

# Kitsilano Secondary School Renewal Plan – Survey Results

**June 18, 2010**

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❑ Background and Objectives	3
❑ Key Themes	4
❑ Survey Method	7
❑ Awareness of Kitsilano Secondary School Renewal Plan	9
❑ Source of Awareness of Renewal Plan	10
❑ 3 Design Concepts Presented	11
❑ Support Levels for Design Concepts	13
❑ Awareness of Kitsilano Secondary on Heritage Register	19
❑ Importance of Preserving Heritage Value	20
❑ Impact of Use of Internal Space on Perceived Heritage Value	21
❑ Importance of Preserving the Building Under Different Cost Scenarios	22
❑ Perceptions of Impact of Portables on Students	24
❑ Characteristics of Participants	25
❑ Survey Questions	26

Vancouver School Board (VSB) commissioned NRG Research Group to conduct a survey among parents, students and residents living nearby Kitsilano Secondary School.

The purpose of the survey was to obtain stakeholder input regarding various aspects of the Kitsilano Secondary School Renewal Plan.

## Key Survey Objectives

- Awareness of the Plan and source of awareness
- Level of support or opposition to design concepts for renewing Kitsilano Secondary
- Awareness of, and support for retaining, the heritage value of Kitsilano Secondary
- Attitudes regarding the use of portable classrooms during construction

This section briefly summarizes the main finding of the survey.

## **The Importance of Preserving the Heritage Value of Kitsilano Secondary School**

- A number of results from this survey underscore the importance that parents, students and nearby residents place on preserving the heritage value of Kitsilano Secondary School. Overall, 81% of those surveyed rated preserving the heritage value of the school as important, and 49% selected the top-of-the-scale ‘very important’ option to express their feelings.
- There is very little support for demolishing the school, at least under conditions in which it would not cost more to preserve the heritage facade. Only 30% of those supported demolishing the building and 54% opposed it. Furthermore, among those who supported Concept A2 or D2, the most common reason they gave for supporting these concepts was that these concepts would preserve the heritage value of the building.

## **Awareness that Kitsilano Secondary School is on the Heritage Registry Varies Widely Across Groups**

- Overall, 50% of those surveyed were aware that Kitsilano Secondary is on the City of Vancouver Heritage Registry. Parents and students at Kitsilano Secondary who participated in the survey were more likely to be aware of this (67%) than parents of elementary students in the catchment (44%) and nearby residents with no students currently enrolled in the catchment area (37%).

### Most Survey Participants Feel the Heritage Value Can Be Preserved If Internal Space Is Not Devoted to Traditional Academic Programs

- Several survey results suggested that survey participants believe that the heritage value of the building can be preserved even if the internal space is not devoted to traditional academic programs and uses. Overall, 69% of those surveyed expressed support for D2, which calls for the internal space within the existing building to be changed to include modern fitness facilities, arts facilities and specialized academic programs. Nine percent opposed this option.
- Support for Concept A2—which calls for the internal space to remain devoted to traditional academic programs and uses—was not as strong. Overall, 42% of those surveyed supported Concept A2, while 31% opposed it.
- Furthermore, 78% of those surveyed indicated that they believe that the heritage value of the building can be maintained even if the internal space is devoted to non-academic uses. However, note that 16% of those surveyed (and 17% of parents and students at KSS) believe that the heritage value of the building can only be preserved if it is devoted to traditional academic programs and uses.

### Support for Concept A2 Would Likely Be Higher if Portables Were Not Needed

- Parents and students tend not to have positive impressions regarding how portables will impact student learning. Fifty-nine percent of parents and students surveyed from KSS believe that portables will have a negative impact on learning. Furthermore, 57% of those surveyed who oppose Concept A2 cite the use of portables as their main reason for opposing the concept.

### Preserving Heritage at Additional Cost Creates More Reluctance to Fully Endorse Heritage Preservation

- We evaluated the perceived importance of preserving the heritage building versus building a replacement school under three scenarios—preserving the heritage building would have no additional cost; preserving the heritage building would cost \$10 million more than a replacement school; preserving the heritage building would cost \$20 million more than a replacement school. Importance ratings decreased substantially from a high of 79% under conditions of no cost difference, to 48% under conditions of a \$10 million cost difference and 36% under conditions of a \$20 million cost difference.
- Note, however, that there is still a substantial percentage of those surveyed (36% overall; 31% of parents and students at KSS) who continue to rate preserving the building as important at an additional cost of \$20 million.

A telephone survey with a random sample of survey participants was conducted from May 31 to June 13, 2010. The survey was developed by NRG Research Group with input from VSB. The survey questions are included at the back of this report.

In order to ensure that the sampling method provided 100% coverage of the Kitsilano catchment areas, sampling was done using the Dissemination Areas that comprise the catchment area. A Dissemination Area is the smallest boundary file available from Statistics Canada and therefore allows households to be sampled accurately within the catchment. Telephone numbers from directory listing for these Dissemination Areas were then sampled randomly using NRG's computer assisted telephone interviewing (CATI) system.

Once a household was contacted the surveyor determined if the household contained a person who qualified for participation. Only one person was interviewed per household.

A person could qualify for the survey if they met any of the following criteria:

## **Survey Criteria:**

- A parent of a student at Kitsilano Secondary, or a student aged 15 or older at Kitsilano Secondary.
- A parent of a student at one of the following schools: Bayview; Carnarvon; False Creek; General Gordon; Henry Hudson; Jules Quesnel; L'Ecole Bilingue; Shaughnessy; Lord Tennyson; Trafalgar.
- A resident living within two or three blocks of Kitsilano Secondary with no students currently enrolled in a public school in the catchment area.

The slide that follows shows a map of how survey participants were distributed across the catchment.

The table below shows the number of participants surveyed in each group.

Participant Group	Number of participants	% of total
<i>Parent of student at Kitsilano Secondary</i>	117	29%
<i>Student at Kitsilano Secondary</i>	24	6%
Parent of student at elementary school in catchment area	159	39%
<i>Resident living within 2-3 blocks of Kitsilano Secondary but no children currently enrolled in the catchment</i>	107	26%
Total	407	100%

A sample of 407 has a maximum margin of error of +/- 4.9% at the 95% level of confidence. This is a common criterion for statistical accuracy used in survey research.

