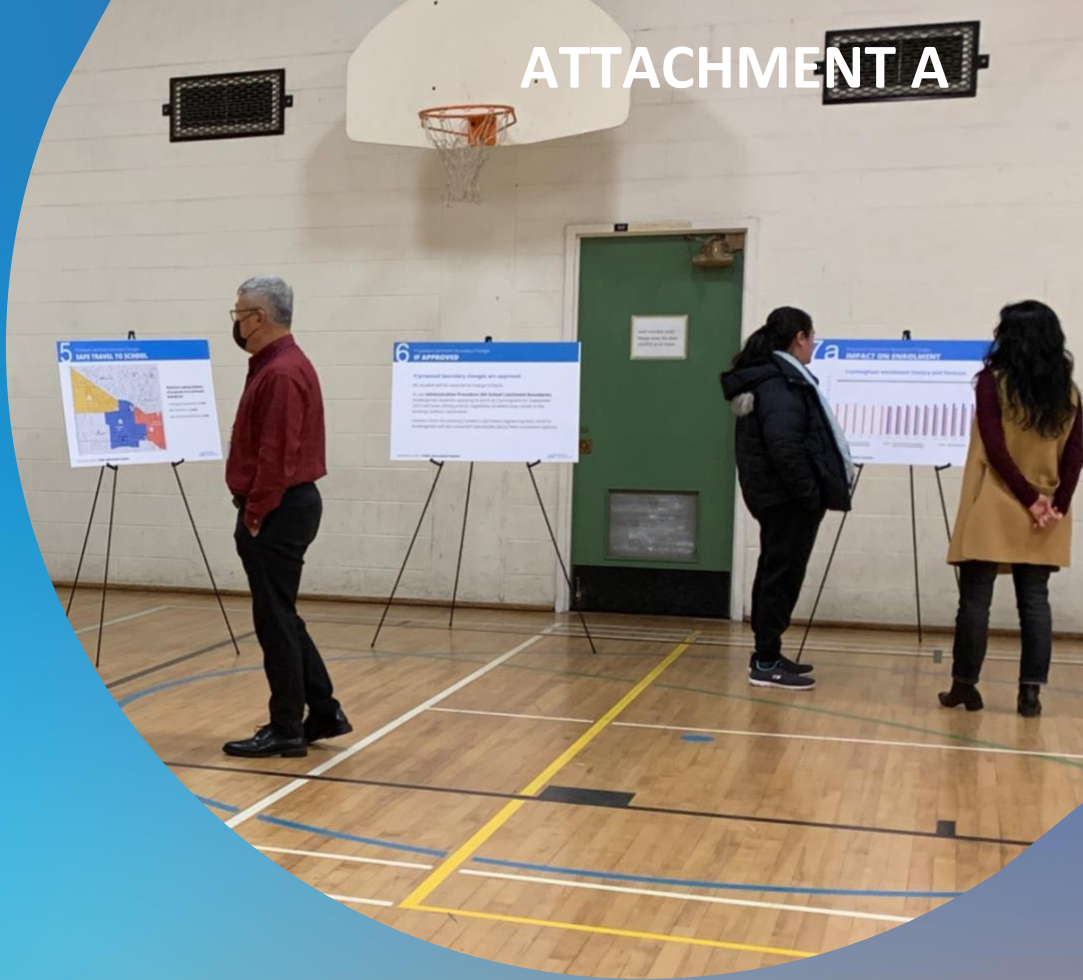
- North side of Kingsway Avenue between Earles Street and College Street
- East side of College Street between Kingsway and 41st Avenue
- South side of 41st Avenue between Earles Street and College Street
- West side of Earles Street between Kingsway Avenue and 41st Avenue

It is recommended that the following geographic area be added to the existing catchment of Dr. George M Weir Elementary:

- North side of Kingsway Avenue between College Street and McKinnon Street
- North side of 41st Avenue between McKinnon Street and Joyce Street
- East side of McKinnon Street between Kingsway Avenue and 41st Avenue
- East side of Joyce Street between 41st Avenue and 45th Avenue
- South side of 41st Avenue between College Street and Lancaster Street
- South side of 46th Avenue between Lancaster Street and Joyce Street
- West side of College Street between Kingsway Avenue and 41st Avenue
- West side of Lancaster Street between 41st Avenue and 45th Avenue

It is recommended that the following geographic area be added to the existing catchment of Dr. H N MacCorkindale Elementary:

- North side of Kingsway between Joyce Street and Tyne Street
- East side of Tyne Street between Kingsway Avenue and 45th Avenue
- South side of 45th Avenue between Joyce Street and Tyne Street
- West side of Joyce Street between Kingsway Avenue and 45th Avenue



January 2023

Proposed Catchment Boundary Changes for Carleton, Cunningham, Weir and MacCorkindale

Engagement Summary Report

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Background

As a result of an after-hours fire that damaged Carleton Elementary in 2016, the District offered families of Carleton students an option to have their children attend Cunningham Elementary, which is two kilometres away, or another nearby school. Although Cunningham Elementary had sufficient capacity to accommodate all Carleton students, many families opted to enroll their children at other nearby schools, principally Weir Elementary (one kilometre from Carleton) and MacCorkindale Elementary (one and a half kilometres from Carleton). Families in the Carleton catchment who wish to send their children to other nearby schools apply through a cross-boundary application.

Based on previously expressed families' preferences to attend different schools, staff propose an adjustment to the catchment boundaries for Cunningham, Weir, MacCorkindale and Carleton elementary schools. The objective is to prioritize convenience and choice for families, optimize the use of seismically safe capacity at the newly upgraded Weir Elementary, and respect the established enrolment patterns of the past six years. For detailed boundary adjustments analysis and recommendations made at the June 15, 2022 Facilities and Planning Committee, see [committee report](#).

Approximately 185 elementary-aged VSB students currently reside in the Carleton catchment area.

Overview

The process to change catchment boundaries is outlined in [Administrative Procedure 305 – School Catchment Boundaries](#), which states that, “School communities impacted by boundary changes will have the opportunity to provide feedback and input on proposed catchments.” The engagement summary report outlines efforts made to ensure clarity and transparency to the school communities affected by the proposed boundary catchment changes.

The engagement activities included pre-engagement focus groups with members of each of the impacted school communities (Carleton, Cunningham, Weir and MacCorkindale), in-person and virtual information sessions as well as a survey to collect feedback about the proposed changes, and feedback about the efficacy of the information sessions. These activities ensured that feedback from impacted communities could be captured and summarized for the Board, who, as per Board Policy 2, is responsible to approve catchment areas for schools and District programs.

The proposed catchment adjustments align with established enrolment patterns amongst the impacted school communities since 2016. The proposed changes

- prioritize convenience and choice for Carleton catchment families by enabling them to easily apply to nearby catchment schools; and,
- optimize use of a new, seismically safe elementary school at Weir Elementary. The new school has sufficient capacity to accommodate the additional enrolment anticipated from this boundary adjustment.

To allow sufficient time for families to know about any new catchment changes and submit any cross-boundary applications once the cross-boundary application period opens in early February, staff will seek the Board's a decision regarding the proposed catchment boundary adjustments at the January 2023 public Board meeting.

Summary of Engagement Findings

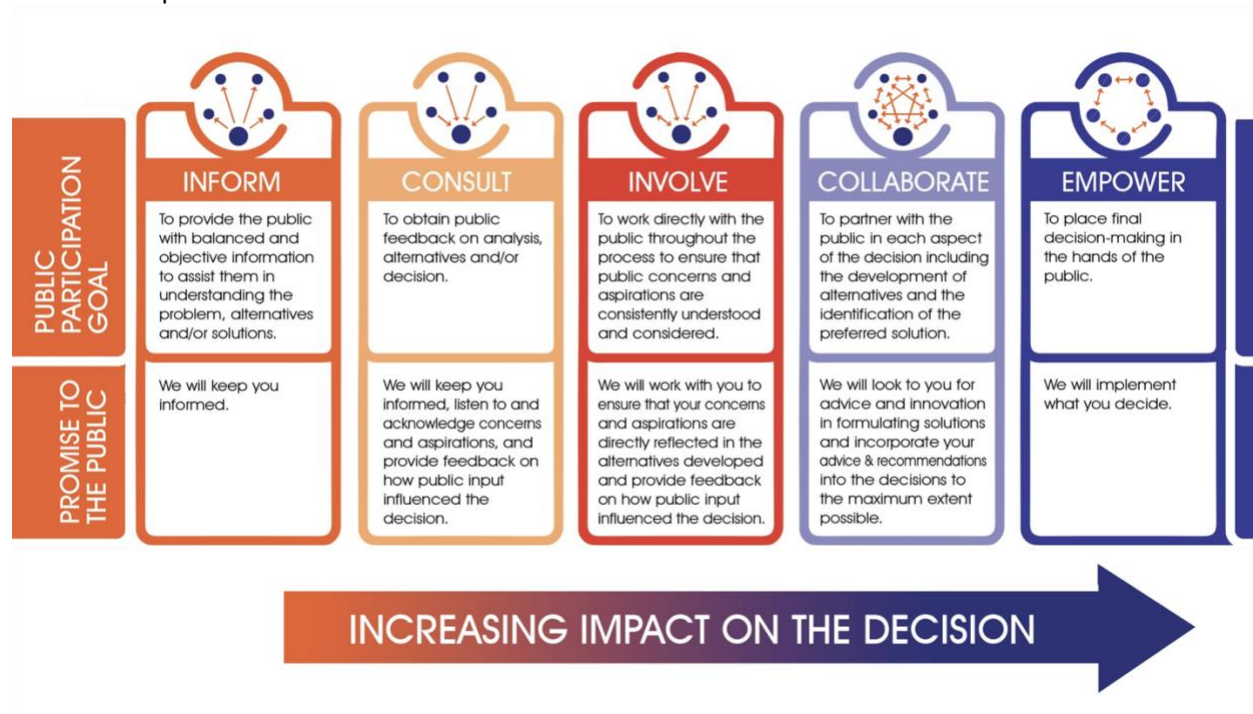
The objective of the engagement was to inform affected communities about the proposed changes, gather feedback regarding the engagement activities, and if approved, to gather qualitative information about how to best facilitate this change. The engagement findings showed that most were in favour of the proposed changes with many remarking in the survey, at information sessions and through email, that this change should have been made sooner by the District.

Some engagement participants with children in the current Carleton catchment were interested in information pertaining to the particulars of their child's enrolment. Many of the questions that were posed by them are included in [Appendix F: Frequently Asked Questions](#).

Engagement Spectrum

The District follows public engagement best practices as outlined in the International Association of Public Participation (IAP2) and is committed to open, clear and transparent engagement. The following engagement activities were guided by the IAP2 spectrum.

The District's [Administrative Procedure 106: District Public Engagement](#) guides all engagement activities. Engagement for the proposed catchment boundary changes fell between the inform and consult levels of the IAP2 spectrum.



Engagement Activities

Pre-engagement

Focus Groups

Pre-engagement was crucial to collect information to help shape the full engagement process. Principals of impacted school communities were asked to help identify people to be part of the proposed catchment boundary change focus groups. Focus groups were comprised of Parent Advisory Committee (PAC) executives or members of their school community that could share the sentiment of the school.

The purpose of each focus group was to:

- discuss the rationale for the proposed boundary changes;
- identify future impacts/enrolment options; and,
- consult the group about proposed engagement activities (public information sessions and survey), as well as identify challenges and potential solutions. Input received helped finalize engagement activities.

A focus group was held with three PAC members from Weir and MacCorkindale on November 21, 2022 with the principal of Weir also in attendance. A second focus group was held with 10 Cunningham/Carleton parents/guardians and the Cunningham principal on November 22, 2022.

During the focus groups, an overview of the proposed changes was shared with participants as well as an overview of the engagement plan with proposed dates for information sessions. The focus groups provided participants with an opportunity to ask questions about the proposed engagement activities and the proposed boundary changes as well as to provide any feedback.

During the focus group sessions, participants identified important considerations for District staff such as language barriers and the most common languages spoken in their communities. Knowing this, multicultural liaison workers from the Newcomer Welcome Centre were asked to attend the in-person information session to help with translation supports. Additionally, focus group participants indicated an important need for future VSB families to be notified about the opportunities to engage. In recognition of this, an email and poster were shared with more than 30 community centres, daycares and neighbourhood houses in the impacted catchments. PAC members from Cunningham also mentioned that because Collingwood Annex closely borders the impacted catchments, families from Collingwood should also be notified of opportunities to engage, which District staff included in the outreach efforts.

Based on the pre-engagement feedback, the following groups were notified via email about the engagement opportunities (information session, survey and email):

- Families in the Carleton/Cunningham (711 recipients), Weir (583 recipients), MacCorkindale (431 recipients) and Collingwood (236 recipients) catchments
- Daycares, preschools, neighbourhood houses, community centres and nearby libraries near the impacted school communities (30 recipients)
- [District stakeholder group](#) representatives.

Principals of impacted school communities also notified families via school newsletters. See [Appendix C](#) for a copy of information shared.

Engagement

Information Sessions

Based on feedback gathered during the pre-engagement, District staff held two information sessions on Tuesday, December 6, 2022.

