

## Consultation

### Vancouver DPAC Observations and feedback: January 2021 for the Build2Learn / Building for Modern Learning Engagement

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## 1. Defining Envisioning and Consultation

Recommendations 13 and 14 state: **“envisioning/consultation process with communities and neighbourhoods to envision and identify opportunities for renewed teaching and learning environments** to inform the 2020 Long Range Facilities Plan”

Furthermore the T1 identifies the motion that the consultation was to **“investigate the implications of the new LRFP, arrange for community information sessions....”**

Based on these two descriptions and understanding, parents thought that all of Build2Learn campaign would build upon the 2019 LRFP to inform the 2020 LRFP.

**There is a disconnect between the Ministry’s directive of a “robust community consultation” and the VSB-directed Build2Learn engagement campaign.**

Specifically, parents expected the consultations to respect the April 2019 letter from the Ministry and revised LRFP Guidelines, and be reflected in the 2020 LRFP and 17 recommendations.

Notably, “LRFP’s should have (*source: April 2019 Ministry letter*):

- a much broader focus than just enrolment and capacity utilization
- emphasize potential changes to programming to support the natural movement of students, analyzing changing demographics to neighbourhoods and account for other important facility uses such as childcare, before-and-after school care, and community uses of school buildings

- guide medium to long-term planning ... how communities may grow and change in the years ahead
- how a board of education intends to manage existing schools while planning new facilities that will meet the anticipated needs of communities
- robust community consultation is vital to a successful LRFP. Consultation with the community, especially local Indigenous communities, is a key requirement and will help boards develop plans that reflect the needs and aspirations of their communities”

Furthermore, the April 2019 Revised Ministry Guidelines states:

“h. Public Consultation

A board of education must decide on how public consultation will be undertaken in the development of the LRFP for its school district. When a consultation process is completed, it is advisable that the public input be summarized and how that information was used by the board in the drafting of the LRFP.” (source: 19\_04 April 12\_revised LRFP Guidelines.PDF)

VSB consultation on the LRFP is supposed to follow guidelines from the International Association for Public Participation (IAP2). How does this type of scenario based consultation align with this framework?

**2. Build2Learn Campaign: Building for Modern Learning Engagement**

The campaign on the whole was poorly promoted and did very little to reach the wider Vancouver community. It did not provide any materials in any platform in any language other than English. We are unaware of any online consultations that provided translators for any required languages. Parents are unaware of any “newsletters” and very few received emails from [engagement@vsb.bc.ca](mailto:engagement@vsb.bc.ca) at any time; regardless of whether they completed the online survey in Phase I. In fact we have learned from some parents who did receive an email from this address that the message appeared to be SPAM and was directed to the SPAM folder in their email.

SPUR identified the goal as:

“The Board wanted to identify opportunities for enhanced and renewed teaching and learning environments as part of its Long Range Facilities Plan (LRFP). As part of this process, they wanted to **learn about community and neighbourhood needs, student safety, special spaces in schools, innovative programs and learning spaces.**

Ultimately, the Board engaged the public to learn about ways to use VSB buildings across the city to create modern learning spaces, while we ensure students are in seismically safe schools.”

**a) PHASE 1 Summary: Online Survey**

Online survey included 4185 participants’ results. It sought to receive feedback from participants by way of closed and directed (narrow) questions.

<p>Part 1. VISION for MODERN LEARNING:</p>	<ul style="list-style-type: none"> <li>● Flexible Learning Spaces</li> </ul>	<ul style="list-style-type: none"> <li>● Learning from the Land</li> </ul>	<ul style="list-style-type: none"> <li>● Technology in Classrooms</li> </ul>
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<ul style="list-style-type: none"> <li>● Culturally-Responsive Learning Environments</li> </ul>	<ul style="list-style-type: none"> <li>● Sustainable Schools</li> </ul>	<ul style="list-style-type: none"> <li>● Learning through the Arts</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Commons</li> </ul>
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SPUR report highlight “This section had a total of 1081 comments. Participants provided comments directly related to aspects of modern learning identified above. Still, several **new themes** also emerged in these comments, including learning through physical movement, improvements to existing basic facilities, and possibilities for community uses for schools.”

Question - in what ways do the 1081 comments, including the new themes that emerged in this section, inform Phase II or the 2020 LRFP? Are there any Family of Schools Regions where the learning from participants was recognized or valued?