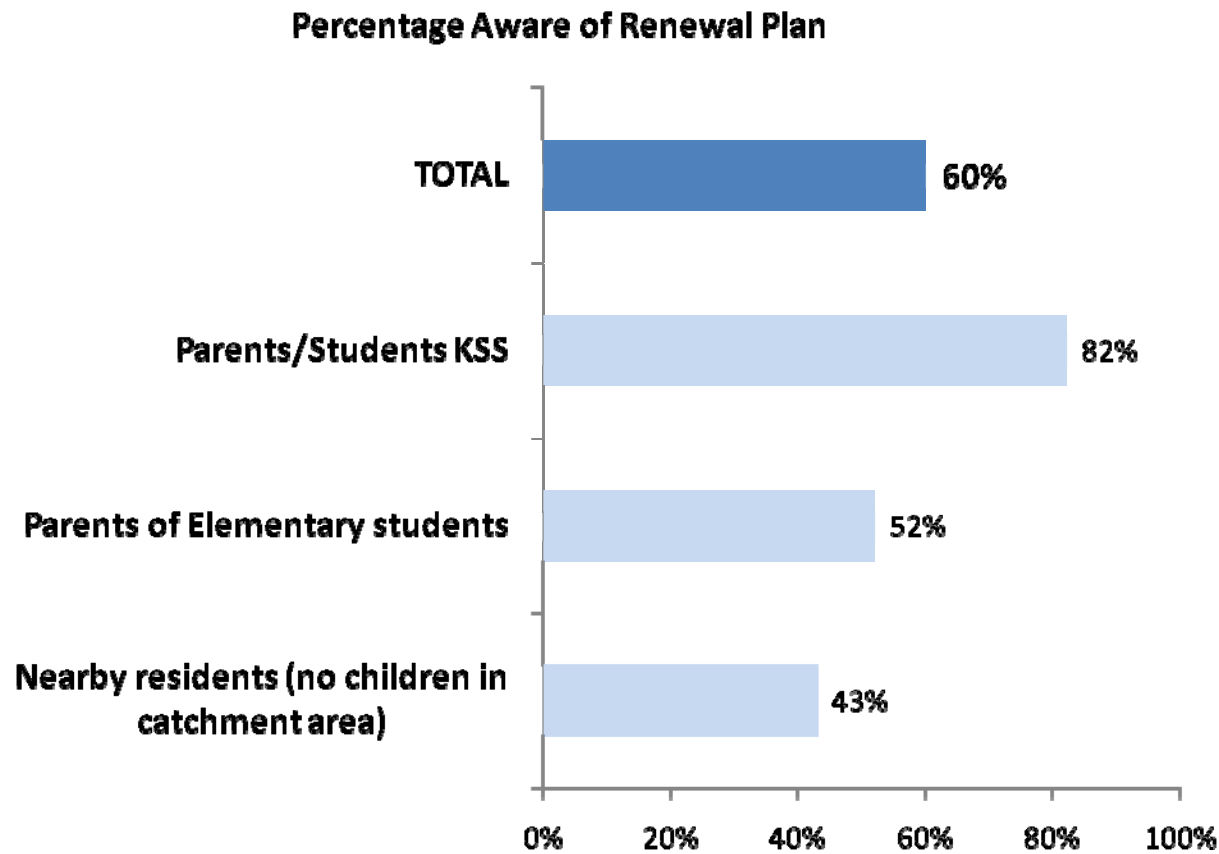
Some other characteristics of participants are also worth noting. Overall, 47% of survey participants live within two to three blocks of Kitsilano Secondary School.

25% of those households surveyed have a former student of Kitsilano Secondary School living there.



# Awareness of the Kitsilano Secondary School Renewal Plan

Q3: Before my call today, had you heard of the Kitsilano Secondary School Renewal Plan? Base=407, all survey participants



Overall, 60% of those surveyed were aware of the Kitsilano Secondary School Renewal Plan.

Awareness was highest among parents and students at Kitsilano Secondary School (KSS), at 82%.

# Source of Awareness of Renewal Plan

Q4: What has been your main source of information about this initiative?, Base=244, aware of Renewal Plan.

## Source of Awareness of Renewal Plan

Main source of awareness	% mentioning
<i>Parent Advisory Committee (PAC)</i>	13%
<i>Community Newspaper</i>	12%
<i>Other parents</i>	10%
<i>Information mailed from VSB</i>	10%
<i>Open House at KSS</i>	9%
<i>School Newsletter/ Email</i>	8%
<i>VSB Website</i>	6%
<i>From Son/Daughter who is a student</i>	6%
<i>Media (source not specified)</i>	6%
<i>From the school (no specifics given)</i>	6%
<i>Teachers</i>	4%
<i>Word of mouth</i>	4%
<i>Other</i>	3%
<i>No main source</i>	1%
<i>Don't know/ Not sure</i>	3%

There was no single source from which the majority of survey participants learned about the Renewal Plan. Those sources mentioned most commonly included the PAC, the community newspaper, other parents and the mailed information from VSB.

### 3 Design Concepts Presented: A2; D2; F

Participants were read a summary of the Renewal Plan (see text below) and then presented with three options for proceeding with the Renewal Plan.

To control for possible order of presentation effects, approximately half of participants were presented with A2 first and half were presented with D2 first. Concept F was always presented third.

#### **Text of Introduction to Design Concepts:**

*As you may or may not be aware, the Kitsilano Secondary School Renewal Plan will create a modern and seismically safe school at Kitsilano Secondary. Kitsilano Secondary school was built in 1927 and is listed on the City of Vancouver Heritage Registry as a Class “B” building valued for its architectural and historical significance.*

*Work on the facility is planned to begin within a 2 year timeframe. Due to the size and complexity of this project, construction duration is estimated to take 4 to 5 years to complete. In all renewal options, the school will remain operating during construction.*

*IF ASKED WHAT IS SEISMIC SAFETY—using construction methods that will minimize the impact of earthquakes on buildings.*

*There are three different options for proceeding with the renewal project. We will describe and ask your opinion on each option.*

### Text for Concept A2

*One option is to preserve the 1927 heritage building that faces West 10<sup>th</sup> Avenue. This option would involve renovating the existing building so that the traditional academic programs would still be located within the existing building layout. Temporary portable classrooms would be used while seismic upgrading and construction is going on within the heritage building. Students would be moved to 34 portable classrooms initially, and then moved back into the school as phases of construction are completed. The 34 portable classrooms would be required for approximately 3 years.*

### Text for Concept D2

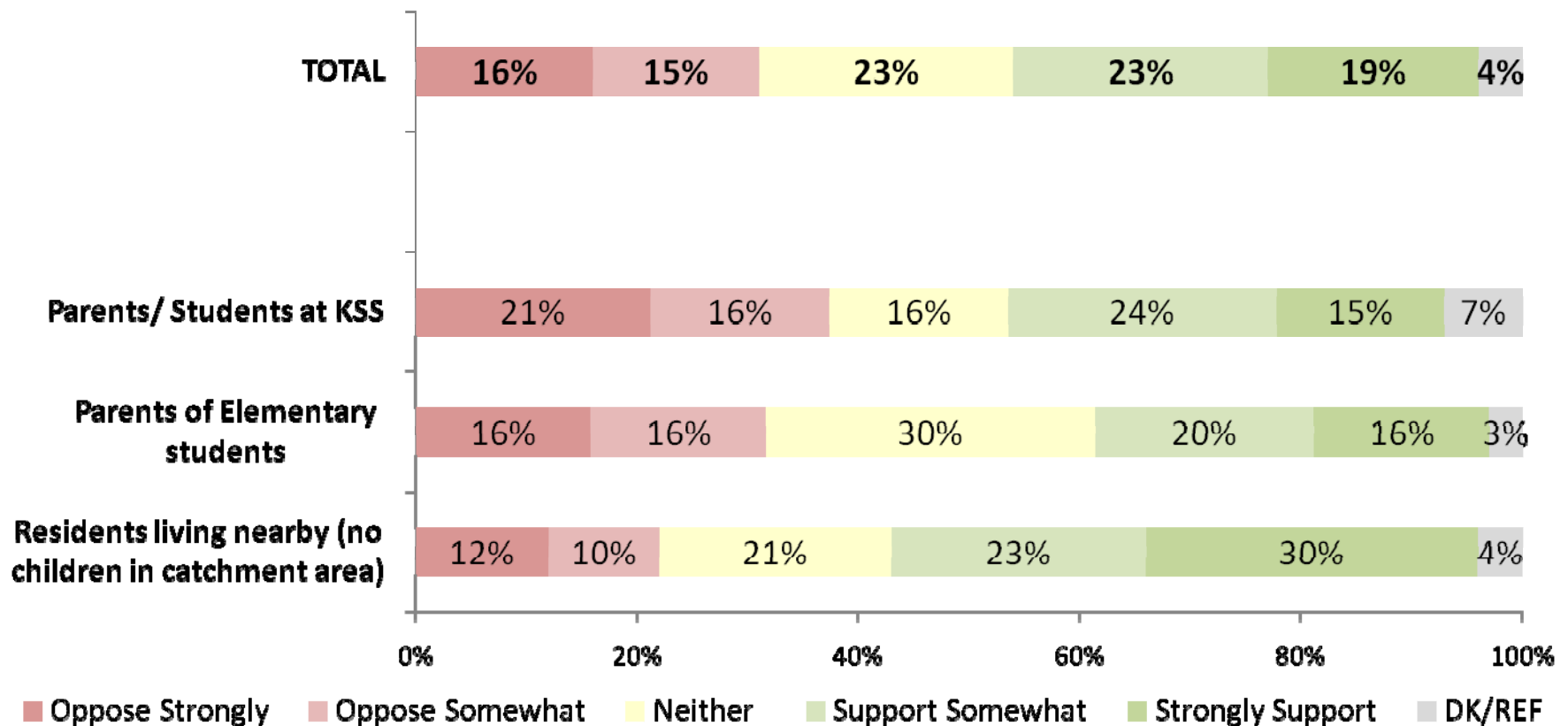
*One option is to preserve the 1927 heritage building by preserving the heritage exteriors that face West 10<sup>th</sup> Avenue, Trafalgar Street and Larch Street. This option involves relocating some academic programs to new facilities constructed behind the heritage building. In place of the space currently used for academic programs, a modern gym, theatre, music, community fitness facilities and specialty classrooms would be built. No portable classrooms would be required while seismic upgrading and construction is going on within the heritage building. This option would reduce building construction by approximately 5 months.*