The first information session was held in person, from 2:30 – 5:00 pm in the gymnasium of Cunningham Elementary. [Information boards](#) were printed and displayed. Participants were invited to drop in, review the boards and ask staff questions directly. Multicultural liaison workers speaking Vietnamese, Spanish and Chinese were on site to assist with translation. Although only two people registered for the in-person information session, a total of 11 people attended, including Carleton/Cunningham staff, parents and members of the public.

A second virtual information session was held online later that evening from 6:00 – 7:00 pm for people who were unavailable to attend the in-person session. The same information and boards were presented online. At the end of the session, staff addressed questions submitted to engage@vsb.bc.ca prior to the virtual session, as well as questions raised by participants during the virtual session. A total of 18 people registered for the online information session, seven of whom logged in for the virtual session.

A [recording](#) of the virtual session was also posted on the project's website to ensure other interested people who could not attend the in-person or virtual information sessions could access the information.

Survey

A 5-minute survey was created and opened to the community. The survey was distributed to those who signed up or attended an online information session. The aim of the survey was to measure the effectiveness of the overall engagement strategy and participants' understanding of the proposed catchment boundary changes, as well as to capture enrolment information from Carleton catchment families. The survey received 12 responses. See [Appendix E](#) for the survey questions and results.

Email Feedback

Email feedback was directed to engage@vsb.bc.ca. The questions asked were either addressed during the information sessions or followed up with an email response.

Summary of Survey Results

Participants:

Those who participated in the survey were family members of Cunningham Elementary students, Weir Elementary students, or members of the broader community. A total of 14 responses were received. Seven responses were received from parents and caregivers of students residing in the Carleton catchment. All indicated satisfaction with their current catchment boundaries.

Information session feedback:

Six survey participants indicated that they attended an information session, and of those, all indicated that they fully understood the information presented at the session.

Participants were asked to rate the following questions on a scale from 1-100 (1 being unhelpful/dissatisfied and 100 being very helpful/very satisfied).

How helpful was the information that was presented on December 6?

The average response was 83. The responses received ranged from 52-100.

How satisfied are you with the opportunities you were given to share feedback about the proposed catchment change?

The average response was 81. The responses received ranged from 50-100.

How well do you understand the proposed catchment boundary changes?

The average response was 88. The responses received ranged from 72-100.

Proposed boundary changes:

Out of 13 responses received, eight people (61.54 per cent) were in favour of the proposed catchment boundary changes, three people (23.08 per cent) were opposed to the changes and two people (15.38 per cent) were unsure. See [Appendix E](#) for full survey results.

Are you in favour of the proposed changes?	Responses	Percentage
Yes	8	61.54
No	3	23.08
Maybe/Unsure	2	15.38

Conclusion

A final push was made on December 16 to encourage those who had signed up for the information session to complete the survey. Despite efforts to reach out to impacted communities, through emails, information sessions and community outreach, the survey received low participation with only 14 participants. The final survey results are linked below in [Appendix E](#).

Next Steps

This engagement summary report will be shared with the District's Facilities and Planning Committee on January 18, 2023. It will then be provided to the Board who will consider engagement outcomes along with other information as it decides about the proposed catchment boundary changes on January 30, 2023. If the Board approves the proposed catchment boundary changes, families from the Carleton catchment registering their child for kindergarten will be contacted individually regarding their catchment school and enrolment options. Moving forward, the [project engagement site](#) will be

continually updated to provide families residing in the impacted communities with information about this engagement and decisions made by the Board.

Appendix A: Focus Group Feedback

Focus Group	Feedback
Weir/MacCorkindale	<ul style="list-style-type: none"> • “I don’t think students themselves will notice.” • “If you didn’t say anything, nobody would notice anything, unless there’s suddenly an influx at school” • Group member asked if they would see an influx of new kids in the fall. A MacCorkindale PAC member asked if they would be losing a lot of students. <ul style="list-style-type: none"> ○ Staff responded that if catchment boundary changes are approved, it will be a gradual change. Educational planning staff work closely with school principal. All the schools will have space and the change will be gradual. Students themselves may not even notice.
Carleton/Cunningham	<ul style="list-style-type: none"> • Group member shared that their child has ADHD and Cunningham has been excellent for them. “My daughter feels very comfortable here. She loves her teachers. This has been an excellent school for her. She has been improving her grades. Changing a catchment for me brings me more anxiety. This catchment has been wonderful for her. Not sure about Weir.” <ul style="list-style-type: none"> ○ Staff responded that nobody who is attending a school will be asked to move. • “This [change] should have happened years ago. I live five minutes away from MacCorkindale. It should have happened back when [my] child started kindergarten. Now we have built a community.” <ul style="list-style-type: none"> ○ Staff noted that no student will have to change schools and that siblings will be grandfathered into Cunningham. ○ If a student’s catchment has changed, they have the option to move to their new catchment school. • “What is going to happen to staff at Carleton.” <ul style="list-style-type: none"> ○ Carleton is technically still open. No change to Carleton staff. • “This is very much a relief.” • “For me [this change will be] very possible. I have big troubles. I’m late every day. I think for my son and nieces in the future

	<p>it's possible. Walking is very hard for me. I need to take two buses sometimes. The distance is a big barrier for me.”</p> <ul style="list-style-type: none"> • “With the patterns, looking at the 63 students, half of them are going to Cunningham, and half are going to Weir. When exactly are the final decisions being put into place because from a staffing point of view, timelines?” <ul style="list-style-type: none"> ○ This is why a Board decision in January is important. Will work with families and will have time to organize that before staffing is final. Staffing is released in May. • “How do MacCorkindale and Weir feel about it?” <ul style="list-style-type: none"> ○ They are not being as impacted as you are ○ They did ask about school organization ○ We are trying to take a conservative approach to make sure there's space. We anticipate that it'll be a slow transition.
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Appendix B: Poster

Poster sent to community neighbourhood houses, community centres, nearby preschools and daycares and all Carleton Cunningham; Weir and MacCorkindale families



PROPOSED BOUNDARY CHANGES

The VSB is seeking input about proposed boundary changes that affect **Carleton, Cunningham, Weir** and **MacCorkindale** school catchments.

The District proposes to reduce the Carleton catchment area and expand catchment boundaries for Cunningham, Weir and MacCorkindale.



Participate in one, two or all three engagement activities

1

INFORMATION SESSIONS

IN-PERSON:

Tues, December 6, 2022

[Register](#) or drop in anytime between 2:30 – 5:30 p.m. at Cunningham Elementary School (2330 E 37th Ave, Vancouver, BC) to learn about the proposed changes. Staff will be onsite to answer your questions.

VIRTUAL:

Tues, December 6, 2022

[Register](#) to receive a link.

or

Join us online from 6:00 – 7:00 p.m. to learn more about the proposed changes.

Staff will answer questions that are submitted ahead of time.

Submit your questions to engage@vsb.bc.ca by December 5.

Please note: The same content will be covered in both sessions.

2

SURVEY

A survey will be made available after the information sessions.

3

EMAIL

Send written feedback to engage@vsb.bc.ca on the proposed boundary changes. All feedback received until December 16 will be shared with the Board as part of the final report summarizing 'What We Heard'.



LEARN MORE AT:
govsb.ca/carleton

Appendix C: Family Letters

Invitation email sent November 29:

Important Information – Please Translate

這是一份重要資訊 — 請找人為您翻譯 這是一份重要信息 — 請找人为您翻译

Mahalagang Impormasyon - Paki salin sa sariling wika

Thông tin quan trọng - Xin tìm phiên dịch

ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ

महत्वपूर्ण जानकारी - कृपया अनुवाद करें

Información importante - Por favor traducir

重要な情報-翻訳してください

중요한 정보 - 번역 부탁드립니다

معلومات مهمة - الرجاء الترجمة

اطلاعات مهم - لطفا ترجمه کنید

Dear VSB families,

The District is seeking input about proposed [boundary changes](#) that affect **Carleton, Cunningham, Weir** and **MacCorkindale** school catchments. The District proposes to reduce the Carleton catchment area and expand catchment boundaries for Cunningham, Weir and MacCorkindale.

As you may know, students who reside in the Carleton catchment area have been attending neighbouring schools since the building was closed following a fire in 2016. The proposed catchment area changes will prioritize convenience and choice for Carleton catchment families by enabling them to easily apply to nearby catchment schools.

As part of the pre-engagement process, your school community was identified to participate in this engagement process.

Please note: the Board has not made a decision about the proposed changes. Feedback received through this engagement will help inform the Board as they make their decision early next year, as per [Administrative Procedure 305](#).

Share your feedback!

Participate in one, two or all three engagement activities:

1. Information Sessions

In-person:

- Date: Tuesday, December 6
- Time: 2:30 – 5:30 pm
- Location: In-person at Cunningham Elementary School (2330 E 37th Ave, Vancouver, BC)

- Details: [Register](#) or drop-in anytime to learn about the proposed changes. Staff will be onsite to answer your questions.

Virtual:

- Date: Tuesday, December 6
- Time: 6:00 – 7:00 pm
- Location: [Register](#) to receive a link.
- Details: Staff will present the proposed boundary changes and also answer questions submitted ahead of time. **Submit your question(s) to engage@vsb.bc.ca by December 5**

Please note, the same content will be delivered at both sessions.

2. Survey

A survey will be made available after the information sessions. Carleton catchment families will be invited to answer specific enrolment questions.

3. Email

You may also send written feedback to engage@vsb.bc.ca to share your input on the proposed boundary changes. All feedback received until December 16 will be shared with the Board as part of the final report summarizing 'What We Heard'.

Need more information? Visit govsb.ca/carleton to find background information on the proposed school catchment boundary changes.

Reminder email sent December 6:

Important Information – Please Translate

這是一份重要資訊 — 請找人為您翻譯 這是一份重要信息 — 請找人为您翻译

Mahalagang Impormasyon - Paki salin sa sariling wika

Thông tin quan trọng - Xin tìm phiên dịch

ਮਹੱਤਵਪੂਰਨ ਜਾਣਕਾਰੀ-ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਅਨੁਵਾਦ ਕਰੋ/ਕਰਵਾਓ

महत्वपूर्ण जानकारी - कृपया अनुवाद करें	중요한 정보 - 번역 부탁드립니다
Información importante - Por favor traducir	معلومات مهمة - الرجاء الترجمة
重要な情報-翻訳してください	اطلاعات مهم - لطفا ترجمه کنید

Dear VSB families,

The District is seeking input about proposed [boundary changes](#) that affect Carleton, Cunningham, Weir and MacCorkindale school catchments. The District proposes to reduce the Carleton catchment area and expand catchment boundaries for Cunningham, Weir and MacCorkindale.

Sign up to attend an information session today to learn more about the proposed changes:

Information sessions will provide an overview about the proposed changes as well as an opportunity to raise questions for staff to address.

- [In-person info session 1](#): Tuesday, December 6 | 2:30 pm – 5:30 pm at Cunningham Elementary School
- [Online info session 2](#): Tuesday, December 6 | 6:00 – 7:00 pm

You may also send written feedback to engage@vsb.bc.ca to share your input on the proposed boundary changes. All feedback received until December 16 will be shared with the Board as part of the final report summarizing 'What We Heard'.

A post-engagement survey will be made available later today at govsb.ca/carleton

Need more information?

- Visit govsb.ca/carleton to find background information on the proposed school catchment boundary changes.

Reminder email sent December 16, 2022

Hello VSB families and community,

Thank you to those of you who attended an online or in-person information session regarding the proposed boundary changes on December 6. As a reminder, all information (including boards presented at the sessions) are available online at govsb.ca/carleton.

If you have not done so already, please share your feedback on this proposed change via this [online survey](#) no later than tonight (December 16) at 11:59 pm.

Warm regards,

VSB Engage

Appendix D: Email to Neighbourhood Houses and Community Centres

Dear Vancouver community,

The Vancouver School District is seeking input about proposed [boundary changes](#) that affect **Carleton, Cunningham, Weir** and **MacCorkindale** school catchments. The District proposes to reduce the Carleton catchment area and expand catchment boundaries for Cunningham, Weir and MacCorkindale.

Currently, students who reside in the Carleton catchment area have been attending neighbouring schools since the building was closed following a fire in 2016. The [proposed catchment area changes](#) will prioritize convenience and choice for Carleton catchment families by enabling them to easily apply to nearby catchment schools.

As part of the pre-engagement process, your centre was identified to participate in this engagement process.

Please forward this engagement opportunity with those in your community who are school-aged or who may have children entering kindergarten within the next few years. A poster is also attached for you to print and place at your centre.

Share your feedback!

Participate in one, two or all three engagement activities:

1. Information Sessions

In-person:

- Date: Tuesday, December 6
- Time: 2:30 – 5:30 pm
- Location: In-person at Cunningham Elementary School (2330 E 37th Ave, Vancouver, BC)
- Details: [Register](#) or drop-in anytime to learn about the proposed changes. Staff will be onsite to answer your questions.

Virtual:

- Date: Tuesday, December 6
- Time: 6:00 – 7:00 pm
- Location: [Register](#) to receive a link.
- Details: Staff will present the proposed boundary changes and also answer questions submitted ahead of time. **Submit your question(s) to engage@vsb.bc.ca by December 5**

Please note, the same content will be delivered at both sessions.

2. Survey

A survey will be made available after the information sessions. Carleton catchment families will be invited to answer specific enrolment questions.