<i>Part 2. VISION for COMMUNITY USE:</i>	<ul style="list-style-type: none"> <li>● Childcare</li> </ul>	<ul style="list-style-type: none"> <li>● Healthy Living Hubs</li> </ul>	<ul style="list-style-type: none"> <li>● Green Spaces</li> </ul>
	<ul style="list-style-type: none"> <li>● Local Businesses</li> </ul>	<ul style="list-style-type: none"> <li>● Housing and Homes</li> </ul>	<ul style="list-style-type: none"> <li>● Other Educational Uses</li> </ul>

SPUR report highlight: “Overall, there was broad support for using school sites outside of school hours to serve the community and create revenue for VSB. Those who opposed the alternate use of school sites overwhelmingly cited concerns about students’ welfare and safety. Some people also worried that focusing on community use shifted focus from education.”

“Comments around business use for VSB properties were the most common theme in the open-ended comments exploring community use. There were more than 120 comments on this theme.”

<i>Part 3. CAPITAL ASSET MANAGEMENT:</i>	<ul style="list-style-type: none"> <li>● Short Term-Leases with Full Properties</li> </ul>	<ul style="list-style-type: none"> <li>● Long-Term Leases with Portions of Properties</li> </ul>	<ul style="list-style-type: none"> <li>● Long-Term Leases with Full Properties</li> </ul>	<ul style="list-style-type: none"> <li>● Selling Portions of Properties</li> </ul>
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SPUR report highlight: “Generally, the broadest support from participants was for short-term leases with full properties. Long-term leases were also relatively well supported, although many participants expressed concerns about these leases’ duration. The sale of parts of school property was least supported.”

*Part 4. CONSIDERATIONS FOR SCHOOL CLOSURES*

SPUR report: “We asked participants to identify their priority considerations around school closures. VSB is not making any decisions about closures through this engagement; however, it is important to hear from the public to inform future discussions on this topic.”

SPUR report: “VSB Policy 14 requires the Board to assess several factors when considering potential closures. We have listed the factors listed in this policy and other issues previously identified by the public. Participants were asked to choose their top three priority considerations from this list. The table below reflects the collective priority of all participants - the greater the number, the higher it ranked as a priority. Participants’ top three priorities included: program offering, distance to similar schools, and class size. Participants considered the potential re-uses of school buildings and land to be the least important”

**b) Phase II Summary (9 eventbrite online events):**

The explicit focus and intention of the SPUR led eventbrite events was unclear to participants, and changed over the three weeks. For example, it was not until the fourth event on November 3, that Trustees present answered the participants request to clarify that these consultations would in fact inform the LRFP, despite SPUR reporting at the first three events, that it did not.

Only three of the nine events were offered outside of business hours; one for families was held at 3 pm, the exact time parents were needed to pick up their children from schools.

1. Tue, Oct 27, 12:00 PM	<u>Build2Learn Engagement II - Session for Stakeholders</u>	8 seats registered, 2 attendees
2. Wed, Oct 28, 4:00 PM	session for students (only)	unknown number of attendees
3. Thu, Oct 29, 4:00 PM	session for Families #1	2 attendees
4. Tue, Nov 3, 3:00 PM	session for Families #2	22 participants, including 3 trustees (Fraser, Wong, Gonzalez) and 2 or 3 moderators (maybe 17 parents?)
5. Wed, Nov 4, 5:00 PM	session for Community Members #2	Trustee Cho attended half; unknown number of attendees
6. Thu, Nov 5, 5:00 PM	session for Staff (only)	unknown number of attendees
7. Mon, Nov 9, 5:30 PM	session for Community Members #3	unknown how many seats available, 13 remaining as of Nov 8th (maybe 7 participants?)
8. Tues, Nov 10, 5:30 PM	Build2Learn Engagement II - Session for Self-Identified Indigenous People	2 parent attendees (facilitators and 2 Trustees, including Trustee Cho)
9. Tue, Nov 17, 7:00 PM  date added on Nov 6	session open to all	FULL as of Nov 10, 5 pm Waitlist option. Nov 15, 10 more seats added, 3 available at close (guessing 24 stakeholders?) 16 total attended. 12 families? *At least one

		family who signed up was unable to get in from the link VSB provided. Trustee Gonzalez attended.
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SPUR January 2021 reports 10 workshops and 9 were attended by Trustees. Parents are only aware of the 9 listed above.

Parents are disappointed that the Phase II events, which were reported to be a deeper dive into the issues, involved few parents, as we do not believe that any effort was made to promote the online events. It has become clear to us that numerous parents who completed the Phase I online survey, did not receive an invitation to join the online events in Phase II.

SPUR reports 70 participants in Phase II, however it is unknown if this includes all participants at all events, thereby overcounting Trustees.

It was observed at one event that one participant, a non-VSB parent had received an invitation to attend, yet VSB parents had not.