### Text for Concept F

*One other option is to build an entirely new school building on the current site and demolish the existing heritage building. A replacement school building would be constructed on the property near West 12<sup>th</sup> Avenue. Students would continue to occupy the existing building during construction of the new building. The existing heritage building would then be demolished to create playfield space for school athletic programs. This option would reduce building construction time by approximately 8 months.*

## Support Levels for Design Concept A2

Q5a: In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly? Base=407, all participants



Overall, 42% of those surveyed expressed support for Concept A2 and 31% opposed it. Twenty-three percent of those surveyed indicated that they neither supported or opposed this concept.

Support for this concept was highest among nearby residents (53% support) . Opposition was highest among parents and students at KSS (37% oppose).

# Reasons for Supporting/Opposing Design Concept A2

*Q5Asupport: And why do you support this option? Base=169, participants supporting option A2. Multiple responses accepted; percentages may add to more than 100%.*

## Reasons for Support

Reason	% mentioning
Will preserve heritage value	49%
Less disruptive for students	15%
Seismic upgrading necessary	12%
Will preserve school appearance	7%
Less expensive	4%
An entirely modern facility would be inferior	4%
Will reduce duration of construction process	2%
New facilities will be better	2%
Less disruptive for neighbourhood	1%

*Q5Aoppose: And why do you oppose this option? Base=126, participants opposing option A2. Multiple responses accepted; percentages may add to more than 100%.*

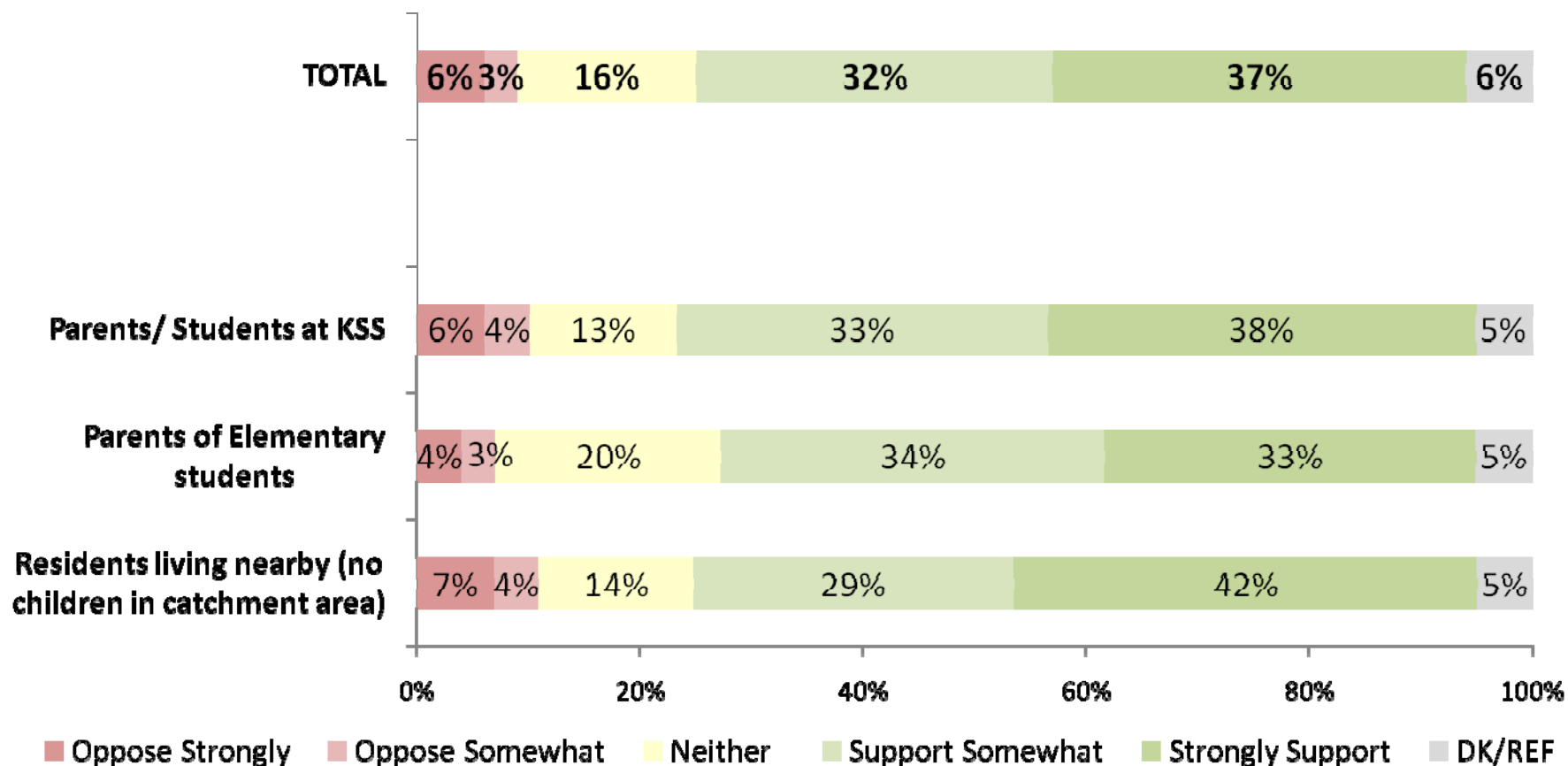
## Reasons for Opposition

Reason	% mentioning
Portables are unfit learning environments	57%
Disruptive for students	21%
Duration of construction process is too long	13%
School is old/ unsafe	10%
Too expensive	9%
No appropriate location for portables	8%
Will not preserve heritage value	6%
Disruptive for neighbourhood	4%

Participants were asked why they either supported or opposed Concept A2. Comments were recorded verbatim and coded into categories based on content. Those expressing support for Concept A2 emphasized the concept's strength in preserving the heritage value of the building. Those expressing opposition to the concept tended to oppose the use of portables.

## Support Levels for Design Concept D2

Q5b: In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly? Base=407, all participants



Sixty-nine percent of those surveyed expressed support for Concept D2. Levels of support were similar across the different groups surveyed.