3. Email

You may also send written feedback to engage@vsb.bc.ca to share your input on the proposed boundary changes. All feedback received until December 16 will be shared with the Board as part of the final report summarizing 'What We Heard'.

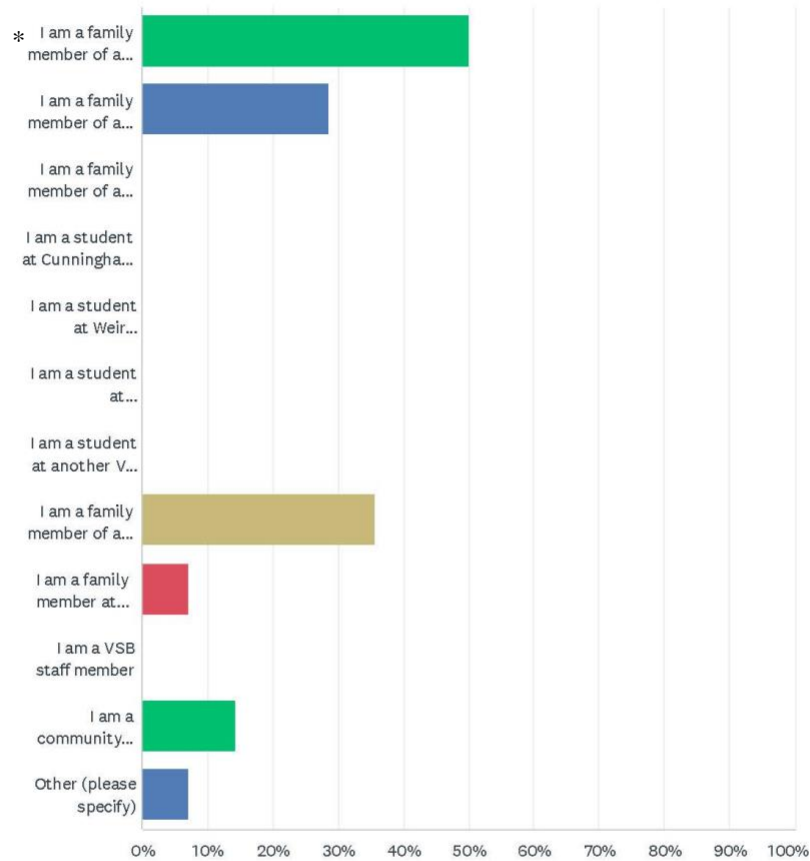
Need more information? Visit govsb.ca/carleton to find background information on the proposed school catchment boundary changes.

Appendix E: Survey and Results

Survey: Proposed catchment boundary changes

Q1 Which of the following describes your interest in the proposed boundary changes? Select all that apply.

Answered: 14 Skipped: 0



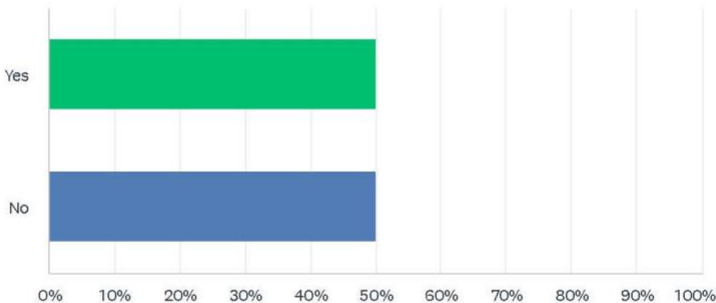
**Please refer to the following page for the full listing of answer choices.*

Survey: Proposed catchment boundary changes

ANSWER CHOICES	RESPONSES	
I am a family member of a student at Cunningham Elementary	50.00%	7
I am a family member of a student at Weir Elementary	28.57%	4
I am a family member of a student at MacCorkindale Elementary	0.00%	0
I am a student at Cunningham Elementary	0.00%	0
I am a student at Weir Elementary	0.00%	0
I am a student at MacCorkindale Elementary	0.00%	0
I am a student at another VSB school	0.00%	0
I am a family member of a future student at Cunningham, Weir or MacCorkindale	35.71%	5
I am a family member at another school in the VSB	7.14%	1
I am a VSB staff member	0.00%	0
I am a community member with another connection to this process	14.29%	2
Other (please specify)	7.14%	1
Total Respondents: 14		

Q2 Are you the parent/caregiver of a Carleton catchment student? (See map for Carleton boundary)

Answered: 14 Skipped: 0

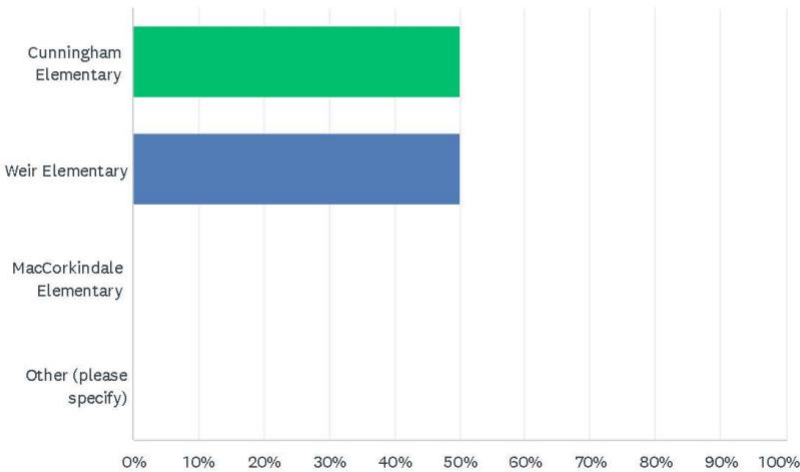


ANSWER CHOICES	RESPONSES	
Yes	50.00%	7
No	50.00%	7
TOTAL		14

Survey: Proposed catchment boundary changes

Q3 Where is your child/children currently attending school?

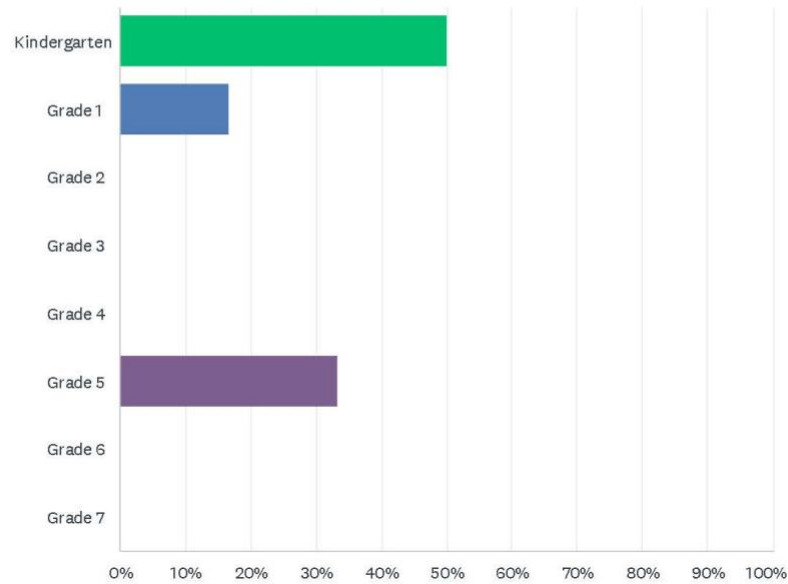
Answered: 6 Skipped: 8



ANSWER CHOICES	RESPONSES	
Cunningham Elementary	50.00%	3
Weir Elementary	50.00%	3
MacCorkindale Elementary	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 6		

Q4 What grade is your eldest elementary-aged child in?

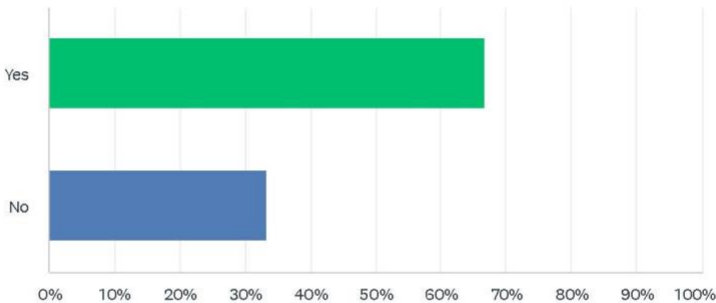
Answered: 6 Skipped: 8



ANSWER CHOICES	RESPONSES	
Kindergarten	50.00%	3
Grade 1	16.67%	1
Grade 2	0.00%	0
Grade 3	0.00%	0
Grade 4	0.00%	0
Grade 5	33.33%	2
Grade 6	0.00%	0
Grade 7	0.00%	0
TOTAL		6

Q5 Do you have any younger children?

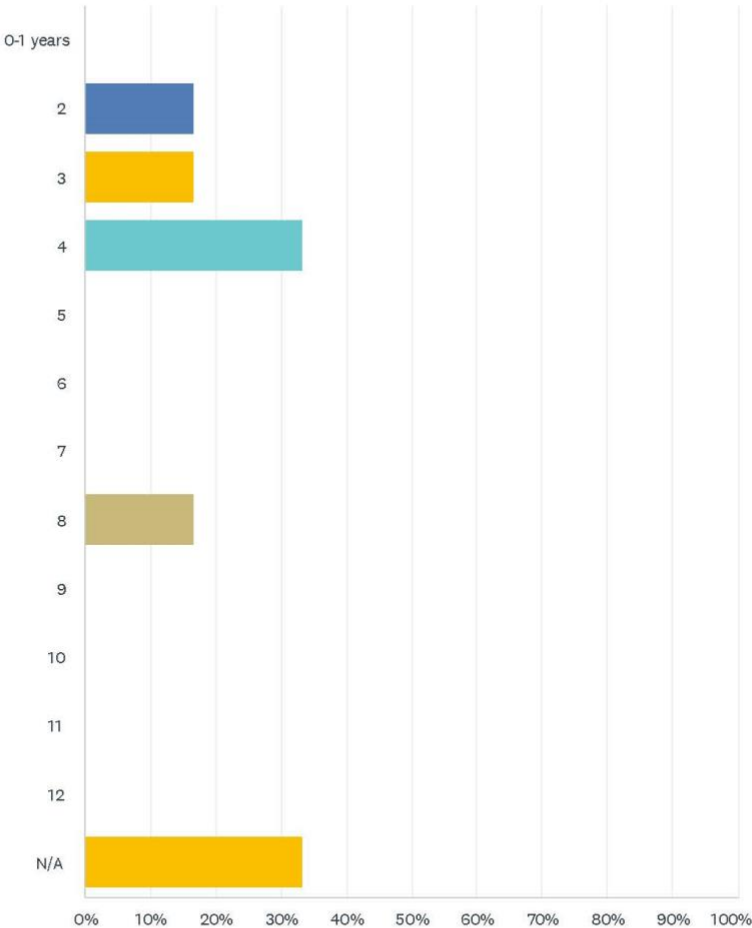
Answered: 6 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	33.33%	2
TOTAL		6

Q6 If yes, what is the age of your youngest child?

Answered: 6 Skipped: 8

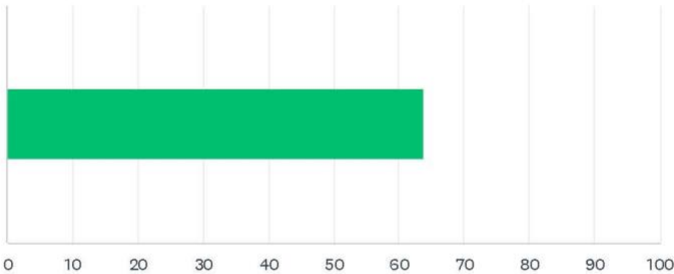


Survey: Proposed catchment boundary changes

ANSWER CHOICES	RESPONSES	
0-1 years	0.00%	0
2	16.67%	1
3	16.67%	1
4	33.33%	2
5	0.00%	0
6	0.00%	0
7	0.00%	0
8	16.67%	1
9	0.00%	0
10	0.00%	0
11	0.00%	0
12	0.00%	0
N/A	33.33%	2
Total Respondents: 6		

Q7 How satisfied are you with your current catchment boundary?

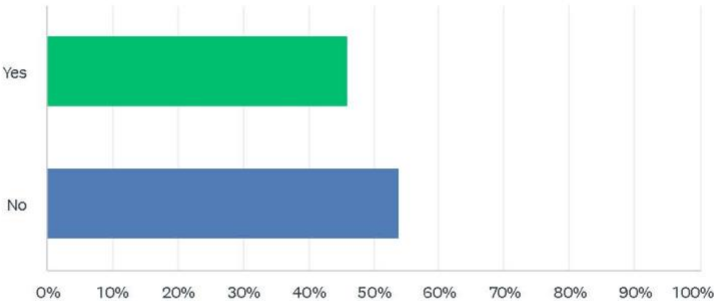
Answered: 6 Skipped: 8



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	64	383	6
Total Respondents: 6			

Q8 Did you attend an information session on December 6?