We are thankful that the Squamish Nation participated and their feedback was noted on behalf of Indigenous Community consultation. We hope that genuine effort was made to consult with other local Nations.

**3. Summary of the Nov. 3, 2020 Session for Families:**

The consultation for families was scheduled for 3 to 4:30pm, on a weekday. Parents voiced concern that this was scheduled right at pick up time, and some of us had to make special arrangements to pick up our children from school.

It was reported by Carmen on Twitter that 25 people were registered, and 22 participants were seen on the call, of whom three were trustees (Fraser, Wong, Gonzalez) and three others were organizers/moderators. It is not known if any VSB staff were in attendance. Either all or almost all the tickets were taken, meaning they offered, at most, 19 tickets to the public.

Moderators (SPUR) described their role on a slide as: "We are neutral and external engagement facilitators. Our job is to listen, record and provide feedback to VSB."

## Our Role

- We are neutral and external engagement facilitators. Our job is to listen, record and provide feedback back to VSB
- We are launching a phase of engagement that will include challenging conversations about school closures
  - Although this won't be the bulk of the conversation, we want to be forthcoming that we do have some questions around closures included in this presentation



## Who We Heard From

4185

Total Participants

### Participant types:

- 1943 VSB family members
- 727 community members (including 244 parents of future VSB students)
- 220 VSB students
- 214 staff
- Remaining unidentified

### Diversity of participants:

- 345 participants identified a home language other than English, with Cantonese being the most common
- 652 participants identified as people of colour
- 75 participants identified as Indigenous
- 201 participants identified as LGBTQ2S+

## What Else We Heard

- The importance of seismic safety
- Role of the Province in capital funding
- Desire for more funding options
- Coordination between various levels of government
- School capacity and catchment



Moderators tried to divide us into breakout groups. They asked us to pretend we were Trustees who had to make decisions and presented a slide about the hypothetical budget and before they discussed closures. Most people didn't leave and just stayed in the main room.

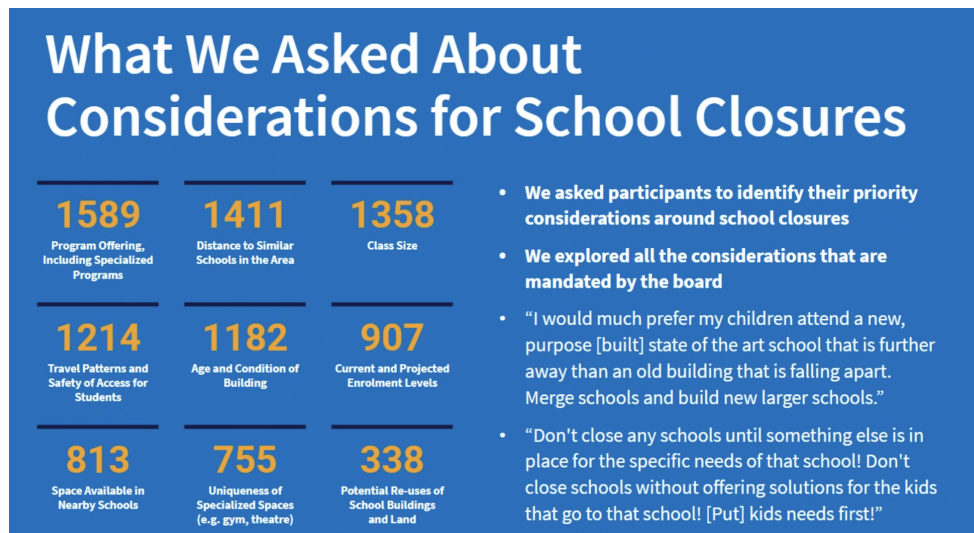
The initial intent of the presentation seemed to be to take us through exercises where we were directed to decide where to devote parts of a hypothetical budget to building design elements. Example: an option of concrete floors in schools vs. an "upgrade" to carpet.

## Provincial Seismic Fund - Structure & Sustainability

What this covers	What this does not cover	Cost	Add to Budget (Y)
Concrete floors	Upgraded tiles, wooden floors or carpet	\$100	
Steel studs	Reinforced cinder block walls	\$100	
Basic glass windows	Upgraded energy-efficient windows	\$100	
Basic water & sewage plumbing	Special plumbing (e.g. reuse grey water)	\$100	
Basic heating	Carbon-neutral heating (eg heat pump, solar)	\$100	
Basic wiring & electrical	Wiring for backup generators, power surges, fibre optics	\$100	
Total cost of structure and sustainability upgrades			(Max: \$600)

Do we want any upgrades since our school will be around for ~ 50 years?