# Reasons for Supporting/Opposing Design Concept D2

*Q5Bsupport: And why do you support this option?*

*Base=284, participants supporting option D2. Multiple responses accepted; percentages may add to more than 100%.*

Reasons for <u>Support</u>	
Reason	% mentioning
Will preserve heritage value	42%
Preferable to portables	24%
Less disruptive for students	23%
Modern facilities will be better learning environments	21%
Will reduce duration of construction process	14%
Will preserve school appearance	14%
Seismic upgrading necessary	8%
Less disruptive for neighbourhood	4%
Less expensive	3%
An entirely modern facility would be inferior	1%

*Q5Aoppose: And why do you oppose this option? Base=37, participants opposing option D2. Multiple responses accepted; percentages may add to more than 100%. \*Please interpret with caution given small base size.*

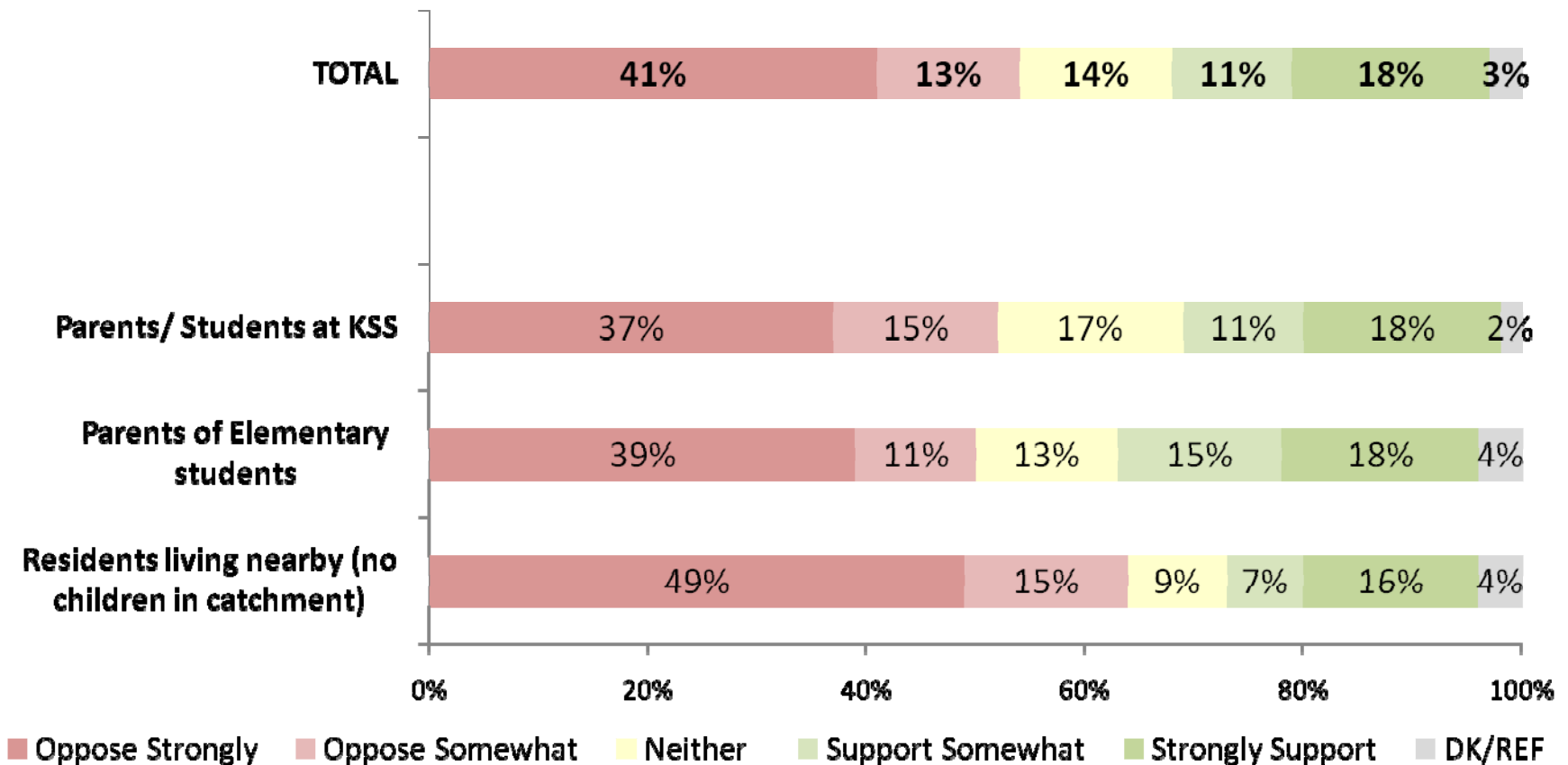
Reasons for <u>Opposition*</u>	
Reason	% mentioning
Will not preserve heritage value	27%
Disruptive for students	16%
Too expensive	14%
School is old/ unsafe	11%
Duration of construction process too long	11%
Will have negative effect on school appearance	5%
Disruptive for neighbourhood	5%

Those expressing support for Concept D2 emphasized the concept's strength in preserving the heritage value of the building. They also indicated that this concept is preferable because it does not involve the use of portables, it will be less disruptive for students and that the modern facilities will be better learning environments. Those opposing Concept D2 tended to emphasize that it would not preserve the heritage value of the building, that it will be disruptive for students, and that it will be too expensive.



## Support Levels for Concept F

Q5c: In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly? Base=407, all participants



Overall, 54% of those surveyed oppose Concept F, which involves demolishing the entire building. What is more, most opposition is strong opposition. Only 29% of those surveyed express support for Concept F.

Nearby residents without children in the catchment express the highest levels of opposition to Concept F—64% oppose this concept.

# Reasons for Supporting/Opposing Design Concept F

*Q5Csupport: And why do you support this option?  
Base=120, participants supporting option F. Multiple  
responses accepted; percentages may add to more than  
100%.*

## Reasons for Support

Reason	% mentioning
Modern facilities will be better learning environments	46%
Will reduce duration of construction process	26%
Less disruptive for students	22%
Less expensive	18%
Seismic upgrading necessary	13%
Preferable to portables	5%

Those expressing support for Concept F believe that a new building would create a better learning environment. They also point to other perceived advantages of this option—including a shorter construction process, less disruption for students and lower cost.

Those who oppose Concept F oppose it because they want the heritage value of the building to be preserved.

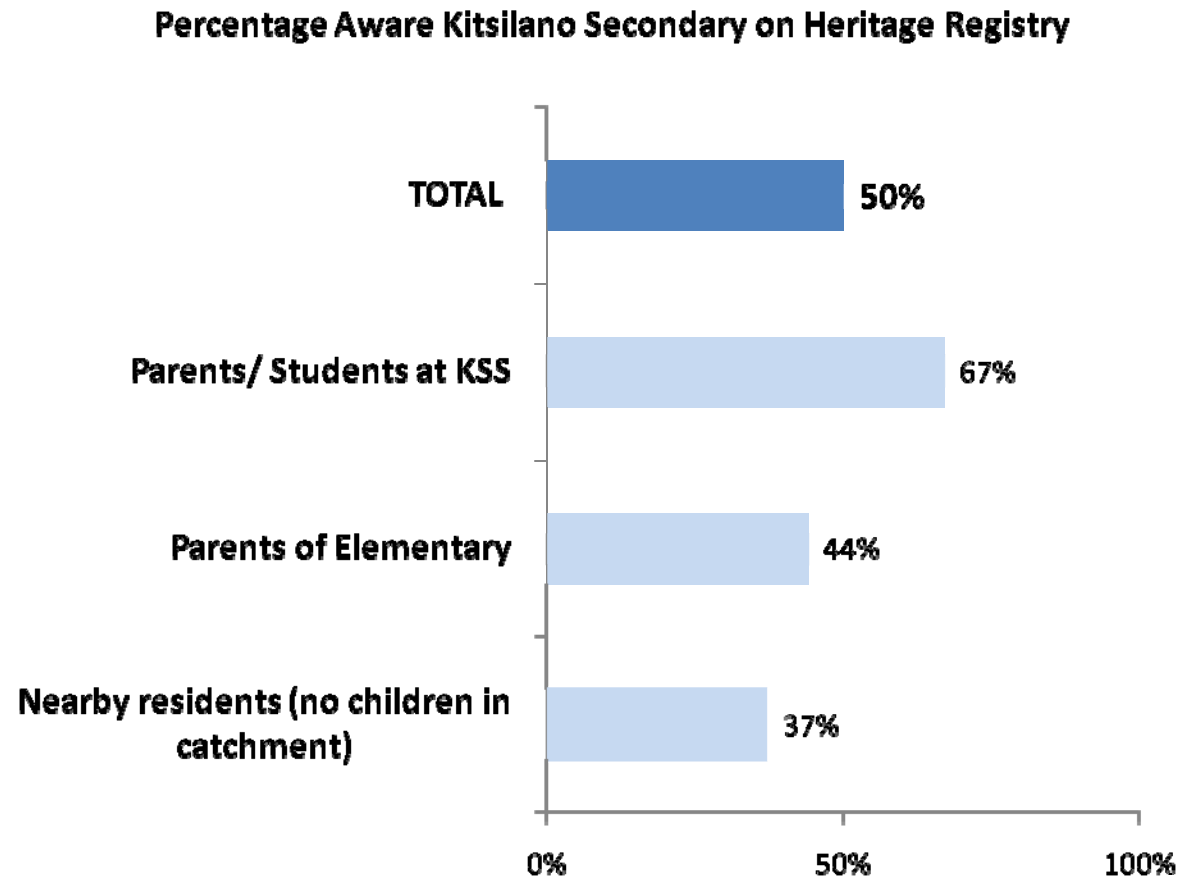
*Q5Coppose: And why do you oppose this option? Base-220,  
participants opposing option F. Multiple responses accepted;  
percentages may add to more than 100%.*