Answered: 13 Skipped: 1

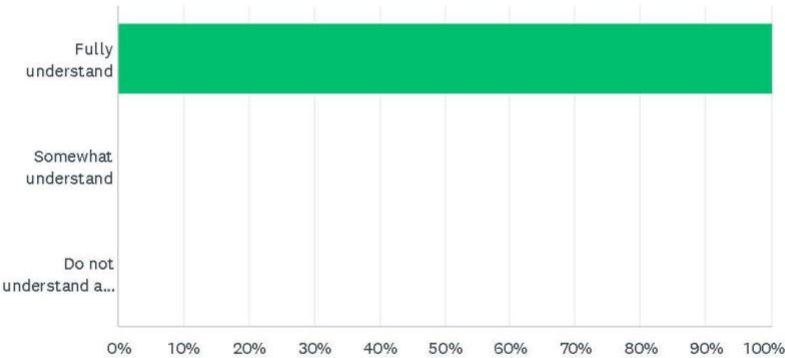


ANSWER CHOICES	RESPONSES	
Yes	46.15%	6
No	53.85%	7
TOTAL		13

Survey: Proposed catchment boundary changes

Q9 Did you understand the information at the information session?

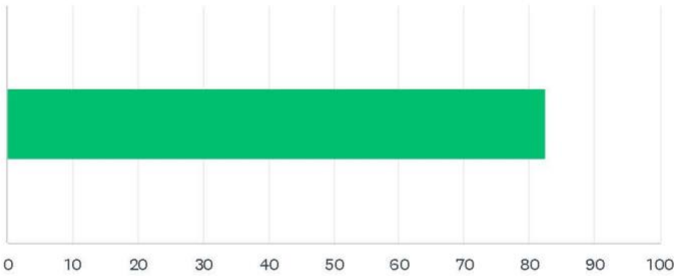
Answered: 6 Skipped: 8



ANSWER CHOICES		RESPONSES	
Fully understand		100.00%	6
Somewhat understand		0.00%	0
Do not understand at all		0.00%	0
TOTAL			6

Q10 How helpful was the information that was presented on December 6?

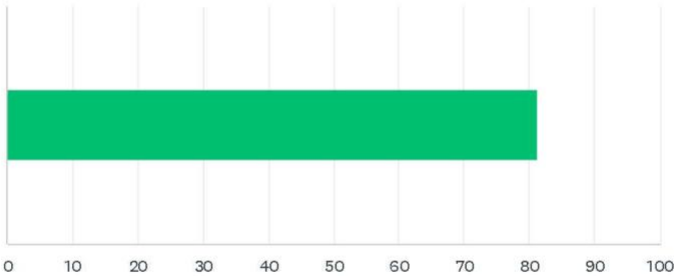
Answered: 6 Skipped: 8



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	83	495	6
Total Respondents: 6			

Q11 How satisfied are you with the opportunities you were given to share feedback about the proposed catchment change?

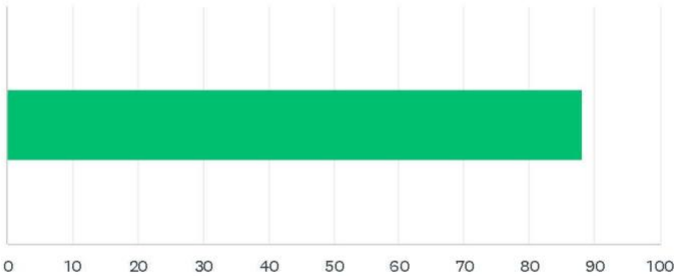
Answered: 6 Skipped: 8



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	81	488	6
Total Respondents: 6			

Q12 How well do you understand the proposed catchment boundary changes?

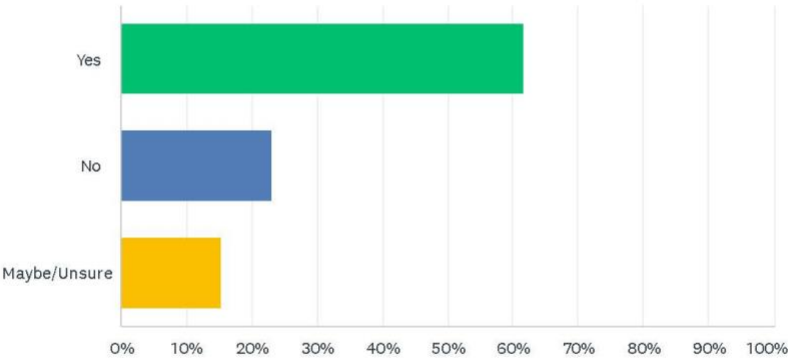
Answered: 13 Skipped: 1



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	88	1,145	13
Total Respondents: 13			

Q13 Are you in favour of the proposed catchment boundary changes?

Answered: 13 Skipped: 1



ANSWER CHOICES		RESPONSES	
Yes		61.54%	8
No		23.08%	3
Maybe/Unsure		15.38%	2
TOTAL			13

Survey: Proposed catchment boundary changes

Q14 [Optional] Do you have any other feedback regarding the proposed catchment boundary change?

Answered: 6 Skipped: 8

#	RESPONSES	DATE
1	the proposed catchment boundary changes should be held earlier and decision should have been made prior to the K registration to avoid all the confusion. With that said, my family is in favor of the proposed changes.	12/16/2022 3:04 PM
2	The school is not unsafe as the parents are being told. The VSB did not put in a business plan to the Provincial gov't that was accepted. The floors and walls are still there. Does it need to be fixed? Yes, of course, there was a fire. Is the building unsafe? No, it needs to be restored. The staff were escorted into their rooms days after the fire, including the rooms directly under the fire, which moved up into the attic. There was a lot of water damage to the west end of the building but not fire damage. This change to the catchment area is an unacceptable way to get around a school closure process. The school was on the closure list at least twice but more times than that, it was on the seismic list. The initial announcement of seismic upgrade monies to schools was made in the Carleton library by the then Education Minister in 2005. Way before the VSB decided on any seismic upgrades to the surrounding schools. The VSB has wanted this site closed for a very long time and the fire just gave them the means to do it. What school on the Westside of Vancouver would have been abandoned and tarped for so many years? The parents kept believing that the school would be reopened. Shame on all of you for this devious way of removing the student population and therefore circumventing a proper school closure process.	12/13/2022 5:48 PM
3	My biggest worry is increase in classroom size and also reduce in SSW support hours as my child has autism.	12/8/2022 11:04 AM
4	Too many students in one class	12/8/2022 9:48 AM
5	I think you should open up Carleton again	12/8/2022 7:19 AM
6	lock in school resources until the last group of kindergarten has gone to highschool	12/6/2022 3:17 PM

Appendix F: Frequently Asked Questions

Why can't you rebuild Carleton elementary?

In 2016, Carleton school was damaged by an unexpected fire, making it unusable for education purposes. Since that time, the school has not accommodated VSB students. Several million dollars would need to be invested to accommodate students, and even then, the school would remain at high seismic risk. Given the extensive damage, re-opening Carleton is not financially feasible now, or at a future date.

If the Board approves the closure, what will happen to the school site?

Should the Board make the decision to remove the catchment boundary, separate processes for considering school closure and land disposal will be followed, as per [Policy 20](#) – Land Disposal. A separate engagement process with stakeholders and impacted groups would take place.

How do the proposed boundary changes to the Carleton catchment affect the kindergarten application and enrollment process for September 2023?

The application process for kindergarten has not changed:

- Beginning November 1, 2022 register your child to attend Kindergarten at applynow.vsb.bc.ca
- The priority registration window is November 1, 2022 to January 31, 2023
- Cunningham remains as the catchment school for families residing in the existing Carleton catchment
- A Board decision regarding the proposed catchment boundary adjustments is anticipated in late January 2023.
- If the Board approves the proposed catchment boundary adjustments, families from the Carleton catchment registering their child to attend Kindergarten will be contacted individually regarding their catchment school and enrolment options

What are enrolment priorities?

Applications to enrol at a school are prioritized based on the principle that schools should enrol students living in their catchment first, as their top priority, followed by cross boundary applicants, and finally out of District applicants.

1. Catchment Applicants
2. Cross-Boundary Applicants
3. Out of District Applicants

What is sibling priority?

Sibling priority is when enrolment of kindergarten students with an older sibling attending the same school is concurrently prioritized over other applicants. The purpose of sibling priority is to enable families to have their children attend the same school.

How does sibling priority work?

Sibling priority for enrolment is limited to the situations below:

- Sibling priority only applies to students who are applying to kindergarten
- There is no sibling priority for students applying for grades 1-12
- Sibling priority is only applicable for kindergarten applications received during the priority registration period: November 1, 2022 to January 31, 2023.

How will sibling priority work for Carleton catchment students if proposed boundary changes are approved?

- All kindergarten applicants from the existing Carleton catchment will have sibling priority for Cunningham Elementary.
- Kindergarten applicants in the new Weir and MacCorkindale catchments will also have sibling priority at their new catchment school if an older sibling is already attending and will be attending concurrently with their kindergarten sibling.

I have a child at Cunningham in grade 5. If the proposed boundary changes are approved, we will reside in the Weir catchment area. Can my child stay at Cunningham?

Yes, all students can remain at their current school.

I have a child in grade 3 at MacCorkindale. My second child will be going to kindergarten next year. If the catchment boundaries change, I will be living in the MacCorkindale catchment. Does my kindergarten child have sibling priority at MacCorkindale?

Yes, if you apply by January 31, your kindergarten child has sibling priority at MacCorkindale because your older child will be attending MacCorkindale next year and you live in the new MacCorkindale catchment. Remember you are applying to Carleton, you will be contacted directly if the Board approves the proposed catchment boundary changes.

I have a child at Cunningham in Grade 1. My second child will be going to kindergarten next year and we will reside within the Weir catchment (if the proposed boundary changes are approved). Can my older child attend Weir too?

Weir *may* be able to accommodate your older child but there is no guarantee of a space at Weir for your older child. Priority for enrolment at Weir will be given to new VSB students in the Weir catchment applying to Weir.

To be assured that your children will be attending the same school, apply for your younger child to attend kindergarten at Cunningham (where they have sibling priority).

January 18, 2023 REVISED

ITEM 3.1

TO: Facilities Planning Committee

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

RE: 2022-2023 Enrolment Update (September 2022)

Reference to Education Plan: **GOAL:** *The Vancouver School Board will increase equity by....*
OBJECTIVE: *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

INTRODUCTION

This report provides an enrolment update for the 2022-2023 school year, comparing September 2022 enrolments with baseline forecast enrolment and enrolment from the previous school year. The purpose of this report is to provide the following information:

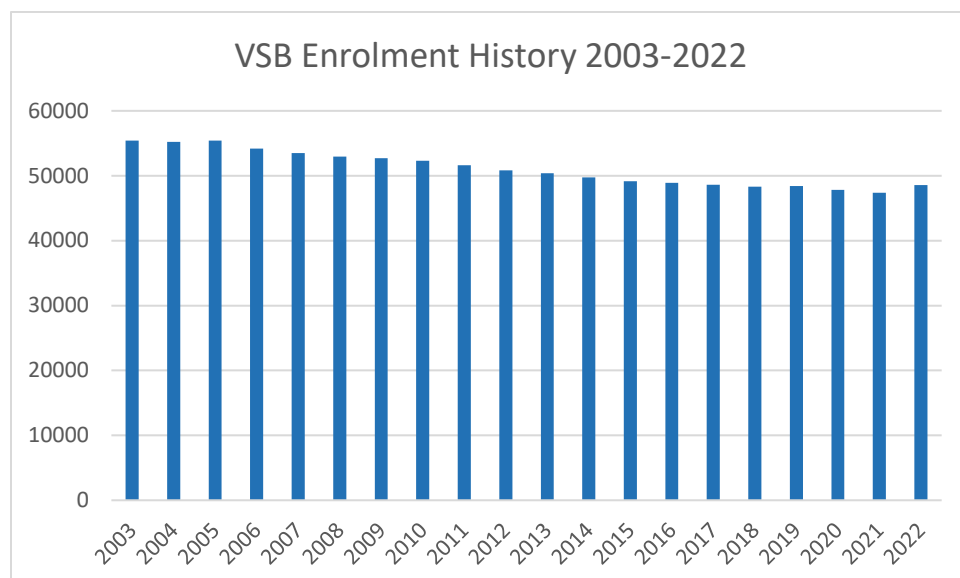
- Vancouver School Board (VSB) Enrolment context and history
- A summary of the impact of the pandemic on enrolment in VSB programs
- An overview of VSB educational programs and their current enrolment

BACKGROUND

K-12 Enrolment History and Context

The VSB has experienced enrolment decline since enrolment peaked in 1997. Between 2003 and 2019, District enrolment declined by 6,990 students, on average about 400 students per year. The decline continued in the 2019-2020 and 2020-2021 pandemic school years, with a further loss of 1,040 students, as illustrated in Figure 1.