People had been very polite up until this point, but with that slide, we all got more vocal, posting questions in the chat and asking them vocally. The gist of the comments was that it was perhaps premature to be discussing design options when really, everyone wanted to know what they meant by school closures, and when we would be able to offer feedback on the LRFP for the Phase 2 consultation.



Comments and questions (both in the chat and audibly) throughout the Nov 3 event (1.5 hours) included:

- “When is the LRFP engagement happening? Neither I nor anyone I know among the 10 people I quickly surveyed today has received an invitation, though we all filled out a survey in the spring, when we were promised an invitation to Phase II of the consultation.”
- “Will there be time or a section that helps us to understand Phase I, the LRFP and this consultation? I’m having a hard time understanding why we’re discussing provincial funding only?”
- **“I didn’t get an invitation for this consultation. I found out about it on Facebook.”**
- I participated in the survey but didn’t get an invitation to this. (many similar comments – seemingly nobody got an invitation.)
- **“Can you explain why we are discussing building materials?”**
- **"Your consultation doesn't match up with what people want to talk about."**
- “This discussion feels too abstract. I am personally concerned that **I have two children in two H1 schools and I only care if the building is safe, not what new schools will be built with**”
- “ $\frac{2}{3}$  of our school’s students are Indigenous learners, I would suggest a consultation with them about the importance of outdoor learning spaces”
- “Spaces for arts, and stages are needed, but I want to know that music instruction/facilitators will be built into school programming. Also we used to offer classes in the girls gym changeroom as there was no other space”
- “Please increase the number of consultations and publicize them so people can participate.”
- “Curious if you reviewed or were briefed by the VSB about the LRFP and the 17 recommendations? If we are discussing capital asset management, then it seems we are discussing the LRFP.”
- “Have you consulted with families in new builds or upgrades for *their* feedback?” (The moderators said “No, but that’s a great idea. We will do that.”)
- **“It’s hard not to see the minimal number of participants (and very few seats that were even available), and the lack of publicity and transparency for this, as anything other than an attempt to prevent families and other stakeholders from participating. It’s frustrating and confusing.”**
- **“Perhaps one of the Trustees in the meeting can help us understand when there will be LRFP consultation and how this (consultation) relates exactly.” (4:24pm)**

- “Could organizers please get back to us with answers to these questions?” (3 others asked the same thing) (4:26pm)

Many people said they hadn’t received invitations to this event but had just found out about it at the last minute. Worth noting that NO ONE any of us had surveyed, either before or since this consultation, has received an email from VSB about these consultations. A moderator seemed surprised to hear that none of us had received invitations. She said, “Three rounds of emails were sent out about this since the end of September. VSB had an email list. We tried to reach a diverse group for this phase.”

Someone asked about consultation with the City of Vancouver, and the moderators stated that if these had been in-person, that they would have attended.

**The moderator said she was “capturing” all our comments about this and would look into it -- yet so far as we can see, almost none of the critical comments or suggestions from these two meetings, were included in the SPUR report.**

The moderators then tried to close the session without answering most of the questions in the chat, but someone raised their hand and asked that the Trustees please answer at least the LRF question, and that we wanted the VSB to get back to us with other answers. We haven’t yet heard back from the VSB.

**J. Fraser and A. Wong both addressed this last question on the call to say that this consultation *was indeed* part of the Phase II LRF consultation process, contradicting the moderators, who had earlier indicated that it was *not*.**

(The VSB consultant who said the same thing at your DPAC stakeholders meeting.)

**It’s important to note that this point didn’t come up until the very end/Q&A section, because the questions about it posted in the chat were ignored. It wasn’t until the participants specifically pushed the Trustees to answer the question, after the moderators had been vague about the same question earlier in the call, that the Trustees gave some sort of response.**

A. Wong said the LRF is a living document and it’s not set in stone, it will change, etc.

#### **4. First Engagement email received**

On Nov. 6 at 1:30 p.m., SOME parents received this email:



**From:** [engagement](#)  
**Sent:** 06 November 2020 13:34  
**To:** [engagement](#)  
**Subject:** We're listening - Additional workshop added Tue, Nov 17 at 7pm

Dear VSB Community,

Did you know that the Vancouver School Board is currently gathering feedback on how to build modern schools?

We've held six workshops with students, families and community members. But we want to make sure we're reaching as many diverse voices as possible.

That's why we're adding one more workshop Tuesday, November 17, at 7pm.

Three reasons to register now:

1. **It's safe and comfortable.** An all-virtual experience means you can stay home and stay apart, but still have your voice heard.
2. **It's time well spent.** For about the time it takes to watch a few shows on Netflix, you could give back to your community in a powerful way.
3. **It's your school, and your say.** Your input will help us design truly modern learning spaces for generations to come.