## Reasons for Opposition

Reason	% mentioning
Will not preserve heritage value	83%
Modern facility will be inferior	11%
Too expensive	5%
Disruptive for neighbourhood	3%
Negative effect on school appearance	2%

# Awareness of Kitsilano Secondary on Heritage Registry

Q6: Before this call today, were you aware that Kitsilano Secondary School was on the City of Vancouver Heritage Registry? Base=407, all participants

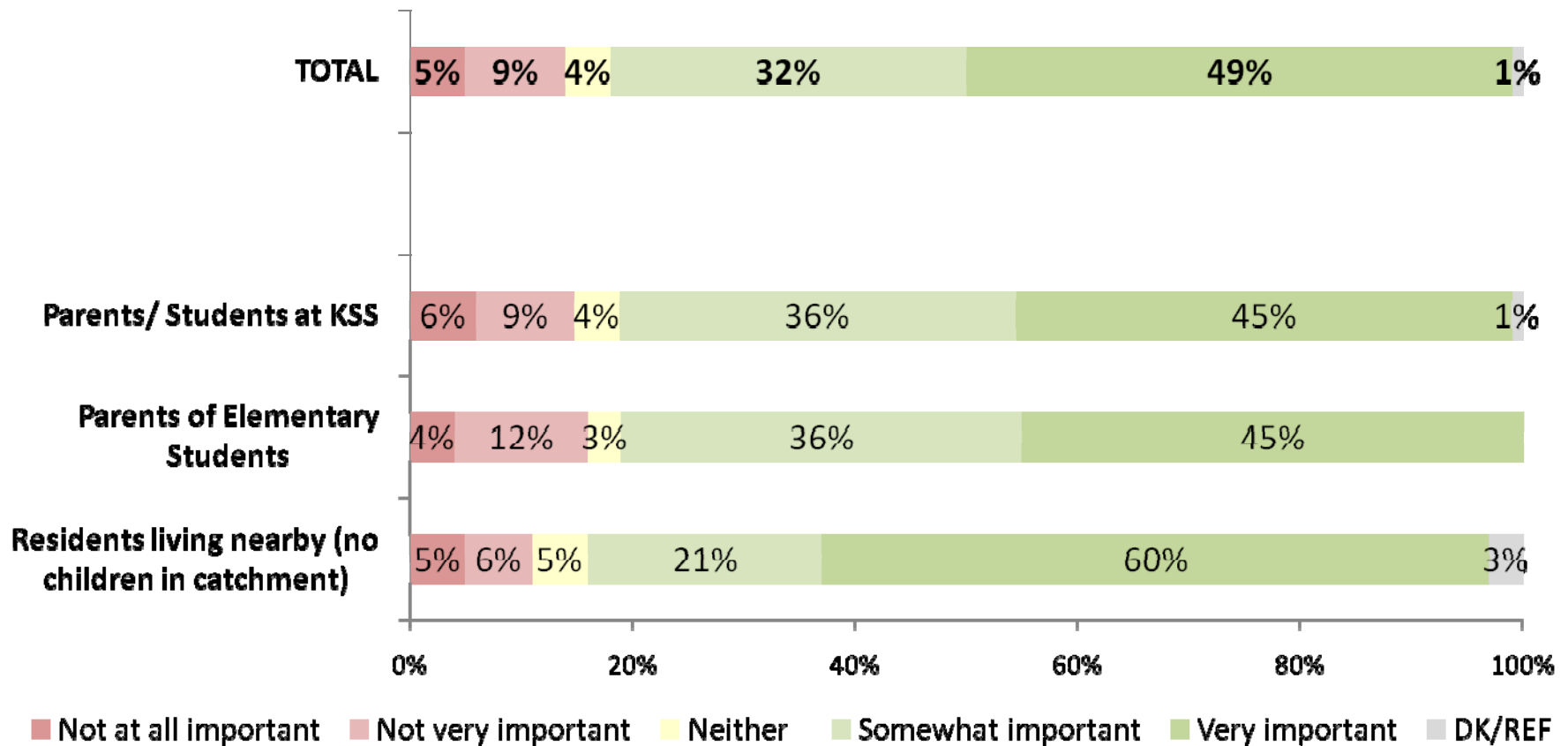


Overall, 50% of survey participants were aware that Kitsilano Secondary School was on the City of Vancouver Heritage Registry.

Sixty-seven percent of parents and students at KSS were aware of the building's registry status, compared to 44% of parents of elementary students in the catchment area and 37% of nearby residents.

## Importance of Preserving Heritage Value

Q7: And how important do you feel it is to preserve the heritage value of Kitsilano Secondary School? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important? Base=407, all participants

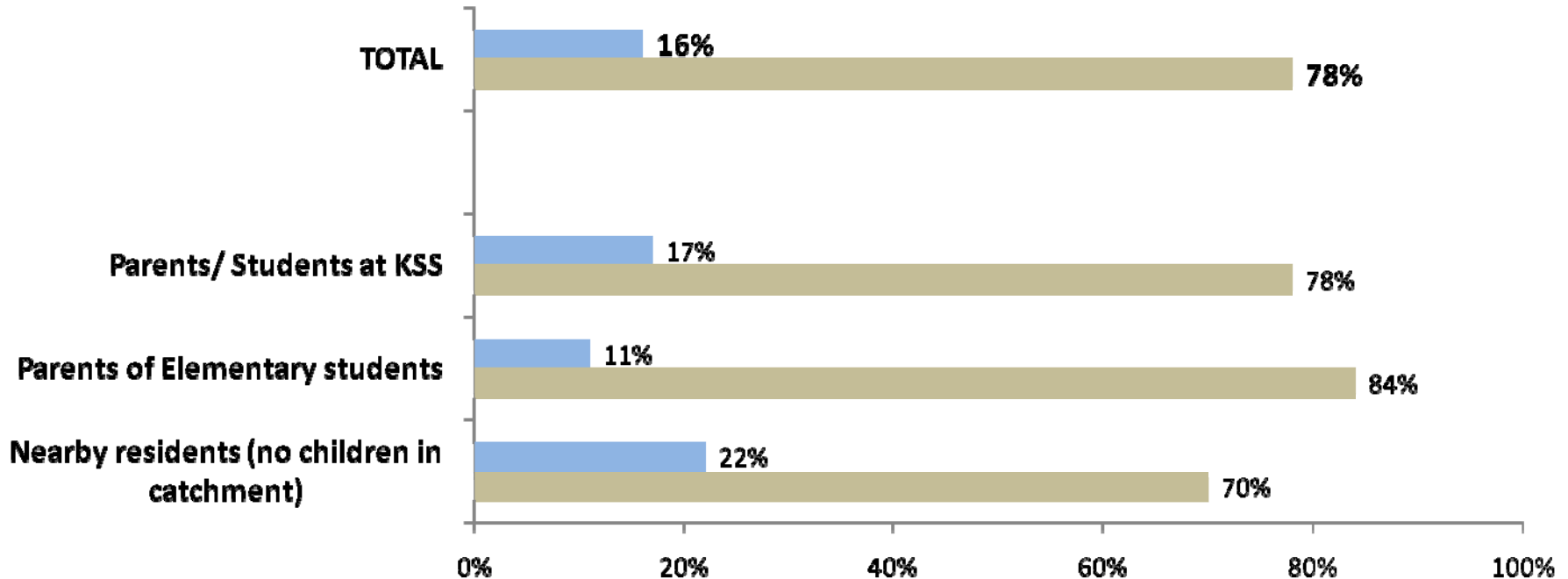


Overall, 81% of those surveyed indicated that it is important to preserve the heritage value of Kitsilano Secondary.