Figure 1 – VSB Enrolment History K-12 Standard and Alternate Schools



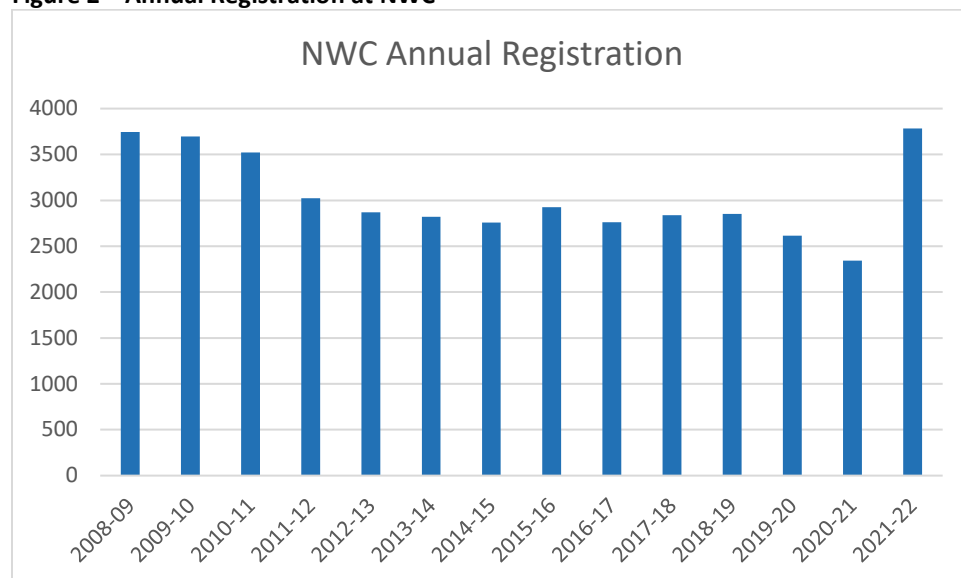
Impact of Covid-19 on Enrolment

The pandemic impacted established historic enrolment trends due to disruptions in the movement of people both globally and locally. Lockdowns began in March 2020 and enrolment for the 2020-2021 school year was negatively impacted as in-migration to the district, from outside countries and other provinces dipped dramatically. Early in the pandemic student movement within BC also declined. As restrictions on domestic movement eased in 2021, enrolment for the 2021-22 school year was also negatively impacted due to significant out-migration from the VSB to surrounding school districts, which was not fully offset by in-migration from other countries and provinces. The pandemic and its aftermath continue to impact enrolment in the VSB and other surrounding school districts as widespread increases in enrolment were experienced in September 2022. Most of the additional enrolment is from new families arriving in Canada.

The VSB Newcomer Welcome Centre (NWC) registers all new students born outside of Canada and grade 1-12 students whose first language is not English. Beginning in August 2021 and continuing through 2022 in-migration to the VSB from outside of Canada rose dramatically in comparison with the numbers from the previous decade (see Figure 2). The increase in new student registrations can be attributed to a combination of factors including the following:

- Increased global movement of people as the impact of the pandemic on travel wanes
- Geopolitical events particularly in Hong Kong and China
- Increasing federal immigration targets for Canada

Figure 2 – Annual Registration at NWC



Total annual registration (July 1-June 30) at NWC.

Driven by this jump in immigration, September 2022 enrolment increased by 1,204 students or 2.5% in comparison with September 2021, which is the first substantial enrolment increase for the VSB in many years. Overall, enrolment this year is about the same as enrolment was in 2017.

PROGRAM ENROLMENT OVERVIEW

K-12 Educational Programs

Standard and Alternate Schools

Headcount enrolment for standard schools - annexes, elementary, and secondary schools, and Vancouver Alternate Secondary School is shown in Figure 3. The October Sign-off columns are actual enrolment numbers while the baseline numbers are forecasted by Baragar Systems. The comparison of these enrolments to budget will be part of the amended budget presentation at the February Finance Committee meeting.

Figure 3 – K-12 Enrolment Headcount

Grade Level	October Sign-off 2021	2022 Forecast	October Sign-off 2022	2022 Variance from Forecast	Variance from 2021 to 2022
Kindergarten	3,462	3,276	3,455	179	-7
Grade 1 - 7	24,384	24,101	25,092	991	708
Total K - 7	27,846	27,377	28,547	1,170	701
Grade 8 - 12	19,530	19,519	20,033	514	503
Total K - 12	47,376	46,896	48,580	1,684	1,204

K-12 headcount enrolment standard and alternate schools

This year, enrolment at all grade levels was well ahead of the baseline enrollment forecast for 2022 and 2021 enrolment, with the exception that 2022 Kindergarten enrolment which was slightly less than the 2021 Kindergarten enrolment. As illustrated in Figure 2 above, the increased enrolment is largely attributable to the significant increase in the number of new students arriving from outside of Canada and registering at NWC, a trend that began in summer 2021 and accelerated in 2022. This acceleration was evidenced by the fact that there were about 500 more students enrolled in June 2022, than in September 2021. Prior to the pandemic the variance between forecast enrolment the next school year and actual enrolment was typically in the order of one percent or less.

Diverse Learners

The government provides supplemental funding in addition to basic enrolment allocation to support students with learning designations, students receiving English language learning (ELL) support, and Indigenous students.

Figure 4 - Diverse Learners

Supplemental Funding Category	October 2021 Sign-off	2022 Budget	October 2022 Sign-off	2022 Variance from Budget	Variance from 2021 to 2022
Special Education Level 1	68	68	61	-7	-7
Special Education Level 2	2,311	2,400	2,458	58	147
Special Education Level 3	487	500	491	-9	4
English Language Learner (ELL)	7,927	7,950	8,690	740	763
Indigenous Education	2,154	2,160	2,161	1	7

The number of students diagnosed with autism spectrum disorder (ASD) continues to increase annually which is reflected in the growth of the number of students in the Special Education Level 2 category. The increase in the number of ELL students aligns with the increase in student enrolment through NWC of students born outside of Canada.

Distributed Learning (DL)

There are three DL programs in the VSB – Secondary DL, Elementary DL, and the Home Learners program. Figure 5 shows the combined Full Time Equivalent (FTE) enrolment for the three DL programs.

Figure 5 - Distributed Learning September Full Time Equivalent (FTE) Enrolment

Distributed Learning	October 2021 Sign-off	2022 Budget	October 2022 Sign-off	2022 Variance from Budget	Variance from 2021 to 2022
Total DL K-12	501	450	368	-82	-133

Combined FTE enrolment for all DL programs

During years 1 and 2 of the pandemic enrolment in DL programs increased substantially. This September, enrolment in the Secondary DL program declined to about pre-pandemic levels – which may also have contributed to increased secondary enrolment at standard schools. Enrolment in the elementary DL program remains above pre-pandemic levels but has declined from its peak. Enrolment in the Home Learners program is stable.

Adult Education Program

Adult education programming serves graduated adults, non-graduated adults, and school age students. Graduated Adults are not included in Table 6.

Figure 6 - Adult Education September Full Time Equivalent (FTE) Enrolment

Adult Education	October 2021 Sign-off	2022 Budget	October 2022 Sign-off	2022 Variance from Budget	Variance from 2021 to 2022
Non-Graduated Adults	70	55	67	-8	-3

Hybrid instructional approaches necessitated by the pandemic proved successful with students and have been retained in some courses. Enrolment in AE programs is relatively stable.

International Education Program

The VSB International Education Program gives students from outside Canada, who are not resident in BC, the opportunity to live in Vancouver and learn at a VSB school. The district accommodates international students at all grade levels; however, most international students attend in grade 10, 11, or 12.

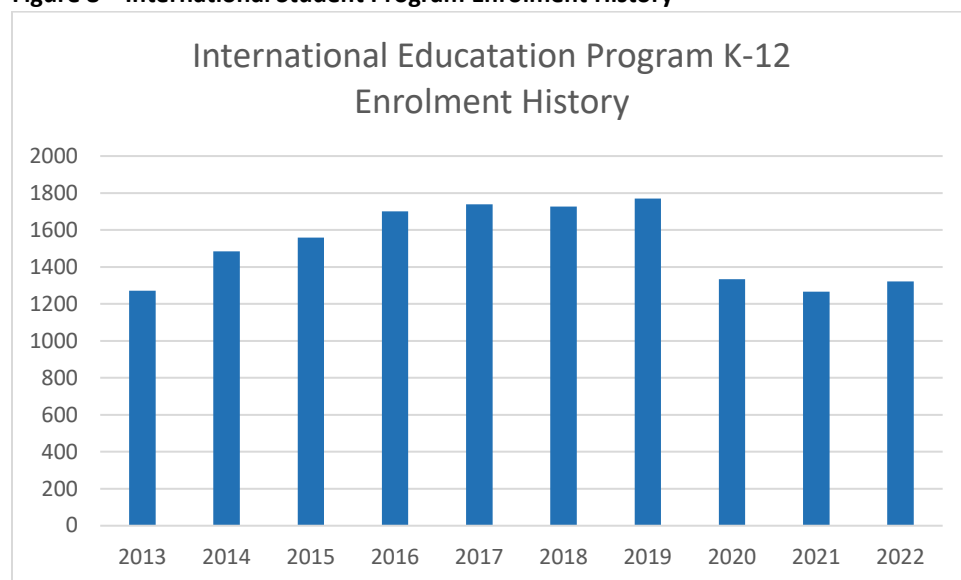
Figure 7 - International Education

International Education	October 2021 Sign-off	2022 Budget	October 2022 Sign-off	2022 Variance from Budget	Variance from 2021 to 2022
Totals	1,233	1,219	1,322	103	89

Combined FTE Enrolment

Enrolment in the International Education Program increased for many years until 2017 when the District stabilized enrolment at its target of about 1,750 students. As a result of the pandemic, enrolment in the International Education Program dropped below pre-pandemic levels for the past three years.

Figure 8 – International Student Program Enrolment History



CONCLUSION

VSB enrolment in standard and alternate schools increased by 2.5% in 2022 in comparison to 2021, and now sits at about the same level as it was in 2017. The pandemic has had a dramatic impact on the movement of people globally and locally which continues to impact established pre-pandemic enrolment trends in the VSB. The increase in enrolment this year can be attributed to a substantial increase in the number of new students arriving in Vancouver from outside of Canada. Enrolment has also increased by about 120 students between September and the end of November as new students continue to arrive.

RECOMMENDATIONS

This report is provided for information.

January 18, 2023

ITEM 3.2

TO: Facilities Planning Committee

FROM: J. David Green, Secretary-Treasurer/CFO
John Dawson, Director of Educational Planning
Jiana Chow, Communications Manager

RE: Queen Elizabeth Annex – Surplus Consideration

*Reference to
Education Plan*

GOAL: *The Vancouver School Board will increase equity by ...*

OBJECTIVE(S): *Improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.*

INTRODUCTION

This report contains details of the consultation/engagement plan to address the motion (in italics below) and the key features to be addressed in the process.

BACKGROUND

At the November 28, 2022 Public meeting of the Board of Education one of the reporting out matters from the Private Board meeting of the same date was:

That the Board of Education authorized the Board Chair to report to the November 28, 2022 Public Meeting that, at the Private Session of November 28, 2022 the Board approved proceeding with the initial consultation process as described in Policy 20 – Disposal of Land or Improvements, to consider the potential declaration of the Queen Elizabeth Annex School Site as surplus to the educational needs of the School District.

ANALYSIS

The adoption of the motion at the Private meeting to undertake consultation to determine if the Queen Elizabeth Annex (QEA) site is surplus to the educational needs of the School District requires staff to undertake the procedures in Board Policy 20: Disposal of Land or Equipment.

The first step in the policy is to determine ownership of the property, which has been confirmed. The policy goes on to say that once ownership of the property has been confirmed, **and prior to disposing of the property**, the Board shall undertake a public engagement with stakeholders, local governments,

community organizations and/or the public to consider if the site is surplus to the District's educational needs.

As per Board Policy 20, this initial consultation process shall include:

- *Consideration of future enrolment growth in the School District, including K-12, adult programs and early learning;*
- *Consideration of alternative community use of surplus space in school buildings and other facilities; and*
- *A fair consideration of the community's input and adequate opportunity for the community to respond to the Board's plan for the Real Property.*

This last point is important in that the Board, if considering the disposal of a property, is required to have a plan for the property and must make that plan public for the consultation to occur. The last step in Board Policy 14 – School Closure provides direction for identifying a plan for real property: *Alternate use of a closed facility will be determined by the Board after receiving a recommendation from the Superintendent.* Given the two “legal” processes involving the Conseil scolaire francophone de la Colombie-Britannique (CSF) that were presented in the closure report in June, the engagement process will seek input on the plan to dispose of the site to the CSF.

In addition to Board Policy 20, Ministerial Order M193/08 requires:

Only after a decision to close a school has been finalized and the school has been properly closed in accordance with s. 5 of the School Opening and Closure, should the question of the potential disposition of the property be appropriately considered.

As stated above, prior to the consideration of the potential disposition, the Board must first engage on the consideration of whether the site is needed for future educational purposes or declared surplus to those educational needs.


COMMUNICATIONS AND ENGAGEMENT

To effectively make the determination of whether the QEA is needed for the future or is surplus to the needs of the district, an engagement process will be undertaken to meet the three requirements for the implementation of Board Policy 20 set out above in this report. The District implements the best practices for engagement by the International Association of Public Participation standards (IAP2) spectrum under [Administrative Procedure 106: District Public Engagement](#)

IAP2 Spectrum of Public Participation



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

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

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The engagement will ensure the following target audiences have information needed to meaningfully participate in the engagement process.

- District stakeholders
- xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səilwətał (Tsleil-Waututh) Nations
- School communities in the vicinity of QEA (Queen Elizabeth Annex, Queen Elizabeth Elementary, Jules Quesnel Elementary, Byng Secondary, and Kitchener Elementary)
- Neighbourhood associations in the vicinity of QEA (Dunbar, West Point Grey, UBC and Arbutus Ridge)
- Other civic agencies, such as the City of Vancouver

Communications

There are several communications objectives which will help to achieve the goal. Based on the IAP2 spectrum of engagement, the following communications objectives are at the INFORM level of the spectrum.