**The details:**

**When:** Tues, Nov 17, 7:00-8:30pm

**How:** [Register here](#).

A reminder that we are also hosting a workshop for participants who identify as Indigenous. This workshop is this upcoming Tuesday, November 10 at 5:30 - 7:00p. Self-identifying Indigenous community members may join us at either of the workshops below or the [Indigenous only workshop here](#).

For more information, [click here](#). Can't make it this time? Please forward it to a friend and help us reach as many people as possible.

We're excited to hear from you,

VSB Engagement Team

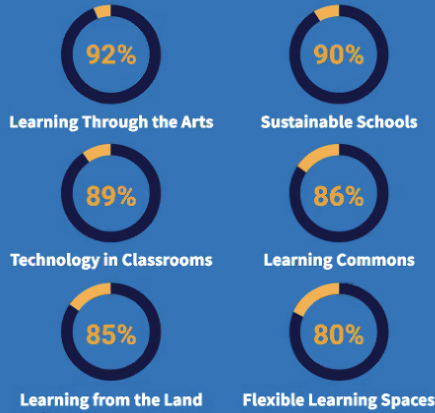
## 5. Summary of the Nov 17, 7 pm meeting (session for all):

November 17 was the extra date added, and the only one offered in the evening. Estrellita Gonzalez was the Trustee in attendance. Moderators from <https://bunyaad.ca/>



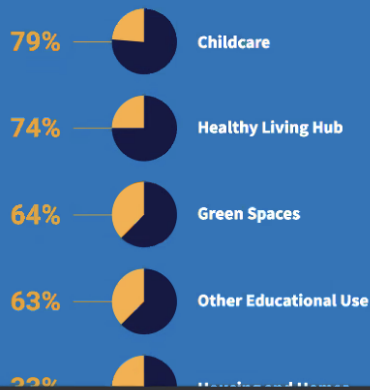
geo-targeted phase1 to different region of city and diverse participants

# What We Heard About Modern Learning



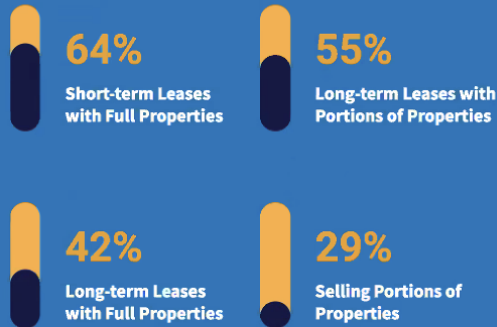
- **High levels of support for various elements of modern learning**
- “New schools should be designed with the capacity to accommodate unplanned future conditions. With adaptability built into the core, schools can address fluctuating student numbers and climate issues.”
- “Multi use sport space to provide not only school use during the day, but able to provide after school sports programs.”

# What We Heard About Community Use



- **We asked Vancouverites to explore how schools could also benefit our local communities**
- “More spaces for before and after school care. This is fundamental to meeting the needs of the present and the future.”
- “Making a broader use of school facilities is a great idea. You could have a tennis club in [the] evenings & weekends, while having facilities available for students during weekdays, for example.”

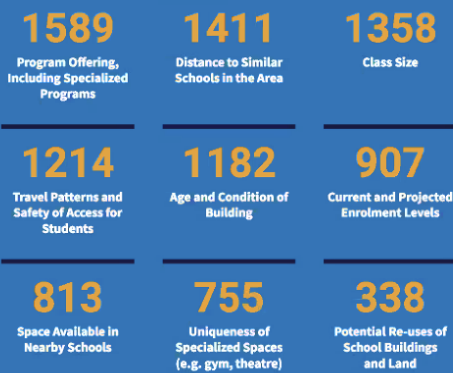
# What We Heard About Capital Asset Management



- We asked Vancouverites to tell us about their views on capital asset management
- “Some schools have low enrolment but others are so crowded they need a lottery. VSB needs to be able to respond to shifting demographics so [shorter-term] leases are better.”
- “It needs to be transparent that any school spaces that are sold/leased are in areas where enrolment is down and that funds are being allocated to areas where spaces are desperately needed.”

Slide 10 | Q & A | Notes | Pointer | Tips | Settings

# What We Asked About Considerations for School Closures



- We asked participants to identify their priority considerations around school closures
- We explored all the considerations that are mandated by the board
- “I would much prefer my children attend a new, purpose [built] state of the art school that is further away than an old building that is falling apart. Merge schools and build new larger schools.”
- “Don't close any schools until something else is in place for the specific needs of that school! Don't close schools without offering solutions for the kids that go to that school! [Put] kids needs first!”