All groups surveyed tend to share the view that the heritage value of the building should be maintained.

## Impact of Use of Internal Space on Perceived Heritage Value

Q8: And assuming that the heritage look of the building is maintained, which of the following is closer to your point of view: The heritage value of the school can be effectively preserved, even if the internal space is changed to include modern fitness and arts facilities and specialized academic classrooms? **OR** The heritage value can only be effectively preserved if the internal space remains devoted to traditional academic programs and uses.? Base=407, all participants



■ Heritage value can only be preserved if internal space continues to be devoted to traditional academic programs

■ Heritage value can be preserved if internal space changed to include non-academic uses

These results are consistent with the higher levels of support for Concept D2. Generally, those surveyed indicated that they believe the heritage value of the building can be preserved if the internal space is not devoted to traditional academic programs. However, note that nearby residents are the most likely to indicate that the heritage value of the building can only be preserved if the space continues to be devoted to traditional academic programs.

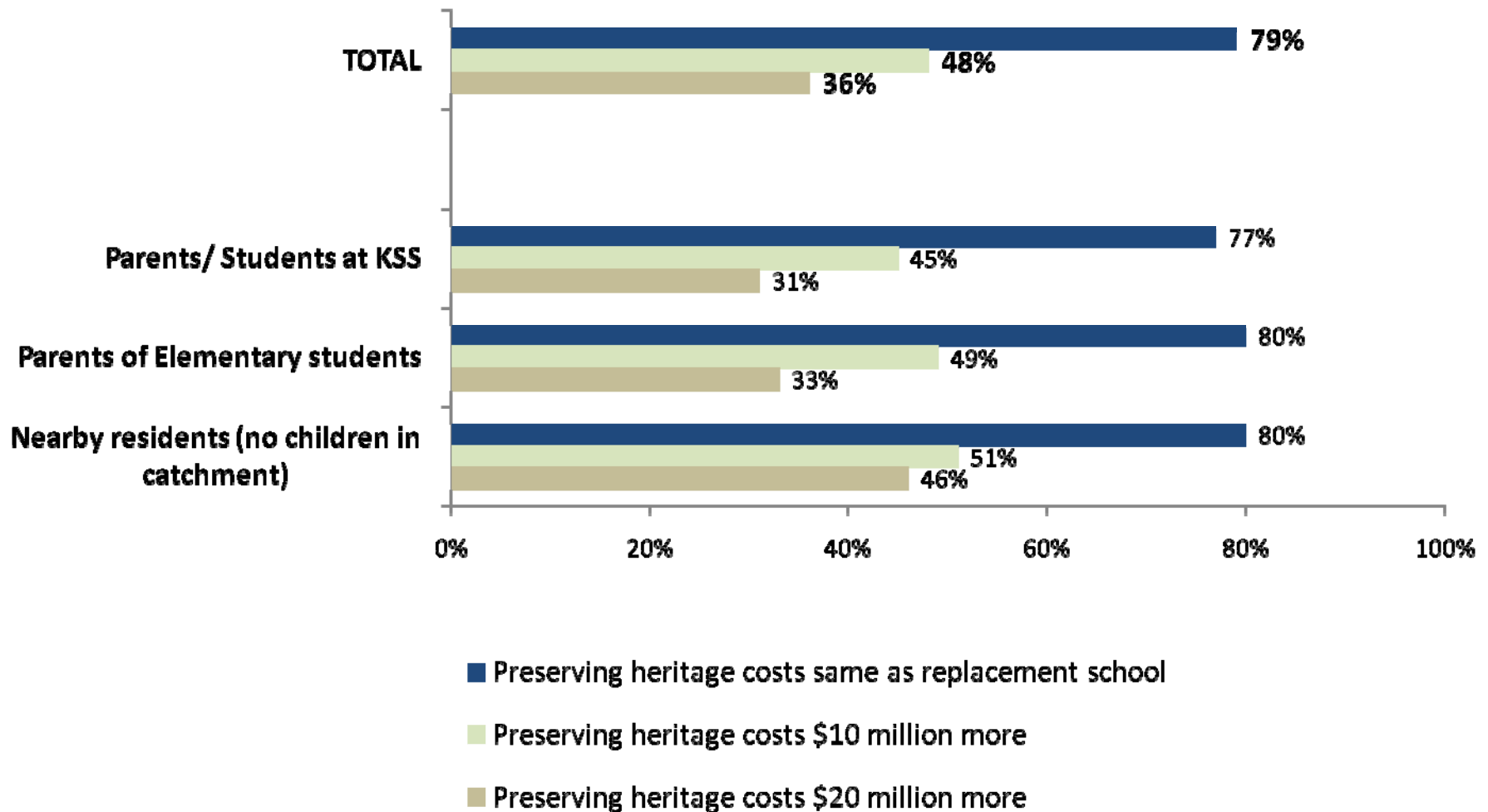
Survey participants were asked to indicate the importance of preserving the heritage building under three different scenarios—a) it would not cost more than a replacement school, b) it would cost \$10 million more, and c) it would cost \$20 million more.

The graph on the slide that follows shows the percentage of survey participants rating the importance as either somewhat or very important. Consistent with earlier results, heritage preservation is considered important by 79% of those surveyed. However, the perceived importance decreases substantially when survey participants are asked to consider the importance of heritage preservation at additional cost. Overall, 48% rate preserving the heritage building as important at an additional cost of \$10 million relative to a replacement school. The percentage decreases to 36% when the additional cost is \$20 million.