By January 13, 2023, share information with District stakeholders, three host Nations, as well as QEA and Jules Quesnel school communities about the upcoming engagement opportunities and timeline.

In early February, launch the project website and share information with all target audiences about:

- The land disposal process and the engagement process
- The District's recommendations to surplus the site and dispose it to CSF, as well as the rationale
- How participant feedback will be considered in the Board's decision

By March 31, 2023, share information with all audiences about what was heard in the engagement process.

After April 3, 2023, share information with all audiences about:

- The Board's decision.
- Next steps based on the Board's decision.

Engagement

The engagement goal is to provide an opportunity, as outlined in the Board policy, for all parties to share feedback regarding the surplus consideration and possible disposition of the QEA site for the Board's consideration. Results of the engagement process will be considered by the Board as it decides about the educational needs and potential use of the site.

The engagement objective listed below are at the CONSULT level of the IAP2 spectrum, which seeks feedback about a proposed decision or approach.

By early March gather feedback from target audiences and the public about the educational needs for the school site, possible disposition the site to CSF, and other potential alternative community use for the site.

See Appendix A for a detailed schedule.

ENGAGEMENT REQUIREMENTS

Future Enrolment Growth (Policy 20 Requirement)

District Context

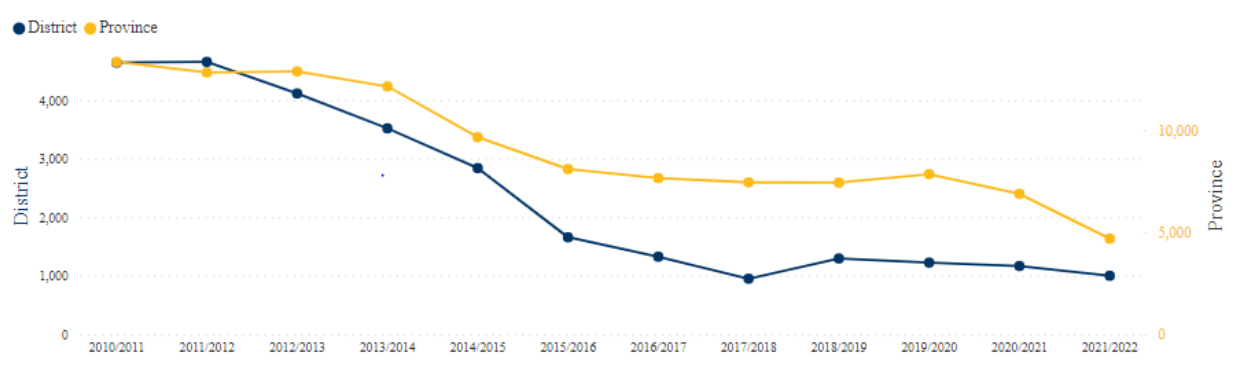
Despite an overall increase in Vancouver's population, both the birth rate and the percentage of school-aged children continues to decline. In fact, enrolment in Vancouver schools has been declining since 1997. Throughout the past 10 years, the District has seen an 8.4 per cent decline in enrolment at standard K-12 schools, representing approximately 4,400 fewer students. Further enrolment decline is forecast in the years ahead.

While enrolment has declined, the total operating capacity of the District has increased as new schools have been built in zones of the District experiencing localized enrolment pressure. Most recently, Norma Rose Point and ƛxʷwəqʷəθət Crosstown elementary schools have added capacity to accommodate growth from development at UBC and downtown respectively. A new elementary school in Coal Harbour, currently under construction and the new K-7 school at the Lord Roberts Annex site will provide additional

operating capacity where the population of school aged children is increasing and leading to enrolment pressure at existing schools.

Continuing Education

Enrolment in VSB Adult Educational Programming has declined during the past decade in alignment with the overall provincial trend. The VSB has two adult learning centers that are centrally located to provide convenient access to adult learners. In consideration of its location, the QEA site will not be required to accommodate adult programs in the future.



Early Learning

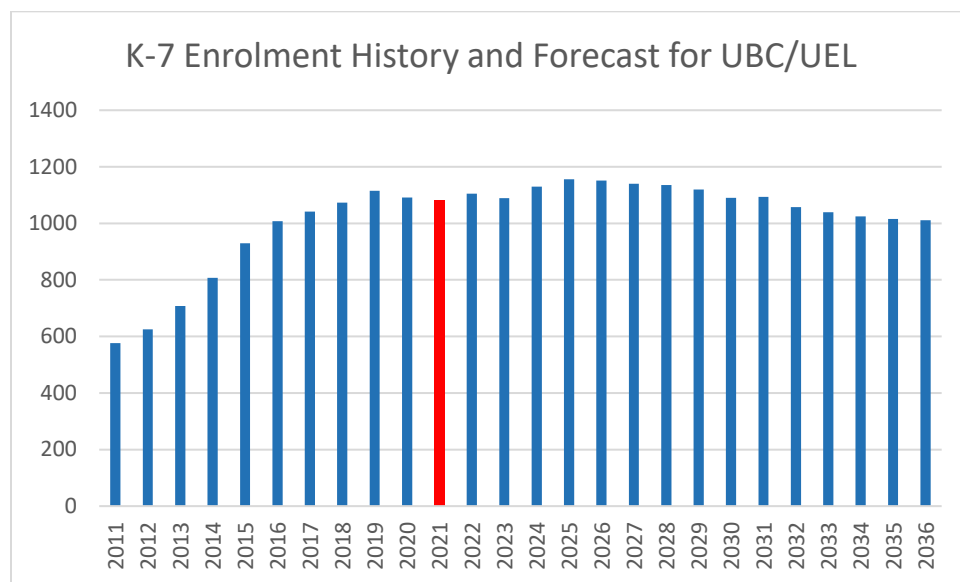
VSB offers early learning through its StrongStart programs which are located at operating elementary schools. The QEA site will not be required to accommodate a StrongStart program in the future.

University of British Columbia and University Endowment Lands (UBC/UEL)

Enrolment Forecast

The catchments of Norma Rose Point Elementary and University Hill Elementary define the geographical region referred to as UBC/UEL.

Enrolment trends in UBC/UEL are unique and different than elsewhere in the VSB. A considerable proportion of families in this area have temporary student or work permits. In contrast to the rest of the District where birth rate is a strong leading indicator of future enrolment trend, the birth rate in the UBC/UEL region does not correlate strongly with future enrolment.



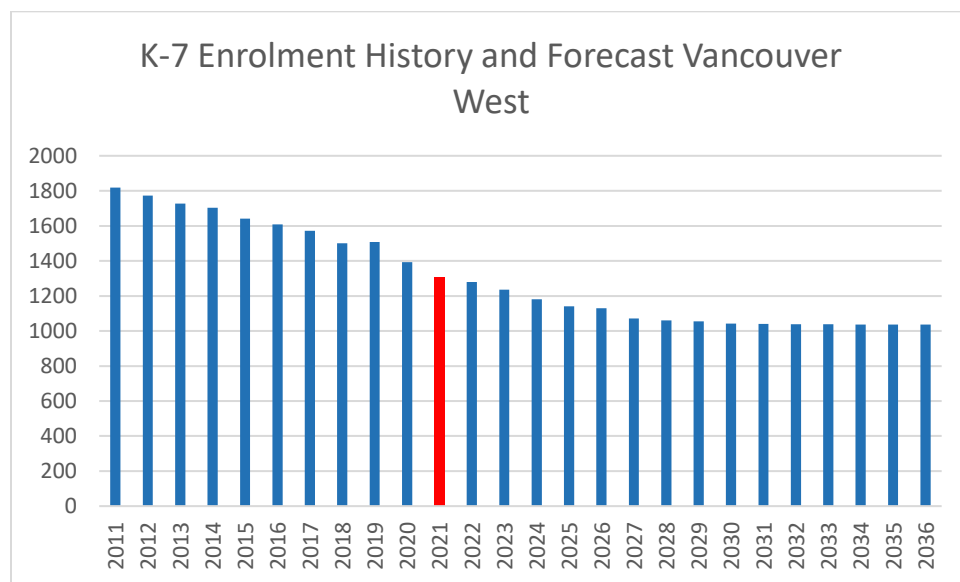
The forecast above is the baseline forecast for UBC/UEL. VSB monitors enrolment in the UBC/UEL area closely and collaborates with UBC planning staff to ensure that the District has up to date development information.

Long Term Student Accommodation Plan for UBC/UEL

The Wesbrook site near University Hill Secondary school has been set aside for the construction of a new elementary school as required when capital funding becomes available. A new elementary school at UBC is prioritized in Year 5 of the [Capital Plan](#). Locating a new school at the Wesbrook site is the preferred solution to accommodating future enrolment growth at UBC in the long-term. The QEA school site will not be required to accommodate students from UBC/UEL in the future.

Vancouver West - Point Grey, Dunbar, and Southlands

The catchments of Southlands, Kitchener, Queen Mary and Bayview elementary schools are adjacent to the Queen Elizabeth catchment in which QEA is located and define a geographical study area.



Since 2011, enrolment in the Vancouver West study area has declined by 511 students which is a 28 per cent decline in alignment with declining youth population in the study area.

Long-Term Student Accommodation Plan for Vancouver West

The combined operating capacity of the five schools in the Vancouver West study area is 1,871 students, with a surplus capacity of 564. The forecast enrolment in 2030 is 1,042 students. At that time, surplus capacity will be 829 student spots. There is sufficient capacity now, and for many years, to accommodate catchment enrollment in the Vancouver West study area and any additional students from UBC/UEL that cannot be accommodated in Norma Rose Point or University Hill Elementary.

Impact of Development at Jericho Lands

The Jericho Lands Planning Program is in phase 4, which is the final phase prior to developing a policy statement with preferred site options and site-specific policies to bring to City Council. VSB staff have been working with City of Vancouver staff as the planning program progresses. The VSB has requested that a school site be designated within the Jericho Lands for potential future use. Using District student yield ratios and estimates of the number and type of housing units that will be developed on the Jericho Lands at full build out in about 30 years' time, staff have estimated a student yield of between 144 and 477 additional elementary students could be expected from development on the site.

The increase in student enrollment from the Jericho Lands will be welcome as it may at least partially offset demographically driven enrollment decline that is forecast to continue in Vancouver West for many years. The QEA school site will not be required to accommodate students from Vancouver West including the Jericho Lands development.

Alternative Community Use (Policy 20 Requirement)

‘Alternative community use’ means a use by a community agency or organization for the land or improvement owned by the Board **other than for the educational purposes** of the Board.

The Superintendent has recommended that the site be disposed of to the CSF which intends to offer public education programming on the site.

Staff intends to engage with stakeholders, the three Host Nations, as well as school communities and neighbourhood associations in the vicinity to provide them with an opportunity to respond to the plan to dispose of the site to the CSF.

Fair Consideration of Community Input (Policy 20 Requirement)

Staff will provide the Board with an engagement summary report to inform the Board’s decision about the proposed surplus declaration of the QEA site. At the public Board meeting on April 3, 2023, the Board will decide whether to declare the QEA site is surplus to the needs of the school district. Following the consultation process, if the Board declares the QEA site as surplus, it can then instruct staff to proceed with the land disposal process, which includes either sale or long-term lease of the land.

Adequate Opportunity for the community to respond the Board's plan for the Real Property

The engagement process set out above provides adequate opportunity and time for the community to respond to the District’s recommendation to declare the QEA site surplus to District needs and dispose it to CSF.

RECOMMENDATION

This report is for information only.

Appendix A: Engagement Schedule

Appendix A

Date	Activity	Process
Jan 13	Inform QEA/JQ	Admin to inform school community of Facilities Planning Committee (FPC) report
Jan 13	Inform Stakeholders	Send letters via email about the FPC report
Jan 13	Inform the Three Host Nations	Send letters to Three Host Nations inviting their feedback on the surplus declaration of the QEA site.
Jan 13	Publish FPC agenda and staff report	Post on District website
Jan 18	Facilities Planning Committee	District staff to present staff Report QEA Disposition Process
Early February	Launch project website and inform the target audiences (see Communications and Engagement Section)	Website to include: <ul style="list-style-type: none"> • The land disposal process and the engagement process • The District's recommendations to surplus the site and dispose it to CSF, as well as the rationale • How participant feedback will be considered in the Board's decision
Month of February	Begin engagement	Receive feedback from all target audiences
Feb 8	Special stakeholder meeting for FPC members	Receive feedback specifically from stakeholders
Feb 21	Special Board Meeting	Public Delegations
March 13-24	March Break	
March 29	Engagement summary report to FPC	Share results with participants and post the report on the District's website
April 3	Board Meeting	Board Decision – Surplus Declaration

OUR VSB

Vancouver School District Facilities Planning Committee

January 18, 2023



INDIGENOUS ACKNOWLEDGEMENT

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) nations



x^wməθk^wəyəm
(Musqueam)



Sk̓wx̓wú7mesh
(Squamish)



səlilwətał
(Tsleil-Waututh)

Live-streamed

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting.