# What Else We Heard

- The importance of seismic safety
- Role of the Province in capital funding
- Desire for more funding options
- Coordination between various levels of government
- School capacity and catchment



Discussion for today:

- Revisit Phase 1 and see if priorities resonate
- then visit structural priorities and see if they resonate
- then talk about capital assessment and see what you think and what would make you comfortable

VSB Workshop || November 17 - Google Slides

[https://docs.google.com/presentation/d/11Z\\_Pv1trYOGu6C8YGFh094tZ798QQ00QeGusG9aHUc/present?token=AC4w5VIn92O\\_I53AWP6HK5Ly\\_-qVksCW\\_g%3A1605666E...](https://docs.google.com/presentation/d/11Z_Pv1trYOGu6C8YGFh094tZ798QQ00QeGusG9aHUc/present?token=AC4w5VIn92O_I53AWP6HK5Ly_-qVksCW_g%3A1605666E...)

## Welcome Trustees!

You have been recently elected to the Vancouver Board of Education.

Your task is to build a seismically safe, modern school.

You have recently heard from the public about their priorities for building seismically-safe schools with modern learning environments. Staff have prepared some options for your consideration. It is now time to make some important decisions for the next generation of learners.

**Let's begin.**

An illustration of two women. One woman is standing on the left, wearing a blue dress and holding a yellow bucket and a shovel. The other woman is kneeling on the right, wearing a white dress and a blue headband. They appear to be in a discussion or presentation.

Exercise to be a thought starter of what modern learning should look like:

VSB Workshop || November 17 - Google Slides

https://docs.google.com/presentation/d/1IZ\_Pv1trYOGu6C8YGFh094tZ798QQ00QeGusG9aHUc/present?token=AC4w5Vin92O\_J53AWP6HK5Ly\_-qVksCW\_g%3A1605666f ...

# Priorities for Modern Learning

Option	Support	Example	Cost	Add to Budget (Y)
Flexible learning spaces	80 %	Room dividers and furniture that rolls	\$150	
Learning from the land	85 %	School gardens with roof shelter for outdoor learning	\$100	
Technology in classrooms	89 %	Additional electrical wiring & supports to enable the use of more tech in classrooms	\$75	
Culturally-responsive learning environments	70 %	Indigenous artwork embedded within school structure	\$125	
Learning through the arts	92 %	Addition of specialized art spaces (art studio, music room, auditoriums)	\$200	
Learning commons	86 %	Modern library and multipurpose room	\$175	
Total cost of modern learning upgrades			\$___	(Max: \$825)

...rn learning in our new school?

outdoor shelter got a lot of support  
 arts program got some callouts too

Comment from participants at November 17 event:

- "I absolutely agree with outdoor shelter being priority."
- "I agree too Re outdoor covered areas."
- "Also agree with the outdoor shelter. My kids are in a new build and it also has no shelter."
- "I also agree on the importance of non-classroom spaces for arts. Many new builds have 'multipurpose rooms,' but these do not have adequate facilities for fine arts, performing arts, etc."
- "I am surprised to hear that learning from the Arts has a higher price tag than technology"
- "Edith Cavell hasn't hit shovel to ground yet, but we are getting none of the above. In addition there was no parent consultation. We would love outdoor areas for all the reasons being stated. Furthermore, we wanted a school with modern learning, but are being denied all of the items on this list."
- "Same (as above) for Bayview."
- "BC Black history being added soon to the curriculum we hope."
- "I also share the inequity concern around tech distribution."
- "Me too -- on the equity issue -- it shouldn't be up to individual PACs to fundraise for these basic resources."
- "Learning commons is important as well as they can allow for a portion of the learning commons to become maker space for all students to use."

# Provincial Seismic Fund - Structure & Sustainability

What this covers	What this does not cover	Cost	Add to Budget (Y)
Concrete floors	Upgraded tiles, wooden floors or carpet	\$100	
Steel studs	Reinforced cinder block walls	\$100	
Basic glass windows	Upgraded energy-efficient windows	\$100	
Basic water & sewage plumbing	Special plumbing (e.g. reuse grey water)	\$100	
Basic heating	Carbon-neutral heating (eg heat pump, solar)	\$100	
Basic wiring & electrical	Wiring for backup generators, power surges, fibre optics	\$100	
Total cost of structure and sustainability upgrades			(Max: \$600)

**Do we want any upgrades since our school will be around for ~ 50 years?**

accessibility not listed since new builds have to comply with city standard which includes that

## Comments:

- “Grass instead of gravel fields”
- “Thank you for mentioning, didn’t know how to bring it up.”
- “Energy efficient windows (reduce heat loss in the winter) and heating/air conditioning in the building is important to keep learning environments at comfortable temperatures during the school year and summer school.”
- “Ventilation”
- “How does the tradeoff work between the items shown on the previous slide and this slide. A budget fixed for each areas or are we stealing from previous to pay for this slide”
- “Yes, I’m not up on building materials either. But, isn’t wood more sustainable?”
- “Most likely new schools will be around for 100+ years, based on history, so you want to spend the extra now to make it sustainable for as long as possible, including ventilation, windows, wiring...”