## Importance of Preserving the Building Under Different Cost Scenarios

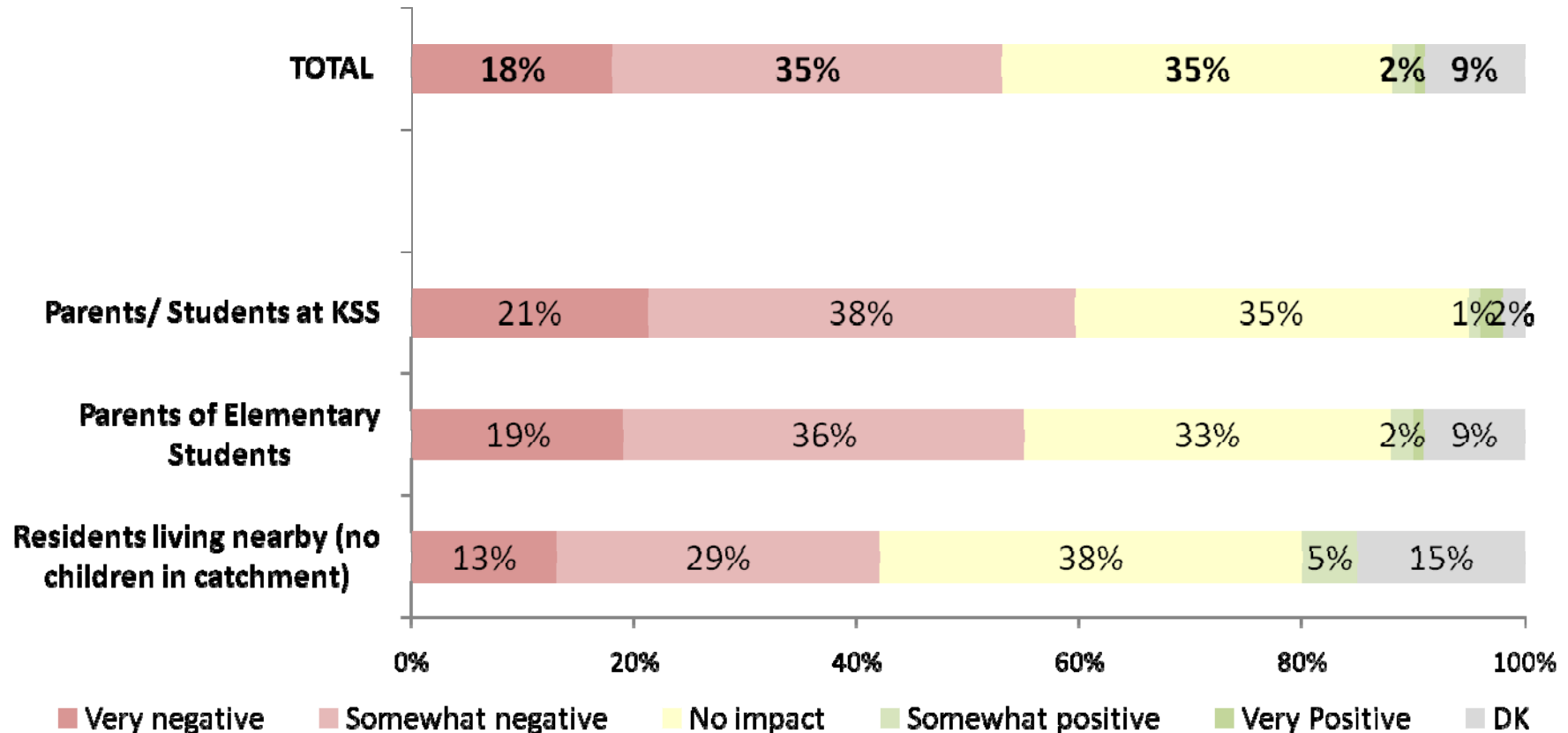
Q9/Q10/A11: If the option to preserve the 1927 heritage building were to cost the same/cost \$10 million more/cost \$20 million more than a new replacement school, how important do you feel it is to preserve the building? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important? Base=407, all participants

### Percent rating as somewhat or very important



## Perceptions of Impact of Portables on Students

Q12. And now I would like to you ask you about your perception of portable classrooms. In general, would you say that classes held in portables have a positive impact on student learning, a negative impact on student learning, or do they have no impact at all? IF POSITIVE OR NEGATIVE: Would you say the impact is somewhat [positive/negative] or very [positive/negative]. Base=407, all participants



Participants were asked to rate how they felt the use of portables would impact student learning. Overall, 53% of participants indicated that they felt that the use of portables would negatively impact student learning. Parents and students at Kitsilano Secondary were more likely than other groups surveyed to hold this view. Note that among those who feel that the impact of portables on learning would be negative, the majority feel that the impact would be 'somewhat' negative as opposed to 'very' negative.



# Characteristics of Participants

<i>Participant Characteristics</i>	<i>%</i>
<b>Length of Residence in Catchment Area</b>	
<i>Less than 1 year</i>	1%
<i>1 year to less than 5 years</i>	13%
<i>5 years to less than 10 years</i>	15%
<i>10 years to less than 15 years</i>	21%
<i>15 years to less than 20 years</i>	24%
<i>More than 20 years</i>	26%
<b>Age Category</b>	
<i>15 to 17</i>	5%
<i>18 to 24</i>	4%
<i>25 to 34</i>	5%
<i>35 to 44</i>	29%
<i>45 to 54</i>	36%
<i>55 or older</i>	21%
<b>Gender</b>	
<i>Female</i>	38%
<i>Male</i>	62%

*Base=407, all participants*



MARKET & PUBLIC OPINION RESEARCH

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May 31, 2010

Draft 2.2. Kitsilano Secondary School Renewal Plan

## Introduction

INTRO1. Hello, my name is \_\_\_\_\_ calling on behalf of the Vancouver School Board from NRG Research Group, a research company based in Vancouver.

We have been asked to gather feedback to help with decision making on how to proceed with school renewal and SIZE-MICK upgrade safety initiatives.

Are you, or is someone in your household, the parent of a student, or a student, enrolled at KITS-SALAN-O Secondary School?

CLARIFY IF PARENT OR STUDENT: IF STUDENT: Are you 15 years old or older?

IF YES CONTINUE

IF NO: May I speak to one of your parents?

IF NOT A PARENT OR STUDENT AT KITS SECONDARY. Are you, or is someone in your household the parent of a student enrolled at one of the public elementary schools in the KITS-SALAN-O catchment area?

IF NECESSARY: The elementary schools include Bayview, Carnarvon (CAR-NAR-VON), False Creek, General Gordon, Henry Hudson, Jules Quesnel (JEWELS QWAN-NEL), L'Ecole Bilingue (LAY-COAL-BAY-LING) Lord Tennyson (TENNIS-SON), Trafalgar (TRA-FALL-GAR), and Shaughnessy (SHAWN-NA-SEE).

YES | CONTINUE TO INTRO2

NO | GO TO S3.

PREFER NOT TO ANSWER | GO TO S3

INTRO2. Those parents and students who participate in our brief survey will represent the views of parents and students to the Vancouver School Board of Trustees who will shortly be making a recommendation to the BC Ministry of Education for school renewal and seismic upgrade safety initiatives.

S3. Do you live within 2 or 3 blocks of Kitsilano Secondary School?

YES | CONTINUE

NO | THANK AND TERMINATE

PREFER NOT TO ANSWER

IF Intro1=2 (NO) & S3=2 (DO NOT live in 2-3 block radius)

TERMINATE LANGUAGE: This survey is most appropriate for parents of students who currently attend one of the public schools in the Kitsilano Catchment area or for those living near the school. Therefore, that will be my last question for you. On behalf of the Vancouver School Board, thank you for your time today. Have good day/evening.

The survey will take no more than 10 minutes and is confidential and anonymous. The responses of survey participants will be combined and reported in aggregate, and cannot be linked to any personal information.

May I proceed with a few questions?

NRG Research Group

2



## RESPONSES TO COMMON QUESTIONS

### How did you get our telephone number?

Your telephone number was selected at random from a computer generated list of phone numbers within the catchment area.

### How can I verify that this is a legitimate survey?

You can confirm that this is a legitimate survey by contacting Craig Sidjak at 604.713.5253 at the Vancouver School Board. You can also contact the NRG Research Group research director, Adam Di Paula, at 604.676.5641.

### Verification of Target Participant

If Intro1=2 (NO) & S3=1 (YES live in 2-3 block radius) do not ask Q1, GO to Q3

Q1. And just to confirm....at which public schools in the KITS-SA-LAN-O catchment area do you have a child, or children, enrolled? MULTIPLE RESPONSES ACCEPTED

#### Read if necessary

BAYVIEW ELEMENTARY  
CARNARVON ELEMENTARY (CAR-NAR-VON)  
FALSE CREEK ELEMENTARY  
GENERAL GORDON ELEMENTARY  
HENRY HUDSON ELEMENTARY  
JULES QUESNEL ELEMENTARY (JEWELS QWAN-NEL)  
L'ECOLE BILINGUE ELEMENTARY (LAY-COAL-BAY-LING)  
SHAUGHNESSY ELEMENTARY (SHAWN-NA-SEE)  
LORD TENNYSON ELEMENTARY (TENNIS-SON),  
TRAFALGAR ELEMENTARY (TRA-FALL-GAR),  
KITSILANO SECONDARY (KITS-SA-LAN-O)  
OTHER/NONE OF THESE

IF Q1=OTHER/NONE OF THESE: This survey is most appropriate for parents of students who currently attend one of the public schools in the Kitsilano Catchment area. INTERVIEWER IF NECESSARY, READ THE SCHOOLS INCLUDED. Therefore, that will be my last question for you. On behalf of the Vancouver School Board, thank you for your time today. Have good day/evening.