The footage of the meeting may be viewed inside and outside of Canada.

Meeting Decorum

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

Committee Roll Call

- Roundtable roll call
 - Stakeholders: please state your first and last name and the name of the group you are representing
 - Trustees and staff: please state your first and last name and position

Change in Information Item Requests

- Information Item Requests
 - Must be related to previously discussed items and/or possible topics for future committee meeting agendas
 - Change is: Must be emailed to the Committee Chair to be forwarded to the Agenda Setting Committee for consideration to be brought forward



ITEM 1.1

Consideration for Re-Naming of Lord Roberts Elementary --- School

Shannon Burton, Director of Instruction

Background

The District is committed to following a clear, transparent, inquiry-based process by which historical names of school buildings may be reviewed and considered for possible renaming. This process is outlined in Administrative Procedure 541 (Appendix A).

The Facilities Planning Committee will review the information in the *Consideration of Renaming Summary Report* and make a recommendation to the Board to either proceed to rename the school or retain the school's name as per Part II of AP 541 (Appendix B).

Overview of the Process

Spring 2022: Lord Roberts Elementary school community requested Lord Roberts Elementary School be considered for renaming.

October 2022: Request sent to VTF, CUPE 15, DPAC, VDSC to identify a representative to participate in an Ad Hoc working group to complete Part I of the Consideration of Renaming Summary Report

December 2022: Ad hoc working group meeting was held

January 2023: Part I of the *Consideration of Renaming Summary Report* was finalized for review and consideration of the Facilities Planning Committee

Recommendations

It is the role of the Facilities Planning Committee to review and consider the information contained in Part I of the *Consideration of Renaming Summary Report* and to complete Part II of the report which contains a recommendation for consideration by the Board.

It is recommended that:

- Lord Roberts Elementary School be renamed, **OR**
- The current name, Lord Roberts Elementary School, be retained.

OUR VSB

QUESTIONS?

ITEM 1.1

**Consideration for Re-Naming
of Lord Roberts Elementary**

School



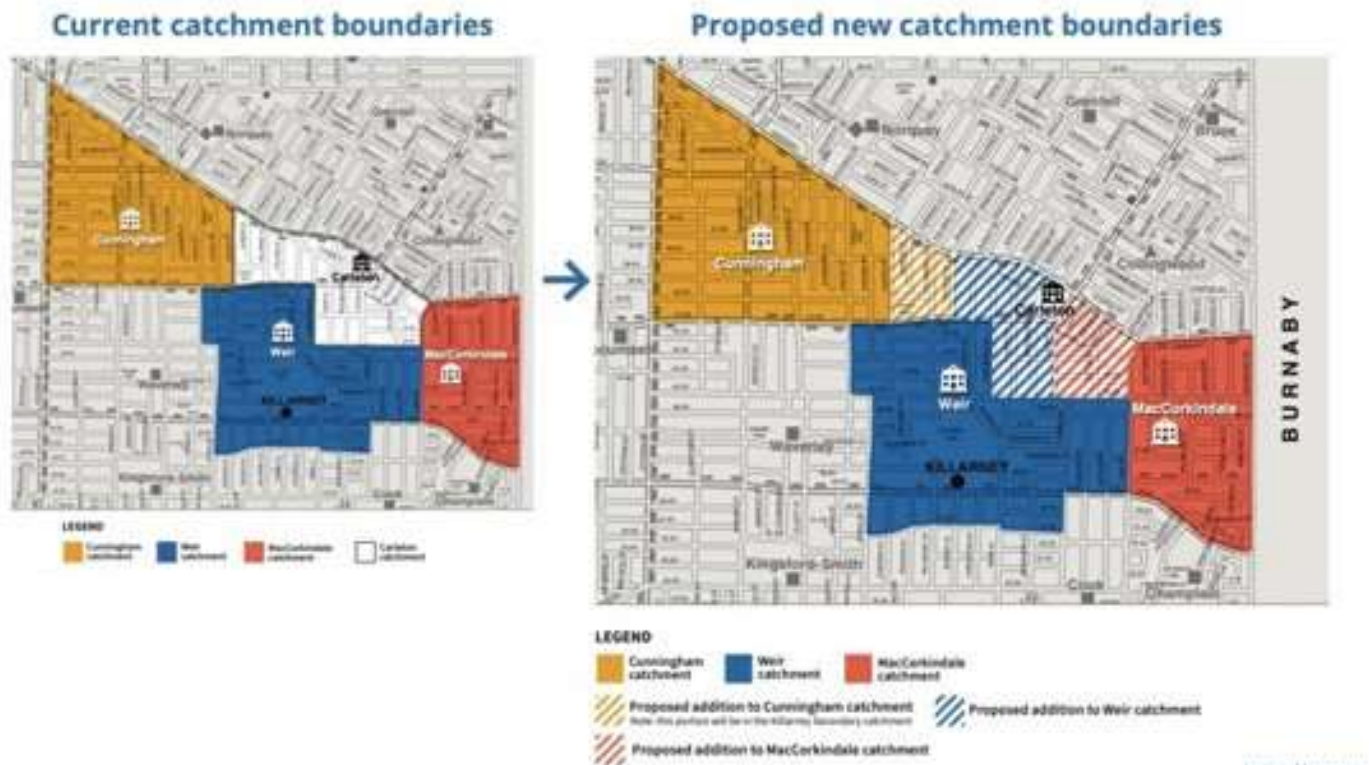
ITEM 1.2

Proposed Sir Guy Carleton Catchment Changes

J. David Green, Secretary Treasurer/CFO

John-Dawson, Director of Educational Planning

Proposed Boundary Changes



Background

- Carleton school has not accommodated students since being damaged by fire in August 2016
- Cunningham has been the de-facto catchment school for Carleton students since 2016
- Carleton students have been accommodated at Cunningham and other nearby schools since 2016
- There is surplus seismically safe capacity at the Weir site to accommodate additional enrolment.
- There is surplus capacity at MacCorkindale

Rationale for Proposed Boundary Adjustments

The proposed catchment adjustments align with established enrolment patterns amongst the impacted school communities since 2016. The proposed changes:

- prioritize convenience and choice for Carleton catchment families by enabling them to easily apply to nearby catchment schools.
- optimize use of a new, seismically safe elementary school at Weir Elementary.

Governance

School Act Section 75.1

- 1) A board must establish for each school in its school district, except for a Provincial resource program, a catchment area consisting of a geographical area around the school that includes all or part of the school district.
- 2) A board may amend the catchment area established for a school under subsection (1).

Public Engagement Objective

The objective of the engagement was to inform affected communities about the proposed changes, gather feedback regarding the engagement activities, and if approved, to gather qualitative information about how to best facilitate this change.

Public Engagement Process

Components of Public Engagement

- Project engagement website
- Pre-engagement focus groups for impacted school communities
- Two information sessions – in-person and virtual
- Brief survey open to public
- E-mail feedback

Public Engagement –What We Heard

Information Session Feedback (Rated 1-100 scale)

- *How helpful was the information that was presented on December 6?*
- The combined average of responses was 83.
- *How satisfied are you with the opportunities you were given to share feedback about the proposed catchment change?*
- The combined average of responses was 81.
- *The responses received ranged from 50-100. How well do you understand the proposed catchment boundary changes?*
- The combined average of response was 88.

Public Engagement –What We Heard

Are you in favor of the proposed changes?	Number of responses	Percentage
Yes	8	62%
No	3	23%
Maybe/Unsure	2	15%
	Total = 13	Total = 100%

Recommendations

It is recommended by the Facilities Planning Committee that the following motions be considered by the Board of Education at the January 30, 2023 Public Board Meeting.

It is recommended that the catchment for Sir Guy Carleton Elementary School be the geographic area defined by the following:

- North side of Kingsway Avenue between McKinnon Street and Joyce Street
- East side of Joyce street between Kingsway and 41st Avenue
- South side of 41st Avenue between McKinnon Street and Joyce Street
- West side of McKinnon Street between Kingsway Avenue and 41st Avenue

Recommendations

It is recommended that the following geographic area be added to the existing catchment of Cunningham Elementary:

- North side of Kingsway Avenue between Earles Street and College Street
- East side of College Street between Kingsway and 41st Avenue
- South side of 41st Avenue between Earles Street and College Street
- West side of Earles Street between Kingsway Avenue and 41st Avenue

Recommendations

It is recommended that the following geographic area be added to the existing catchment of Dr. George M Weir Elementary:

- North side of Kingsway Avenue between College Street and McKinnon Street
- North side of 41st Avenue between McKinnon Street and Joyce Street
- East side of McKinnon Street between Kingsway Avenue and 41st Avenue
- East side of Joyce Street between 41st Avenue and 45th Avenue
- South side of 41st Avenue between College Street and Lancaster Street
- South side of 46th Avenue between Lancaster Street and Joyce Street
- West side of College Street between Kingsway Avenue and 41st Avenue
- West side of Lancaster Street between 41st Avenue and 45th Avenue

Recommendations

It is recommended that the following geographic area be added to the existing catchment of Dr. H N MacCorkindale Elementary:

- North side of Kingsway between Joyce Street and Tyne Street
- East side of Tyne Street between Kingsway Avenue and 45th Avenue
- South side of 45th Avenue between Joyce Street and Tyne Street
- West side of Joyce Street between Kingsway Avenue and 45th Avenue

OUR VSB

QUESTIONS?

ITEM 1.2

**Proposed Sir Guy Carleton
Catchment Changes**



ITEM 3.1

2022-23 Enrolment Update

John Dawson, Director of Educational Planning

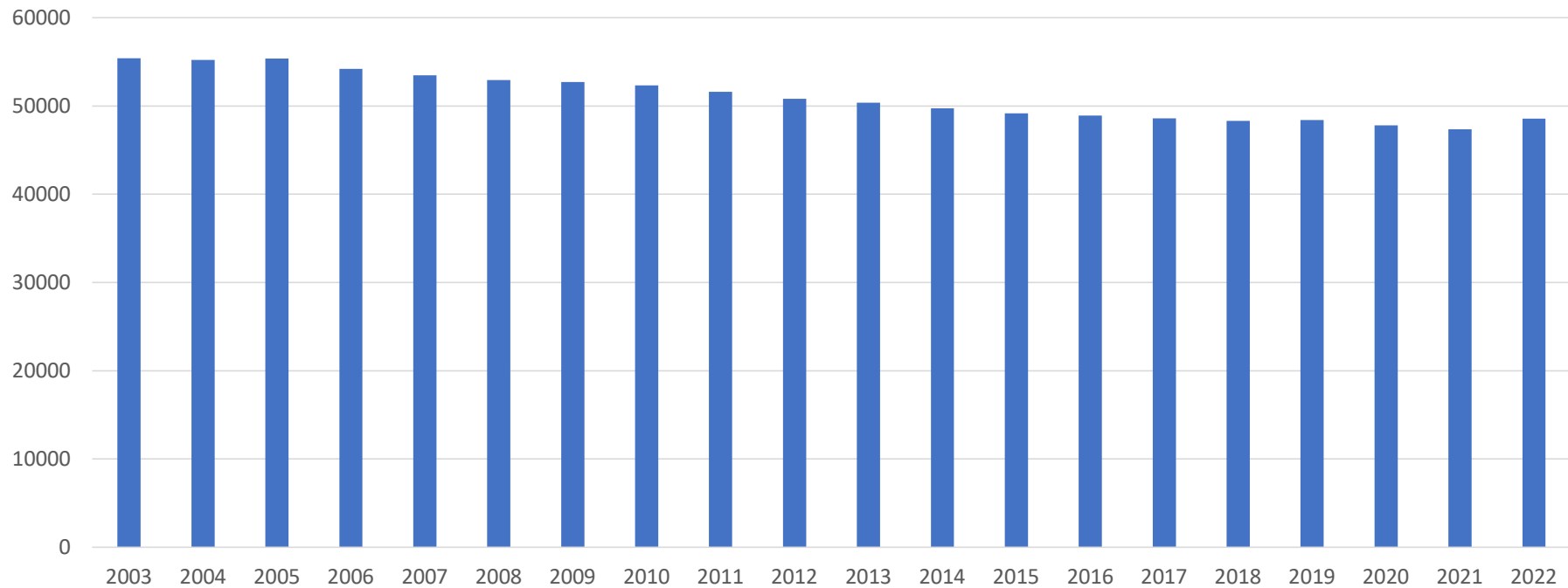
Introduction

The purpose of this report is to provide the following information:

- Vancouver School Board (VSB) Enrolment context and history
- A summary of the impact of the pandemic on enrolment in VSB programs
- An overview of VSB educational programs and their current enrolment

K-12 Enrolment History

VSB Enrolment History 2003-2022



Impact of Covid-19 on Enrolment

2020– Decreased local and global movement – less new students arriving from outside BC