# Capital Asset Management Options

Which option(s) are we willing to explore to address the funding gap?

Option	Example of capital asset management option	School Closure	Duration	Capital Revenue	Add to Budget (Y)
Sale - Partial property	The school is located on a large site with some land that faces a major roadway and is not needed to run the school	No	one-time	\$250	
Long-term Lease - Partial Property	The school runs all of its athletic programs on the two recently improved fields and has a third field that is no longer needed.	No	50yr total	\$500	
Short-term Lease - Full Property	Three of the four elementary schools in a neighbourhood have enough seismically safe seats to accommodate all students within a 20-minute walking distance. The fourth school is not scheduled for a seismic upgrade. The whole school building is not currently needed for K-12 education.	Yes	5yr total	\$150	
Long-term Lease - Full Property	Some VSB school sites might not be needed in the future because there are fewer students in those neighbourhoods today than there were when the school was built years ago.	Yes	50yr total	\$1000	
Total funds available from capital asset management				\$ ___	(max: \$1900)

Mixed feedback on #1. Some want controls on who can use the land; others are willing to sell to build a new high school (Prince of Wales being teardown)  
 option 2 - community rental do not raise enough money so not considered  
 only lease land that is really un-needed considering future growth, if doing 50-99 year lease

Comments:

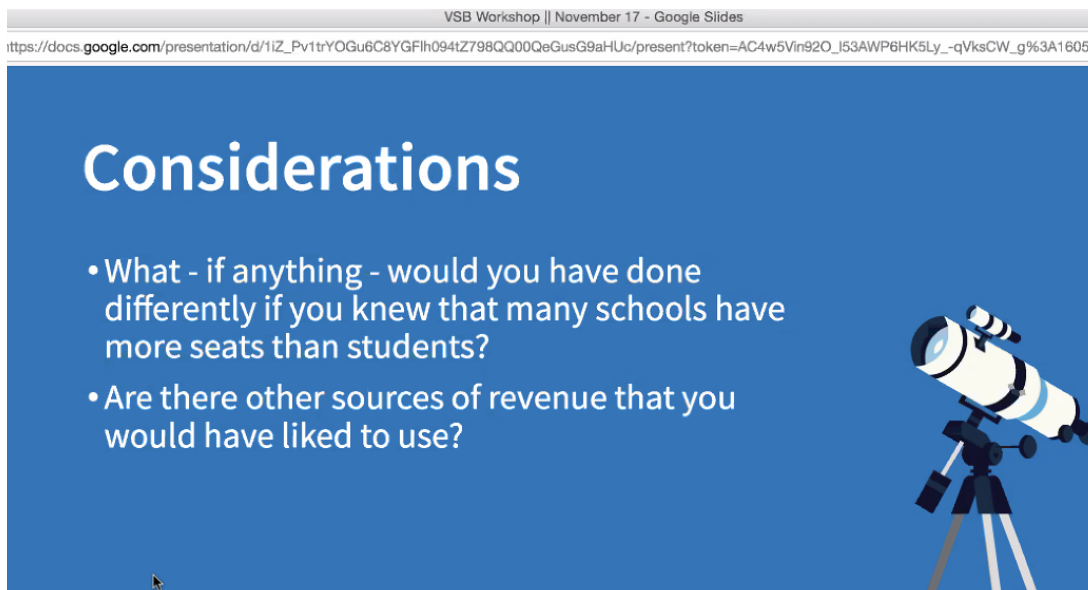
- “I support selling land to build a new high school. Prince of Wales is a teardown and unsafe, on a huge amount of land. Teacher-family housing an option.”
- “I agree (with another participant) that the **need for long term consideration of demographic change - selling land limits options.**”
- “trying to speak up...”
- “idea of community center and school great idea. Shopping centers no thank you. Like to (sic) community center or seniors housing or daycare. Long term lease okay but perhaps 20-25 years. school community most important.”
- “The **long-term lease idea is intriguing.** Imagine a 5-storey structure with a playing field on top with the top 3 floors used for a school, bottom 2 for some other compatible use (with separate entrances). Over time, if the design allows for it, the mix could be like an accordion and phase in to all 5 floors as school use, or 2 floors for school/3 for other use. **The key is to ensure that the design is going to allow for expansion and contraction for the different program uses.**”
- “Eric Hamber high school cost \$10-15 million more to upgrade. New school build - less \$. Good comment re keeping funds for local school and community. District 39 is very large.”
- “FYI 3 Hamber is being built smaller than the old school. Not taking into account any growth either.”
- “That’s brutal re Eric Hamber as it’s got 1,600 kids I believe. Prince of Wales less than 1,000.”
- “**These scenarios equate schools with their buildings. We also need to account for schools as communities.**”
- I support breaking the idea of a one-size fits all approach. I’ve been reading about some options other places that have a similar set of challenges for land, pricing, density and demographic changes. For some further thoughts and visuals on how lease/shared spaces can work: see [https://newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/masterplanbookred\\_web.pdf](https://newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/masterplanbookred_web.pdf) and <https://newvisions.org/pages/publications>