## Awareness of Learning Centre Initiative

My first few questions are about the KITS-SA-LAN-O Secondary School Renewal Plan.

Q3. Before my call today, had you heard of the KITS-SA-LAN-O Secondary School Renewal Plan?

YES	
NOT SURE/MAYBE	SKIP TO Q5 INTRO
NO	SKIP TO Q5 INTRO
PREFER NOT TO ANSWER	SKIP TO Q5 INTRO

Q4a. What has been your main source of information about this initiative? INTERVIEW: ENSURE TO PROBE FOR CLARIFICATION REGARDING SOURCE; RECORD ONE RESPONSE ONLY

1. Open House Consultation Meeting at Kitsilano Secondary School
2. Vancouver School Board Website
3. Information mailed by Vancouver School Board to our home
4. Community newspaper
5. Other Parents
6. Parent Advisory Committee (PAC)
7. Son/daughter who is a student
8. Spouse/Partner
9. Other (Specify)
10. No main source | SKIP TO Q5 INTRO
11. Not sure/Don't know | SKIP TO Q5 INTRO
12. Prefer not to answer | SKIP TO Q5 INTRO

Q4b. Have you learned anything about the initiative from other sources? IF YES: Which ones?

INSERT LIST FROM ABOVE - ACCEPT MULTIPLE RESPONSES

## Views on the Design Concept Options

Q5INTRO: As you may or may not be aware, the KITS-SA-LAN-O Secondary School Renewal Plan will create a modern and seismically safe school at KITS-SA-LAN-O Secondary. KITS-SA-LAN-O Secondary school was built in 1927 and is listed on the City of Vancouver Heritage Registry as a Class "B" building valued for its architectural and historical significance.

Work on the facility is planned to begin within a 2 year timeframe. Due to the size and complexity of this project, construction duration is estimated to take 4 to 5 years to complete. In all renewal options, the school will remain operating during construction.

IF ASKED WHAT IS SEISMIC SAFETY—using construction methods that will minimize the impact of earthquakes on buildings.

There are three different options for proceeding with the renewal project. We will describe and ask your opinion on each option.

### RANDOMIZE PRESENTATION OF A AND B

- A. [One option/another option] is to preserve the 1927 heritage building that faces West 10<sup>th</sup> Avenue. This option would involve renovating the existing building so that the traditional academic programs would still be located within the existing building layout. Temporary portable classrooms would be used while seismic upgrading and construction is going on within the heritage building. Students would be moved to 34 portable classrooms initially, and then moved back into the school as phases of construction are completed. The 34 portable classrooms would be required for approximately 3 years.

In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly?

Oppose strongly  
Oppose somewhat  
Neither support nor oppose  
Support somewhat  
Support strongly  
DEPENDS/NOT SURE/DON'T KNOW  
PREFER NOT TO ANSWER

Q5AOPPOSE: And why do you oppose this option?

INTERVIEWER RECORD VERBATIM

Q5ASUPPORT: And why do you support this option?

INTERVIEWER RECORD VERBATIM

- B. [One option/Another option] is to preserve the 1927 heritage building by preserving the heritage exteriors that face West 10<sup>th</sup> Avenue, TRA-FALL-GAR Street and Larch Street. This option involves relocating some academic programs to new facilities constructed behind the heritage building. In place of the space currently used for academic programs, a modern gym, theatre, music, community fitness facilities and specialty classrooms would be built. No portable classrooms would be required while seismic upgrading and construction is going on within the heritage building. This option would reduce building construction by approximately 5 months.

In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly?

Oppose strongly  
Oppose somewhat  
Neither support nor oppose  
Support somewhat  
Support strongly  
DEPENDS/NOT SURE/DON'T KNOW  
PREFER NOT TO ANSWER

Q5BOPPOSE: And why do you oppose this option?

INTERVIEWER RECORD VERBATIM

Q5BSUPPORT: And why do you support this option?

ALWAYS GIVE C OPTION LAST:

- C. One other option is to build an entirely new school building on the current site and demolish the existing heritage building. A replacement school building would be constructed on the property near West 12<sup>th</sup> Avenue. Students would continue to occupy the existing building during construction of the new building. The existing heritage building would then be demolished to create playfield space for school athletic programs. This option would reduce building construction time by approximately 8 months.

In general, would you say you support this option, oppose the option or neither support nor oppose it? IF SUPPORT/OPPOSE: And would you say you [support/oppose] this option somewhat or strongly?

Oppose strongly  
Oppose somewhat  
Neither support nor oppose  
Support somewhat  
Support strongly  
DEPENDS/NOT SURE/DON'T KNOW  
PREFER NOT TO ANSWER

Q5COPPOSE: And why do you oppose this option?

INTERVIEWER RECORD VERBATIM

Q5CSUPPORT: And why do you support this option?

[Awareness and importance of Heritage Status](#)

Q6. Before this call today were you aware that Kitsilano Secondary School was on the City of Vancouver Heritage Registry?

Yes  
No  
Prefer not to answer

Q7. And how important do you feel it is to preserve the heritage value of KITS-SA-LAN-O Secondary School? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important?

Very important  
Somewhat important  
Neither important or unimportant  
Not very important  
Not at all important  
DON'T KNOW  
PREFER NOT TO ANSWER

Q8. And assuming that the heritage look of the building is maintained, which of the following is closer to your point of view.

RANDOMIZE

The heritage value of the school can be effectively preserved, even if the internal space is changed to include modern fitness and arts facilities and specialized academic classrooms.

The heritage value can only be effectively preserved if the internal space remains devoted to traditional academic programs and uses.

DON'T KNOW  
PREFER NOT TO ANSWER

Q9: If the option to preserve the 1927 heritage building were to cost the same as a new replacement school, how important do you feel it is to preserve the building? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important?

Very important  
Somewhat important  
Neither important or unimportant  
Not very important  
Not at all important  
DON'T KNOW  
PREFER NOT TO ANSWER

Q10. If the option to preserve the 1927 heritage building were to cost \$10 million more than the cost of a new replacement school, how important do you feel it is to preserve the building? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important?

Very important  
Somewhat important  
Neither important or unimportant  
Not very important  
Not at all important

DON'T KNOW  
PREFER NOT TO ANSWER

Q11. If the option to preserve the 1927 heritage building were to cost \$20 million more than the cost of a new replacement school, how important do you feel it is to preserve the building? Would you say it is very important, somewhat important, neither important or unimportant, not very important, or not at all important?

Very important  
Somewhat important  
Neither important or unimportant  
Not very important  
Not at all important  
DON'T KNOW  
PREFER NOT TO ANSWER

Q12: And now I would like to ask you about your perception of portable classrooms. In general, would you say that classes held in portables have a positive impact on student learning, a negative impact on student learning, or do they have no impact at all? IF POSITIVE OR NEGATIVE: Would you say the impact is somewhat [positive/negative] or very [positive/negative].

Very positive  
Somewhat positive  
No impact  
Somewhat negative  
Very negative  
DON'T KNOW  
PREFER NOT TO ANSWER

## [Demographics](#)

And just a few more questions that help us classify the survey responses.

Q13. How long have you lived in the KITS-SA-LAN-O Secondary area?

Less than 1 year  
1 year to less than 5 years  
5 years to less than 10 years  
10 years to less than 15 years  
15 years to less than 20 years  
More than 20 years  
PREFER NOT TO ANSWER

Q14. Are you or anyone else in your household a former student of KITS-SA-LAN-O Secondary School?

YES  
NO  
PREFER NOT TO ANSWER

Q15. And into which age category may I place you?

15 to 17 (Grade 8 to Grade 12)  
18 to 24  
25 to 34  
35 to 44  
45 to 54  
55 or older  
PREFER NOT TO ANSWER

Those are all of our questions today. On behalf of the Vancouver School Board, I would like to thank you for taking the time to share your views with us today.