Result – lower than forecast enrolment

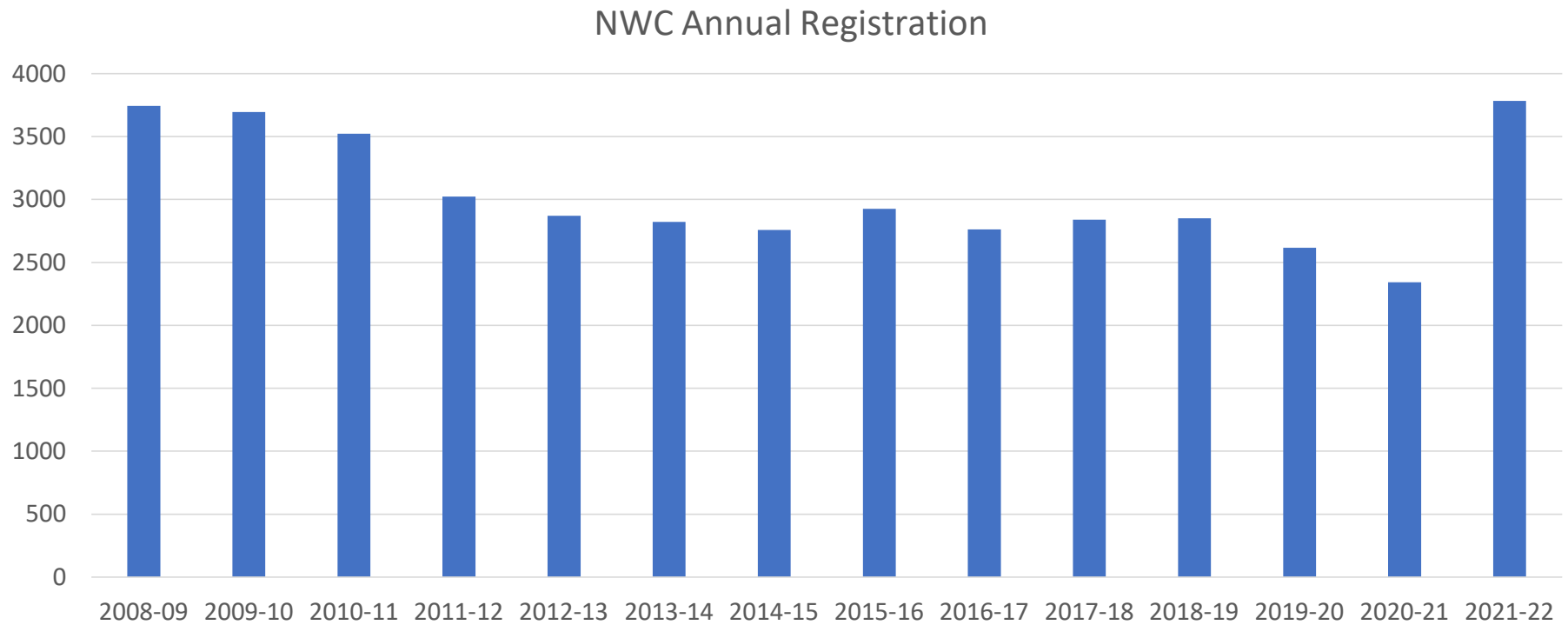
2021– Decreased global movement – increased outflow from VSB to surrounding districts

Result – lower than forecast enrolment

2022 – Increased number of new students arriving from outside of BC

Result – higher than forecast enrolment

Annual Registration at NWC



K-12 Educational Programs

Grade Level	October Sign-off 2021	2022 Baseline	October Sign-off 2022	Variance from Baseline	Variance from October 2021 Sign-off
Kindergarten	3,462	3,276	3,455	179	-7
Grade 1 - 7	24,384	24,101	25,092	991	708
Total K - 7	27,846	27,377	28,547	1,170	701
Grade 8 - 12	19,530	19,519	20,033	514	503
Total K - 12	47,376	46,896	48,580	1,684	1,204

Diverse Learners

Supplemental Funding Category	October 2021 Sign-off	2022 Forecast	October 2022 Sign-off	2022 Variance from Forecast	Variance from 2021 to 2022
Special Education Level 1	68	68	61	-7	-7
Special Education Level 2	2,311	2,400	2,458	58	147
Special Education Level 3	487	500	491	-9	4
English Language Learner (ELL)	7,927	7,950	8,690	740	763
Indigenous Education	2,154	2,160	2,161	1	7

Distributed Learning

Distributed Learning	October 2021 Sign-off	2022 Forecast	October 2022 Sign-off	2022 Variance from Forecast	Variance from 2021 to 2022
Total DL K-12	501	450	368	-82	-133

Adult Education

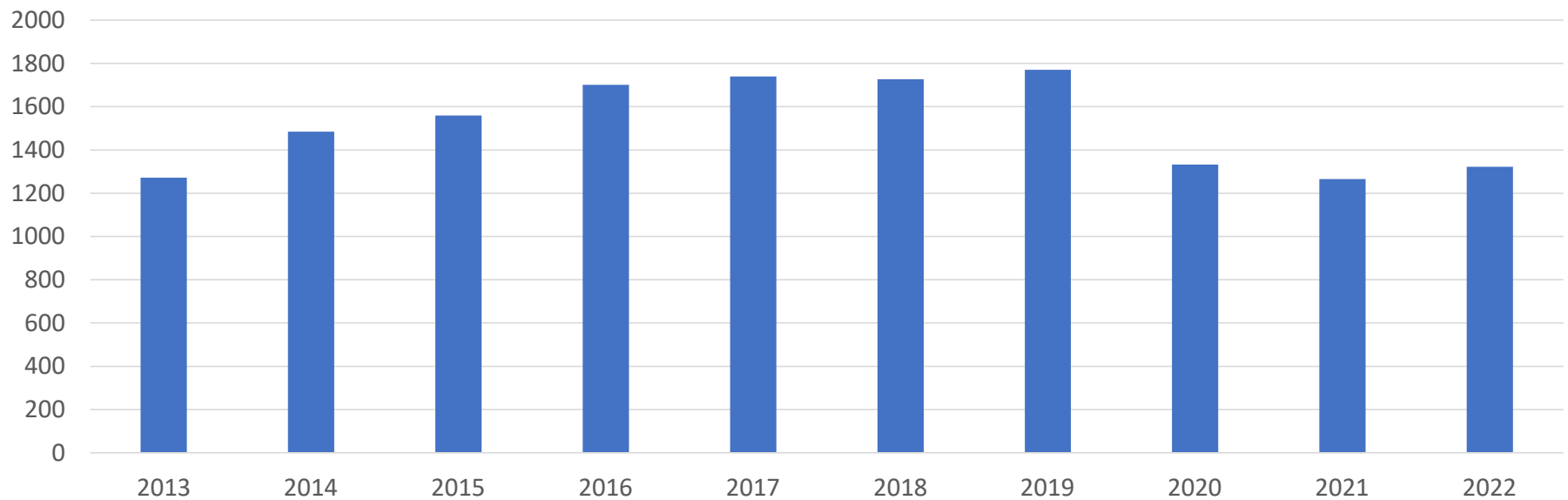
Adult Education	October 2021 Sign-off	2022 Forecast	October 2022 Sign-off	2022 Variance from Forecast	Variance from 2021 to 2022
Non-Graduated Adults	70	55	67	-8	-3

International Education

International Education	October 2021 Sign-off	2022 Forecast	October 2022 Sign-off	2022 Variance from Forecast	Variance from 2021 to 2022
Totals	1,233	1,219	1,322	103	89

International Program Enrolment

International Education Program K-12 Enrolment History



Conclusion

- VSB enrolment increased substantially in 2022 in comparison to 2021, and now sits at about the same level as it was in 2017.
- The pandemic has had a dramatic impact on the movement of people globally and locally which continues to impact established pre-pandemic enrolment trends in the VSB.
- The increase in enrolment this year can be attributed to a substantial increase in the number of new students arriving in Vancouver from outside of Canada.
- Enrolment has increased by about 120 students between September and the end of November as new students continue to arrive.

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ITEM 3.1

2022-23 Enrolment Update



ITEM 3.2

Queen Elizabeth Annex Surplus Consideration

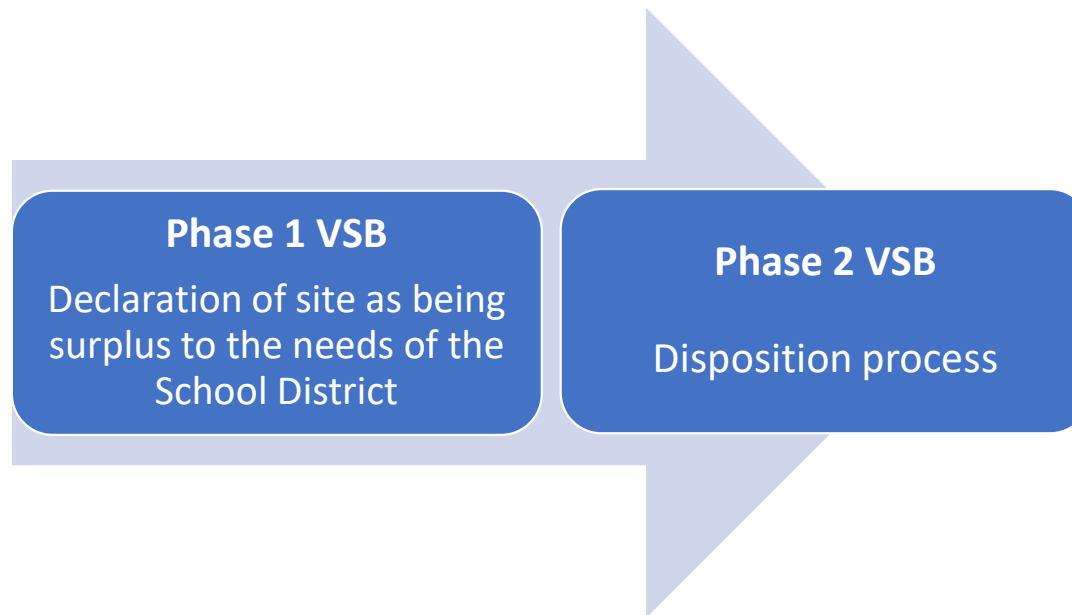
J. David Green, Secretary Treasurer/CFO
John Dawson, Director of Educational Planning

Purpose

The report provides details regarding the implementation of Board Policy 20 – Disposal of Land or Improvements for the Queen Elizabeth Annex site and improvements

Implementarion of Board Policy 20

The implementation of Board Policy 20 has two sequential phases



Background

- At the special open Board meeting on June 6, 2022, the Board of Education approved the permanent closure of Queen Elizabeth Annex effective June 30, 2023
- The Superintendent's recommendation to the Board regarding Alternate Community Use for the Queen Elizabeth Annex site and improvements is disposition to the Conseil scolaire francophone de la Colombie-Britannique (CSF)

Governance

- Disposition of school Board Property (sale or long-term lease) is governed by provincial legislation and Board Policy
- Legislation – School Act Ministerial Order 193/08
- Board Policy 20 – Disposal of Land or Improvements

Board Motion – Adopted November 28, 2022

That the Board of Education authorized the Board Chair to report to the November 28, 2022 Public Meeting that, at the Private Session of November 28, 2022 the Board approved proceeding with the initial consultation process as described in Policy 20 – Disposal of Land or Improvements, to consider the potential declaration of the Queen Elizabeth Annex School Site as surplus to the educational needs of the School District.

Policy 20 – Public Engagement

- As per Board Policy 20, consultation process shall include:
 - Consideration of future enrolment growth in the School District, including K-12, adult programs and early learning;
 - Consideration of alternative community use of surplus space in school buildings and other facilities; and
 - A fair consideration of the community's input and adequate opportunity for the community to respond to the Board's plan for the Real Property

Communications and Engagement

Target Audiences for Engagement

- District stakeholders
- xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) Nations
- School communities in the vicinity of QEA (Queen Elizabeth Annex, Queen Elizabeth Elementary, Jules Quesnel Elementary, Byng Secondary, and Kitchener Elementary)
- Neighbourhood associations in the vicinity of QEA (Dunbar, West Point Grey, UBC and Arbutus Ridge)
- Other civic agencies such as City of Vancouver

Communications

Information sharing with target audiences about upcoming engagement:

- Project website – launch early February
- Engagement report – What we heard – Facilities Planning Committee – March 29
- Communicate Board decision and next steps – Early April

Engagement Purpose and Process

- Purpose
- Gather feedback from target audiences and the public about the educational needs for the school site, possible disposition the site to CSF, and other potential alternative community uses for the site.
- Process:
 - Special Facilities Planning Committee Meeting for stakeholders – February 15
 - Engage with three Host Nations, school communities and neighbourhood associations in the vicinity of QEA, as well as other civic agencies – month of February – dates TBD
 - Online Survey – open in conjunction with the engagement activities mentioned above
 - E-mail feedback – open and monitored for feedback from the public until March 27

Board Process and Timeline

Event	Date	Process
Facilities Planning Committee	January 18, 2023	QEA Surplus Consideration Report
Special Facilities Planning Committee	February 15, 2023	Stakeholder Feedback Session
Facilities Planning Committee	March 29, 2023	Public Engagement Report
Board Meeting	April 3, 2023	Board Decision

Fair Consideration of Community Input

The engagement process set out in the body of the report and Appendix A provides adequate opportunity and time for the community to respond to the District's recommendation to declare the QEA site surplus to District needs and dispose it to CSF.

OUR VSB

QUESTIONS?

ITEM 3.2

**Queen Elizabeth Annex
Surplus Consideration**

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Information Item Requests



Date and Time of Next Meeting

Wednesday, February 15, 2023

at 5:00 pm

OUR VSB

Thank you for your time,
The End