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- a participant asked why leasing land isn't used to fund existing schools. The moderators sidestepped saying money going to District pool to be used as District deems best, and not part of this study.
- **a participant asked if option 3 & 4 are essentially school closures, the moderators admitted that yes it would be**
- **a participant suggested that we should consider schools not as buildings but community and have proper consultation on school closure instead of veiled scenarios**

**Suggested resources for how districts in other locations with similar challenges are managing leasing and shared spaces:**

[https://newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/masterplanbookred\\_web.pdf](https://newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/masterplanbookred_web.pdf)

<https://newvisions.org/pages/publications>



## **6. Comparing the Ministry LRF 2019 Guidelines and the Build2Learn Campaign**

- It was unclear to participants exactly what exactly SPUR (moderators) was briefed about the purpose and expectations of these consultations
- minimal representation at consultations with non English families (ESL), especially in the north east and south east side, are very probably/highly unlikely to be reached for robust and engaged feedback/consultation, and most definitely should be
- no attempt to communicate Phase II to non-English speaking families (no translated communications on Twitter, no known "newsletters", only one email sent to some families for the Nov 17 event)
- there was no discussion about capacity



## 7. Additional miscellaneous feedback from mostly Indigenous parents:

- “The engagement in the Fall seemed like they didn’t even know how to reach Indigenous families in the district. Only two parents showed up and they were outnumbered by facilitators and trustees.”
- “Major engagement fatigue from families at X’pey. We keep saying the same things every year in their various processes and committees and never see commitment to Indigenous focus school reflected in the LRFP”
- “I think the comments I’ve made here, particularly around their methods perpetuating structural racism sum up some key feedback parents from the xpey have been repeating for years. Please include in your dpac summary.”
- “I have VSB fatigue. Cynicism about their so-called consultations with pre-determined outcomes makes me reluctant to get involved.
- [its not engagement fatigue, but] “More like lack of being informed, included, invited; or last minute notice with the inability to sign up because you needed to sign up more than a day in advance (that happened to me).”
- “the issue is that their method for determining a case for investing into a school is problematic and would benefit from a colonial audit and real reflection and acknowledgement by the school district on how it is perpetuating societal inequities and structural racism through their administrative practices, policies and analytical methods.”
- “the Indigenous Parent engagement was a joke. 2 parents showed up. It’s vital for community engagement to give 2-1 months notice and have an identifiable community member, known in the community, to build trust and a reasonable following for proper engagement. Indigenous people are not valued enough to KNOW their voices are NEEDED. Most families barely have the resources for child care, food and housing, let alone the privilege to freely attend a community consultation meeting - they likely don’t feel welcomed to or don’t see them selves as being valued as a voice that matters from a racist and unjust system. If they really wanted to hear from Urban Indigenous families they needed to show that it really matters. That means having Indigenous expertise at the table from concept of engagement, to implementation, to having the right voice properly represent what families might be saying when they are giving feed back. Disgusting. Call it a ‘misdeal’ or a redo. VSB is so disappointing.”
- “I think what I'm seeing is multiple sources or groups trying to engage but not enough collaboration between the groups so it feels like everyone is asking similar things for different purposes? So sometimes as pac chair I'm not even sure which engagement events or surveys I should broadcast to our school community. And I'm saying this generally across all issues, not just the lrfp.”
- “there seems to be a definite flaw in the invitation, information and inclusion process, or is it intended? SPUR needs to be reevaluated, they are not doing what they should be to engage participation, it seems. And presumably, they are being paid a lot for their services.”
- “SPUR would benefit from identifying [Indigenous] community hosts to help them target and engage key audiences and increase participation rates in engagement processes”